

# Agenda – Children, Young People and Education Committee

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Meeting Venue:

Committee Room 3 – Senedd

Meeting date: 20 September 2018

Meeting time: 09.15

For further information contact:

Llinos Madeley

Committee Clerk

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## Private Pre-meeting

(09.15 – 09.30)

As agreed at the meeting on 18 July, items 1 and 2 are in private

### 1 Technical Briefing on the Independent Review of Teachers' Pay and Conditions

(09.30 – 10.00)

### 2 Technical Briefing on the White Paper reform of the post-compulsory education and training system

(10.00 – 10.45)

(Pages 1 – 6)

Attached Documents:

Technical Briefing

## Break

(10.45 – 11.00)

### 3 Introductions, apologies, substitutions and declarations of interest

(11.00)



## **4 Impact of Brexit on Higher and Further Education – evidence session 4**

(11.00 – 12.15)

(Pages 7 – 42)

Kirsty Williams AM, Cabinet Secretary for Education

Eluned Morgan AM, Minister for Welsh Language and Lifelong Learning

Huw Morris, Group Director SHELL

Marie Knox, Deputy Director, European Transition

Attached Documents:

Research Brief

CYPE(5)-24-18 – Paper 1 – Welsh Government

## **5 Papers to note**

(12.15)

### **5.1 Letter to Cabinet Secretary for Education – Actions arising from the meeting on 28 June**

(Pages 43 – 46)

Attached Documents:

CYPE(5)-24-18 – Paper to note 1

### **5.2 Letter from the Cabinet Secretary for Education – Further information following the meeting on the 28 June**

(Pages 47 – 53)

Attached Documents:

CYPE(5)-24-18 – Paper to note 2

### **5.3 Letter from the Cabinet Secretary for Education – Additional Learning Needs (ALN) Transformation Programme**

(Pages 54 – 56)

Attached Documents:

CYPE(5)-24-18 – Paper to note 3

### **5.4 Letter from Llwydd – Senedd@ Initiatives**

(Page 57)

Attached Documents:

CYPE(5)-24-18 – Paper to note 4

**5.5 Letter to the Minister for Children, Older People and Social Care – Children and Families Delivery Grant (CFDG)**

(Pages 58 – 59)

Attached Documents:

CYPE(5)-24-18 – Paper to note 5

**5.6 Letter from the Minister for Children, Older People and Social Care – Children and Families Delivery Grant (CFDG)**

(Pages 60 – 62)

Attached Documents:

CYPE(5)-24-18 – Paper to note 6

**5.7 Letter from the Cabinet Secretary for Health and Social Services and the Cabinet Secretary for Education – Update following the debate on the Mind Over Matter Committee report**

(Pages 63 – 64)

Attached Documents:

CYPE(5)-24-18 – Paper to note 7

**5.8 Letter to the Cabinet Secretary for Health and Social Services and the Cabinet Secretary for Education – Establishment of a Ministerial Task and Finish Group**

(Pages 65 – 66)

Attached Documents:

CYPE(5)-24-18 – Paper to note 8

**5.9 Letter from the Cabinet Secretary for Health and Social Services and the Cabinet Secretary for Education – Establishment of a Ministerial Task and Finish Group**

(Pages 67 – 68)

Attached Documents:

CYPE(5)-24-18 – Paper to note 9

**5.10 Letter from the Royal College of General Practitioners – comments on the Welsh Government response to the 'Mind over Matter' Committee report**

(Pages 69 – 74)

Attached Documents:

CYPE(5)-24-18 – Paper to note 10

**5.11 Letter from the Minister for Welsh Language and Lifelong Learning – Youth Work Follow up**

(Pages 75 – 77)

Attached Documents:

CYPE(5)-24-18 – Paper to note 11

**5.12 Letter to the Cabinet Secretary for Education and the Minister for Welsh Language and Lifelong Learning – Welsh Government Draft Budget 2019–20**

(Pages 78 – 91)

Attached Documents:

CYPE(5)-24-18 – Paper to note 12

**5.13 Letter to the Cabinet Secretary for Health and Social Services and the Minister for Children, Older People and Social Care – Welsh Government Draft Budget 2019–20**

(Pages 92 – 99)

Attached Documents:

CYPE(5)-24-18 – Paper to note 13

**5.14 Letter to the Cabinet Secretary for Education and the Minister for Welsh Language and Lifelong Learning – General scrutiny session on 10 October 2018**

(Pages 100 – 102)

Attached Documents:

CYPE(5)-24-18 – Paper to note 14

**5.15 Impact of Brexit on Higher and Further Education – Further information from Higher Education Funding Council for Wales (HEFCW) following the meeting on 18 July**

(Pages 103 – 105)

Attached Documents:

CYPE(5)-24-18 – Paper to note 15

**5.16 Impact on Brexit on Higher and Further Education – Further from Cardiff University following the meeting on 12 July**

(Pages 106 – 107)

Attached Documents:

CYPE(5)-24-18 – Paper to note 16

**5.17 Letter from Public Health Wales to the Chair, Health, Social Care and Sport Committee following the scrutiny session on 5 July**

(Page 108)

Attached Documents:

CYPE(5)-24-18 – Paper to note 17

**5.18 Letter to the Cabinet Secretary for Education – Revised eligibility criteria for free school meals in Wales due to the rollout of Universal Credit**

(Page 109)

Attached Documents:

CYPE(5)-24-18 – Paper to note 18

**6 Motion under Standing Order 17.42(ix) to resolve to exclude the public from the meeting for the remainder of the meeting.**

(12.15)

**7 Impact of Brexit on Higher and Further Education – consideration of the evidence**

(12.15 – 12.30)

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**Kirsty Williams AC/AM**  
Ysgrifennydd y Cabinet dros Addysg  
Cabinet Secretary for Education

**Eluned Morgan AC/AM**  
Gweinidog y Gymraeg a Dysgu Gydol Oes  
Minister for Welsh Language and Lifelong Learning



Llywodraeth Cymru  
Welsh Government

Ein cyf/Our ref MA-P/KW/3043/18

Lynne Neagle AM  
Chair  
Children, Young People and Education Committee

6 September 2018

Dear Lynne

Thank you for the invitation to attend Committee as part of its inquiry into “the Welsh Government’s approach to preparing for Brexit in relation to the Higher and Further Education sector in Wales”. This letter is in response to your request for information in advance of the 20<sup>th</sup> September session. Enclosed is an overview of Welsh Government policy in relation to European transition and Higher & Further education in Wales.

We look forward to discussing this topic in more detail with the Committee on 20<sup>th</sup> September.

Yours sincerely

A handwritten signature in blue ink, reading "Kirsty Williams". The signature is written in a cursive style.

**Kirsty Williams AC/AM**  
Ysgrifennydd y Cabinet dros Addysg  
Cabinet Secretary for Education

A handwritten signature in blue ink, reading "Eluned Morgan". The signature is written in a cursive style.

**Eluned Morgan AC/AM**  
Gweinidog y Gymraeg a Dysgu Gydol Oes  
Minister for Welsh Language and Lifelong Learning



# WELSH GOVERNMENT EVIDENCE PAPER – CHILDREN, YOUNG PEOPLE AND EDUCATION COMMITTEE INQUIRY INTO THE IMPACT OF BREXIT ON HIGHER AND FURTHER EDUCATION IN WALES.

## Higher and Further Education in Wales

The higher and further education sectors make a significant contribution to the economy, social justice, public services and culture in Wales and to Welsh Government objectives via the provision of high quality education, training, research, innovation and engagement. The two sectors have a turnover of £1.5bn for HE<sup>1</sup> and £0.5bn for FE and employ around 29,000 FTE staff (21,000 HE<sup>2</sup> and 8,000 FE). In terms of outcomes over 40,000 students graduate from HE each year, and in FE 194,000 learning activities were completed by 111,000 learners (academic year 2016/17).

Higher education is a globally competitive sector. To avoid undermining our institutions' ability to compete on the world stage, it is vital that universities in Wales continue to be able to recruit international talent from the EU and elsewhere, participate in international research collaborations and networks, offer qualifications that are internationally recognised and attract students from the EU and around the globe.

Whilst Further Education tends to operate in a more local market, it is important that learners are able to access a broad range of academic and vocational training options. Further Education, whether delivered in schools or colleges is key to the future success of the nation. It enables progression onto higher level learning (often in partnership with universities); it supports the foundational economy; it enables adults to improve their literacy and numeracy skills; it assists community inclusion through the provision of English for Speakers of Other Languages; it helps employers to up-skill their workforce and enables the delivery of important social and public services. Provision tends to be aligned with the economic area within which each college operates and in-work learning is supported through our flagship apprenticeship programme, which is partly funded by the European Social Fund.

The UK's membership of the European Union is associated with a number of benefits for higher and further education. These include:

- access to and support for international research collaborations;
- access to and support for international mobility arrangements for students and staff;
- freedom of movement arrangements which help to facilitate recruitment of international expert staff from within the EU;
- attracting students by offering professional qualifications that are mutually recognised across the European Economic Area (EEA), and providing a pool of talent for the UK's economy; and
- Structural Funds investment in infrastructure and capacity building, and to address skills needs.

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<sup>1</sup> <https://stats.wales.gov.wales/Catalogue/Education-and-Skills/Post-16-Education-and-Training/Higher-Education/Staff-and-Finance/financeofheis-by-category-year>

<sup>2</sup> <https://stats.wales.gov.wales/Catalogue/Education-and-Skills/Post-16-Education-and-Training/Higher-Education/Staff-and-Finance/staffatwelshheis-by-gender-institution-year-modeofemployment>

## The Welsh Government's Approach To Brexit

Following the June 2016 referendum, the Welsh Government quickly identified that the UK's exit from the European Union would have significant implications for the higher education sector in particular, and the following steps were taken:

- on 5<sup>th</sup> July 2016, as Cabinet Secretary I made a statement making it clear that international students and staff from across the European Union are welcome at Welsh Universities;
- in September 2016, as Cabinet Secretary I established the Higher Education Brexit Working Group to “*coordinate intelligence and provide advice to government on the short to long-term impact on Welsh universities of the UK's decision to leave the European Union*”;
- in November 2016 the First Minister made a speech at Bangor University entitled “Our Universities: Wales Bridge to the World” highlighting the importance of international students, international research collaborations, Structural Funds and the benefits of Erasmus+ and setting out the Welsh Government's priorities for Brexit in relation to higher education;
- in January 2017, the Welsh Government published its Brexit White Paper “*Securing Wales' Future*” which included an examination of the implications of EU Exit for higher education and set out our main demands of the UK Government in its approach to Brexit (see below) as outlined in the First Minister's speech;
- Following the Hazelkorn Review, Professor Graeme Reid of University College London was commissioned to undertake a review of government funding of research and innovation in Wales. The report looks at how Wales' research and innovation competitiveness could be sustained, post Brexit, by securing greater funding from the new UK research funding bodies;
- On 8<sup>th</sup> January 2018 the First Minister announced that a European Transition Fund would be developed to support work to help Welsh businesses and public services to plan and prepare for Brexit;
- I have provided additional £6.241m funding to HEFCW to enable the Council to deal with any short-term implications arising from demographic changes and the initial implications of EU transition; and
- On 12<sup>th</sup> July 2018 as Cabinet Secretary I was pleased to announce £3.5m funding over three years for the Global Wales initiative in order to support a significant increase in the scope and scale of the programme to deliver the Study in Wales brand globally, develop existing activity in the US and Vietnam, and to expand to other markets.

Throughout the period since the referendum, my officials have met regularly with stakeholders via the HE Brexit Working Group to ensure their concerns are heard, and have continued to seek to work closely with their counterparts in Whitehall to press the case for the Welsh Government's priorities as set out in the White Paper, *Securing Wales' Future*.

*Securing Wales' Future* set out the Welsh Government's demands of the UK Government specific to the implications of Brexit for higher education, as follows:

- Maintenance of engagement in Horizon 2020 and other EU led research schemes;
- Reciprocal arrangements regarding student tuition fees so that Welsh students studying in the EU pay local student fee levels and EU students studying in Wales are treated as UK students for the purpose of fees and the costs of study;
- Continued participation in the Erasmus+ scheme of staff and student exchange;
- Guarantees regarding the visa and citizenship status of EU nationals working in UK universities;

- Not counting students in national migration statistics;
- Participation by Welsh universities in the post-study work visa scheme currently being piloted in four English universities; and
- Active promotion of greater outward mobility by students and staff studying and working in Welsh universities.

The White Paper also made clear that the baseline of the Block Grant payment for Wales must be readjusted, at the point of exit from the EU, to take into account funding which Wales would have otherwise reasonably expected from EU sources. The White Paper highlighted the contribution which European Structural and Investment Funds make to boosting research and innovation, and increasing skills and emphasised that regional economic development is a devolved area of policy, firmly rejecting any attempt by the UK Government to infringe this area of devolved competence. On workforce and skills, the White Paper recognised that many sectors of the Welsh economy are dependent on the skills of migrants from the EU.

Following publication of “*Securing Wales’ Future*”, the Welsh Government has continued to make clear its position on its priorities for safeguarding Wales’ position as the UK Government takes forward work on the UK’s exit from the EU and has issued a series of policy documents addressing the future UK position in relation to strategic and cross-cutting issues relevant to Brexit including:

- Brexit and Devolution – June 2017
- Brexit and Fair Movement of People - September 2017
- Regional Investment in Wales after Brexit - December 2017
- Trade Policy: The Issues for Wales - February 2018
- Reforming UK Funding and Fiscal Arrangements after Brexit – July 2018

*Fair Movement of People* highlighted the Welsh Government’s priorities for higher education and international students in relation to UK migration policy and also analysed the potential workforce and skills impact of Brexit.

*Regional Investment in Wales after Brexit* discussed EU programmes’ financial support for international research and mobility and reiterated the wish to participate in Horizon 2020 and Erasmus+ successor programmes after Brexit. It also highlighted the importance of Structural Funds in helping to level the playing field within the UK and address the disproportionate flow of competitive UK-based research funds to institutions in the south of England, by investing in building the capacity needed to support universities applying for competitive research funds.

*Reforming UK Funding and Fiscal Arrangements after Brexit* again makes clear that EU funding that is currently spent in Wales must be repatriated to the Welsh Government without any claw back or top slicing by the UK Government and that higher education in Wales also needs to continue to access wider EU sources of funding and opportunities provided by current EU schemes. The paper also recognises that there are some important areas of inter-dependence between devolved and non-devolved matters, and on these the Welsh Government is ready to work together with the UK Government and other devolved administrations in a spirit of open co-operation for shared beneficial outcomes. In relation to higher education, the paper highlights that we need institutions across the UK to work together to maximise the opportunities for joint research and innovation and joint promotion of Wales and the UK as a great place to study and research.

## **The UK Government's Action on the Welsh Government's Brexit Priorities**

The UK Government has made a number of announcements of relevance to the Welsh Government's priorities on Brexit and higher education and skills, and in most instances we have seen movement towards the Welsh Government's position.

I am pleased to say that the Home Office, following my request as Cabinet Secretary, confirmed on 18<sup>th</sup> December 2017 that the post-study work visa scheme pilot would be extended to two universities in Wales – Cardiff University and University of Wales Trinity St David (Swansea campus). We would like to see this extended to all Welsh institutions.

The draft UK-EU Withdrawal Agreement means that EU citizens employed in the HE and FE sectors in Wales before “the specified date” will – like other EU citizens resident in Wales - be able to apply for Settled Status, together with their families, under the scheme published by the Home Office in June 2018. The scheme is linked to the successful conclusion of the negotiations about the Withdrawal Agreement. We will continue to press for the rights of EU citizens who live in Wales to be protected.

EU student finance arrangements have been confirmed through to the 2019/20 academic year whether or not the Withdrawal Agreement is concluded. The position on the 2020/21 academic year needs to be confirmed as soon as possible to provide certainty for both students and institutions and, at the latest, by the summer of 2019 if any changes are to be made. Both HEIs and the NUS have expressed concerns about past UK Government delays in announcing decisions on EU student finance. As Cabinet Secretary I share their concerns and I urge the UK Government to progress quickly with planning for 2020/21 and to fully share its thinking with us.

Post-Brexit arrangements on tuition fees and finance after the end of any transition period for those EU students coming to Wales after “the specified date” will depend on the nature of the Future Economic Relationship with the EU negotiated by the UK Government. The Home Office has commissioned the Migration Advisory Committee to review the impact of international students on the UK and report by September 2018. In the meantime the Government has stated that it has no plans to remove international students from the net migration target and also that it has “no plans to limit any institution's ability to recruit international students”.

Under the EU-UK Withdrawal Agreement, organisations in Wales will be able to continue to participate in Structural Funds programmes, Horizon 2020, and Erasmus+ as they do now until the end of the current programmes in December 2020. In the event of a “no deal” scenario, the UK Government's underwrite guarantee would apply for any projects approved before December 2020.

Any participation in the Horizon Europe and Erasmus schemes from January 2021 will depend on the Future Economic Relationship with the EU, and the UK Government securing Third Country participation in these programmes on behalf of the UK. In its July 2018 White Paper the UK Government stated that it “is open to exploring participation in the [Erasmus] successor scheme” and it “wishes to explore association in research and innovation programmes, including Horizon Europe”.

We welcome the UK Government's expressed interest in future participation in both Horizon Europe and Erasmus and seek full involvement for the Devolved Administrations in these considerations. We also welcome the shared ambition of the UK Government and the EU for a future agreement for the Mutual Recognition of Professional Qualifications, which would add to the FE and HE sector's ability to attract international students.

## Welsh Government Policy on Higher and Further Education

We want to create a prosperous and fair society where businesses and public services are constantly looking to create new products, services and ways of helping people to get what they need and want. The engine of this economic growth and social progress is research, innovation and the development of the right skills for a changing world. Our universities and colleges are essential drivers for this prosperity and growth. It is also vital that the HE and FE sectors can, and do, make a substantial contribution to the capability and resilience of our country to deal with the challenges facing Wales as a result of demographic, technological and environmental changes and the UK Government's austerity policies. It is clear that Brexit will add to the challenges facing Wales and will also affect the ability of the HE and FE sectors to respond to them.

My priority as Cabinet Secretary for Education is to ensure that:

- Our reforms to student and HE finance' are ensuring that Wales is leading the way in providing a fair system of support for students, whatever their preferred mode of study, alongside a sustainable system of funding for higher education. In a time of profound economic upheaval and flat-line productivity growth, we cannot afford to place unnecessary obstacles in the way of those who want to improve or refresh their skills but are unable to study full-time.
- Establishing a new Commission to oversee the post-compulsory education and training (PCET) sector remains a Government priority. To support the objectives of *Prosperity for All* and the *Economic Action Plan* the post-compulsory education and training system in Wales needs to become more joined up and focused on the local and regional needs of learners and businesses. The Commission will have the potential to drive new and innovative ways of working, bringing education and training providers closer together supported by more robust strategic planning and funding mechanisms, stronger performance and accountability systems, and quality enhancement arrangements which will enable Wales to benchmark and learn from the very best worldwide.

The Minister for Welsh Language and Lifelong Learning's priorities include:

- Delivering the Employability Plan. This partially EU funded cross government plan outlines ambitious targets for employment and skill levels making the links with policy areas which impact on employment opportunities such as health, housing, transport and care. The plan has four themes: providing an individualised approach to employability support; underlining the responsibility of employers to up-skill their workers and provide fair work; responding to current and projected skills gaps; and preparing for a radical shift in the world of work.
- Meeting our commitment to deliver 100,000 quality all-age apprenticeships aligned to the needs of the economy. Provision will focus on national and foundational sectors and will prioritise training of young people and those new to their job role. There will be an increasing focus on higher-level apprenticeships, including degree apprenticeships in particular in science, technology, engineering and mathematical occupations. For provision at lower levels I expect apprentices to have the opportunity to progress to higher levels and to better higher paid jobs. We will maintain the commitment to skills provision through the medium of Welsh in support of the target of one million Welsh speakers by 2050. Elements of this programme are

EU funded (and thus EU funding contributes to reaching the apprenticeship target) and the FE and HE sector deliver significant learning opportunities.

- Supporting the FE sector to maintain the range of learning opportunities currently funded by the EU. ColegauCymru report that their sector has been involved in the deliver of projects with a value of nearly £600m over the past 10 years - made up of EU funds and matched funding from public and private sources<sup>3</sup>. Activity has included: delivery of subsidised employer training to support jobs and growth; helping young people at risk of not being in employment, education or training; offering rural skills training; and giving learners the opportunity to gain work experience or learn abroad. The sector has reported that these projects have helped 81,000 people into work and supported 282,000 people to gain qualifications and has thus made a significant contribution to the delivery of post 16 education and training. EU structural funds have also supported infrastructure investment.

The Welsh Government will continue to press the UK Government to work closely with the Devolved Administrations as it develops the detail of its proposed approach to the UK's exit from the European Union.

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<sup>3</sup> Involvement of Welsh Further Education colleges and institutions in EU funding - ColegauCymru (November 2017) - <http://www.collegeswales.ac.uk/documents/Resources/453/en-gb/involvement%20of%20welsh%20fe%20colleges%20and%20institutions%20in%20eu%20funding-january%202017.pdf>

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**Cynulliad Cenedlaethol Cymru**  
Y Pwyllgor Plant, Pobl Ifanc ac Addysg

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**National Assembly for Wales**  
Children, Young People and Education Committee

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Kirsty Williams AM  
Cabinet Secretary for Education  
By Email

6 July 2018

Dear Kirsty

Thank you for attending the meeting of the Children, Young People and Education Committee on 28 June 2018. The Committee found the session interesting and useful in scrutinising the Welsh Government's progress against several areas of policy, including some of the ten education priorities you agreed with the First Minister in June 2016.

The Committee would, however, like to follow up on a number of areas of questioning from the meeting and confirm a number of items of information you said you would provide to the Committee.

### **Support for Minority Ethnic and Gypsy, Roma and Traveller learners**

As you are aware from its *Education Improvement Grant: Gypsy, Roma and Traveller, and Minority Ethnic Children* inquiry, the Committee has emphasised the importance of supporting these groups of learners as, in the case of Gypsy, Roma and Traveller learners in particular, they are a very disadvantaged group and have comparatively low attainment.

The Committee welcomes the Welsh Government's decision to allocate £8.5 million transitional funding to support these groups of learners to mitigate the removal of £13.1 million from the 2018–19 Education Improvement Grant. You



have said it is your intention to provide a further £8.7 million transitional funding in 2019–20.

However, the Committee believes that the need for the Welsh Government to do this, after initially removing the funding to make resources available within the Local Government Settlement to protect school budgets, indicates the initial decision's considerable shortcomings. The same concerns are shared by the Committee in the case of the cessation of the £700,000 School Uniform Grant and subsequent replacement with a £1.7 million PDG Access fund. The Committee believes that it would have been better to use money from the reserves at the outset to supplement local government funding to schools, rather than taking it from education grants and then drawing on the reserves to reinstate such grant funding.

Only £5 million of the £8.7 million transitional funding for 2018–19 was documented in the 1st Supplementary Budget 2018–19, announced on 19 June 2018. You confirmed that the remaining £3.7 million will be accounted for in the 2<sup>nd</sup> Supplementary Budget and will be found from either within the Education MEG or from the central reserves.

During the meeting of 28 June 2018, you agreed to provide:

- Copies of any impact assessments, including a Child Rights Impact Assessments (CRIA) undertaken in respect of decisions to change the way support for Minority Ethnic and Gypsy, Roma and Traveller learners is provided;
- A note on the position of traveller education services across Wales, e.g. changes in staff numbers and local authorities' funding of this service area.





## **Infant class sizes**

During the discussion on your priority of reducing infant class sizes, you agreed to provide:

- A note on the business cases submitted by local authorities for the £16 million Revenue element of the funding to reduce infant class sizes and how these compared to the amounts allocated;
- A note on the breakdown of the allocation of the £20 million Capital element of the funding;
- A note on the terms and conditions of the Revenue and Capital elements of the funding to reduce infant class sizes;
- Figures on how many infant classes contain more than 25 pupils at present, how many pupils are in those classes and the corresponding position after the duration of the lifetime of this policy (this Assembly term).

## **New Curriculum for Wales**

The Committee is grateful for your letter dated 26 June 2018, issued alongside your Cabinet Statement of the same day, providing references and links to various sources of information. You indicated that you would send the Committee any further information on content of the new Areas of Learning and Experience (AoLE) as it emerges. We look forward to receiving any other such information that might be available.

During the meeting you confirmed that you thought primary legislation in relation to the new curriculum would be introduced in year 4 of the Welsh Government's legislative programme. The Committee would be grateful if you could provide further detail on the Welsh Government's current plans for introducing primary legislation to establish the new Curriculum for Wales.



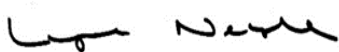
## Supply teaching

The Committee noted from your oral evidence that you did not intend to move towards a system of having a national supply teaching model despite the devolution of teachers' pay and conditions. You will be aware that in the Fourth Assembly, our predecessor Committee undertook an inquiry into Supply Teaching. The overarching recommendation called on the Welsh Government to look at options for the employment of supply teachers, including through a national body.

The Committee looks forward to considering these issues in more detail when it undertakes a further inquiry into supply teaching in due course. In the meantime, the Committee would be grateful if you could provide information on the following:

- A brief overview of the options the Welsh Government is considering for future models of supply teaching provision;
- The precise nature of teachers' employment, i.e. whether they are employed by individual schools or local authorities;
- To what extent there is any evidence that there is a higher use/reliance on supply teachers in schools with deprived catchments and/or working in challenging circumstances.

Yours sincerely



**Lynne Neagle AC / AM**  
**Cadeirydd / Chair**



**Kirsty Williams AC/AM**  
**Ysgrifennydd y Cabinet dros Addysg**  
**Cabinet Secretary for Education**



Llywodraeth Cymru  
Welsh Government

Eich cyf/Your ref  
Ein cyf/Our ref MA(P)KW/2555/18

17 July 2018

Dear Lynne

Thank you for your letter dated 6 July asking for the information I agreed to provide during the recent general scrutiny session.

### **Support for Minority Ethnic and Gypsy, Roma and Traveller learners**

I would like to take this opportunity to clarify remarks made in Committee; the Government took an integrated approach to our impact assessments and a Strategic Integrated Impact Assessment of the high-level spending decisions was undertaken as part of the outline draft budget for 2018-19.

I have shared this with you previously but for ease of reference a copy can be found at the following web page <http://gov.wales/funding/budget/draft-budget-2018-19/?lang=en>.

This means that there was not an individual Children's Right Impact Assessment undertaken in relation to the changes to the funding arrangements within the Education Improvement Grant for minority ethnic and Gypsy, Roma and Traveller learners.

In terms of support for this group of learners, I have continued to listen to the concerns raised by various stakeholders about the impact of the changes to funding arrangements; and I have responded by agreeing £8.7 million this financial year to support all local authorities.

I have been very clear, however, that support for these groups of learners must be part of 'core' local education services. Particularly in these times of increasing financial challenge and constraint, we have to consider different ways of providing the services that are so important to our young people and wider society. I have received assurances from the WLGA that local government will continue to prioritise the support for these groups of learners. I have welcomed those assurances and fully expect local government to stand by them.

Bae Caerdydd • Cardiff Bay  
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CF99 1NA

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[Correspondence.Kirsty.Williams@gov.wales](mailto:Correspondence.Kirsty.Williams@gov.wales)

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

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

The funding that I have agreed for this year recognises that transitioning the service to one which is more sustainable for the long term takes time. A further £8.7 million to all 22 local authorities in 2019-20 has been earmarked to support the continuing development of a sustainable model, which I expect to take effect from April 2020.

This funding will be conditional on evidence of working progress towards more sustainable models of delivery. We are working with local government colleagues to consider potential models for the future. To kick start this process my officials are meeting later this month with the local authority Education Directors from the four authorities with the highest population of these groups of learners. A full suite of impact assessments are being prepared as part of this development process and will be shared in due course.

We do not hold local authority level information on traveller education services. Different service delivery models are in place across the country; understanding the operation of these models and their potential for sustainability, including the extent to which they are delivered at a regional, local authority or school level, will form part of our work with local government over the coming months to prepare for April 2020.

### **Infant Class Sizes**

I agreed to provide a note on the business cases submitted by local authorities for the £16 million revenue element of the funding to reduce infant class sizes and how these compared to the amounts allocated.

#### Revenue element of the funding

The revenue element of the funding was distributed to local authorities on a formula basis combining the Nursery and Primary School Teaching and Other Services Indicator Based Assessment element of the Standard Spending Assessment and the number of infant classes of 29 and over in each local authority. A breakdown of local authority allocations is attached at Annex 1. Although these are shown broken down by year authorities were advised that there was flexibility, recognising the time needed to appoint additional teachers and/or create additional classrooms. There were therefore asked to profile their anticipated expenditure over the four years of the programme. These have been set out in Annex 2.

Local authority business cases were required to evidence how their proposals met the fundamental aim of reducing infant class sizes in schools that meet the target criteria; this being infant classes of 29 or over in schools that demonstrate at least one, or a combination of:

- Significant levels of free school meals;
- Below average outcomes and where a school is judged to be red or amber
- Significant levels of special educational and additional learning needs.
- Significant levels of where Welsh/English is not the first language.

They were required to provide a range of supporting information and data in relation to the schools targeted along with anticipated outcomes.

All 22 local authorities submitted business cases targeting those schools most in need, within the overall cohort of schools within their area that meet the target criteria and taking account of the finite allocation of funding made available. To date proposals approved will result in over 80 teachers being appointed in schools across Wales. Some local authorities have advised that they will target further schools within their overall allocation, so the number of teachers appointed is likely to increase, although these proposals will be subject to Welsh Government approval.

Payment of grant is subject to Welsh Government Grant Centre of Excellence terms and conditions of grant. Payment is made termly in arrears based on actual costs and subject to satisfactory progress reports. Local authorities anticipate full spend. Any underspend will be redirected to education priorities.

### Capital Element.

I also agreed to provide a note on the breakdown of the allocation of the £20 million Capital element of the funding. All 22 local authorities were invited to bid for the £20 million available, where reducing infant classes in schools that meet the target criteria above is dependent on the creation of additional classrooms. 17 local authorities submitted bids totalling over £17 m. The bids were a mixture of proposed extensions to existing school buildings, internal adaptations or remodelling. The cost of individual proposals varied depending on the extent of the work involved.

Bids are being assessed in line with 21<sup>st</sup> Century Schools' principles. I will be issuing a written statement at the start of the new school year in September along with a breakdown of the Capital element of the funding agreed to each of the 17 local authorities and details of schools benefitting.

### Class Size data

You have also asked for figures on the number of infant classes containing more than 25 pupils at present and how many pupils are in those classes and the corresponding position after the duration of the lifetime of this policy (this Assembly term).

The latest PLASC data for January 2017 indicates that there were 2,507 classes (59.6%) containing more than 25 pupils in Wales. 72,454 pupils (67.3%) were in classes containing more than 25 pupils.

It is not possible to predict how many pupils will be in classes of more than 25 at the end of this Assembly term. Whilst we can project pupil numbers at a Wales level we can't do so for individual schools. Local school reorganisation and any action to tackle surplus places will affect class sizes and we can't predict these that far into the future. We continue to monitor PLASC data on class sizes closely on an annual basis. However, as we move forward with our class size reduction investment, I expect to report on a reduction in both average infant class size and the number of infant classes with more than 29 pupils. I look forward to sharing this data at the appropriate time.

### **New Curriculum**

Successful Futures strikes a balance between enabling teachers to use their professionalism and creativity to respond to the needs of learners, and ensuring that those aspects of the curriculum deemed to be essential are given legislative force.

My officials have identified areas that will require primary legislation to enable the recommendations, as well as the wider commitments made in Our National Mission. The intention is that the new legislative framework reflects recommendations 63 and 64 in *Successful Futures* and its focus will be around enabling, among others, the following actions included in Our National Mission:

- Deliver a transformational new curriculum to embed the four purposes and ensure that all are focused on higher standards of literacy and numeracy and ensuring our young people are more digitally and bilingually competent; and
- Developing and delivering new frameworks for Assessment, and also Evaluation and Improvement, to support the realisation of the four purposes of education;.

I intend to consult early in 2019 on the underpinning policy proposals for the new curriculum, assessment and evaluation arrangements, which will also inform the new legislative framework. The consultation will include a draft of the Regulatory Impact Assessment (RIA) and a young person's version of the consultation.

I have noted your wish to be updated on any aspects of the progress of Curriculum Reform. I have asked my officials to ensure you and the Committee members are included in the Dysg special circulation list and I would also invite you to 'follow' the Curriculum for Wales blog at <https://curriculumforwales.gov.wales/> which will provide you with regular updates and access to the stakeholder newsletters.

## **Supply Teaching**

We have introduced a direct employment school-based supply cluster pilot. The arrangements to evaluate the pilot are underway to determine whether this approach offers schools a sustainable, feasible model that could be developed by schools and local authorities as employers more widely.

We are also currently working alongside colleagues in the National Procurement Service and their local authority client group to ensure that any future arrangement for sourcing education agency workers is current and fit for purpose, and meets the Government's principles for fair work and high educational standards.

Separately but as a complementary development (and as mentioned on 28 June), we are actively exploring the introduction of a quality assurance standard that agencies wishing to supply workers to schools in Wales would need to meet.

The employer function for teachers within a particular school depends on the category and status of the school concerned and the local management arrangements in place. Local authorities must secure an efficient education system and that a sufficient number of primary and secondary school places are available to meet the needs of the people in its area. The local authority also plays a key role in financing schools and allocating budgets to schools accordingly and is involved in the governance of individual schools including appointing governor members to the school governing body.


Governing bodies have particular responsibilities for recruiting, selecting, employing and managing staff. The extensive responsibilities placed on governing bodies arise from the Government of Maintained Schools (Wales) Regulations 2005 and the Staffing of Maintained Schools (Wales) Regulations 2006 (as amended).

The governing body has responsibilities under employment legislation and must ensure that sufficient, suitably qualified staff are employed or engaged to work at the school. The governing body will determine the staff structure for the school, the number of teacher and support staff posts, their grade and responsibilities. Governing bodies are also responsible for making temporary staffing appointments including how best to meet their staff absence cover needs.

On the point raised about the evidence of the greater use of supply teachers in deprived areas no direct comparison work has been undertaken. The Welsh Government publishes annually data on sickness absence at local authority level - a link to the statistical release is

attached here: <https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/teachers-and-support-staff/Teacher-Sickness-Absence>. The next update is due to be released on 25 July 2018. However, it is worth noting that supply teachers are often engaged to cover planned staff absence for those undertaking professional learning and school to school working in addition to cover for unplanned sickness absence.

Yours sincerely

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

**Kirsty Williams AC/AM**

Ysgrifennydd y Cabinet dros Addysg  
Cabinet Secretary for Education

**Breakdown of local authority allocations of £16 million revenue element  
of the Reducing Infant Class Sizes grant**

<b>Local Authority</b>	<b>2017/18 £</b>	<b>2018/19 £</b>	<b>2019/20 £</b>	<b>2020/21 £</b>	<b>Allocation £</b>
Anglesey	38,313	57,470	95,782	114,939	£306,504
Blaenau Gwent	42,264	63,395	105,659	126,790	£338,108
Bridgend	93,430	140,144	233,574	280,288	£747,436
Caerphilly	120,247	180,372	300,620	360,743	£961,983
Cardiff	261,971	392,956	654,927	785,912	£2,095,766
Carmarthenshire	108,811	163,217	272,028	326,434	£870,490
Ceredigion	35,516	53,273	88,789	106,547	£284,125
Conwy	64,032	96,048	160,080	192,096	£512,256
Denbighshire	60,821	91,232	152,053	182,464	£486,569
Flintshire	99,572	149,358	248,930	298,716	£796,576
Gwynedd	66,340	99,510	165,851	199,021	£530,722
Merthyr Tydfil	37,942	56,912	94,854	113,825	£303,532
Monmouthshire	53,298	79,947	133,245	159,894	£426,384
Neath Port Talbot	85,869	128,803	214,672	257,607	£686,951
Newport	113,615	170,423	284,038	340,846	£908,923
Pembrokeshire	71,172	106,758	177,929	213,515	£569,373
Powys	67,582	101,372	168,954	202,745	£540,652
Rhondda Cynon Taf	173,113	259,670	432,783	519,339	£1,384,904
Swansea	150,365	225,548	375,913	451,096	£1,202,923
Torfaen	70,750	106,126	176,875	212,251	£566,002
Vale of Glamorgan	90,302	135,453	225,755	270,906	£722,417
Wrexham	94,676	142,013	236,689	284,026	£755,404
<b>Total</b>	<b>2,000,000</b>	<b>3,000,000</b>	<b>5,000,000</b>	<b>6,000,000</b>	<b>16,000,000</b>



## Reducing Infant Class Sizes

### Breakdown of distribution of indicative Revenue Allocations

The following allocations were provided to local authorities, however, they were asked to profile their expenditure over the lifetime of the grant. We recognised that local authorities would require different levels of revenue at different periods of the grant, especially where revenue proposals were dependent on the capital element. Budgets will be carefully monitored during the reporting process to ensure suitable funding is available within budget

LA	2017-18 £	2018-19 £	2019-20 £	2020-21 £	Total £
Anglesey	38,313	57,470	95,782	114,939	306,504
Blaenau Gwent	42,264	63,395	105,659	126,790	338,108
Bridgend	93,430	140,144	233,574	280,288	747,436
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Vale of Glamorgan	90,302	135,453	225,755	270,906	722,417
Wrexham	94,676	142,013	236,689	284,026	755,404
					<b>£16m</b>

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



Llywodraeth Cymru  
Welsh Government

Ein cyf/Our ref: MA-(P)-KW/2501/18

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

[SeneddCYPE@assembly.wales](mailto:SeneddCYPE@assembly.wales)

17 July 2018

Dear Lynne,

As you will recall, during your committee's scrutiny of the Additional Learning Needs and Education Tribunal (Wales) Bill a commitment was made to provide regular updates on the Additional Learning Needs (ALN) transformation programme. This letter is the fourth of these updates.

## 1. Legislation and Statutory Guidance

Since the last update in April 2018 my officials have continued to develop the draft subordinate legislation and the next iteration of the ALN Code which will be published for consultation later this year.

To support the development of the ALN Code we have commissioned two consultants who worked on the development of the Children and Families Act 2014 in England and the associated Special Educational Needs and Disability Code of Practice. Two workshops were held on 13 and 14 June with a group of external stakeholders who participated in a problem-solving, solutions-focussed discussion around the following two themes;

- the boundary between local authorities' and schools' responsibilities in respect of Individual Development Plans (IDPs)
- considerations for local authorities and further education institutions in respect of IDPs for post 16 learners

Officials have also been working with stakeholders through the various ALN expert groups to develop and refine our thinking in relation to particular aspects of the draft ALN Code, such as the role of the Additional Learning Needs Co-Ordinator (ALNCo), the Early Years ALN Lead Officer, and the IDP template.

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

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

## **2. Implementation/ transition support**

### **2.1. ALN transformation leads**

Since taking up post the ALN transformation leads have been building relationships both in their respective regions and across Wales. They have supported all local authorities and further education institutions in Wales to complete their first readiness self assessments, the results of which are now being used to develop implementation plans. The regional and further education implementation plans are due to be submitted to Welsh Government in September 2018.

### **2.2. ALN Innovation Grants and Expert Groups**

In March 2018 the two-year pre-legislative ALN innovation grant funding concluded. On 19 June, to celebrate the work of the projects funded by the grant an ALN Innovation Fund Learning Day was held. The purpose of the day was for project leads to share their learning and experiences with other practitioners across Wales, including effective working practices within their region. The day has also helped shape the next steps for each of the expert groups and potential future work streams. The feedback received on the day has been extremely positive and the ALN Innovation Fund has helped local authorities to work collaboratively and deliver multi-agency projects in preparation for the implementation of the Additional Learning Needs and Education (Wales) 2018 Act 'the Act'.

### **2.3. Guidance on implementing the Additional Learning Needs and Education Tribunal (Wales) Act 2018**

On 2 July I issued a written statement announcing the publication of the first in a series of guides which explain how the Act will be implemented. The guide published focuses on implementing IDPs for children of compulsory school age and under. It sets out the intended mandatory phased timetable for local authorities and school governing bodies to transfer children with special educational needs plans – such as statements and individual education plans - to the new ALN system. The full guide is available [here](#).

I also intend to publish further guides which will set out the arrangements for implementing specific aspects of the ALN system. This includes the arrangements for further education, including specialist post-16 education.

## **3. Workforce development**

In June, based on bids received, a total of £262,689 was allocated to four regions over the 2018/19 and 2019/20 financial years to support the postgraduate training of local authority-based specialist and advisory teachers of learners with hearing impairment (HI) and multi-sensory impairment (MSI). This funding will also be used to facilitate training in Braille and British Sign Language for local authority-based specialist staff.

A further £26,329 has been allocated for the 2020/21 financial year to facilitate post graduate training for local authority based specialist and advisory teachers of the visually impaired (VI).

In order to ensure a continued supply of Educational Psychologists, we fund Cardiff University's Doctorate in Educational Psychology (DEdPsy) professional training programme. Negotiations with the University about arrangements from 2019-20 are continuing.

The Welsh Government and experts in the field have developed a draft framework that outlines the skills and expectations of ALNCoS. The draft framework will help inform funding decisions in relation to the programme of skills development for the ALNCo workforce, as part of the £20m ALN transformation programme. It is also being used to develop our wider policy on ALNCoS, including the proposed regulatory requirements to be introduced under the Act.

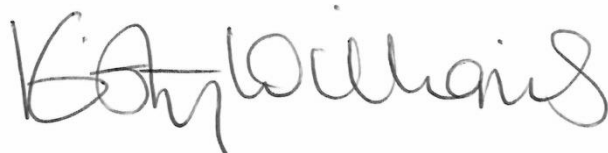
#### **4. Awareness raising**

##### **4.1. ALN implementation training materials**

The ALN implementation training materials being developed by Eliesha Cymru have been split into four levels, with each level targeting different practitioners. Level one of the on-line training programme is currently being reviewed by Welsh Government. This level is aimed at all professionals who support learners with ALN and will help raise awareness of the Act.

I am copying this letter to the Chairs of the Finance Committee and the Constitutional Affairs and Legislative Committee.

Yours sincerely,



**Kirsty Williams AC/AM**

Ysgrifennydd y Cabinet dros Addysg  
Cabinet Secretary for Education

cc Simon Thomas AM, Chair, Finance Committee  
[SeneddFinance@assembly.wales](mailto:SeneddFinance@assembly.wales)

cc Mick Antoniw AM, Chair, Constitutional and Legislative Affairs Committee  
[SeneddCLA@assembly.wales](mailto:SeneddCLA@assembly.wales)



**Elin Jones AC, Llywydd**

Cynulliad Cenedlaethol Cymru

**Elin Jones AM, Presiding Officer**

National Assembly for Wales

Committee Chairs

National Assembly for Wales

Cardiff Bay

CF99 1NA

Your ref:

Our ref: EJ/KD/LPR

18 July 2018

Dear Committee Chair

I write to you about our plans for the next two Senedd@... Initiatives:

- Senedd@Aberystwyth - week commencing 3 December 2018;
- Senedd@Caerphilly – week commencing 25 March 2019.

We are currently in the process of designing our events programme which will be complemented by outreach and education sessions with schools, colleges, youth groups, community groups, businesses and charities in the area.

During previous Senedd@ initiatives, committees have held formal meetings and informal engagement sessions in community locations, to encourage people to participate in their work. Both Senedd@Aberystwyth and Senedd@Caerphilly provide an opportunity to raise your Committee's profile, and directly engage with local stakeholders and citizens. As such, we would be grateful if you could consider whether your committee would like to be involved in one or both Senedd@ and advise us of your intentions by contacting Kevin Davies ([kevin.davies2@assembly.wales](mailto:kevin.davies2@assembly.wales)).

Thank you in advance for your co-operation.

Yours sincerely

Elin Jones AM  
Llywydd

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

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# Agenda Item 5.5

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**Cynulliad Cenedlaethol Cymru**  
Y Pwyllgor Plant, Pobl Ifanc ac Addysg

**National Assembly for Wales**  
Children, Young People and Education Committee

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Huw Irranca-Davies AM  
Minister for Children, Older People and Social Care  
Welsh Government

18 July 2018

Dear Huw

Thank you for the letter dated 11 July 2018 in which you provided an update on the Child and Families Delivery Grant (CDFG). In light of your response, the Committee has some additional points on which it wishes to seek clarification.

In our letter of 8 May 2018 we requested copies of the evaluations of the five projects which ran from 2014–17 and which were allocated more than £10 million Welsh Government funding during this three year period. In your response, you provided a link to the evaluation Cwlwm commissioned of its own work.

Can you therefore clarify what evaluation, if any, the Welsh Government undertook to satisfy itself that the five CFDG projects delivered the outcomes outlined in the grant letters? For example, the grant to Groundwork Wales was awarded on the basis that “over 11,500 children are expected to be involved in the programme’s play activities”, and the grant to Tros Gynnal was to fund “over 550 parents and practitioners” to be involved in training projects.

We note that when the grants were awarded, the accompanying Cabinet Statement said that “the assessment and award process attached the greatest importance to the quality of the service and the outcomes that we expect to be delivered”.



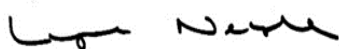
Your letter states that the CDFG was “not designed” to be a long term funding stream “with future iterations of the grant intended to evolve so as to support changing Government priorities”. We would be grateful if you could clarify:

- To what the remaining £1.35 million (which would have made up the annual CDFG allocation) has been reallocated for 2018–19?
- Whether there is any intention to reinstate a bidding /grant process for 2019–20? If not, what will the process be going forward?

Play Wales was initially not awarded a CDFG grant from 2014–17 but this decision was subsequently revised and it was awarded Welsh Government grant funding for eighteen months initially. Its Welsh Government funding continues and we note from your letter that Play Wales has been awarded £360,000 funding in 2018–19. We would be grateful if you could clarify the criteria for this allocation and how this relates to the Welsh Government Programme for Government priorities as referred to in your letter.

We would also be grateful if you could clarify when a decision is likely to be made regarding Children in Wales funding and whether you will be publishing the review of the CDFG funding it has received to date. We note that funding has been extended until September 2018.

Yours sincerely,



**Lynne Neagle AM**  
Chair





Llywodraeth Cymru  
Welsh Government

Huw Irranca-Davies AC/AM  
Y Gweinidog Gofal Cymdeithasol a Phlant  
Minister for Children and Social Care

Our ref : MA-P/HID/2911/18

Lynne Neagle AM  
Chair of Children, Young People and Education  
Committee National Assembly for Wales  
Cardiff Bay  
Cardiff  
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22 August 2018

Dear Lynne,

## Children and Families Delivery Grant

Thank you for your letter of 18 July seeking clarification on a number of additional points in respect of the Children and Families Delivery Grant (CFDG).

As I have already outlined, the funding previously allocated via the CDFG will be provided to Cwlwm, Play Wales and Children in Wales in 2018-19. Funding will also be available to support the wider play agenda and our commitment to Early Years as set out in *Prosperity for All*. There is no intention to reinstate a bidding/grant process for 2019-20, and the core funding arrangements in place for these organisations will be subject to ongoing monitoring against agreed business plans.

In your letter, you asked about the outcomes delivered under the CFDG projects such as Tros Gynnal Plant, Promo-Cymru and Groundwork Wales.

**Tros Gynnal Plant** was awarded a total of £882,000 under the 'Engage' aspect of CFDG for the purpose of delivering the All Wales Restorative Approaches Family Engagement Project (RAFEP) over a period of 3 years, commencing October 2014.

The project met and exceeded expected delivery targets as the final project report showed a total of 1,762 individuals were involved (336 Practitioners and 339 families and 75 groups) and successfully promoted and supported the use of Restorative Approaches with families and professionals to improve the effectiveness of engagement with services.

As part of the grant terms and conditions, reports on progress were submitted to Welsh Government officials. Tros Gynnal also commissioned an evaluation from CASCADE at Cardiff University during the second year of the contract. A copy of the evaluation can be requested via the following link <http://www.rafep.wales/cueval.aspx>

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

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



**Promo-Cymru** was awarded a total of £1,597,392 under CFDG from October 2014 to December 2017. The purpose of the grant was to deliver an all-Wales bilingual online information and communications solution for families, known as Family Point Cymru.

As part of the grant terms and conditions, quarterly reports on progress were submitted to Welsh Government officials. The data received in the final quarterly report (October – December 2017) from Promo-Cymru showed that there was a clear month-on-month growth in the use of the Family Point Service, with a threefold increase in the number of contacts since the helpline was launched in November 2015. Promo-Cymru continue to connect parents and anyone responsible for a child or young person to key services in Wales via their website and helpline.

**Groundwork Wales** was awarded a total of £1,410,028 to develop a Sustainable Play project as a Service of General Economic Interest to increase and enhance the accessibility and quality of children’s outdoor play experiences across areas of Wales suffering from high levels of deprivation. The project was funded over a period of 3 years commencing October 2014 to October 2017.

The project exceeded delivery targets, and the breakdown is outlined below:

Output name	Target Output	Output Achieved
No. of Children & Young People Engaged in Outdoor Play Sessions	18,000	22,450
No. of Workshops / Advisory Sessions Delivered to Partner Organisations	90	94
No. of Disabled Children & Young People Engaged into Outdoor Play Sessions	600	1,361
No. of Play Events Delivered for Families	90	120
No. of Families Attending Play Sessions	720	5695
No. SNAP Training Sessions	90	94

As part of the grant terms and conditions, reports on progress were submitted to Welsh Government officials.

Turning to **Cwlwm**, as I noted in my previous letter, Arad Research was commissioned by Cwlwm in 2017 to undertake a review of the development and effectiveness of the partnership working of Cwlwm. The published report presented the findings of the review and included key lessons and recommendations for Cwlwm and stakeholders, such as the Welsh Government and local authorities.

<http://www.meithrin.cymru/news/i/115656/desc/cwlwm-report/>

These findings are being taken forward as part of Cwlwm’s business plan for 2018-19, which focuses on the following areas of work in order to support the members and non-members of the Cwlwm partnership organisations, taking a ‘whole sector approach’ to support the Early Years, Childcare and Playwork sector in Wales:

- Promoting the Childcare Offer;
- Workforce Development and Training;
- Delivering Business Support;
- Contributing to work related to Care Inspectorate Wales (CIW)
- Supporting the Additional Learning Needs and Education (Wales) Tribunal Bill;
- Reviewing the National Minimum Standards; and
- Contributing to realising 'Cymraeg 2050' targets.

In terms of **Play Wales**, your letter rightly highlights that they were not awarded a CFDG grant, but that funding was provided separately given their valuable role in providing strategic support to the Welsh Government, the local authorities and the play sector to increase and improve children's play opportunities throughout Wales. There are no specific criteria for the allocation of funding to Play Wales. The award is for Play Wales to:

- provide specialist advice to Welsh Government on all policy areas where there are links to play;
- support local authorities and their partners in the implementation of the statutory Play Sufficiency Duty;
- maintain a library of, and disseminate research and best practice;
- represent Wales at international fora; and
- contribute to the professional development of the play and playwork workforce in Wales.

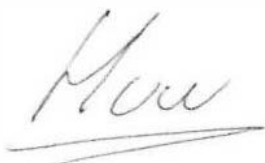
As to how the grant provided relates to the Welsh Government's priorities, we know that play and recreation are essential to the health and well-being of children and promote the development of creativity, imagination, self-confidence, self-efficacy, as well as physical, social, cognitive and emotional strength and skills. Play develops children's resilience and mitigates the impact of Adverse Childhood Experiences. The work of Play Wales is particularly relevant therefore to the delivery of the Healthy and Active and Prosperous and Secure wellbeing objectives in our national strategy Prosperity for All, along with the Early Years cross cutting priority.

Finally, you asked for clarification on when a decision was likely to be made regarding **Children in Wales** funding. Following the Welsh Government's internal review of the grant to Children in Wales (CiW), the key findings have been shared with CiW and will be shared with the stakeholders who participated in the review.

In July 2018 the Welsh Government issued a letter to Children in Wales approving the continuation of funding (£335,000) for the purposes set out in the terms and conditions of the grant. The funding will be for the period from 1 October 2018 to 31 March 2019. Therefore, the total funding awarded for this financial year to Children in Wales, including the £50,570 to facilitate a consultation on Brexit is £724,860.

I hope this response deals with the additional queries in respect of CFDG.

Yours sincerely



**Huw Irranca-Davies AC/AM**

Y Gweinidog Gofal Cymdeithasol a Phlant  
Minister for Children and Social Care

**Vaughan Gething AC/AM**  
**Ysgrifennydd y Cabinet dros Iechyd a Gwasanaethau**  
**Cymdeithasol**  
**Cabinet Secretary for Health and Social Services**

Llywodraeth Cymru  
Welsh Government

**Kirsty Williams AC/AM**  
**Ysgrifennydd y Cabinet dros Addysg**  
**Cabinet Secretary for Education**

Ein cyf/Our ref MA-P/KW/2411/18

Lynne Neagle AM  
Chair  
Children, Young People and Education Committee

27 July 2018

Dear Lynne,

Following the debate on our response to the *Mind Over Matter* report we wanted to update the Committee on the discussions we have been having within government. They have centred on how we can accelerate our work to achieve a whole school approach to improve the health and wellbeing of children and young people in Wales.

Developing resilient children and young people and increasing the pace of work to improve mental health support in schools, are key areas the Government is committed to deliver on under the mental health theme in *Prosperity for All*. The Committee's inquiry and subsequent report have been very helpful in informing these discussions and highlighting the need for us to put in place arrangements to move the next stages of the agenda forward quickly; this broader approach we are planning will draw together many of the Committee's recommendations.

We will therefore be establishing a new Ministerial Task and Finish Group – jointly chaired by us to formalise arrangements to drive and oversee progress and to enable timely decisions to be made to maintain the pace of delivery. To provide a clear line of sight to the Children, Young People and Education Committee as the Chair, we would like to invite you to be a member of our Ministerial Task and Finish Group.

A stakeholder reference group will also be convened to ensure that the broad range of agencies with a role in delivering a whole school approach can have a meaningful engagement with this programme of work. Details of the full membership of the group will be shared with the Committee once finalised.

To support the work of these groups, we have agreed to establish a new and bespoke team of officials to work across health, social care and education portfolios to drive this agenda and to deliver a coherent and sustainable approach to mental wellbeing. This team will draw in expertise from key agencies and ensure the necessary links are made with other relevant

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

programmes of work – such as the NHS-led Together for Children and Young People Programme.

A key element of this work will be to review any early learning from the school in-reach pilots. We have asked officials to contact you with the offer of visiting the existing projects and approaches to see first hand the work that is already underway in Wales.

We hope this reassures you of the actions we are taking to enable us to achieve our shared vision for a whole school approach, as part of the wider whole system approach, to improve the resilience, and the emotional and mental health of our children and young people. We will provide an update on progress to the Committee in the autumn and periodically thereafter.

Yours sincerely,



**Vaughan Gething AC/AM**  
Ysgrifennydd y Cabinet dros Iechyd a  
Gwasanaethau Cymdeithasol  
Cabinet Secretary for Health and Social  
Services



**Kirsty Williams AC/AM**  
Ysgrifennydd y Cabinet dros Addysg  
Cabinet Secretary for Education

**Cynulliad Cenedlaethol Cymru**  
Y Pwyllgor Plant, Pobl Ifanc ac Addysg

**National Assembly for Wales**  
Children, Young People and Education Committee

Vaughan Gething AM  
Cabinet Secretary for Health and Social Services

Kirsty Williams AM  
Cabinet Secretary for Education

16 August 2018

Dear Cabinet Secretaries,

Thank you for your letter dated 27 July following up on the plenary debate on our Mind over Matter report.

Your letter outlines your intention to establish a Ministerial Task and Finish Group – chaired jointly by you both – “to formalise arrangements to drive and oversee progress and to enable timely decisions to be made to maintain the pace of delivery” in relation to support for the emotional and mental health of children and young people. The Committee welcomes this development as recognition of the inquiry’s findings, and the strength of feeling expressed in the Chamber about the need for a step change in this important area.

I have sought the Committee’s endorsement to participate in the Task and Finish Group and am pleased to accept the invitation to do so. Committee members and I agree that it would most appropriate for me to engage as an observer, participating and engaging fully in all discussions and meetings, but retaining my ultimate independence to scrutinise and hold the Government to account in my capacity as a Committee Chair.

The Committee welcomes the creation of a new team of officials to work across health, social care and education portfolios to drive this agenda forward and deliver a coherent, whole-system approach to the emotional and mental wellbeing




of children and young people. We further welcome the establishment of a stakeholder reference group to inform this work, and look forward to being consulted on its membership.

In order to ensure that the Task and Finish Group's work addresses the matters we raise in Mind over Matter, we would be grateful to be consulted on its terms of reference. As a Committee we are keen to maintain the pace of work necessary in this area, and would welcome the agreement of final terms of reference by the end of September 2018.

During the Plenary debate I, and other Members, called on the Welsh Government to reflect again on its response to our report. In light of your intention to create a Task and Finish Group, the Committee recognises that time will now be needed for the Group's work to get underway to address the issues raised in our report. Nevertheless, our commitment to ensuring that progress is achieved as a matter of urgency remains strong. On that basis, and in recognition of the need to reflect the Task and Finish Group's work and the ongoing work of the Together for Children and Young People Programme, we would welcome a revised written response to our report's recommendations by March 2019.

We look forward to working with you to deliver the step change we have called for in our report, and will engage constructively and with commitment to deliver the whole-system approach needed to improve the support available for our children and young people.

Yours sincerely,



**Lynne Neagle AM**  
**Chair**



Vaughan Gething AC/AM  
Ysgrifennydd y Cabinet dros Iechyd a Gwasanaethau  
Cymdeithasol  
Cabinet Secretary for Health and Social Services

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Welsh Government

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

Ein cyf/Our ref MA-P/KW/2411/18

Lynne Neagle AM  
Chair  
Children, Young People and Education Committee

7 September 2018

Dear Lynne,

Thank you for your letter of 16 August regarding our proposals to establish a Joint Ministerial Task and Finish Group (T&FG) to take forward the 'whole school approach' to improve the health and wellbeing of children and young people, and the key recommendations in the *Mind over Matter* report.

We are pleased the Committee welcomes our proposal to move this agenda forward. Your letter raises a number of points which we wish to clarify in advance of us making a formal announcement of this work.

You have indicated that you wish to join the T&FG as an observer, participating and engaging fully, but retaining independence to fulfil your role as Committee Chair. We welcome your full engagement in group discussions, you have a wealth of knowledge and experience which will be invaluable to the group's work.

We will also be inviting the Children's Commissioner to join the T&FG, who would normally also do so as an observer. This is in line with her statutory function to scrutinise Welsh Government activity.

You also requested that the Committee is consulted on the Group's terms of reference and membership of the Stakeholder Reference Group, which will support the T&FG's work. The T&FG is a Welsh Government appointed body, which will advise us in our ministerial capacity so that we can take informed and appropriate decisions. Your role on the T&FG will enable a communication of views between the T&FG and Committee. This should ensure that Committee views and interests are reflected, and hold us to account, when issues are considered. We look forward to you providing views on the terms of reference and the membership of the stakeholder group.

You also asked for a revised written response to the *Mind over Matter* report by March 2019. We will be pleased to provide a further update to the Committee which will cover all

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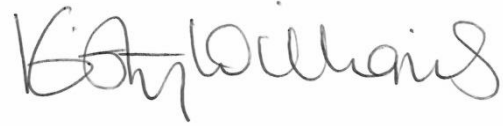
the recommendations and in relation to those joint health and education recommendations will focus on the T&FG's work.

We understand you have also agreed the draft press notice announcing this work, which we intend to issue today (7 September). This will accompany a Written Statement to the National Assembly and coincides with the multiagency workshop, which is also taking place today.

Yours sincerely,



**Vaughan Gething AC/AM**  
Ysgrifennydd y Cabinet dros Iechyd a  
Gwasanaethau Cymdeithasol  
Cabinet Secretary for Health and Social  
Services



**Kirsty Williams AC/AM**  
Ysgrifennydd y Cabinet dros Addysg  
Cabinet Secretary for Education





Royal College of  
General Practitioners  
Coleg Brenhinol  
Meddygon Teulu

Friday 3 August 2018

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

Dear Ms Neagle,

### **The emotional and mental health of children and young people**

I am writing with regard to the recent report on the emotional and mental health of children and young people, as well as the Welsh Government's response.

Thank you for the opportunity to give evidence to the Committee, both orally and in writing. The subject is an extremely important one and it's vital we get this right.

'Mind over matter' raised some very important issues and RCGP Wales believe it made many constructive suggestions to improve the services Wales offers its children and young people.

I noted your reaction to the Welsh Government's response and RCGP Wales shares concerns about the rejection of certain recommendations. I am aware that you have asked the Welsh Government to reassess their approach on the other side of recess. This is a call RCGP Wales agrees with.

We are writing in the first place to express our support for the need for more action, and additionally to provide some thoughts on the report and the Welsh Government's response.

I hope the information in this letter can support the work of the Committee. Annex 1 contains analysis of the Welsh Government's reaction to some of the recommendations. Annex 2 contains a briefing on the Committee report.

Yours sincerely,

Dr Jane Fenton-May  
Vice-Chair, Royal College of General Practitioners Wales.

Royal College of General Practitioners Wales Regus House Falcon Drive Cardiff Bay Cardiff CF10 4RU

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## **Annex 1 – RCGP Wales analysis of the Welsh Government response to ‘Mind over matter’**

The information below picks out the recommendations particularly affecting GPs where we have concerns about the Welsh Government’s response.

**Recommendations 3, 4, 5 and 6** all focused on developing services in schools. In each case, the Welsh Government’s response was to ‘accept in principle’.

We share widespread concern about the frequent use of ‘accept in principle’ as a response to recommendations. It is common across different inquiries and government departments. It risks obscuring the issue and discouraging engagement.

The Welsh Government’s rationale for accepting recommendations in principle was often because it believes that work is already in place. We have some concerns about this approach; if the current approach was working then the report would not have made the concerning findings it did. The Committee’s report expressed serious doubts about the current state of affairs, which was informed by expertise from across the sector. If the Welsh Government is unwilling to accept recommendations it should at least do more to outline how it will improve current services. This is particularly true for recommendations 3, 4, 5 and 6 and also has wider relevance.

In its response to recommendation 3, the Welsh Government seems unwilling to recommend a national approach. In response to recommendation 4, it says it is unable to endorse a specific programme. In ‘A Healthier Wales’ the Welsh Government talks about the need for stronger national leadership, and providing stronger direction to decision making. This was in response to the Parliamentary Review of Health and Social Care highlighting the OECD’s call for a ‘stronger central guiding hand’ to play a more prescriptive role. We believe these principles should still apply, a cross-departmental approach cannot lead to inconsistency in approach. If the Welsh Government is unwilling to follow the recommendations to the letter, we believe it should consider alternative approaches to showing more central leadership.

GPs have a vital role in the emotional and mental health of children and young people, but we acknowledge there are difficulties in engaging with that particular group. In many cases school based services are more appropriate and we strongly encourage their development. ‘Accept in principle’ cannot mean business as usual.

**Recommendation 9** - WG make available the management and data tracking progress in relation to LPMHSS waiting times for assessment and interventions for cyp since the commencement of the provisions of the MHMeasure 2010.

### **Welsh Government response – ‘reject’**

This has been rejected on the basis that figures relating to age of referrals have not been available. This seems difficult to understand. It is important that data is collected efficiently by LPMHSS, including waiting times for different treatments as well as assessment, and that account it made of different groups to ensure there is no discrimination by age or other factors (such as language).

The criteria for data collection must be set nationally so that there is clear comparison between LHBs, rather than LHBs being able to choose which data is publicly available. What

may still be hidden by the referral data is that locally the lack of appropriate services means that referrals are not made, so gaps in data also need to be explained to ensure services can be developed in a timely fashion. GPs need to know there are services available via LPMHSS for patients who have problems, providing support before problems escalate to requiring more advanced services.

This preventative approach is consistent with Welsh Government objectives, most recently restated in 'A Healthier Wales'.

**Recommendation 11 - WG ensure:**

1. consistent pathways for all sCAMHS services based on the national referral criteria once agreed, are implemented by all health boards (and related agencies where relevant) within six months of this report's publication.
2. Each pathway is accompanied by defined standards against which all health boards can be measured and benchmarked consistently
3. Information is made publicly available so that health boards and WG can be held to account for performance in a transparent and well-informed way.

**Welsh Government response – 11.1 accept, 11.2 accept, 11.3 reject**

11.3 has been rejected on the basis that it is up to LHBs to determine what information they publish. Unless there are minimum standards and similar data collections, then comparisons between LHBs to identify the gaps in delivery will be difficult. The Welsh Government has said it 'would expect' this information to be in the public domain – either through the local Partnership Board or other route – we believe a stronger commitment to ensure the data is available is necessary.

**Recommendation 15 - WG, within six months of this report's publication, in relation to crisis and out of hours care:**

1. Work with police forces to scope the proposed all-Wales triage model which would see mental health practitioners situated in police control rooms to provide advice when cyp (and other age groups, if appropriate) present in crisis
2. Outline how resources could be directed towards enabling crisis teams in all health boards to provide training and cascade expertise to other frontline services, particularly colleagues in A&E, in border areas (to improve cross border relations with those centres most often accessed by Welsh domiciled patients), and in schools (to normalise conversations about suicide and selfharm in particular).
3. Ensure that follow-up support is being provided by health boards after discharge, provide information on how health boards monitor this provision and commit to making this information publicly available to ensure transparency and accountability
4. Ensure all health boards are adhering to the requirement to hold designated beds that could be staffed adequately for under 18s in crisis, indicating how this will be monitored and reported in future and what steps will be taken if such beds are not available

5. Implement with pace and in a uniform way across health boards the single point of access approach to specialist services, to ensure timely and appropriate access to support, urgent or otherwise

6. Reflecting on the results of the review of crisis care, outline what more needs to be done to deliver a safe and cost-effective 24/7 crisis care service in all areas, how that will be done and by when.

**Welsh Government response – 15.1 accept, 15.2 reject, 15.3 reject, 15.4 accept, 15.5 accept, 15.6 reject**

We are concerned about the rejections in this group of recommendations. Access to services for children and young people with mental health crises is patchy across Wales. If they are seen it is equally important they are adequately supported by follow up services after discharge. Unless these are monitored and the result made available, there will continue to be gaps in service and inequity in provision.

Crisis services need to be available across Wales on a 24/7 basis. We acknowledge concerns about cost effectiveness, but maintain that children and young people suffering from acute severe mental health need to be managed by specialist CAMHS psychiatrists. They should not be treated by other health professionals who do not have the specialist knowledge and training. In emergencies, specialist CAHMS psychiatrists (if distant from the patient) should be able to provide advice to other health professionals to enable suitable transfer to safe care. Many drugs used for mental health problems are not advised for children and adolescents, and GPs are not trained in managing these complex problems or to prescribe psychiatric drugs for this age group.

**Recommendation 19** - WG in light of the importance of the transition period in retaining engagement with support services and the heightened vulnerabilities of young people as they enter adulthood, require health boards and LAs to report to them on a six monthly basis: 1. Steps taken to ensure implementation of the transition guidance 2. Assessment of their level of adherence to the guidance 3. The challenges they encounter when seeking to deliver smooth transitions and how they are mitigating those risks

**Welsh Government response – ‘reject’**

We are sad to learn that there will be further delays in ensuring transition services and processes are implemented. For some young people there are not complementary adult mental health services. It is inappropriate if GPs are expected to take over their management as they are unlikely to have the necessary specialist skills. It risks treatment and support stopping as young people reach adulthood, potentially preventing them entering employment or further education and disadvantaging their future prospects. We have been involved in discussions about transition and the development of pathways under the Together for Children and Young People Programme and we are concerned that there continues to be poor progress in implementation.

## **Annex 2 - The emotional and mental health of children and young people – RCGP Wales briefing**

*(Note – this was a briefing issued to Welsh Assembly Members in July 2018)*

- It is vital that GPs have services available to refer patients in a timely fashion. The current picture is one of delays and a lack of available services. In this context, RCGP Wales is particularly supportive of recommendations 11 and 20.
- We acknowledge there can be difficulties for a GP in engaging with children and young people in this area. In many cases services in schools are more appropriate and we would encourage the development of these. We support recommendations 3, 4, 5 and 6.
- We have raised issues around the transition from child to adult services, and we support recommendation 19 of the report.

RCGP Wales welcomes the debate on the emotional and mental health of children and young people. The College submitted written and oral evidence to the Committee's inquiry.

### **A GPs role in the emotional and mental health of children and young people**

- At the frontline of the NHS, we recognise the important role GPs can have in this area. The report recognized that joint working between professionals from across sectors is important.
- We recognise there can be difficulties in engaging with children and young people on emotional and mental health:
  - Children may be unlikely to present to a GP by themselves, for example if they are unfamiliar with the system.
  - If they are brought by a parent or parents, it may be difficult to discuss the relevant information with extra people in the room.
  - Short appointments – with 10 minutes being the norm and workload pressures making it difficult to expand them on a regular basis – can make it difficult to build trust and obtain the necessary information.
- In this context, school services may be more appropriate and the development of them is essential.
- The report highlighted a variation in individual experiences of seeking mental health support from GPs for children and young people. It called for more training to be available for everyone working with children and young people. RCGP Wales believes there is a role for more training and there would be appetite for it from some GPs. We also note that we remain a generalist profession, covering an extremely broad range of areas.
- In many cases it would be inappropriate for a generalist professional to be the sole practitioner managing these patients. A GP cannot be expected to work outside of their competency. Often a GP's main role is to provide support and reassurance; the crucial thing in these situations is ensuring there are services to be able to refer onto.

## Referral

- GPs report inconsistent services being available to them to refer patients in a timely fashion.
- The report made recommendations for improvements to community and specialist services, and for urgent attention to be given to services available in the community via primary care. RCGP Wales fully supports this. It is particularly worrying that the report states there has been a regression in primary care services over recent years.
- There is a particular problem around a lack of talking and psychological therapies. If a GP feels a patient is not accepted by CAMHS or too young for anti-depressants, but there are no talking therapies available, then their options are extremely limited.
- When patients are referred to CAMHS lengthy waiting times are common. The report outlined the current CAMHS target of 80% of patients receiving an appointment with 28 days, stating it has been missed every month since March 2017. This leaves a patient without much needed support, potentially worsening their problems, bringing them back to the GP, who can only try to do what they have already done.
- Some GPs report that there is a delay in rejection from CAMHS. If CAMHS deems a patient does not meet their criteria – perhaps recommending to primary mental health – this needs to be communicated to a GP immediately. Otherwise a patient is left without support and without someone trying to obtain support for them as they believe it is in order. Processes need to be made more efficient.
- RCGP Wales is particularly supportive of recommendations 11 and 20 of the report. Recommendation 11 calls for consistent pathways for all specialist CAMHS services. Recommendation 20 calls for a national action plan for the delivery of psychological therapies for children and young people.

## Transition between child and adult services

- In our written and oral evidence, RCGP Wales raised concerns about the transition between child and adult services.
- Some child services have no clear adult equivalent. Older teenagers may not engage with either paediatric or adult services.
- One case study from the report highlighted difficulties in this area very well:

### ***"We were expected to become adults overnight."***

Three young people wrote to us about their experiences as former service users. They described moving from children to adult services as "scary". They did not know what to expect and felt CAMHS was not proactive in preparing them. They pointed out that when they turned 18, they were "expected to have become adults overnight", while in reality they felt they were "jumping off a cliff edge". They encouraged children and adult services to communicate more effectively in order to bridge the gap between them both.

- We support recommendation 19 in the report calling for greater engagement with the transition period.

**Eluned Morgan AC/AM**  
**Gweinidog y Gymraeg a Dysgu Gydol Oes**  
**Minister for Welsh Language and Lifelong Learning**



**Llywodraeth Cymru**  
**Welsh Government**

Ein cyf/Our ref MA-P-EM-2730-18

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

8 August 2018

Dear Lynne,

Thank you for your letter of 12 July concerning the Children, Young People and Education Committee's follow up into its Youth Work Inquiry. I am grateful for your continued and valued scrutiny of our strategic approach. It was also reassuring to read that, through your work, stakeholders have acknowledged progress is being made, and that they have welcomed a renewed focus on youth work. However, as you rightly identify, there is still much work to do.

In response to your specific points, I am pleased to provide the following additional information:

### National Youth Work Strategy

The draft timeline for the delivery of the new strategy is challenging but I remain committed to its delivery. To do this meaningfully we must listen and take account of the views of young people and the sector, including the advice of the Youth Work Reference Group and, once fully established, the Interim Youth Work Board. Therefore, and as previously confirmed to Committee, the strategy's development will be an iterative process, responding to emerging evidence and adapting as appropriate.

With regards to the meaningful involvement of young people in the strategy's development, they have already played a vital role, both in informing Margaret Jervis' report 'Our Future' and the review of the current youth work strategy. However, this represents only the beginning of a wider period of engagement that places young people at the heart of the strategy as it is written. This is a key priority for me and for Keith Towler, in his role as the Chair of the Interim Youth Work Board.

Keith has already outlined to my officials his plans to undertake a youth survey to help inform the development of the strategy and he is currently giving further thought to how he will develop this work.

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

I also agree that the strategy alone is not enough to help drive forward the greater level of accountability across youth work in Wales; it has always been the intention to have the new long term strategy underpinned by a clear shorter term action plan with clear timelines. Additionally we will be giving consideration to a separate document which helps young people understand what this strategy means for them.

### Sufficiency Assessments

Work on this area will start shortly, and I anticipate it being something the new Board will wish to pick up quite quickly. However, this must be developed with a clear vision for youth work in Wales which is informed by young people. I remain committed to the concept of Sufficiency Assessments but this work must be done at the appropriate time.

### Interim Youth Work Board

In terms of the new Board I was pleased to announce Keith Towler as the new Chair, and we are working to get the remainder of the Board in place as quickly as we can following a 'light touch' public appointments process to ensure this is done in an open and transparent way. I have advised Keith I do not expect to see this as the 'usual suspects' and I know he is giving serious thought as to the appropriate make up of the board to ensure the members are of a sufficient level to be able to influence the sector, diverse enough to ensure we have knowledge and expertise where needed and committed to driving forward change in a positive way.

Keith is considering how young people can influence the work of the board, but is mindful that the previous approach of having a 'token' young person sitting in on meetings is not a robust way of ensuring a cross section of young people are able to influence the Boards work; I know he is considering his approach further.

In addition to this Keith has advised his key priority initially will be a communications plan so the sector can understand the work of the board, progress in terms of setting the board up, and a clear work plan for the next two years.

### Engagement with Young People

I consider the input of young people as vital to the development of a meaningful strategy. However, as outlined above there are a number of approaches now being explored which will start to address this imbalance and I expect to see work taking place on this shortly.

### Funding

Consideration of how the funding available for youth work across Wales is spent will be part of the Board's considerations once it has been fully established. I would expect to have more detail when they have developed a work plan.

### Curriculum Reform

I met with the Principle Youth Officers in July and they were keen to discuss their engagement with the development of the new curriculum. They told me that they perceive there are issues ensuring that youth work is considered appropriately. It's very important that our new curriculum reflects the crucial role youth work plays in supporting young people to achieve their full potential.



Additionally, officials in the Curriculum Reform team have met with the Youth Work Reference Group, which includes members of the Principle Youth Officers Group, to update them on developments, and to invite them to provide feedback on the development of the Areas of Learning and Experience (AoLE). Officials will continue to engage with the youth sector as part of the wider stakeholder engagement that is planned for the new curriculum going forward and have offered to meet on a more regular basis if helpful, including attending a future Youth Work Reference Group meeting, or in due course the interim Youth Work Board.

The youth work sector are also represented on the Welsh Government's Strategic Stakeholder Group which was established to provide external challenge, scrutiny and advice as the new curriculum is developed. As part of the remit members of the Strategic Stakeholder Group are expected to keep their sector and those they represent updated on progress with the developments around the new curriculum and to feedback stakeholder views to Welsh Government.

Finally, I would like to say I am pleased the committee is continuing to take an interest in youth work. The developments to date have been very positive and we will continue to push forward, working with young people and the sector to help strengthen and raise the profile of youth work in Wales. I would be happy to update on progress as you feel is appropriate.

Yours sincerely,

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**Eluned Morgan AC/AM**  
Gweinidog y Gymraeg a Dysgu Gydol Oes  
Minister for Welsh Language and Lifelong Learning

# Agenda Item 5.12

Cynulliad Cenedlaethol Cymru  
Y Pwyllgor Plant, Pobl Ifanc ac Addysg

National Assembly for Wales  
Children, Young People and Education Committee

**Kirsty Williams AM**  
Cabinet Secretary for Education

**Eluned Morgan AM**  
Minister for Welsh Language and Lifelong Learning

16 August 2018

Dear both,

## Welsh Government Draft Budget 2019-20

You will be aware that Assembly committees will be undertaking scrutiny of the Welsh Government's draft budget 2019-20 during the autumn term.

### *Written evidence*

To inform the CYPE Committee's scrutiny, we would welcome written information from you on the areas detailed in the Annex to this letter. We would be grateful to receive this information by **Thursday 25 October 2018**.

### *Oral evidence*

Members would also be grateful if you could attend a 90 minute oral evidence session on **Thursday 8 November 2018 (09:00 – 10:30)**.

### *Approach*

As in previous years, we will base our approach on the four principles of financial scrutiny: affordability, prioritisation, value for money and budget processes.

We recognise that while the Education MEG wholly matches your portfolios, some of the Minister's budget lines sit outside this Committee's portfolio and will be picked up by others' scrutiny.

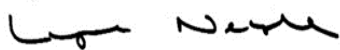
We will also seek evidence from the Cabinet Secretary for Health and Social Services and the Minister for Children, Older People and Social Care.

We also plan to meet concurrently with the Finance and Equalities, Local Government and Communities Committees to give joint consideration to matters relating to impact assessments.



We will liaise with our sister committees in relation to areas of overlap.

Yours sincerely,

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

**Lynne Neagle AM**  
**Chair**



## ANNEX – REQUEST FOR WRITTEN INFORMATION IN ADVANCE OF DRAFT BUDGET SCRUTINY

The Committee requests the following information:

### 1. Transparency of budget presentation

In the Committee's letter of 15 May 2018, the Committee requested that, in the 2019-20 draft budget and subsequent years, a transparent narrative explanation (as well as numeric depiction) be provided of:

- reductions/removal or increases/addition of specific areas of the draft budget compared to previous financial years (e.g. grants being reduced or ceasing to exist altogether/being introduced or increased);
- what proportion this change to the overall amount previously allocated represents (e.g. taking the School Uniform Grant as an example, being clear that this meant the whole Grant was being removed); and
- where exactly any change is being made in the draft budget, and whether money will be returned to/taken from central reserves or allocated to/from other budget lines.

### 2. Commentary on Actions and detail of Budget Expenditure Line (BEL) allocations

- Commentary on each of the Actions within the Education Main Expenditure Group (MEG), including an analysis and explanation of significant changes since the 2018-19 First Supplementary Budget (June 2018).
- A breakdown of the 2019-20 and indicative 2020-21 (if available) Education MEG by Spending Programme Area, Action and Budget Expenditure Line (BEL), with 2018-19 First Supplementary Budget allocations, forecast 2018-19 outturns, and 2017-18 final outturns all included.

*If the Welsh Government is using a revised baseline budget for comparative purposes, the Committee requests that the actual 2018-19 First Supplementary Budget allocations are presented alongside these as well as an explanation of the reasons for the recalculation of the baseline.*

### 3. Education priorities

- Information on how the Education MEG aligns with, and is prioritised according to, the Welsh Government's relevant priorities and key actions, including the following:
  - Prosperity for All: the national strategy and associated economic and employability action plans;
  - The ten education priorities agreed with the First Minister in June 2016; and



- Education in Wales: Our National Mission Action Plan.
- An assessment from the Cabinet Secretary on the extent to which she believes the Education MEG contains the resources necessary to deliver on the aforementioned priorities and key actions, and information on any ongoing negotiations with the Cabinet Secretary for Finance regarding the necessary level of resources.
- Whether there has been any further prioritisation or differentiation in terms of allocation of resources between the priorities and actions referred to above. Are there any consistent themes which the Cabinet Secretary intends resources to be targeted at generally, across the whole Education MEG?
- What assessment has been made of the value for money and affordability of each of the above calls on resources and how will their cost-effectiveness be monitored.
- Details of any opportunity-cost exercises undertaken in respect of the above calls on resources.

#### **4. Budget monitoring**

- What processes are in place for monitoring budgets throughout the year, identifying potential deficits and surpluses, and taking remedial action or allocating additional funds to cover any shortfalls.
- Details of any changes to the Education MEG that are already planned in the Second Supplementary Budget 2018-19.

#### **5. Impact of Brexit**

- Implications of UK withdrawal from the European Union for the Education MEG and how the Department is planning to manage any negative impact on budgets within the portfolio and/or seeking to take advantage of any opportunities that may arise.
- The amount of EU funding the 2019-20 Education MEG is forecast to rely upon and the amounts and purposes pertaining to it, broken down by EU funding which is secure in the event of no withdrawal agreement in March 2019 and EU funding which is not secure.
- Details of any contingency planning in relation to EU funding should there be no agreements with the EU at the point the UK exits the EU.

#### **6. Costs of legislation**

- Any sums within the 2019-20 budget intended for the implementation of the PCET reforms including any costs associated with introducing the legislation.



- An update on any ongoing costs to the Education MEG of implementing legislation passed in the Fourth Assembly and the financial implications for the 2019-20 budget.
- Budget provision for implementing the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the wider ALN Transformation Programme.
- Information on the financial impact of any relevant UK Parliament legislation.
- Financial implications in 2019-20 of any subordinate legislation.

## 7. Children's rights and other cross-cutting considerations

The Committee requests information on how children's rights, equalities (including gender equality), sustainability and the Welsh language have been considered in budget allocations, specifically:

- A copy of the Child Rights Impact Assessment (CRIA) undertaken by the Department to inform the allocations in the draft Education MEG for 2019-20. If a specific CRIA has not been undertaken, the reasons for this and a copy of any alternative integrated impact assessment.
- How the Department is using the new framework for impact assessment which is under development, and applying it to decisions about allocations within the Education MEG.
- What account has been taken of the *Wellbeing of Future Generations (Wales) Act 2015* in making allocations to budget lines within the Education MEG.
- Details and/or examples of any changes made to initial allocations within the Education MEG following considerations of children's rights, equalities, sustainability, the Welsh language, or the *Wellbeing of Future Generations (Wales) Act 2015* as a result of impact assessments, or where these assessments have had a direct influence on the setting of budgets.

## 8. Specific areas

The Committee requests information on the following specific areas, if they are not already covered in the commentary on each Action.

### *Funding for school budgets*

The Committee appreciates that funding for schools' core budgets is contained in the Local Government Settlement and therefore comes from the Local Government MEG. However, the Committee requests:

- An assessment from the Cabinet Secretary of the sufficiency of provision for school budgets in 2019-20 and information on any ways in which the Welsh Government is seeking to protect school budgets, including any change



between 2018-19 and 2019-20 in the amount of money in the Local Government Settlement notionally allocated for school budgets.

- Implications arising from uplifts to teachers' pay and any budget provision to reflect this.
- An update on the level of school reserves, including the number of schools exceeding the monetary thresholds set out in the School Funding (Wales) Regulations 2010, over which local authorities may direct schools to spend or recover surplus funds (including a breakdown by local authority).
- Information on any cases where local authorities have used these powers in the past two years.

#### *Funding for school improvement*

- Detailed breakdown of how the £100 million additional investment in schools standards, which the Welsh Government has committed to over the lifetime of this Assembly, is to be allocated and used in 2019-20.
- An update on how expenditure of the £100 million is being profiled throughout this Assembly and what it is being used for.
- A list of budget expenditure lines (BELs), on both an individual and aggregate basis, within the Education MEG which predominantly finance the raising of school standards, for 2016-17, 2017-18, 2018-19 and 2019-20 (in line with Recommendation 31 of our inquiry report, *On the money? Targeted funding to improve educational outcomes*).

#### *Reducing the impact of deprivation and poverty*

- How the Education MEG reflects the Welsh Government's long-term commitment to tackle the impact of deprivation and poverty and its impact on educational achievement.
- How the recommendations of our inquiry report, *On the money? Targeted funding to improve educational outcomes*, have influenced the allocation of the 2019-20 Education MEG.
- An update on the PDG Access fund and how it is being allocated and distributed, including how many families are benefitting.

#### *Education workforce*

- Details of budget allocations to finance the Welsh Government's reforms of Initial Teacher Education and Training (ITET) and development of a national professional learning offer for the education workforce, and the new professional standards for teachers.



- Information on any funding provided by the Welsh Government to the Education Workforce Council.
- Budget provision for the National Academy for Educational Leadership.
- Information on any financial implications from the supply teaching cluster pilots and other ongoing consideration of relevant reforms

#### *Curriculum for Wales*

- An update on funding to support the development and design of the new Curriculum for Wales.
- Planned future funding for the new curriculum, given it is a long-term programme of work, and how the Welsh Government is ensuring the sustainability of the funding.

#### *Infant class sizes*

- An update on the budget provision for reducing infant class sizes; how many schools, classes and pupils will benefit in 2019-20 and 2020-21.
- An update on allocations of the £16 million revenue and £20 million capital funds.
- Detail of how the Welsh Government will assess the value for money of the investment in reducing infant class sizes, how it will measure the success of the funding, and what targets or desired outcomes are being set.

#### *Surplus places and small/rural schools*

- An update on the small and rural schools grant, how it is being allocated and what it is being used for.
- How the grant is being evaluated for value for money.
- Information on any budget provision associated with the issuing of a new School Organisation Code and the policy changes it encompasses.

#### *Education Improvement Grant (EIG)*

- Information on budget provision in 2019-20 and comparison with previous years.
- A copy of the outcomes framework used by the Welsh Government for monitoring the impact of the EIG and any guidance issues to or by regional consortia.
- Allocations to each regional consortia for each year since 2015-16 and planned allocations for 2019-20.





- Confirmation of the purposes the Welsh Government expects the EIG to be used for and any assessment available on how much is spent on each of these respectively.
- Information on the guidance the Welsh Government is issuing to consortia and local authorities on use of the EIG,

#### *Support for Minority Ethnic and Gypsy, Roma and Traveller learners*

- An update on the latest position for the method of funding support for Minority Ethnic and Gypsy, Roma and Traveller learners and the total amounts of funding provided.
- How the use and impact of this funding is being monitored and evaluated.
- The formula used to allocate the £8.7 million transitional funding in 2018-19 and the intended approach for 2019-20.

#### *Regional consortia*

- Details of how much Welsh Government funding is channelled via the regional consortia, including a breakdown (where possible) of the different funding streams and which BELs they are financed from.
- Information on how much of the funding received by consortia is retained centrally by the consortia and how much is passed on to local authorities and schools.
- An update on any assessments that have been made of the consortia's impact and value for money.

#### *Estyn*

- Information on the process for determining Estyn's budget allocation, including what discussions are held with the inspectorate on their required levels of funding.
- Any implications for Estyn's budget or for Welsh Government budget lines from Professor Donaldson's report, A Learning Inspectorate, and the Welsh Government's response.

#### *Qualifications*

- Allocation to Qualifications Wales and how this compares with previous years.
- Information on the process for setting Qualifications Wales' budget, including what discussions are held with the regulator on their required levels of funding.



### *Welsh-medium education*

- Budget provision to support the Welsh Government's Welsh-medium education strategy and local authorities' Welsh in Education Strategic Plans (WESPs).
- How will the Welsh in Education budget Action support the Welsh Government's Welsh Language Strategy and its target of one million Welsh speakers by 2050?
- The time profile of the £4.2 million announced by the Cabinet Secretary in July 2017 to increase the Welsh-medium capacity of the teaching workforce (funded from the Raising School Standards BEL in 2018-19) – Is this being repeated in 2019-20?

*NB the Culture, Welsh Language and Communications Committee's scrutiny of the draft budget's implications for the Welsh language more generally may also include Welsh-medium education.*

### *Additional Learning Needs*

- The financial implications of the Additional Learning Needs and Education (Wales) Act 2018 in the draft budget 2019-20.
- Budget provision to support the ALN Transformation Programme
- An update on the arrangements for funding the training of educational psychologists in Wales.

### *Emotional and mental health of children and young people*

- The financial implications for the Education MEG of the Welsh Government's response to the Committee's recommendations in its Mind over Matter report, including the call for a ring-fenced resource for schools to become community hubs of cross-sector and cross-professional support for emotional resilience and well-being
- Information on the funding for school counsellors and other school-based staff supporting pupils' emotional and mental health needs.

### *Youth work*

Information on budget provision within the Education MEG to support Youth Work, including:

- Any changes which have occurred to the allocation of £3.5m allocated for 2018-19 and 2019-20 as a result of the review of Margaret Jervis's work on Extending Entitlement, as referred to in the Draft Budget paper 2018-19.



- How the impact of the 10% reduction to the Youth Support Grant to £2.5m in 2018-19 has been monitored, as referred to in the Draft Budget paper 2018-19. What has the impact been?
- Allocations for the following grants and information about how these allocations have been informed by the reviews of them, reported to the Welsh Government in summer 2017 and referred to in the Draft Budget paper 2018-19. Please also provide information about the longer term intentions in respect of these grants.
  - The Youth Work Strategy Support Grant
  - The Welsh Government’s Annual Grant to the Council for Wales of Voluntary Youth Services (CWVYS)
  - The Welsh Government’s Annual Grant to Education and Training Standards Wales (ETS Wales)
  - The National Voluntary Youth organisation (NVYO) Grant
  - How young people have been involved in informing the decisions about the allocations for youth work in the Draft Budget.

#### *Childcare offer*

- An updated assessment of the implications for the Education MEG of the Welsh Government’s childcare offer, for example Foundation Phase grant funding, capital funding and relationship with funding in the RSG.

#### *Capital funding for school and college infrastructure*

- Information on budget provision for 21<sup>st</sup> Century Schools and progress of the programme to date, including expenditure and numbers of projects completed/approved to date.
- Clarification of whether Band A will be complete by April 2019 and the timeframe of Band B, including details of any transitional period in-between.
- The latest position regarding the use of the Mutual Investment Model for Band B and the impact this will have on the money available.

#### *Further Education*

- A detailed breakdown of the Further Education BEL into its constituent funding lines including the sums for the first (remaining 2018/19 FEI commitment), second (6th Forms), third (sum to derive FEI allocations) and additional calls on it.
- Details of the planning process and how the budget settlement will meet the Welsh Government’s statutory obligations in respect of provision of education



to 16 – 19 year olds under the Learning and Skills Measure 2009 and those pursuant to achieving the Wellbeing Goals.

- Copies of the most recent two years of Further Education Financial Forecast Planning Assumptions guidance issued to FEIs.
- Details regarding the intended planning baseline to be used to allow the 2019/20 FEI sector-wide aggregated core funding allocation to be derived: we understand that, as this is usually based on the previous year’s figure, this information should be available.
- Details of any intended 2019/20 (or if undecided yet, the resource available in the 2019-20 budget for) allocations to FEIs beyond ‘core funding’ including details of all non-core and hypothecated funding (including the FEI led work-based learning contracts).
- Details of the intended general “unit rate” (core-funding) increase to be applied for 2019/20 with rationale for the uprating figure and an assessment as to its sufficiency, taking into consideration the contents of the relevant Further Education Financial Forecast Planning Assumptions, including the likely sector-wide pay award.
- The rationale for any deviation or intended deviation between the planning assumptions FEIs are asked to make in their forecasts and the intended “unit rate” increase (core-funding) for 2019/20, particularly any assumptions relating to highly fixed-cost base items such as staffing, pay-awards and pensions.
- Details of the indicative FEI allocation for 2020/21 and 2022/23 in-line with the intended 3 year indicative settlement within the Post 16 Planning and Funding Framework as recommended by the Auditor General for Wales in the report published February 2017. If this is not available, a rationale for why three-year indicative settlements have not been introduced.
- Details of the anticipated split in core and non-core funding between full-time and part-time FE provision including an updated assessment of how the budget settlement to FEIs will support the lifelong learning policy imperative which according to Welsh Government “has never been more important” [Prosperity for All pg. 18]. How has Welsh Government assessed the level of part-time funding to ensure it is sufficient to make reasonable progress toward the Prosperity for All well-being objectives and key themes relating to learning and lifelong learning?
- Details of the intended uplift for delivering provision in sparse and deprived areas for 19/20.



- An assessment regarding the sufficiency of the sparsity uplift taking into consideration representations made by two FEIs within the 2017 WAO report that it does not cover the cost of delivering provision in these areas.
- Details of the intended uplift for delivering provision through the medium of the Welsh Language and bilingually for 2019/20.
- Details of any capital funding to FEIs.
- Consolidated financial forecast for FEIs over the next three years.
- Details regarding the Adult Community Learning allocation and an assessment on whether the previous Welsh Government strategy of protecting the funding for Adult Basic Education and ESOL remains relevant and why.

### *Higher Education*

- A consolidated financial forecast for the HE sector over the next three academic years from 2018/19 (we understand this information is submitted by institutions to HEFCW in July each year meaning we anticipate this information being available).
- Details of the indicative 2019/20 HEFCW allocation including details and sums of any hypothecated elements of this allocation.
- Details of the call on the 2019-20 Education MEG for the Apr-Jul portion of the 2018/19 academic year HEFCW allocation, and an indication of whether this deviates from HEFCW's indicative 2019-20 allocation. We understand that HEFCW has already used an indicative 2019-20 budget forecast to derive its 2018/19 funding.
- Details regarding any indication as to how the sector intends to apply the £12.5 million 2018/19 cut in funding which will impact one or more of the funding lines for QR, Expensive Subjects and credit-based PT provision, and if the 2019-20 budget makes provision to restore this funding in the latter part of the 2018/19 academic year? If so, please provide details regarding the basis (terms and conditions etc.) by which the funding will be allocated to HEFCW.
- An assessment of the impact of the £22.5 million 2017/18 HEFCW cut and £12.5 million 2018/19 HEFCW cut had and will have on the Welsh Government's agreement in principle to maintain QR funding in real-terms for five years in response to the Diamond Review.
- Details of how institutions have deployed the funding provided by the Interim Masters support package allocated to HEFCW for 2018/19.
- Whether the £10m Fee Mitigation Funding HEFCW intends to release for 2018/19 will be continued into future academic years and details of any



amounts in the 2019-20 budget that relate to fee mitigation funding beyond 2018/19.

- Details regarding the projects agreed with HEFCW and undertaken by institutions using the Strategic Change Fund of £20 million.
- Details of any sums in 2019-20 intended for delivery of Degree Apprenticeships considering HEFCW's statement that the 2019/20 funding round for Degree Apprenticeships will be "more comprehensive".

#### *Diamond and Reid Implementation*

- In its last budget scrutiny submission to this Committee, Welsh Government forecast that the cost of the Tuition Fee Grant (TFG) would drop from £223 million for 2018-19 to £129.9 million for 2019-20. Please update this information for 2019-20 and beyond, and account for the use of any savings in TFG costs in the 2019-20 budget. In particular provide details of any sums that are (sometimes known as the Diamond Dividend), and are not to be, 're-invested' into the HE sector and where they have been re-allocated.
- Details of any amounts within the 2019-20 budget intended to fund the second and third recommendations of the Reid report. If no funding has been allocated toward the Reid recommendations, please provide a rationale for doing so and an assessment of how any delay in funding the review recommendations might impact on research and innovation funding in Wales and the sectors call for rapid progress on the report recommendations.
- Forecast expenditure in 2019-20, 2020-21 and 2021-22 on providing Masters Loans and Doctoral Loans.
- Forecast expenditure in 2019-20, 2020-21 and 2021-22 on the Diamond Maintenance Grant and Basic Maintenance Grant, including forecast expenditure for students who will study in non-Welsh UK institutions.

#### *Student Support General*

- Forecast expenditure in 2019-20, 2020-21 and 2021-22 on the remaining Welsh Government student support grants including Welsh Government Learning Grant Further Education (WGLG FE) and Education Maintenance Allowance (EMA).



# Agenda Item 5.13

Cynulliad Cenedlaethol Cymru  
Y Pwyllgor Plant, Pobl Ifanc ac Addysg

National Assembly for Wales  
Children, Young People and Education Committee

**Vaughan Gething AM**  
Cabinet Secretary for Health and Social Services

**Huw Irranca-Davies AM**  
Minister for Children, Older People and Social Care

16 August 2018

Dear both,

## Welsh Government Draft Budget 2019-20

You will be aware that Assembly committees will be undertaking scrutiny of the Welsh Government's draft budget 2019-20 during the autumn term.

### *Written evidence*

To inform the CYPE Committee's scrutiny, we would welcome written information from you on the areas detailed in the Annex to this letter. We would be grateful to receive this information by **Thursday 25 October 2018**.

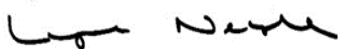
### *Oral evidence*

Members would also be grateful if you could attend a 90 minute oral evidence session on **Thursday 8 November 2018 (10:45 – 12:15)**.

### *Approach*

As in previous years, we will base our approach on the four principles of financial scrutiny: affordability, prioritisation, value for money and budget processes. We will also seek evidence from the Cabinet Secretary for Education and the Minister for Welsh Language and Lifelong Learning. We also plan to meet concurrently with the Finance and Equalities, Local Government and Communities Committees to give joint consideration to matters relating to impact assessments. We will liaise with our sister committees in relation to areas of overlap.

Yours sincerely,



**Lynne Neagle AM**  
Chair



## ANNEX – REQUEST FOR WRITTEN INFORMATION IN ADVANCE OF DRAFT BUDGET SCRUTINY

The Committee requests the following information:

### 1. Allocations within the Health and Social Services Major Expenditure Group

- A breakdown of the 2019-20 Health and Social Services MEG allocations as relevant to children and young people, by Spending Programme Area, Action and Budget Expenditure Line (BEL).
- Indicative 2020-21 Health and Social Services MEG allocations as relevant to children and young people.
- Commentary on each of the Actions within the Health and Social Services MEG as relevant to children and young people, including an analysis and explanation of changes between the Draft Budget 2019-20 and the First Supplementary Budget (June 2018).
- First Supplementary Budget allocations, forecast 2018-19 outturns, and 2017-18 final outturns.

*If the Welsh Government is using a revised baseline budget for comparative purposes, the Committee requests that the actual 2018-19 First Supplementary Budget allocations are presented alongside these as well as an explanation of the reasons for the re-calculation of the baseline.*

### 2. Allocations relevant to the Minister for Children, Older People and Social Care's portfolio of responsibilities.

- Details of allocations to all Spending Programme Areas, Actions and Budget Expenditure Lines (BEL) specific to children and young people within the policy portfolio of the Minister for Children, Older People and Social Care, to include:
  - within which Welsh Government MEG the relevant allocations are located;
  - information about, and explanation of, significant changes to these allocations since the 2018-19 First Supplementary Budget (June 2018);
  - details of the 2019-20 and indicative 2020-21 (if available) Actions and Budget Expenditure Line (BEL);
  - First Supplementary Budget allocations, forecast 2018-19 outturns, and 2017-18 final outturns.

*If the Welsh Government is using a revised baseline budget for comparative purposes, the Committee requests that the actual 2018-19 First Supplementary Budget allocations are presented alongside these as well as an explanation of the reasons for the recalculation of the baseline.*





- Detailed commentary on the alignment of budget and policy responsibilities of the Ministerial portfolios as they relate to children and young people, and specifically in relation to:
  - the Prevention, Early Intervention and Support Action within the Local Government MEG in the first Supplementary Budget published June 2018;
  - Flying Start capital funding;
  - Childcare Offer capital funding;
  - funding for looked after children, adoption, fostering, safeguarding, and disabled children’s services within the Revenue Support Grant / Local Government MEG
  - An update on the ‘Flexible Funding Programme’ and the proposed Early Intervention, Prevention and Support Grant including an assessment of the impact to date on allocations for Flying Start, Families First, Childcare and Play (formerly Out of School Childcare) and the St David’s Day Fund in both the seven pathfinder local authorities piloting this approach in 2018-19 and the remaining 15 local authorities with 15% flexibility.

### 3. Transparency of allocations for children and young people

- In the Committee’s letter of 15 May 2018, the Committee requested that, in the 2019-20 draft budget and subsequent years, a transparent narrative explanation (as well as numeric depiction) be provided of:
  - reductions/removal or increases/addition of specific areas of the draft budget compared to previous financial years (e.g. grants being reduced or ceasing to exist altogether/being introduced or increased);
  - what proportion this change to the overall amount previously allocated represents; and
  - where exactly any change is being made in the draft budget, and whether money will be returned to/taken from central reserves or allocated to/from other budget lines.
- We also request an explanation of how the Draft Budget 2019-20 has been presented to reflect recommendation 11 of this Committee’s report on the Draft Budget 2018-19 which included calls for:
  - the Welsh Government to present more clearly in Draft Budget documentation how resources for children and young people are being allocated;
  - the Cabinet Secretary to ensure that resources relating to children and young people are presented clearly so that we can monitor their



affordability, the extent to which they are being priorities, and their delivery of value for money.

#### 4. Value for money and outcomes

Details of:

- the process for assessing value for money and affordability in respect of each of the allocations relevant to the Cabinet Secretary's and the Minister's portfolio;
- the processes in place to monitor budgets and grants throughout the year, identifying potential deficits and surpluses and the ability to respond in-year to the financial position;
- the assessment of the outcome of preventative spending in previous years and how this has informed budget allocations for 2019-20;
- the processes in place to measure outcomes and value for money in respect of funding Integrated Family Support Services which has transferred into the Revenue Support Grant;
- the processes in place to measure outcomes and value for money in respect of funding for looked after children, adoption, fostering, safeguarding, disabled children's services within the Revenue Support Grant / Local Government MEG.

#### 5. Children's rights and other cross-cutting considerations

- Details of the new framework for impact assessment in respect of Welsh Government Budget allocations as referred to by the Minister for Finance in a [letter to this Committee dated 11 June 2018](#).
- A copy of the Child Rights Impact Assessment (CRIA) inform the allocations relevant to the Cabinet Secretary and Minister's portfolios. [[The Committee wrote to the Minister for Finance on 15 May 2018 setting out its advance view that the Welsh Government should undertake a Child Rights Impact Assessment \(CRIA\) for the 2019-20 draft budget](#).]
- If a specific CRIA has not been undertaken, a detailed explanation of how an integrated impact assessment can be constructed in the absence of a data from a standalone Child Rights Impact Assessment to inform it.
- Examples of changes made to initial allocations as a result of impact assessments in respect of the following:
  - Children's Rights;
  - Child poverty;
  - Equalities;
  - Sustainability;
  - Welsh language;



- The Wellbeing of Future Generations (Wales) Act 2015.
- A copy of the CRIs undertaken by Health Boards as part of their budgeting and planning processes as referred to on page 13 of the Welsh Government’s response to this Committee’s report on the Draft Budget 2018-19. The paper stated that this was ‘enshrined’ in two sets of guidance and that the Welsh Government would monitor compliance with this requirement.
- A copy of the CRI undertaken on the budget for CAFCASS as recommended by this Committee in its report on the Draft Budget 2018-19 and as accepted on page 25 of the Welsh Government’s response.
- Implications of UK withdrawal from the European Union for allocations relevant to the Cabinet Secretary’s and the Minister’s portfolios.

## **6. Costs of legislation**

- Allocations within the 2019-20 draft budget intended to support the implementation of the legislation to remove the defence of reasonable punishment.
- Allocations within the 2019-20 draft budget intended to support the implementation of the Childcare Funding Bill.
- Allocations within the 2019-20 draft budget intended to support any other legislation within the Cabinet Secretary’s and Minister’s portfolio as relevant to children and young people.
- Any allocations relevant to the implementation of legislation passed in the Fourth Assembly and the financial implications for the 2019-20 budget.

## **7. Specific policy areas within the portfolio of the Cabinet Secretary for Health**

### *Emotional and mental health of children and young people, including CAMHS*

- Information on allocations for specialist CAMHS for 2019-20 by health board.
- The amount and percentage of Health Boards’ ring-fenced mental health spending allocated for CAMHS in the previous three year, and confirmation of the financial years for which this data is available.
- What monitoring has been carried out by the Welsh Government of the actual expenditure on CAMHS by Health Boards (both the out-turns for 2018-19 and predicted spend for 2019-20) in relation to government priorities such as: neuro-developmental services, crisis CAMHS response, access to psychological therapies, local primary mental health support services, provision for those children and young people in the criminal justice system and young people who have an early onset of a severe illness, such as psychosis.



- The projected budget for CAMHS services for the financial years 2019-20, 2020-21 and 2021-22.
- Information on how the priorities in the Together for Children and Young People Programme will be delivered for 2019-20 and how much has been allocated to deliver the work plan (to October 2019, when it is due to complete its work).

#### *Perinatal mental health*

- The allocations for perinatal mental health services, covering specialist community perinatal mental health services for 2019-20 and projected budget for the financial years 2020-21 and 2021-22 and an explanation of any changes since the Draft Budget 2018-19.
- Information on allocations provided to establish specialist in-patient perinatal mental health services.

#### *Neonatal services*

- The allocations to deliver:
  - the latest revision of the All Wales Neonatal Standards;
  - the Welsh Government’s priorities for neonatal services for the next 12 months.
- How the budget allocation for 2019-20 will help to drive change/ deliver performance improvement.

#### *Implementation of the School Nursing Framework*

- The allocations for the implementation of the revised school nursing framework and how this compares to the previous year.
- Any anticipated additional costs in relation to implementing the school nursing framework *part 2 – nursing in special schools* when published.

#### *Childhood obesity*

- Information on the anticipated allocations required to implement the planned national obesity strategy, which will include children and young people.
- The extent to which money transferred to the Welsh Budget from the soft drinks industry levy is being used and will be used to tackle childhood obesity and to improve children’s health in Wales.

#### *Resourcing for First 1,000 Days/ ACEs Support Hub*

- The amount spent in 2018-19 and allocated in 2019-20 to resource the Wales ACE Prevention and Support Hub.
- The amount of funding allocated to implement the First 1,000 Days work.



## **8. Specific policy areas within the portfolio of the Minister for Children, Older People and Social Care.**

Allocations and a narrative in respect of the draft budget 2019-20 and compared to the First Supplementary Budget in relation to:

- Family Support
- Flying Start: Revenue and capital funding; the latest position on the outreach funding
- Families First Programme
- Childcare: the childcare offer; Parents, Childcare and Employment (PaCE); workforce development; other childcare funding
- Children First areas: an update on the allocation or evaluating this approach and what the outcomes of that funding has been.
- Family Information Services
- Parenting support
- Safeguarding
- Edge of care services
- Looked After Children / Care leavers
- Sustainable Social Services Third Sector Grant 2016-19 as relevant to children and young people and its successor scheme intended to be in place from March 2019.
- Adoption services including post-adoption support
- Fostering Services
- Advocacy services: including allocations to support the National Approach
- St David's Day Fund
- The Children and Family Court Advisory and Support Service
- Children and young people's rights and entitlements
- Children's Commissioner for Wales
- Play policy and services
- Child and Family Delivery Grant



# Agenda Item 5.14

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**Cynulliad Cenedlaethol Cymru**  
Y Pwyllgor Plant, Pobl Ifanc ac Addysg

**National Assembly for Wales**  
Children, Young People and Education Committee

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Kirsty Williams AM  
Cabinet Secretary for Education

Eluned Morgan AM  
Minister for Welsh Language and Lifelong Learning

20 August 2018

Dear Both,

## **General scrutiny session – 10 October 2018**

Thank you for agreeing to attend a joint scrutiny session on 10 October 2018. The focus of the session will be higher and further education.

In advance of the session please find annexed to this letter a list of areas on which the Committee would welcome a written paper. We would welcome the paper two weeks before the session, by Wednesday 26 September 2018. Given the general nature of the session, Members may choose to ask questions not covered in the annex to this letter.

If you require any further information please do not hesitate to get in touch with the clerking team.

Yours sincerely,



**Lynne Neagle AM**  
Chair



## **ANNEX – Information requested**

The Committee would welcome a written paper in advance of the meeting covering the following issues:

### **1. General update**

- A general update on the higher and further education sectors.

### **2. The Cabinet Secretary’s and First Minister’s agreed priorities**

An update on:

- The promotion and enhancement of academic and vocational routes into – and through – further and higher education, including any relevant performance indicators used by Welsh Government in aid of this aim.
- Initial teacher training and education (ITET) accreditation, including:
  - an assessment of the impact of the ITET accreditation decisions on Swansea University and the University of South Wales; and
  - an assessment of ITET applications against targets for September 2018.
- The prioritisation of support for enhanced links between education and industry, including;
  - an update on any performance indicators used by Welsh Government in aid of this aim;
  - and scrutiny of the efficacy of the regional skills partnerships in relation to education provision.
- Y Coleg Cymraeg Cenedlaethol’s remit extension into further education and work-based learning, including:
  - any additional funding for this extension of remit; and
  - general Welsh medium education provision in further and higher education.

### **3. Wider Welsh Government policies and in-year funding**

An update on:

- Relevant funding allocations, including:



- the January and February 2018 in-year funding allocations to HEFCW as detailed in Welsh Governments March 2018 HEFCW remit letter revision;
- in-year allocations to further education providers; and
- any EU transition funding.
- PCET reform progress as consulted on this spring and summer, and an explanation of the next steps, including in relation to:
  - stakeholder engagement;
  - the consideration of options; and
  - the timetable for legislation.
- Equality of opportunity for, and the promotion of higher education to, under-represented groups.
- Action the Welsh Government is taking to ensure that higher and further education institutions support and promote students' wellbeing.
- The Welsh Government's position in relation to the reconfiguration of higher education.

#### 4. Delivery

- The plans and systems in place to ensure that Welsh Government teams supporting pre and post-16 education work together on, and coordinate the delivery of, Welsh Government policy.





### Note for Children, Young People and Education Committee Inquiry

The following information providing a comparison between the number of EU domiciled and international domiciled UCAS main scheme **applications** to Welsh, and **English** higher education providers was provided by HEFCW to the Children, Young People and Education Committee Inquiry at its meeting on 18 July 2018:

- EU (excluding UK) domiciled **applications** to Welsh institutions have decreased by 8% while EU (excluding UK) domiciled **applications** to English institutions have increased by 2%
- Non EU domiciled **applications** to Welsh institutions have decreased by 9% while non EU domiciled **applications** to English institutions have increased by 7%

This document seeks to provide a comparison between the number of EU domiciled and non EU domiciled applicants to Welsh, **Scottish** and **Northern Irish** higher education providers as requested at the meeting referred to above. All figures relate to the number of **applicants** or **applications** to UCAS main scheme courses in 2018 by the deadline of 30<sup>th</sup> June and are compared with figures for the previous year. All figures are taken from the UCAS data release of 12<sup>th</sup> July 2018<sup>1</sup>. Differences between **applicants** and **applications** are explained in the notes section.

### Applicants

Country of provider	Domicile	2017	2018	Change from 2017	Percentage change
Wales	UK	59,270	55,590	-3,680	-6%
	EU (excluding UK)	5,290	4,770	-520	-10%
	Non EU	7,630	7,060	-570	-7%
	All domiciles	72,200	67,420	-4,780	-7%
England	UK	468,300	450,550	-17,750	-4%
	EU (excluding UK)	42,080	42,830	750	2%
	Non EU	69,020	73,570	4,550	7%
	All domiciles	579,410	566,950	-12,460	-2%
Northern Ireland	UK	20,490	19,820	-670	-3%
	EU (excluding UK)	1,710	1,760	50	3%
	Non EU	2,120	2,150	30	1%
	All domiciles	24,330	23,720	-610	-3%
Scotland	UK	85,730	84,680	-1,050	-1%
	EU (excluding UK)	19,090	18,810	-280	-1%
	Non EU	17,690	19,230	1,540	9%
	All domiciles	122,500	122,730	230	0%
UK	UK	529,620	511,460	-18,160	-3%
	EU (excluding UK)	49,250	50,130	880	2%
	Non EU	70,830	75,380	4,550	6%
	All domiciles	649,700	636,960	-12,740	-2%

Source: UCAS 30 June Deadline 2018 press release, Applicants (1.7)

<sup>1</sup> <https://www.ucas.com/corporate/news-and-key-documents/news/english-18-year-olds-are-more-likely-ever-apply-university>

- Between 2017 and 2018, the number of EU (excluding UK) domiciled **applicants** to Welsh institutions has decreased by 10% (from 5,290 to 4,770), to Scottish institutions has reduced by 1% (from 19,090 to 18,810) and to institutions in Northern Ireland, has increased by 3% (from 1,710 to 1,760).
- For the same period, the number of non EU domiciled **applicants** to Welsh institutions has decreased by 7% (from 7,630 to 7,060), to Scottish institutions has increased by 9% (from 17,690 to 19,230) and to institutions in Northern Ireland, has increased by 1% (from 2,120 to 2,150).

## Applications

Country of provider	Domicile	2017	2018	Change from 2017	Percentage change
Wales	UK	86,840	82,180	-4,660	-5%
	EU (excluding UK)	7,590	6,960	-630	-8%
	Non EU	8,740	7,970	-770	-9%
	All domiciles	103,170	97,110	-6,060	-6%
England	UK	1,887,430	1,806,820	-80,610	-4%
	EU (excluding UK)	158,540	162,160	3,620	2%
	Non EU	274,830	294,620	19,790	7%
	All domiciles	2,320,800	2,263,600	-57,200	-2%
Northern Ireland	UK	56,470	54,510	-1,960	-3%
	EU (excluding UK)	2,980	3,120	140	5%
	Non EU	2,240	2,260	20	1%
	All domiciles	61,690	59,890	-1,800	-3%
Scotland	UK	238,170	234,870	-3,300	-1%
	EU (excluding UK)	45,490	45,110	-380	-1%
	Non EU	24,520	26,530	2,010	8%
	All domiciles	308,180	306,520	-1,660	-1%
UK	UK	2,268,910	2,178,390	-90,520	-4%
	EU (excluding UK)	214,580	217,350	2,770	1%
	Non EU	310,340	331,380	21,040	7%
	All domiciles	2,793,830	2,727,120	-66,710	-2%

Source: UCAS 30 June Deadline 2018 press release, Applications (1.5.2 to 1.5.23)

- Between 2017 and 2018, the number of EU (excluding UK) domiciled **applications** to Welsh institutions has decreased by 8% (from 7,590 to 6,960), to Scottish institutions has decreased by 1% (from 45,490 to 45,110) and to institutions in Northern Ireland has increased by 5% (from 2,980 to 3,120).
- For the same period, the number of non EU domiciled **applications** to Welsh institutions has decreased by 9% (from 8,740 to 7,970), Scottish institutions has increased by 8% (from 24,520 to 26,530) and to institutions in Northern Ireland, has increased by 1% (from 2,240 to 2,260).

## Notes

**Applicant** - A person who has made an application in the UCAS system during the cycle reported (including applications for deferred entry). Records of prior acceptance (RPAs) are excluded.

**Application** - An application to a course at a provider made by an applicant in the UCAS main scheme. Applicants may make up to five main scheme applications.

**Country of provider** - An applicant may be counted once for each provider country they have applied to in the main scheme. If an applicant has applied to providers in multiple countries then the applicant is counted once within each country of provider applied to.

**Main scheme** - The main UCAS application scheme through which up to five providers/courses can be applied to. This opens in September and closes to new applications on 30 June the following year.

**Calculations** – the change from 2017 and the percentage change have been calculated using rounded figures and therefore may differ from calculations using unrounded data.

# Agenda Item 5.16



Vice-Chancellor's Office  
Swyddfa'r Is-Ganghellor

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

SeneddCYPE@assembly.wales

6 August 2018

Dear Ms Neagle,

## Inquiry into the Impact of Brexit on Higher and Further Education

Cardiff University wishes to thank you for the opportunity to provide additional evidence to the Children, Young People and Education Committee's inquiry into the impact of Brexit on higher and further education.

During the first evidence session of 12 July 2018, we discussed the impact Brexit may have on Cardiff University's accommodation and ability to host international conferences. As part of that discussion I indicated my intention to write to you with additional details regarding accommodation. To that end, I am pleased to present the following information to the Committee.

Cardiff University has a policy of guaranteeing accommodation for every 'firm' or 'insurance' offer holders for their first year of study. Some undergraduate students arriving through the clearing process may also be guaranteed, depending on availability. Cardiff University also has a policy of guaranteeing accommodation for overseas and EU postgraduates.

Every January we review the number of places we need to meet those policies for the forthcoming academic year. During the review we take into account the University recruitment target intake figures and the estimated demand for University residences based on previous sessions.

We then continue to monitor the position from January to September in line with any changes. If the calculations indicate that we do not have enough rooms to accommodate students who are guaranteed University residences, then we acquire accommodation in the private sector to meet the shortfall.

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THE QUEEN'S  
ANNIVERSARY PRIZES  
For Higher and Further Education  
2015



Registered Charity No. 1136855  
Elusen Gofrestredig Rhif. 1136855

The following are the number of places provided from 2013/14 to 2017/18:

- 2013/14
  - 5356 places in University accommodation
  - 221 rooms in the private sector
- 2014/15
  - 5538 places in University accommodation
  - 300 rooms in the private sector
- 2015/16
  - 5536 places in University accommodation
  - 247 rooms in the private sector
- 2016/17
  - 5536 places in University accommodation
  - 247 rooms in the private sector
- 2017/18
  - 5536 places in University accommodation
  - 395 rooms in the private sector

It is not possible to give an actual number of students in accommodation for the same years as the position is fluid; there are various intakes throughout the academic year and students may withdraw, for example. We monitor our vacancy position based on our standard residential period, which is in line with the standard University semester dates for undergraduate students studying on the Main Campus.

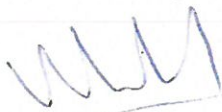
We can, however, provide the average occupancy rates for the academic years, including additional rooms in private sector halls of residences which we have acquired each year.

- 98% in 2013/14
- 97% in 2014/15
- 98% in 2015/16
- 97% in 2016/17
- 93% in 2017/18

Current calculations for 2018/19 indicate Cardiff University will not need any rooms in the private sector to supplement our residences provision.

Please do not hesitate to contact me if you would like any further information about the University and its activities.

Yours sincerely,



Professor Nora de Leeuw  
Pro Vice-Chancellor, International and Europe

# Agenda Item 5.17

CYPE(5)-24-18 – Paper to note 17

[Letter from Public Health Wales to the Chair, Health, Social Care and Sport Committee following the scrutiny session on 5 July](#)

**Cynulliad Cenedlaethol Cymru**  
Y Pwyllgor Plant, Pobl Ifanc ac Addysg

**National Assembly for Wales**  
Children, Young People and Education Committee

13 September 2018

Kirsty Williams  
Cabinet Secretary for Education  
Welsh Government

Dear Kirsty

**Revised eligibility criteria for free school meals in Wales due to the rollout of Universal Credit**

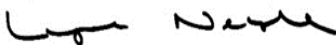
I am writing with regard to the Welsh Government's proposals to amend the eligibility criteria for free school meals, which it has identified as necessary due to the roll out of Universal Credit in Wales. I understand that you are currently consulting on your proposals, and that the consultation is due to end tomorrow.

You will be aware that concerns relating to the proposals have been raised with me by the Children's Society. I also understand that there may be opposition to the proposals from other children's organisations, although I (or the Committee) have not yet seen these.

Due to summer recess and earlier commitments, the Committee has been unable to formally consider this matter to date, but I do think this is something the Committee may want to consider and provide views on ahead of any regulations that come forward.

I appreciate that the consultation will have formally ended before the Committee has had opportunity to consider the proposals, but I aim to discuss this with the Committee at our meeting on 20 September, which will be our first meeting back after recess. I will, of course, then let you know the Committee's initial views on the proposals.

Yours sincerely



**Lynne Neagle AC / AM**  
**Cadeirydd / Chair**

