

Agenda – Children, Young People and Education Committee

Meeting Venue:

Committee Room 1 – Senedd

Meeting date: 26 June 2019

Meeting time: 09.15

For further information contact:

Llinos Madeley

Committee Clerk

0300 200 6565

SeneddCYPE@assembly.wales

Private pre-meeting

(09.15 – 09.30)

1 Introductions, apologies, substitutions and declarations of interest

(09.30)

2 The Emotional and Mental Health of Children and Young People – follow-up on the 'Mind over Matter' report – evidence session 3

(09.30 – 10.30)

(Pages 1 – 29)

Carol Shillabeer, Chief Executive – Powys Teaching Health Board and Manager of the Together for Children and Young People Programme

Attached Documents:

Research Brief

CYPE(5)–20–19 – Paper 1

3 Papers to note

(10.30)

3.1 Letter from the Welsh Youth Parliament – Invitation to engagement event

(Pages 30 – 32)

Attached Documents:

CYPE(5)–20–19 – Paper to note 1



Cynulliad
Cenedlaethol
Cymru

National
Assembly for
Wales

3.2 Letter from the Minister for Education – Welsh Network of Healthy School Scheme

(Pages 33 – 41)

Attached Documents:

CYPE(5)-20-19 – Paper to note 2

3.3 Letter from the Minister for Education – Implementation of the Diamond reforms

(Pages 42 – 51)

Attached Documents:

CYPE(5)-20-19 – Paper to note 3

3.4 Letter from the Chair to the Children's Commissioner for Wales – Elective home education

(Page 52)

Attached Documents:

CYPE(5)-20-19 – Paper to note 4

3.5 Letter from the Chair to the Minister for Education – Elective home education

(Page 53)

Attached Documents:

CYPE(5)-20-19 – Paper to note 5

3.6 Letter to the First Minister – reductions in the numbers of looked-after children

(Pages 54 – 55)

Attached Documents:

CYPE(5)-20-19 – Paper to note 6

3.7 Letter to the Children's Commissioner for Wales – reductions in the numbers of looked after children

(Pages 56 – 57)

Attached Documents:

CYPE(5)-20-19 – Paper to note 7

3.8 Letter to the Association of Directors of Social Services Cymru – reductions in the numbers of looked after children

(Pages 58 – 59)

Attached Documents:

CYPE(5)-20-19 – Paper to note 8

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

(10:30)

5 The Emotional and Mental Health of Children and Young People – follow-up – consideration of the evidence

(10.30 – 10.45)

Break

(10.45 – 11.00)

6 Inquiry into School Funding – consideration of draft report

(11.00 – 12.00)

(Pages 60 – 178)

Attached Documents:

CYPE(5)-20-19 – Private Paper

Document is Restricted

Vivienne Harpwood, Cadeirydd / Chair

Ffon / Phone: 01874 712502

E-bost / Email: Vivienne.Harpwood@wales.nhs.uk

Carol Shillabeer, Y Prif Weithredwr /

Chief Executive: E-bost / Email: carol.shillabeer2@wales.nhs.uk

Ffon / Phone: 01874 712659



**GIG
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Bwrdd Iechyd
Addysgu Powys
Powys Teaching
Health Board

CS/AE

3 April 2019

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

Dear Ms Neagle

Mind Over Matter Report Follow-up: Together for Children and Young People Programme Update

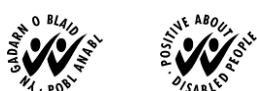
Thank you for the opportunity to provide an update to the Committee on the work of the Together for Children and Young People Programme. As you will be aware the Programme was established in 2015 and is due to come to a close at the end of October this year. As Chair of the Programme and on behalf of the Programme Board, I am pleased to see the continued priority given to children and young people's mental health and welcomed the 'Mind Over Matter' report published by the Committee in 2018. As the report concluded there has been demonstrable improvement in the way services are provided, particularly specialist CAMHS, and improved access to services including reduced waiting times has been achieved. The Programme and the wider CAMHS community however recognise that there is more to do in this area.

Pencadlys
Tŷ Glasbury, Ysbyty Bronllys,
Aberhonddu, Powys LD3 0LU
Ffôn: 01874 711661



Headquarters
Glasbury House, Bronllys Hospital
Brecon, Powys LD3 0LU
Tel: 01874 711661

Rydym yn croesawu gohebiaeth Gymraeg
Bwrdd Iechyd Addysgu Powys yw enw gweithredd Bwrdd Iechyd Lleol
Addysgu Powys



We welcome correspondence in Welsh
Powys Teaching Health Board is the operational name of Powys
Teaching Local Health Board

The update report attached outlines the work of the Programme against its terms of reference and seeks to give a realistic view of progress and where more work is underway during the life of the Programme. A rating of red, amber, green has been used to display this, with many areas in the amber range indicating that further work is underway. I would draw your attention to some key priorities for the Programme during this year. Firstly, the most significant area of work is the development of a national Framework for Early Help and Enhanced Support. Capitalising on the learning from the approach taken to generate the Whole School Approach work, building resilience and support for children and young people in schools, the Programme will draw together a broad range of key stakeholders in developing the Framework. This will, in reference to the 'Mind Over Matter' report, help to make further progress to address the issue of the 'missing middle.'

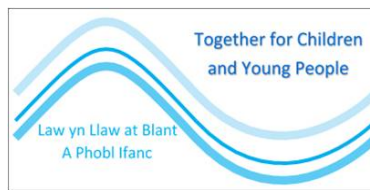
The second key area of work is the transition or legacy beyond the life of the Programme. The landscape and context in Wales has changed considerably since the establishment of the Programme and Welsh Government emphasis on Regional Partnership Boards and Public Service Boards provides an opportunity for stronger multiagency work in the area of children and young people's mental health. Further, the investment made available by Welsh Government, including the Integrated Care Fund and the Transformation Fund associated with 'A Healthier Wales' provides opportunity for investment locally. The Programme will be working with the Children's Commissioner in having productive dialogue with RPBs to identify and maximise opportunities for local developments.

I hope the Committee finds the information provided helpful. Please do not hesitate to get in touch should clarification or further information be required.

Yours sincerely



Carol Shillabeer
Chair, Together for Children and Young People Programme



Together for Children and Young People (T4CYP) Programme: Update Report

Introduction

The T4CYP Programme is an NHS-led, government sponsored, multiagency programme for the improvement of emotional and mental health for children and young people in Wales. This report provides an update on the work of the Programme, and seeks to make specific reference to the findings and recommendations of the Children, Young People and Education Committee in its report 'Mind Over Matter' published in 2018.

The Programme was established in 2015 with the following key areas of priority:

1. Evidence based needs assessment
2. National policy and other guidance
3. Equity of access to CAMHS
4. Planning processes and more mature commissioning
5. Resilience building for children and young people
6. Neurodevelopmental services
7. Early intervention approaches
8. Psychological therapies
9. Future role and models of specialist CAMHS
10. Transition
11. Framework for Action
12. Understanding progress and implementation of local plans
13. Engagement of stakeholders including young people
14. Contributing to the overview of workforce development
15. Coordinating the programme of work, agreeing priorities with stakeholders and reviewing progress
16. Sharing learning and good practice on improving emotional and mental health services for children and young people with partner agencies.

The Programme was established to run for three years and is supported by an Expert Reference Group (ERG), chaired by Dame Professor Sue Bailey, and made up of experts from academia, local government leadership, CAMHS service, health board leadership, and the Children's Commissioner. The purpose of the ERG is to check, challenge and support the work

of the Programme. The Programme during its first three years established an annual stakeholder conference to help understand the key issues experienced by stakeholders, to check on progress as improvements were implemented and to set key priorities for action. The programme was extended to a fourth year and is due to close in October 2019. This report has been developed aligned to the T4CYP key priority areas to ensure transparency of progress against its purpose. Appendix 1 maps the areas of the programme to the recommendations from the Mind Over matter report for ease of cross referencing.

Progress against programme key priorities

The specific areas of work outlined within the key priority areas are listed below with the associated programme deliverables.

1. Evidence based needs assessment (green)

Significant progress has been made in relation to understanding the needs of children and young people, the prevalence of emotional and mental health disorders and the pattern of provision of services. Evidence and understanding is continuing to grow given the focus on children and young people's mental health across the UK and internationally.

Needs Assessment (June 2016): a comprehensive overview of the mental health and wellbeing of children and young people. The report sets out the data and evidence in respect of mental health issues, including the prevalence, risk and protective factors.

Baseline Variations and Opportunities (BVO) Audit of sCAMHS (March 2016): the first comprehensive assessment of sCAMHS provision across Wales. It highlighted variations in practice and opportunities for improvement to health boards and as a result good practice has been widely shared and service improvement targeted. Regular reviews are now well established and data continues to be updated annually through the National NHS CAMHS Benchmarking Exercise (see point 12). Further benchmarking in subsequent years has shown areas of improvement and highlighted health boards that require more work. This is overseen through the NHS Wales CAMHS Network Group.

Evidence based planning: The T4CYP programme is working with colleagues across networks to drive improvements in intelligence. The NHS Digital prevalence report in England provides an up to date picture of prevalence and makes future predictions that can should inform future priorities. The Programme has established strong links with the Mental Health Coalition as part of the home countries work. Links to the coalition exchange event are inserted below.

<https://www.goodpractice.wales/SharedFiles/Download.aspx?pageid=185&mid=326&fileid=848>

<https://www.goodpractice.wales/SharedFiles/Download.aspx?pageid=185&mid=326&fileid=847>

The NHS Digital report, although developed based on the population of England, is a useful source of prevalence information for planning in Wales. There are key messages within the report including:

- One in eight 5-19 year olds had a mental disorder in 2017 (note – mental disorder is identified using the International Classification of Diseases, ICD 10, standardised diagnostic criteria).
- There has been a slight increase in overall rates of mental disorder.
- Emotional disorder rates have increased, whilst other disorder types were stable.
- Rates of mental disorder were higher in older age groups, particularly young women.

This type of prevalence information is assisting significantly in shaping services moving forward.

The link to the full report:

<https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2017/2017>

The Social Services and Wellbeing Act and the Wellbeing of Future Generations Act place responsibility on Regional Partnership Boards and Public Service Boards to conduct regular assessments of needs for their population. The introduction of WCCIS with enhanced coding and the ongoing participation in the NHS benchmarking process will enable organisations and the Mental Health Network for NHS Wales to continue to focus on evidence based needs assessment for service improvement.

2. National policy and other guidance **(green)**

The policy and legislative landscape has changed during the Programme with the Social services and Wellbeing Act and the Wellbeing of Future Generations Act being taken forward in practice. When discussing legislative frameworks with other UK networks, a sense of progression in Wales is expressed that is supportive to the improvements needed for addressing emotional and mental health issues. The Mental Health measure is key and the changes to access times in relation to children and young people seen as an important step.

There is however further work to do in this area, including maximising the potential of regional planning and service delivery through Regional Partnership Boards. This remains a key priority for the remainder of the Programme. There is some evidence that several RPBs have identified children and young people's emotional and mental health as a priority and the Transformation Fund established by Welsh Government under 'A Healthier Wales' is being utilised to drive forward new models of care.

Key Principles to Improve Mental Health and Wellbeing for Children and Young People:

This guide, widely shared, enables all professionals working with children and young people to understand the legislative requirements and guidance outlined within the United Nations Convention on the Rights of the Child (UNCRC). All guidance issued by the

programme is supported by legislation and policy/guidance issued by UK Government, Welsh Government, National Institute for Health and Care Excellence (NICE) and NHS Wales. The implementation of this in NHS CAMHS will be reviewed through the peer review process being established through the Network.

3. Equity of access to CAMHS (amber)

The role of the Programme is to assist services to improve equity of access, to work together as a CAMHS community and to share learning for improvement. It is the role of individual health boards and the Welsh Government to performance manage services and organisations.

Framework for Improvement for sCAMHS: This Framework was developed early in the programme, with the specialist CAMHS community to seek to support identification of service improvement opportunities and enable a more consistent approach to provision. The CAMHS Network operates across all areas of Wales and is a strong focus for improvement and sharing. (see point 9) ensures consistent access criteria and standards.

Vulnerable Groups (October 2016): In partnership with Wales Alliance for Mental Health, young people with protected characteristics shared their experiences with statutory and third sector colleagues. Service improvement feedback was shared with health board leads to ensure that this becomes part of local service delivery.

The Programme recognises that for some vulnerable groups access to help and support remains challenging. Specific work examining the way in which services, working together, can support at an earlier stage and offer enhanced intervention is underway within the Early Help and Enhanced Support work stream. The T4CYP work stream will deliver proposals for best practice and service development to enable targeted support and interventions to those most at risk of developing emotional and mental health problems or showing early signs of mental disorders. There will be a specific focus for children who are in, or on the edge of, Care and young people outside of mainstream education, particularly those children not in education, employment or training (NEET). The work will also link to the Ministerial Advisory Group on Outcomes for Children and the Whole School Approach programme. The specific frameworks are planned to be developed and tested prior to the end of the Programme in October 2019. The recruitment of the National Youth Stakeholder Group will help to drive the engagement plans, beyond the lifespan of the programme, with an ambition of fully realising co-production of future resources and service delivery at a national, regional and local level.

4. Planning processes and more mature commissioning (amber)

Good progress has been made in relation to planning and commissioning although there is more to do. The CAMHS Network, established in 2014, has formed a core part of specialist CAMHS planning across Wales and the ability of the specialist CAMHS community to work collaboratively has significantly increased. This new collaboration led to the development

of the **Framework for Improvement for sCAMHS** (see point 9). The Welsh Government requirements regarding Integrated Medium Term Plans also has a requirement for organisations to demonstrate how they are making improvements to meet the needs of children and young people's mental health. In all regions (health board footprints) the Mental Health Partnerships form a focus for multiagency service planning, including a remit for the children's agenda.

Commissioning Specification for sCAMHS Inpatient Care: Developed to improve consistency in access criteria and provision, the specification draws on best practice and outlines the requirements of services whether provided by the NHS or any other sector provider. The specification has been implemented by the Welsh Health Specialised Services Committee (WHSSC) as the commissioner for sCAMHS inpatient services. It is recognised however that inpatient services across the UK are experiencing high demand and further work is underway to explore further opportunities for service development in this area.

As highlighted earlier, the potential for Regional Partnership Boards to drive forward mature needs assessment, planning, commissioning and integrated delivery is significant. The Programme in its final period will work to help progress these opportunities, and is encouraged that the Welsh Governments Integrated Care Fund Guidance has added a focus on children and young people's emotional and mental health as a priority. In addition, several RPB's across Wales have successfully sought transformation funds to develop innovative multiagency services based on local needs.

5. Resilience building for children and young people (amber)

First 1000 days and Adverse Childhood Experiences: Since the establishment of the Together for Children and Young People Programme other key Programmes have been developed. Close links are in place with the work of the Cymru Well Wales (formerly United in Improving Health) initiative and the First 1000 days programme.

DVD: Shared Stories (June 2016) highlighting the experiences of 2 young people within the school environment. This work and the wider views of children and young people helped to identify the need for a transformative approach to the development of schools as a place for enhancing emotional and mental health. The CAMHS In-reach programme was developed to test new ways of working within the school environment, bringing expertise and advice into schools to support both teachers and students more widely.

Whole School Approach: The T4CYP programme facilitated the development of a cross policy approach focussing on the development of a "Whole School Approach". Bringing together key stakeholders into a wider, facilitated workshop enabled a broad range of ideas to be heard to help inform a new Framework. The joint Ministerial Task and Finish Group and the supporting WG policy team will be taking forward this work. Following the T4CYP programme's role in facilitating the Whole School Approach, the same approach to develop the work around the "Missing Middle" is now underway. A cross sector stakeholder workshop will be held in June 2019 focusing on the area of Early Help and

Enhanced Support. A comprehensive Framework will be established that is intended to support local planning and development in this area. This is an ambitious element of work and the T4CYP Programme will give key focus to this throughout the remainder of the Programme. Importantly the engagement and sponsorship of wider sector partners is critical. The Welsh Local Government Association (WLGA) has already signalled strong commitment and others such as Police and Youth Justice will be key alongside health, education and social care.

6. Neurodevelopmental services (amber)

Members of the National Assembly for Wales will be familiar with some of the core elements of neurodevelopment services given the recent consideration of the private members Bill on Autism. This is an area where specific focus, strong clinical leadership and a developing community of practice has brought improvements. There is however a significant challenge ahead as the demand for support continues to grow. The NHS Digital study in England of Prevalence and Future Predictions for children and young people's mental health has drawn out some key findings. One in eighteen (5.5%) pre-school children in their study were identified with at least one mental health disorder (ICD 10 categorisation) including behavioural disorders (2.5%) and Autism Spectrum Disorder (1.4%). Practitioners in this field are advising a significant increase in demand for services locally, putting pressure on the ability to meet access times standards. A broader dialogue is needed regarding a whole system approach to neurodevelopmental and associated presentations and this will be considered as part of the Early Help and Enhanced Support work highlighted above. This could include the development of 'A Perfect World' model.

National neurodevelopment (ND) pathway (June 2016): This early work led to a common integrated care pathway with a single point of access in each local area across Attention Deficit Hyperactivity Disorder (ADHD) and Autistic Spectrum Disorder (ASD). Welsh government investment has supported the development of these services locally, in some areas providing a service where there was an absence of one previously. This means that children with all neurodevelopmental conditions should receive a common approach to their assessment based on best practice evidence and NICE guidelines. Whilst good progress has been made through these teams, it is clear that demand on the new services is increasing and some services are reporting an increased length of time for assessment to take place. Work is underway to understand the demand and capacity relating to these services which should report late summer/early autumn.

Clinician's toolkit for Autistic Spectrum Disorder (ASD) (June 2016): The Clinician's Toolkit, developed in partnership with the WLGA National ASD Development Project, provides NICE compliant evidenced based practice in assessment and diagnosis. This means that all children and young people should receive a standardised assessment and signposting to appropriate services. An equivalent toolkit for Attention Deficit Hyperactivity Disorder (ADHD) is under development, with links to Toolkits provided below.

ADHD Clinicians' toolkit resource - [Neurodevelopment Diagnostic Assessment Pathway](#)

ADHD Clinicians' toolkit resource - [Consensus All Wales Guideline for Monitoring Children Receiving Medication for Attention Deficit Hyperactivity Disorder \(ADHD\)](#)

ADHD Clinicians' toolkit resource - [Template to Request School Report](#)

ND Dataset: Improving data is a critical area for development in relation to neurodevelopment services. Work is being taken forward with Welsh Government to develop standardised data/metrics for national monitoring, including performance and quality standards. The performance data should be available (possibly in shadow form) for the first time at the end of March 2019 and should provide the baseline position.

7. Early Intervention approaches (amber)

Early Help and Enhanced Support: This is a key area for the final phase of the Programme and has been reshaped to include 'Early Help and Enhanced Support'. The Committee, in the Mind Over Matter report, gave particular focus to the need to progress the planning and delivery of joined up approaches for children, young people and families whose needs are out with specialist CAMHS per se. This work stream sets out to develop a Framework that can support local planning and service delivery across the sectors. The workshop planned for June 2019 is intended to bring together different sectors to explore a common set of principles (vision), outcomes including individual goal based outcomes based on the 'What Matters' principle, and the potential menu of service options. There is particular need to ensure join up with existing ministerial policy and implementation groups such as the Outcomes for Children Ministerial Advisory Group and the Whole School Approach work.

Directory of Best Practice (published August 2017): The Programme has already published material aimed at supporting local partnerships and services to develop their early help provision. This publication focused on highlighting support schemes for vulnerable children and young people reviewed in partnership with the Early Intervention Foundation, who have supported the Programme since its establishment. The directory also provides guidance to enable health and social care to expand high quality support provided by non-mental health professionals, thus encouraging a broader range of interventions.

Pathway for Local Primary Mental Health Support Services (published August 2017): By setting out consistent models of care in line with the Mental Health (Wales) Measure, the pathway strengthens the role of primary care mental health support services ensuring that they are better able to support other agencies in effectively managing the needs of children and young people. The NHS Delivery Unit are currently reviewing all local primary mental health support services (LPMHSS) care services across Wales, focusing on the models of care and their implementation, the impact and the challenges of services. The Review is due to report in May 2019 and should form part of a core contribution to the development of the Framework for Early Help and Enhanced Support. A comprehensive exercise to establish stakeholder (including service user) feedback relating to local primary mental health support services is underway aligned to the review work of

the Delivery Unit. This will further enhance the picture of services across Wales and identify areas for further development and improvement.

8. Psychological therapies (amber)

The direct leadership of this aspect of development rests with the National Psychological Therapies Committee and therefore the Programme has sought not to duplicate this work. The development of Matrix Cymru relating to children and young people's psychological therapies is underway and this work will link in with the broader development on Early Help and Enhanced Support.

The Programme has welcomed the additional funding allocated by Welsh Government in relation to psychological therapies for children and young people and it is expected that the Matrix Cymru work will act as a guide for targeting the additional investment.

- £1.1m Welsh Government funding (as part of the £7.65m additional CAMHS investment) provided to health boards to further develop psychological therapy provision for children and young people in Wales.
- £7.1m will help to protect, improve and support the mental health of children and young people in Wales

<https://gov.wales/newsroom/health-and-social-services/2019/mental-health/?lang=en>

9. Future role and models of specialist CAMHS (sCAMHS) (amber)

The Programme gave considerable focus to the specialist CAMHS aspects of service provision over the first two years. As the Committee recognised in its Mind Over Matter report, considerable progress has been made. The Programme however agrees that there is further work to do in this area.

Framework for Improvement for sCAMHS (June 2016): Early work of the Programme focused on developing collaboratively a Framework for Improvement. This set out a clear definition and referral criteria for sCAMHS to ensure that children and young people across Wales receive an equitable service across the areas of enhanced access, advice, liaison and assessment and care co-ordination. It is supported by care pathways for crisis care, eating disorder services and early intervention in psychosis. New models of care provided through the increased CAMHS investment have been implemented. Prior to programme close the Framework for Improvement will be refreshed enabling a reflection of the key areas that continue to require focussed attention.

A number of other key areas have been progressed since the Programme last updated the Committee including:

- 2 additional pathways on management of self-harm in the community and psychiatric liaison.
- Guidance to improve care and treatment planning for young people.
- Guidance for GPs and others who refer in to sCAMHS.
- Guidance for young people and their families drawn up in partnership with Hafal and Young Wales.
- Data Driven Project: Complete a review of work of existing measures; data quality and consistency; demand and capacity and NHS benchmarking. This will form part of the VCs work programme to support.
- Guidance for Schools and professionals to manage Self Harm – developed through the Talk to Me 2 policy steering group

The work relating to specialist CAMHS continues to be progressed via the CAMHS Network Group, which has retained strong commitment from all health boards in Wales. Priorities in the final phase of the programme include

Advocacy: Finalise a review of the current provision of and need for advocacy services for children and young people accessing all mental health services. This work is being undertaken in partnership Welsh Government and in consultation with key stakeholders including the Children’s Commissioner, the National Youth Advocacy Service, Commissioned provider of services and children and young people themselves.

In patient Framework: There continues to be significant demand pressures for inpatient care throughout the UK. A review of the service approach as part of the Acute Admission Framework including standard specification will take place by April 2020 to consider the NHS and independent sector provision and agreed future actions for the medium to long term. This will be informed by a review of the current in -patient performance (Wales) including workforce challenges and opportunities in order to meet current and future provision.

Welsh Language: A review of current availability of Welsh language emotional and mental health services, identifying future areas of need and development of an implementation plan for improvement.

Integrated working: Further develop the opportunities for more joined up care between health, social services and potentially youth justice in relation to inpatient and residential support. Review community intensive team and the potential for further development including liaison with the Police (this work to include consideration of advocacy provision)

10. Transition (amber)

Transition Guidance for professionals (published August 2017): This guidance sets out a model for a seamless transition together with a set of key principles to be used across all areas of transition. This should ensure that all services are aware of the need to

communicate and work flexibly with the young person in their care to deliver a planned, flexible transition, based on individual need.

Young Person's Transition Passport (published August 2017): The Passport, developed in partnership with young people, provides an individual transition plan outlining the information and support that agencies should provide enabling focused support for young people as they move into adult services. The passport has been designed for use alongside the Care and Treatment Plan and should be implemented 6 months before and after transition. A review of the impact of both the guidance and the Passport is due to commence in summer 2019.

Transition in Health Settings: The Programme is connecting to the wider work regarding transition from children's to adult services. The Children's Commissioner is currently examining the area and the Programme will continue to feedback on the progress being made in relation to children and young people's mental health transition.

11. Framework for Action (amber)

The priorities of the Programme in its first stage related largely to specialist CAMHS. The Framework for Improvement in this area was built through collaboration and informed by multiple sources including the views of young people. This work will be reviewed and refreshed as the Programme moves through the focussed work on Early Help and Enhanced Support, capitalising on the progress made and the additional investment made by Welsh Government.

Framework for Action (July 2015): Developed in consultation with a broad range of stakeholders the Framework offered local health boards a guide for service development. This will be reviewed and refreshed as part of the Early Help and Enhanced Support workshop in summer 2019.

Annual Conference Events: These regular events have been key in supporting a check and challenge approach to the work of the Programme and in particular identifying key areas of focus. More latterly the work on facilitating a whole school approach and in the near future the early help and enhanced support has taken a more targeted approach.

12. Understanding progress and implementation of local plans (amber)

It is important to stress to the Committee that the Programme does not have a remit for performance managing local services. It has been key however to understand how local services have been developing through collaborative efforts in particular, and to focus in on the areas of practice and service that present most challenge. The Programme therefore has focused its efforts in the following ways.

NHS CAMHS Annual National Benchmarking Exercise: This provides health boards with feedback on performance across Wales as well as the benchmarked position against the rest of the UK. This acts as a lever for service improvement and an opportunity to share

best practice. The benchmarking has now been undertaken each year for 5 years and therefore is particularly helpful in assessing movement over time. It is important to note however that Benchmarking in itself is not necessarily a judgment of how effective a service is and therefore other sources of information are also used to inform service development.

Health Board Annual Progress Statements (June 2017): Each health board is encouraged to reflect on the progress made in taking forward innovative and responsive CAMHS services in line with the implementation of the *sCAMHS Framework for Improvement*.

Peer Visits: A Peer Review/Visit approach has been developed by the CAMHS Network Group and supported by the T4CYP Programme. This further cements the collaborative approach developed over recent years. A recent visit to BCUHB for example examined the community services, community intensive support team and the inpatient service provision.

13. Engagement of stakeholders including young people (amber)

Engagement of children and young people: Engagement with young people has underpinned the work of the programme through close links with the Children's Commissioner's office, Children in Wales and the High Needs Collaborative *Making Sense* initiative. The establishment of the National Youth Stakeholder Group and links with the National Youth Parliament are positively developing. This has also included specific engagement events to inform products and service improvement. Future focus needs to develop clear connections at a more regional and local level and will be explored as part of the Early Help and Enhanced Support work.

Expert Reference Group (ERG): The T4CYP programme has a robust governance structure in place which includes an Expert Reference Group (ERG) which advises and challenges programme direction. The ERG meetings include key presentations that inform future discussion and action. Examples can be found below

<https://www.goodpractice.wales/SharedFiles/Download.aspx?pageid=185&mid=326&fileid=850>

<https://www.goodpractice.wales/SharedFiles/Download.aspx?pageid=185&mid=326&fileid=851>

14. Contributing to the overview of workforce development (amber)

This is an area of particular development at an All Wales level. With the establishment relatively recently of Health Education and Improvement Wales working together with Social Care Wales, a national health and social care workforce strategy is being developed. The 10 year strategy will provide a focus for enhanced workforce planning across sectors as well as the development of education and training approaches. The all age Mental Health network will feed into this work.

The Programme has actively supported the work of the CAMHS Network group in terms of widening opportunities for workforce development. This however is an area that will require further considerable work across sectors in order to meet the challenges of the supply of workforce in particular.

15. Coordinating the programme of work, agreeing priorities with stakeholders and reviewing progress (green)

An outline of the programme arrangements, priorities, stakeholder engagement and progress has been provided throughout this report. The Programme itself can be viewed in 3 phases. The early work of the Programme focused on supporting improvements and development in specialist CAMHS, particularly given the service pressures including extended waiting times. Whilst there is more work to do in this area, the position has improved over time. The second phase of the Programme has sought to help progress an understanding and approach to universal support in building resilience. Recognising the specific role of schools, the Programme was pleased to have been able to support the thinking on the Whole School Approach. This work does not sit directly with the Programme, although is closely aligned. The final phase of the Programme relates to Early Help and Enhanced Support. Capitalising on the learning from the approach with the Whole School Approach, this work will bring together the different sectors, developing a Framework to guide service development and improvement.

The Programme is giving particular regard to the transition at programme end to other mechanisms. Of particular note is the potentially critical role that Regional Partnership Boards could play, and in some areas of Wales this is already evident. Working with the Children's Commissioner, the Programme is seeking to identify ways in which to assist RPBs in local planning and commissioning of children and young people's mental health services.

Following a detailed programme review in 2018 / 2019 it was concluded that the Programme has seen improvements in the following areas:

- Increased provision and quality improvements of specialist Child and Adolescent Mental Health Services (sCAMHS)
- Increased provision of community intensive services across Wales
- Improved waiting times, recognising that there is more to do to ensure sustainability
- Reduction in inappropriate out of area placements, again however recognising the pressure of demand for inpatient services
- Engagement of Children and Young People (CYP) – Hafal report and the clear recommendation arising from the publication
- Neurodevelopmental (ND) Services: New national pathway development currently being implemented

Consideration for the final phase of the Work Programme:

- A direct link has been made to the findings in the "Mind Over Matter" report.
- The clear views of the constituents of the current work streams and connected stakeholders.
- The programme's progress to date and areas of work that were planned / needed to continue to be developed / embedded.

- Recognition that the mandate for the T4CYP programme runs until the end of October 2019; and consideration of the Welsh Governments Together for Mental Health (T4MH) delivery plan which will run 2019 – 2022.
- The need to establish a legacy and the importance of Regional Partnership Boards (RPB's).

The focus for the remainder of the Programme is therefore based upon the following key summarised areas:

1. Development a national framework supporting Early Help and Enhanced Support. This will include the work undertaken to review all primary mental health support services in Wales, the broader development of psychological therapies, service responses for vulnerable groups and consideration of neurodevelopment for example.
2. Whole school approach and the interdependencies with the work of the newly formed team for Whole School Approach and the Early Help and Enhanced Support.
3. Co – production with the Youth Stakeholder reference group and the potential to build links into regional structures.
4. In relation to specialist CAMHS, further work in inpatient provision model, service specification and the opportunities to develop more integrated care approaches across health and social care.
5. Considering a “perfect world picture” of Neurodevelopment services in order to help inform future planning
6. Build further the networks for sharing experience and practice including through a home countries group.
7. Reviewing the care transition guidance and passport in practice, including consideration of 0-25 model pathways.
8. Enable legacy/transition beyond the life of the Programme specifically including links to Regional Partnership Boards (RPBs) and Mental Health Partnerships.

16. Sharing learning and good practice on improving emotional and mental health services for children and young people with partner agencies (green)

The Programme has strived to help build connections, networks and collaborations. There has been in general strong commitment to the Programme by different sector and this has brought a wealth of knowledge, experience and enthusiasm to this work. The points below demonstrate some of the examples that the Programme has either generated or been a key sponsor/supporter of.

Annual Conference Events: These have provided stakeholders with the opportunity to listen to a wide range of speakers and to share experiences and recommendations for future development. The priority for 2018 focused on supporting thinking in relation to the “whole school approach” enabling engagement across and beyond traditional partners. The initial event was hosted by T4CYP. This area of work has now been transitioned into the Welsh Government newly established “whole school approach” team.

Momentum in this area has continued beyond the work of Welsh Government including the Association of Directors in Wales (ADEW) conference which was held in January 2019. Planning is now well underway for the Early Help and Enhanced Support workshop, being supported by the WLGA.

The final event planned for 2019 relates to Programme transition and will form part of a home countries workshop to coincide with world mental health day in October 2019.

National Youth Stakeholder Group: This was established in partnership with Welsh Government and supported by Children in Wales. The diverse group of young people between the ages of 14 – 25 are central to the co-production of future areas of work. Discussions have already taken place regarding the link to the National Youth Parliament which has confirmed emotional wellbeing and mental health as its key priority.

Future Regional Coproduction: The volume and quality of applicants for the National Youth Stakeholder Group (67) could support the voice children and young people in the work being undertaken at Regional Partnership Board level. The specific emphasis of Welsh Government in the Integrated Care Fund guidance (2019/20) draws out the need for RPBs to consider children and young people's emotional and mental health.

<https://gov.wales/docs/dhss/publications/180329icf-en.pdf>

Newsletters: These have been issued to a wide range of stakeholders to update on progress have received positive feedback. Editions specifically edited for children and young people are developed and Newsletter # 7 was an interactive newsletter.

Newsletter # 8 will be co produced by the newly established Youth Stakeholder Group.

<https://www.goodpractice.wales/SharedFiles/Download.aspx?pageid=185&mid=326&fileid=830>

<https://www.goodpractice.wales/SharedFiles/Download.aspx?pageid=185&mid=326&fileid=831>

You Said We Did: In addition to newsletters regular updates that outline the action to respond to key issues identified by children and young people, reflecting that their input is leading to tangible action. This also includes social media platforms and proactive awareness plans such as the week long programme of events as part of the Children and Young People Mental Health Awareness week February 2019. Key partners for this event included the CYP Mental Health Coalition (England), Intellectual Property Office, Ebbw Fawr Community School, Welsh NHS Confederation Conference, links with WLGA and the Childrens Commissioners team. The work is supported by a clear stakeholder map which identifies current and future stakeholders

<https://www.goodpractice.wales/SharedFiles/Download.aspx?pageid=185&mid=326&fileid=849>

T4CYP Website: This is hosted by the Welsh Local Government Association as part of Good Practice Wales and provides an easy to navigate on-line resource for children and young people, their families and carers as well as those partners that work with them. It contains

a range of documents and links to useful resources, identifying best practice across all of the programme areas and sharing programme products. www.goodpractice.wales/T4CYP

Conclusion

The report sets out the progress made since the inception of the Together for Children and Young People Programme in February 2015. Significant progress has been made in relation to understanding the needs of children and young people, the prevalence of emotional and mental disorders and the pattern of provision of services. Evidence and understanding is continuing to develop, given the focus on children and young people's mental health across the UK and internationally.

The report highlights the areas of improvement and in doing so, makes specific reference to the findings and recommendations of the Children, Young People and Education Committee in its report 'Mind Over Matter' published in 2018. These include the increased provision and quality improvement of specialist child and adolescent mental health services, increased provision of community intensive services across Wales, improved waiting times, a reduction in inappropriate out of area placements and the development of a new national pathway for neurodevelopmental services.

Following the development of the initial CYP Hafal report, the programme has developed a National Youth Stakeholder Group in partnership with the Whole School Approach team at Welsh Government. The Group will help to drive engagement plans beyond the lifespan of the programme, with an ambition of fully supporting co-production at a national, regional and local level.

There remain key areas of work for the Programme to support and the report has sought to highlight those that will have a particular focus during the remainder of the Programme. Importantly, developing a Framework for Early Help and Enhanced Support is key which is intended to move forward the work around what the Committee called the 'Missing Middle' in its report.

The information provided in this report will be supplemented by a summary of service data/information, which will be submitted at the end of April 2019 and will include the most up to date information based on the full 2018/19 reporting year.

Agenda Item 3.1

CYPE(5)-20-19- Paper to note 1

Children, Young People and Education Committee,
National Assembly for Wales,
Cardiff Bay

14 June 2019

INVITATION FROM THE WELSH YOUTH PARLIAMENT

Dear Chair,

In February, the Welsh Youth Parliament held its first ever sitting in the Senedd Chamber where Welsh Youth Parliament Members debated eighteen different topics which had been identified as important to young people across Wales. After the debate, Welsh Youth Parliament Members were given a chance to vote for the three issues they wanted the Welsh Youth Parliament to focus on during the next two years, and the following were selected -

1. Emotional and Mental Health Support
2. Littering and Plastic Waste
3. Life Skills in the Curriculum

Having chosen the top 3 priority issues the WYPMs have decided that they should break into issue committees. A key part of each committee's work is to consult with other young people, relevant organisations, youth groups and staff to help each committee understand the issues in greater detail, and help inform the WYPs key recommendations. The WYP will be holding engagement events over the course of the 2 year term; the first set will be in July 2019 and their focus will be life skills in the curriculum, where we hope to hear directly from education professionals and young people. We are aiming to publish a report with findings and recommendations in October 2019, which we hope will feed into the development of the new curriculum.

The Welsh Youth Parliament is aware that the Committee has undertaken work to monitor the development of the new curriculum. As members of the Life Skills in the Curriculum Committee we would like to invite you or a representative of the Committee to attend these events to provide WYPMs, and the other young people and education professionals in attendance with an update on the Committee's work in this issue. This will be an opportunity for you as Chair of the Children, Young People and Education Committee to outline the work the committee has undertaken to monitor the development of the curriculum to date. This will be a Q & A panel discussion with members of the WYP. We will also be inviting Kirsty Williams, Minister for Education to take part in the panel discussion.

All Committee Members are welcome to attend these events (details below).

Date and Time	Location
Monday 8 July 2019 10:00-14:30 Lunch @ 12:30 -13:30	Liberty Stadium, Swansea
Friday 12 July 2019 10:00-14:30 Lunch @ 12:30 -13:30	Glyndwr University, Wrexham

The timings for the Panel discussion are as follows:

Time	Activity
10:30-11:15	Panel discussion and Q&A with Welsh Youth Parliament Members to discuss the work they are doing on Life Skills. This will be an opportunity for you as Chair of the Children, Young People and Education Committee to outline the work the committee has undertaken to monitor the development of the curriculum to date (5 minutes)

If you are interested in attending, can you please confirm your attendance to hello@youthparliament.wales.

Best wishes,

Life Skills in the Curriculum Committee Members

Welsh Youth Parliament

Kirsty Williams AC/AM
Y Gweinidog Addysg
Minister for Education



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref MA(P)KW/2101/19

Lynne Neagle AM
Children Young People and Education Committee
Chair National Assembly for Wales
Cardiff Bay
Cardiff. Cf991 NA.

18 June 2019

Dear Lynne,

Following the Joint Ministerial Task and Finish Group meeting on 3 June, I wanted to clarify two issues that arose during discussion in relation to the Welsh Network of Healthy School Schemes (WNHSS) and publication of the suicide and self-harm guidance; and provide an update on the work of our CAMHS school in-reach pilots.

In relation to the WNHSS you raised concerns that we were proposing the WNHSS delivers emotional and mental wellbeing to schools and that Public Health Wales (PHW) were leading this with no input, or direction, from Welsh Government. I want to assure you that this will not be the case.

As noted during the meeting and in our May update to Committee on Mind Over Matter progress, we intend to provide a framework for schools to support them in developing their whole school approach. You will recall Mark Campion's presentation on the Estyn Healthy and Happy Report highlighted that around two-thirds of secondary and one-third of primary schools lack an inclusive approach to health and wellbeing. A national framework will promote consistency across all schools.

The framework will enable schools to examine their own health and wellbeing by using the available evidence to determine their strengths and weaknesses. It will provide guidance to support the development and implementation of a plan to build on the strengths and tackle any issues. It will also enable them to evaluate the effectiveness of activity. You will be aware of these proposals from your attendance at the Stakeholder Reference Group where the outline framework was discussed. In meeting the needs of the whole school the framework will need to address the needs of those young people:

- without any discernible mental and emotional wellbeing issues, but who still require support in building resilience for the challenges they will encounter as they grow – the universal offer;

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

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

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

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

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

- who do experience poor mental and emotional wellbeing for periods, but who have no diagnosable mental illness, though nevertheless require help and support – the ‘missing middle’ highlighted in Mind Over Matter; and
- with diagnosable and/or enduring mental illness who require more specialist support to enable them to engage with and reach their educational potential – the ‘high end’.

The framework will need to strike a balance by ensuring the right level of support in a timely fashion with the need not to burden schools with overly bureaucratic systems and processes. Wherever possible we will seek to build on existing, rather than create new, activity. In this respect the WNHSS provides a potential vehicle to deliver the universal offer. The draft mental wellbeing criteria distributed by Julie Bishop during the meeting stated that a healthy school is one in which:

- the environment, partnerships and policies support mental wellbeing for pupils and staff;
- pupils, staff and the wider school community understand the importance of good mental wellbeing for good health;
- practical and emotional support is proactively provided to pupils and staff;
- safe environments are provided which support all staff in managing wellbeing issues however they present and encourage pupils to participate in school life;
- pupils and staff feel confident in raising issues affecting mental wellbeing, are assured they will be listened to without judgement, and that appropriate action will be taken;
- the school has established systems and processes for working with outside agencies to facilitate timely and appropriate support for mental health and wellbeing problems and facilitate the ongoing participation in school life of pupils with more serious problems.

This describes what we are seeking to achieve for universal emotional and mental wellbeing in schools. However, as was acknowledged by Julie in her presentation, it requires further work and it can be argued the WNHSS has had more of a physical rather than emotional wellbeing focus in the past. We therefore propose to work with PHW to ensure that it is fit for this purpose. Julie noted that PHW have not made any significant progress as they have been waiting for clarity from Welsh Government on the wider whole school programme of work and what our ‘ask’ of PHW will be, given ultimate policy responsibility and ownership rests with the Welsh Government. Now our plans are clearer I have asked my officials to commence discussions with PHW and agree a plan which delivers this as a part of our framework for schools.

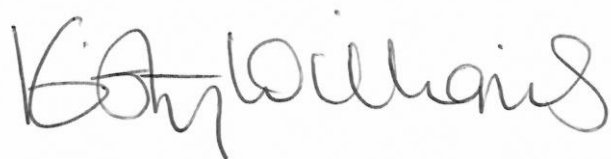
In relation to suicide and self-harm, I am keen that the new guidance developed by Professor Ann John is implemented by schools and youth work. Part of this will be ensuring the guidance receives the maximum publicity possible. To this end I would like to hold a formal launch of the guidance. The document, which was received in its final form during May, is in the process of being typeset and designed for print. My officials will discuss with relevant stakeholders when would be most appropriate to launch the document to ensure the highest level of impact.

I hope this allays any concerns you may have had following the Task and Finish Group meeting.

During the meeting it was also agreed that we would share with the Committee the initial learning and findings from the CAMHS school in-reach pilots, which will help inform the Minister for Health and my evidence sessions with the Committee on 20 June. I attach a brief paper which has been compiled by the Public Health Wales Pilot National Coordinator. Following our offer to meet with the school in-reach team I understand you met the Aneurin Bevan and South Powys Team and school staff in February. I hope you agree that those involved with the pilot are making good progress and have already demonstrated real

benefits in the areas they are working. As you are aware a more formal interim evaluation of activity will be available in December.

Yours sincerely

A handwritten signature in black ink, reading "Kirsty Williams". The signature is written in a cursive style with a large initial "K".

Kirsty Williams AC/AM
Y Gweinidog Addysg
Minister for Education



GIG
CYMRU
NHS
WALES

Iechyd Cyhoeddus
Cymru
Public Health
Wales

CAMHS in-reach for schools update	
Author: Nicola Lewis- National Co-ordinator CAMHS In Reach Schools Programme	
Date: 10/06/2019	Version: 0.c
Publication/ Distribution: <ul style="list-style-type: none">• Dr Julie Bishop• Su Mably• Welsh Government• Ministers for Health and Education	
Review Date:	
Purpose and Summary of Document: <p>The purpose to this document is to provide a position paper to inform the background and current status of the programme. This will include: developments within the areas of the pilot, what is working well, any issues or challenges since the implementation of the programme.</p>	

1. Background

The Cabinet Secretaries for Education and for Health, Wellbeing and Sport jointly agreed to fund a programme comprising a pilot covering 3 areas, as set out below, to test approaches for the provision of mental health in-reach support to schools. The programme was announced in September 2017, though due to the need to establish the service and recruit staff it commenced from mid-2018 and will run until July 2020 (the evaluation proposed December 2020 (with interim evaluation in December 2019)). The National Co-ordination of the programme is being hosted by Public Health Wales.

There was a slow start in some parts with challenges of recruitment for Local Health Boards. This remains a feature of the fixed term for the current programme.

A National steering group has been established and one of first actions was to bring the local pilot areas together to develop a logic model for the overall programme. This model is designed to illustrate the intended outcomes and the main elements of Nicola Lewis -National Coordinator Update for CAMHS in Reach for Schools Programme- 10/06/2019

the programme that are common for all three pilot areas whilst still allowing for local circumstances and service configurations.

One of the intentions of operating the pilots was that all would work to agreed principles, though implementation locally would vary in order to test different approaches and meet the needs of local schools in line with the Logic Model inputs, outputs and outcomes for the programme. These are based on short, medium and long term outcomes, some of which may not be fully achieved within the timescales of the funding.

Modus Operandi and current staffing:

Staffing:

Mental health professionals have been appointed for each pilot area through the local health boards leading on the pilots.

- Aneurin Bevan University Health Board (ABUHB)/ Powys Teaching Health Board (PTHB)- 2 x band 7 posts (in addition admin for ABUHB is not paid for from the in-reach budget, they also subsidise the 2nd band 7 post)
- Betsi Cadwaladr University Health Board (BCUHB)- Bands 7, 6 and 3 (pte admin) in post.
- Hywel Dda University Health Board (H DUHB) Band 7, 6 and 3 (pte admin) in post.

The operating model for each pilot area varies to reflect the local needs of the schools involved and local service developments. The operating model has been informed through consultation and needs assessments with schools and local steering groups to support the CAMHS service and referral process.

Aneurin Bevan UHB (South East Wales-SEW)

- This is a combination model providing consultation, advice and signposting within schools and training being delivered to upskill school staff to understand low level mental health issues. Referral pathways have been updated and are shared with schools and other services as part of the learning process. Promoting positive wellbeing with school staff is also part of the training element.

Betsi Cadwaladr UHB (North Wales –NW)

- The main focus is on training with school staff to identify and understand low level mental health issues. Supporting staff to look after themselves promoting positive staff wellbeing as part of the training. There is no consultation provision through this pilot as the Single Point of Access has been embedded within mainstream CAMHS provision and CAMHS have already established relationships with schools and providing consultation.

Hywel Dda UHB (West Wales-WW)

- The main focus is on consultation, advice and signposting to most relevant and appropriate service. The consultation model enables staff to discuss their concerns of pupils to enable them to learn and formulate action required. School staff are learning about mental health through the consultation model and process. Work is being undertaken to develop staff wellbeing and training to further develop the pilot to suit needs.

The National Coordinator has been working closely with each pilot area, attending the steering groups and supporting the CAMHs practitioner network meetings. The detail below has been gathered from the CAMHs practitioners, national workshops held and local evaluation.

What's Working Well?

- It has been useful having opportunities to involve other staff in training to build capacity (not just teachers).
- Having good resources available to suit needs and planning within schools.
- Staff have engaged and worked innovatively and flexibly by using needs assessment themes emerging from schools to inform and develop a package of support suited to their individual needs and priorities.
- The opportunity to meet with teams and schools from across different pilot areas to share learning, experiences and developments across the programme.
- Having consistency for and in schools for building relationships/networks e.g. School nurses, counsellors and wider stakeholders etc.
- CAMHs practitioners supporting the existing referral process with training and support for referrers on what CAMHS and other NHS services would look for in a 'good' referral.
- Being involved in Multi agency meetings e.g. Team Around the Family (TAF), concerns and actions (WW and SEW).
- Using a phased approach to meet and greet schools, introducing practitioners and their role initially and then incorporating training at a later stage when relationships had been established.
- Consultation, advice, guidance sessions (consultation model development-WW)
- Having experienced practitioners accessible and available to schools.
- E-learning modules being developed for education staff to access across the Local authority (WW)
- Having access to the CAMHS database for school in-reach recording and establishing if a pupil is engaged with the service already. This ensures that the young person can be tracked through the system and information shared across CAMHS, schools and other relevant agencies.

- Community Psychiatric Nurse (CPN) and information sharing ensuring full consent, for example the emergency liaison service in Gwent was able to see a child within 24 hours of referral and enabled the quick sharing of information back with school which worked well and enabled all parties to work in the best interest of the child.
- Mental health training (mental health first aid) is working well. 10 teachers being trained at a time, delivered over 4 sessions in Twilight as it is heavy workload (SEW)
- Engagement in schools, feedback from staff who have attended felt motivated and passionate about the training undertaken.
- The development of a training pack to develop sustainability within schools. Staff will have access to a range of interventions to share across their schools to increase and enhance knowledge base (if the pilot does not continue). (NW)
- 5 Ways to Wellbeing has been well received as has Youth Mental Health First Aid and stress control in work. Promoting the mental health and emotional wellbeing of school staff so they are able to respond to others and also staff having a better awareness of how to look after their own wellbeing. (NW)
- Single Point of Access (SPoAs) Screening and Early Intervention service, integrated approach using the CAPA model. This gives schools access to SCAMHS consultation services, who will respond to referrals and queries when schools have concerns for a pupil which promotes a collaborative practice and decision making approach. (NW)
- Word of mouth among school staff and across schools seems to have increased the use of the practitioners within the pilot.

Challenges

- Age range and reach is an issue for schools. The practitioners are conscious that under yr 6 pupils are not in the pilot range for consultation, however they will still support the school staff with signposting to relevant, appropriate services and share referral pathways. There have been anecdotal discussions that suggest some teachers will prioritise seeking advice on how best to support pupils regardless of the actual age of the pupil to get support/advice and to access the knowledge of the practitioners, whether this fits into the range of the programme or not. This creates a professional practice issue for the practitioner if individuals are discussed as they need to record information that has been shared. Schools would like the option of consultation with younger pupils as they are experiencing more issues presenting at a younger age.
- Rurality is an issue for various parts of Wales, time spent travelling between schools has an implication on actual time spent in schools for reach and the pattern of activity
- The cost to schools for staff to attend training sessions (there isn't any backfill available within the budget)

- Capacity is an issues across the programme for consultation provision and training school staff.
- Initially engagement was slow but as the pilot has progressed schools have recognised that they will potentially have less practitioner time as more schools engage.

‘We have had a lot of Nicola’s [in-reach practitioner] time and we know at some point we will have less and we don’t want to share her really’ (comment from a Head Teacher).

- Capacity to engage and train all schools in North Wales is an issue with only 2 practitioners.

Evaluation:

The first wave of surveys have been completed across the pilot areas (approx. 250 responses however data cleansing is required to take out non education responses). The next survey wave will be in the winter term. An evaluation framework is in place and a scoping exercise has been undertaken. Schools have been identified to undertake fieldwork interviews and case studies by the Evaluation team (visits are going well). In total, visits to 24 schools (11 secondary and 13 primary schools) across the three pilot areas, returning to the schools again in the autumn to enable evaluators to explore change over time. The draft interim report will be produced in October 2019, with the interim report available in December 2019 and the final programme report available in December 2020.

Example case:

Taking Care, Giving Care Rounds Training in South East Wales pilot area

A Taking Care, Giving Care “round” is based on Compassion Circles. The training was delivered to staff as part of wider staff wellbeing training organised in the pilot area and delivered to 18 staff from 5 different secondary schools and 60 staff from 33 different primary schools.

The training aims to tackle unhealthy levels of stress, which in turn can lead to physical and mental breakdown. It offers a safe, reflective space for dialogue to groups, with the aim of building personal and organisational resilience and well-being. Benefits include:

- Time to re-connect with core values
- Time to consider self-compassion and personal well being
- A safe space to leave hierarchy to one side and to meet as equals
- Time to reflect on culture in the workplace and to contribute to building a compassion focused culture

The attendees were introduced to the concept of a Taking Care, Giving Care round by means of an introductory PowerPoint, which framed the concept, ground rules and format. The delegates were then split equally into 2 “rounds”. Attendees sat in a circle and were asked specific questions, often in pairs, which were timed, and then “appreciations” were fed back to them by their partner. The themes revolved around self-care, and self-compassion.

The session was rated (out of 10) by attendees as follows:

Theme	Average Score
Enjoyment	8.6
Usefulness	9.1
Appropriateness for my school	8.5

Feedback

“I feel that as a body of staff this is very much needed within the school to allow people to talk and take time to listen”

“We would like to use this in a staff meeting - giving people time to reflect on them”

“Really interested in this as I feel it would provide valuable time for staff to connect with a non-work focus”

“Good to know everyone has similar feelings. Time to talk and think about yourself/attitude towards yourself etc.

A really worthwhile, positive experience”

“Overall, a highly effective process, with very valuable outcomes regarding time for connection and reflection”

“I think it’s useful for everyone to reflect on their own wellbeing. Happier people=happier staff”

“Really enjoyable session, nice to have time to think and reflect on my own wellbeing”

“Very interesting, became more confident during session. Would enable our school to appreciate/discuss/relate to one another more effectively”

“Enjoyable session, informative. Helpful for my own wellbeing but can also see how it would benefit staff as a whole”

Agenda Item 3.3

CYPE(5)-20-19- Paper to note 3

Kirsty Williams AC/AM
Y Gweinidog Addysg
Minister for Education



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref MA/P/KW/2085/19

Lynne Neagle AM
Chair
Children, Young People and Education Committee

19 June 2019

Dear Lynne

Thank you for your letter of 21 May, regarding implementation of the Diamond reforms. I am pleased to provide the committee with the information requested.

1. Progress on implementation

- *Welsh Government had previously accepted the Diamond review recommendation that HEFCW collect and potentially publish the price of an annual “basket of goods”. HEFCW subsequently consulted on this and stated it would provide an annual report to Welsh Government but not publish its findings. In relation to this recommendation, can you confirm:*
 - *Do these reports show any evidence of an increase in other costs to students?*
 - *What do the reports show more widely?*

HEFCW’s circular W17/39HE, issued in December 2017, published the outcomes of their consultation on the collection of data for the basket of goods, the process by which the data would be compiled and the action required of institutions. HEFCW submitted its first report, for the 2017/18 AY, to the Welsh Government in August last year. The report, being the first in response to this task, reported on the detail of the activity undertaken during the year and provided information on HEFCW’s intentions in relation to the future compilation and monitoring of the ‘basket of goods’.

The returns made in 2017/18, and verified by institutions, have established a baseline position against which future years will be monitored. The data will be used by HEFCW to monitor any irregularities in respect of increases to essential costs for students, in light of the Diamond Review recommendations. HEFCW’s next report is due to be submitted imminently and will report on the first year of monitoring. It will compare the 2017/18 baseline figures with those collected for 2018/19 and will be the first year that a direct comparison can be made.

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

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

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

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

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

- *What the basis is for the agreement with HEFCW not to publish this information?*
- *Will the decision not to publish this information be reviewed?*

The information has been shared with Welsh Government in confidence. It was agreed between the Welsh Government, HEFCW and the NUS (Wales) that the data will not be published in the first instance. However, HEFCW has informed institutions that they have reserved the right to publish data should they find evidence to demonstrate that costs have disproportionately increased as a result of the Diamond recommendations.

Once I have considered the contents of the second report, I will discuss the decision about publication with the NUS and HEFCW.

- *Can you update the Committee on the work with stakeholders to map out in detail the statistics and research work required to evaluate the operation and impact of changes and reforms, and any findings or evaluations that may already have begun or been concluded?*

Following a peer review and the publication of review of a draft evaluation plan on 28 February 2019 (accessible at <https://gov.wales/peer-review-proposals-evaluation-diamond-student-support-reforms-0>) the reforms will be evaluated in three stages, as follows:

1. A preparation phase (2019-2021) devoted to ensuring that systems for generating and using information are developed appropriately to facilitate robust mid-term and final impact evaluations. This will include continuation of the Student Income and Expenditure Survey series and the securing of relevant administrative datasets.
2. A mid-term evaluation phase (2022-24) focused on measuring outputs and emerging outcomes, principally focusing on the analysis of the survey and administrative data to which access has been secured in the preparation phase, with additional qualitative work.
3. A final impact evaluation phase (2026-29), to measure outcomes and emerging impacts, again based mainly on analysis of datasets previously secured and qualitative work.

The peer review notes the external influences impacting on student participation in higher education, and the challenges of identifying the difference made by the financial support we provide. The review recommends adding to existing datasets and planned surveys by developing further studies to better understand student choices and experiences in higher education. The review findings were presented to and welcomed by the Diamond Stakeholder Group in January 2019. We are currently in phase one of the evaluation approach.

- *Can you update the Committee on the progress made on work with the Student Loans Company to implement a system of monthly maintenance payments and on the Welsh Government's assessment of the implications?*

Following consultation with NUS Wales and after reviewing developments in other parts of the UK, alongside responses to the consultation exercise, any move to monthly payments has been placed on hold. I have agreed with the NUS that I will review the situation at regular intervals.

- *Welsh Government has stated that: “we will work with Universities Wales and HEFCW to consider how and when [a Welsh Postgraduate Research Scholarship Scheme] could be implemented and administered”. Can you update the Committee on the progress made on this?*

In the early phase of the development of the Welsh Government response to Diamond, I have concentrated resources on ensuring that the main student finance reforms have been implemented at the earliest opportunity. This includes regulations that allow research students access to additional loan support on the same basis as the support that is on offer in England.

Access to support for doctoral study will ensure that finance is much less of a barrier, allowing students to pursue their studies to the very highest level that can be achieved. High level skills contribute to the economy in a way which provides value for money for the taxpayer and contributes to economic growth. Employers want and place value on a highly skilled workforce and it is widely recognised that highly qualified and skilled researchers play a key role in developing the knowledge needed to underpin new approaches, techniques, products and services in academia and beyond.

Legislation was introduced in 2018 to provide loan support for students ordinarily resident in Wales and the EU who were undertaking a designated postgraduate doctoral degree course which began on or after 1 August 2018. Eligible students were able to access up to £25,000 of loan as a contribution towards the cost of their study. The legislation was amended for students beginning courses on or after 1 August 2019 to enable eligible students to access an inflationary uplift from £25,000 to £25,700.

Now that the student finance regulations have been implemented resources will be directed towards the next phase of the delivery of the Welsh Government response to Diamond. This will include discussions on the development of the Research Scholarship Scheme.

- *Can you provide an update on the work conducted regarding the timeliness of Student Loans Company support for Welsh Government student finance reforms and if assurances have now been gained from the Student Loans Company on future reform delivery?*

The Welsh Government continues to work closely with the SLC and the other devolved administrations to ensure that our interests are represented and our policy reforms are effectively and efficiently implemented.

Following last year's joined up approach to policy commissioning across the shareholders of the SLC, the Welsh Government is currently taking part in a full review of the policy commissioning cycle. This review is considering how we can agree an approach that ensures that shareholders' policy requirements are addressed in a consistent and timely manner.

In addition, this review is taking place in conjunction with a large transformation programme, which is looking to enhance the digital capacity (e.g. IT infrastructure) and people capacity (e.g. improved recruitment and retention) within the SLC. This major improvement programme should further improve SLC's ability to respond to the policy reforms of its shareholders in the future.

2. Impact on student well-being

- *Has Welsh Government made any early assessment of the impact that focussing support on living costs has had on the well-being of the September 2018 cohort as it approaches the end of the academic year? If so, what were the findings?*

It is too early to assess the impact that the reforms are having on students or their behaviour (please see the timetable for evaluation plan). However, at this early stage, anecdotal evidence suggest that increasing support for living costs has been received positively by students.

3. Forecasts and assumptions made

- *Has the take-up of student financial support by the 2018/19 cohort been in-line with Welsh Government modelling, particularly with regard to the take-up and size of the maintenance grant awards?*

At this stage in the academic cycle, full information about the costs for a full academic year is not available. However, initial information about the financial out turn for the 2018-19 financial year suggests that our initial modelling was accurate. The following table outlines the difference and projects the impact of any subsequent changes over the next three years (although it should be noted that non cash and AME contains external factors that are not relevant to these reforms for example, repayment threshold changes).

	<i>Forecasts of financial year costs</i>				
	2017-18	2018-19	2019-20	2020-21	2021-22
Previous modelling shared with CYPE					
Near-cash	£449m	£437m	£402m	£371m	£354m
Annually Managed Expenditure	£506m	£599m	£711m	£811m	£875m
Non-cash	£138m	£202m	£244m	£276m	£322m
Latest forecast					
Near-cash	£449m	£432m	£399m	£366m	£348m
Annually Managed Expenditure	£506m	£597m	£699m	£795m	£858m
Non-cash	£120m	£196m	£270m	£326m	£356m
Difference					
Near-cash		£5m	£3m	£5m	£6m
Annually Managed Expenditure		£2m	£12m	£16m	£17m
Non-cash		£6m	-£26m	-£49m	-£34m

Source: Higher Education Division internal analysis, Welsh Government

- *The likely increase in part-time and post-graduate numbers is positive for the sector, and welcome. Can you confirm how this increase has impacted costs and the future revenue planning assumptions you shared with the Committee in your letter of 05 December 2018?*

Although final academic year information is not available, I am very pleased that there is evidence of significant increases in the number of applications and enrolments for part-time and postgraduate courses at Welsh institutions. This clearly demonstrates that our innovative and unique student finance reforms are having a positive impact, and that, we are we are starting to reach students who would not have previously entered higher education. This has had an impact on the expected out turn in 2018-19 and we have had to

make adjustments to the expected out turn for future years as a result of the increased take up.

The following table highlights the projected changes that have been made to the forecasts:

Change from previous forecast	Forecasts of financial year costs			
	2018-19	2019-20	2020-21	2021-22
Part-time undergraduate				
Maintenance Grant	£1m	£2m	£2m	£2m
Maintenance Loan outlay	£0m	£0m	£0m	£1m
Maintenance Loan at RAB	£0m	£0m	£0m	£0m
Tuition Fee Loan outlay	-£1m	-£1m	-£1m	-£1m
Tuition Fee Loan at RAB	£0m	£0m	£0m	£0m
Postgraduate Masters				
Contribution Grant [1]	£0m	£1m	£2m	£2m
Contribution Loan	-£3m	-£1m	£0m	£0m
Contribution Loan at RAB	£0m	£0m	£0m	£0m
Postgraduate doctoral				
Doctoral loan	£0m	£1m	£2m	£2m
Doctoral loan at RAB	£0m	£0m	£0m	£1m

Source: Higher Education Division internal analysis, Welsh Government

[1] Excludes funding provided to HEFCW to operate an interim bursary scheme for new students in the 2018/19 academic year, prior to the implementation of the Welsh Government response to the Diamond Review from 2019/20.

However, the increases for part-time and postgraduate students should be considered in the context of the amount of part-time and postgraduate support as a proportion of the overall student support budget (including all full-time undergraduate support).

For 2019-20 part-time and post graduate support (including grants and loans) as a percentage of full-time undergraduate support are forecast to be 3% and 6% respectively. On this basis I can confirm that changes in forecasts for both part-time and post graduate forecasts can be covered from within existing resources.

- *What assessment has Welsh Government made of the impact the change in the student loan repayment threshold from April 2018 has had on the affordability of the reforms?*

When the change in Repayment threshold was announced by the UK Government in October 2017, the Welsh Government undertook a full analysis of the impact of the proposed change before it agreed to implement it in Wales. This included the impact on the percentage of student loans expected to be written off.

I can confirm that based on our analysis and prior to implementation, HM Treasury provided written confirmation that the costs of the reforms to the repayment threshold would be covered in full (a copy of the letter has previously been provided to the committee). On this basis the change to the repayment threshold had no impact on the affordability of the Welsh Government's response to Diamond.

- *The additional funding provided to HEFCW in 2018-19 for research and innovation funding does not appear to be recurrent funding and is intended to be spent across two academic years. Can you confirm:*
 - *What is the source of this funding?*
 - *What is the rationale for hypothecating it for research rather than allowing HEFCW to determine its allocation?*

I was pleased to be able to provide the additional funding for research via HEFCW for the 2018-19 financial year. This funding was not recurrent and was allocated from within existing resources in the Education budget.

Whilst the distribution of funding will be a matter for the Council, I explained in my revised 2018-19 remit letter that I expect it to be distributed through a model that is consistent with recommendation 2 of the Reid Review. Adopting this approach will help strengthen the current Welsh research base by enabling Welsh researchers to compete for a greater share of new UK Research and Innovation (UKRI) funding, as suggested by Professor Graeme Reid.

I have asked the Council to report back to me on progress on the distribution and impact of this funding in its annual report to me on remit letter activity.

4. Living costs support and the National Living Wage

- *Sir Ian Diamond recommended that the maintenance grant / loan support available to a student should be equivalent to the National Living Wage. The total support available to students for 19/20 has been uprated in-line with the increase in the National Living Wage, which is welcome, but this has been done by increasing the loan amount only and not the maintenance grant which remains at £8,100. If this were a consistent future policy the value of the maintenance grant will of course be eroded. Can you confirm:*
 - *What are the Welsh Government's future intentions and policy with regard to uprating the maintenance grant?*
 - *Why has Welsh Government chosen to only uprate the loan amount and not proportion the uprating across the loan and the maintenance grant for 19/20?*
 - *Why has Welsh Government not also uprated the universal base grant for 19/20 which remains at £1,000?*
 - *What assumptions do Welsh Government's financial forecasts include regarding uprating the maintenance grant?*

The decision to uprate the loan support to cover any increase in the cost of the National Living Wage was taken to ensure the sustainability of the reforms in the early years of implementation - when the cost of operating a dual system was at its highest. As I have outlined previously, in order to protect students, we are operating a dual system of support (i.e. the old system for students who started their studies before the start of 2018/19 and the new system of support for those who started in 2018/19). This means that, factoring in the costs of administration, the new system will be more expensive to operate for the first two years than the previous system would have been.

On this basis, given the size of the budget, the unknown variables, the potential risks and the implications of any overspend, I decided that it would be sensible and prudent to fix the costs of the maintenance and baseline grant for the lifetime of this Government. I have not taken any decision on the future of support after this date, but I can confirm that the assumptions contained in the modelling suggest that all grants will increase thereafter –

although of course that will be a decision that will be taken by the next Government in light of the outcome of the next budgeting round.

5. Post-16 Education Action Allocation 2019-20 – budget follow-up

- *The final 19-20 allocations within the Post-16 Education Action including FE, ACL, 6th Forms and other material allocations as stated in your letter to the Committee of 5 December 2018*

The table below shows the breakdown of the FE Provision BEL as requested. The second column gives an update for additional funding such as support for pension contributions and period dignity, plus transfers in and out such as the transfer of Skills Priority budget into the Further Education line and the transfer out of Careers and Policy Sponsorship.

Funded Programme Description	2019-20 Final Budget £000s	2019-20 Revised Budget (2nd Sup) £000s
Investing In Quality	466	466
FE Gov & HE Strat	30	30
NIACE	450	450
Careers Policy & Sponsorship	210	0
Community Learning	4,419	4,419
Further Education	324,026	333,011
Sixth Forms	90,728	93,752
Personal Learning Accounts	2,000	2,000
JISC	1,591	1,591
Erasmus	220	220
Seren Network	942	942
Total	425,082	436,881

- *An update on the outcome of the FE pay award negotiations [...] and details of the settlement made including if the settlement is multi-annual and includes provision for pensions; and*
- *Details of any commitments Welsh Government have made in relation to future FE pay beyond 19/20 if any*

FE Pay Award

I and the Minister for Welsh Language and Lifelong Learning agreed to award £7.971m to support FE pay in 2018-19 and 2019-20, £3.2m in 2018-19 and £4.771m in 2019-20.

The funding provided has enabled further education staff to be awarded a pay deal in 2018/19, consolidated into the 2019/20 allocations, which is commensurate to that received by school teachers.

FEIs are funded on an academic year basis. The £3.2m for 2018-19 financial year has been pro-rated according to the size of each college's allocation (before uplifts) and the full amount was included within each college's mainstream payment in March 2019. This

covers the first two terms of the 2018/19 academic year. Of the £4.771m agreed for 2019-20 financial year, one third of this was paid in April 2019 to cover the remaining term of the 2018/19 academic year.

FE Institution	2018-19 Allocation for FE Pay Award to be paid in march 2019 (for Aug 18 to Mar 19)	2019-20 Allocation for FE Pay Award to be paid in April 2019 (for Apr 19 to Jul 19)
Bridgend College	£176,811.62	£87,871.69
Coleg Sir Gar	£210,923.40	£104,824.53
Coleg Cambria	£425,149.40	£211,290.39
Cardiff and Vale College	£317,922.70	£158,000.96
Coleg Gwent	£450,396.32	£223,837.59
Merthyr Tydfil College	£96,742.84	£48,079.17
Pembrokeshire College	£116,758.77	£58,026.68
Coleg y Cymoedd	£318,842.31	£158,457.99
St David's Catholic Sixth Form College	£64,842.33	£32,225.29
Gower College Swansea	£265,212.52	£131,805.10
Adult Learning Wales	£49,494.32	£24,597.64
Grwp NPTC Group	£274,869.40	£136,604.37
Grwp Llandrillo Menai	£432,034.08	£214,711.94
Total	£3,200,000.00	£1,590,333.33

The remainder of the £4.771m (£3.181m) was used for the 2019/20 academic year but was built into each college's baseline mainstream allocation as part of the 2019/20 allocations process by means of an increase in the unit rate of funding.

The Welsh Government has not made any commitments to support FE Pay increases beyond the 2019/20 academic year.

FE Pensions

I recently announced an additional £5.6 million to support pension increases faced by the FE sector in 2019-20. Officials are working to communicate individual allocations to Colleges (and Local Authorities) as soon as possible. Colleges receive their allocations on an academic year basis which means this announcement covers two terms of their delivery.

- *Information regarding how the deprivation, sparsity and Welsh medium uplifts / allowance are calculated for 19/20*

Deprivation uplift

The aim of this uplift, currently £14.1m across all colleges, is to provide additional resource to support learners from educationally-deprived backgrounds. The uplift was originally based upon the Educational sub-domain of the Welsh Index of Multiple Deprivation (WIMD) with learners qualifying for additional funding of between 5 and 40 percent depending on their position in the index. For 2019/20 the uplift was statted at the same levels as in 2018/19 pending further work to evidence how this additional budget is used within each college.

Sparsity uplift

For 2018/19, sparsity funding totalled £3.671 million applying to six colleges. For 2019/20, the uplift has been reviewed and a learner entitlement model has been derived to ensure that learners from sparse areas have equal access to a broad curriculum by making an allowance for small class sizes in areas of low population density.

Viable class sizes have been calculated at 15 for the purposes of this modelling. This revised methodology results in sparsity funding totalling £6.564m.

Whilst the sparsity uplift for 2019/20 reflects a learner entitlement model, the time allowed for the review has meant officials used the curriculum offer 'as is' as the entitlement for rural learners. During the coming years officials will build on this by externally commissioning a piece of work to identify the optimum curriculum entitlement to support skills growth in rural economies. The outcome of this will give learners in these areas the best possible chance of success.

Welsh medium uplift

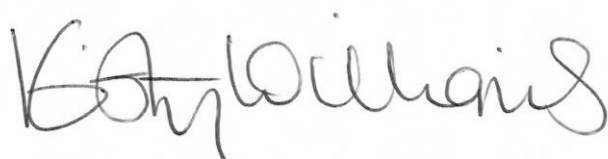
The Welsh medium uplift is based on the provision in the colleges and the take-up of the provision by the learners. Colleges are categorised according to the range of their Welsh medium or bilingual vocational provision and the number of learners that complete their learning and assessments either entirely through the medium of Welsh, or bilingually when more than 50% of their learning and assessments are through the medium of Welsh within their chosen learning activities.

The Welsh medium uplift has remained at the same levels since 2016/17, due to annual variances that did not create stability for some colleges. As a result our intention is to review the Welsh medium uplift for the future.

6. FE institutions: funding allocations

Please find attached at Annex A, which was shared with the colleges along with their allocations. The table identifies the breakdown of the 2019/20 Academic Year FE allocations, including a breakdown of uplifts.

Yours sincerely



Kirsty Williams AC/AM
Y Gweinidog Addysg
Minister for Education

Annex B: Final 2019/20 allocation including a 2.6% increase in the unit rate of funding.

	2018/19 Total allocation (exc Top Up for Supp Funding) £	Full Time Allocation inc 2.6% increase to unit rate £	Part Time Allocation inc 2.6% increase to unit rate £	Part Time Allowance £	Deprivation Uplift £	Sparsity Uplift £	Welsh Medium Allowance £	5% Maintenance Allowance £	Total 2019/20 allocation inc 2.6% increase £	Transition for change to Funding model	Total 2019/20 allocation including transition £	Variation from 2018/19 to 2019/20 £	Variation from 2018/19 to 2019/20 %
Bridgend College	15,338,330	11,478,631	2,190,230	438,046	671,625	0	30,000	683,443	15,491,976	67,775	15,559,751	221,421	1.44%
Cardiff & Vale College	28,414,998	22,794,990	6,239,477	1,247,895	2,132,834	0	30,000	1,451,723	33,896,920	-805,396	33,091,524	4,676,527	16.46%
Coleg Cambria	36,800,099	27,142,343	5,150,657	1,030,131	1,296,296	733,136	115,000	1,614,650	37,082,213	235,248	37,317,461	517,362	1.41%
Coleg Gwent	39,907,102	31,340,049	5,534,486	1,106,897	2,226,040	0	230,000	1,843,727	42,281,199	0	42,281,199	2,374,096	5.95%
Coleg Sir Gar	19,337,932	14,505,765	2,315,854	463,171	454,275	575,850	1,061,250	841,081	20,217,246	0	20,217,246	879,314	4.55%
Coleg y Cymoedd	28,717,413	21,463,068	3,623,231	724,646	2,206,480	0	29,756	1,254,315	29,301,496	0	29,301,496	584,084	2.03%
Gower College Swansea	23,449,610	18,576,764	2,692,869	538,574	1,384,961	0	115,000	1,063,482	24,371,649	0	24,371,649	922,040	3.93%
Grwp Llandrillo Menai	40,655,963	27,733,534	4,474,651	894,930	1,381,599	2,441,719	2,156,250	1,610,409	40,693,092	435,992	41,129,084	473,120	1.16%
Grwp NPTC Group	24,367,604	16,038,856	3,567,887	713,577	936,079	2,456,260	30,000	980,337	24,722,995	0	24,722,995	355,391	1.46%
Merthyr Tydfil College	8,630,888	7,798,588	645,288	129,058	682,814	0	30,000	422,194	9,707,942	0	9,707,942	1,077,054	12.48%
Pembrokeshire College	10,521,351	8,463,239	1,315,818	263,164	211,774	356,812	30,000	488,953	11,129,760	0	11,129,760	608,409	5.78%
St David's Catholic Sixth Form College	5,686,784	4,840,862	160,208	32,042	399,251	0	15,000	250,053	5,697,416	66,382	5,763,798	77,014	1.35%
Adult Learning Wales	5,746,526	0	3,618,684	723,737	214,937	0	30,243	180,934	4,768,535	1,092,618	5,861,153	114,627	1.99%
	287,574,600	212,176,689	41,529,341	8,305,868	14,198,965	6,563,777	3,902,499	12,685,302	299,362,441	1,092,618	300,455,059	12,880,459	4.48%

Agenda Item 3.4

CYPE(5)-20-19 - Paper to note 4

Cynulliad Cenedlaethol Cymru
Y Pwyllgor Plant, Pobl Ifanc ac Addysg

National Assembly for Wales
Children, Young People and Education Committee

Prof Sally Holland
Children's Commissioner for Wales
By email

19 June 2019

Dear Sally,

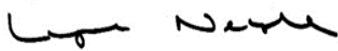
Elective home education: request for update

We last corresponded in relation to elective home education in January 2019.

The Committee would welcome a written update from you outlining your view of the steps taken since January to progress arrangements to ensure that children educated at home are seen and spoken to about the education they are receiving, and that they are happy, healthy and safe.

I will be writing to the Minister for Education to request a similar update from the Welsh Government, and I have shared a copy of this letter with her office for awareness.

Yours sincerely



Lynne Neagle AM
Chair

Cc Kirsty Williams AM, Minister for Education



CYPE(5)-20-19 - Paper to note 5

Cynulliad Cenedlaethol Cymru
Y Pwyllgor Plant, Pobl Ifanc ac Addysg

National Assembly for Wales
Children, Young People and Education Committee

Kirsty Williams AM
Minister for Education
By email

19 June 2019

Dear Kirsty,

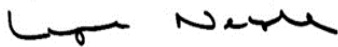
Elective home education: request for update

Earlier this year we corresponded with the Children's Commissioner for Wales in relation to elective home education. The [latest correspondence](#) was exchanged in January 2019.

The Committee would welcome a written update from you outlining the latest steps taken to progress arrangements to ensure that children educated at home are seen and spoken to about the education they are receiving, and that they are happy, healthy and safe. The Committee would also welcome an indication of the timescales for future milestones in this policy area.

I will be writing to the Children's Commissioner for Wales to request an update on her view of the steps taken to date, and I have shared a copy of this letter with her office for awareness.

Yours sincerely



Lynne Neagle AM
Chair

Cc Office of the Children's Commissioner for Wales



Agenda Item 3.6

CYPE(5)-20-19 – Paper to note 6

Cynulliad Cenedlaethol Cymru
Y Pwyllgor Plant, Pobl Ifanc ac Addysg

National Assembly for Wales
Children, Young People and Education Committee

Rt. Hon. Mark Drakeford AM
First Minister

21 June 2019

Dear Mark,

Improving outcomes for children

Thank you for your letter of **16 April 2019** in response to my **request** for more information on the work underway to deliver your commitments for looked after children.

Further to this correspondence, it has been drawn to my attention as Chair of the CYPE Committee that there are concerns in relation to expectations for reductions in the numbers of looked after children.

As a Committee, we recognise that the first workstream in the **Welsh Government's programme for improving outcomes for children** refers to *safely* reducing the numbers of children in need of care. Nevertheless, we are concerned by the matters which have been raised with us, amongst which is the suggestion that local authorities will be expected to set targets as a driver to reduce the numbers of children in need of care.

To establish a clear understanding of the latest position, we would be grateful if you could provide more information on the Welsh Government's expectations of:

- how the aims of the workstream and wider programme will be put into practice at both a national and local authority level;
- the nature and aims of any targets that will be introduced;
- (if they are to be introduced), who will be responsible for setting them, risk assessing them, and monitoring their impact.

I will be writing to both the Association of Directors of Social Services and the Children's Commissioner for Wales to request information on their understanding of these matters. I will share a copy of all relevant correspondence with the Public Accounts Committee given its work on

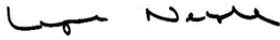


Cynulliad Cenedlaethol Cymru
Bae Caerdydd, Caerdydd, CF99 1NA
SeneddPPIA@cynulliad.cymru
www.cynulliad.cymru/SeneddPPIA
0300 200 6565

National Assembly for Wales
Cardiff Bay, Cardiff, CF99 1NA
SeneddCYPE@assembly.wales
www.assembly.wales/SeneddCYPE
0300 200 6565

care experienced children and young people, and with David Melding AM as Chair of the Ministerial Advisory Group on Improving Outcomes for Children.

Yours sincerely



Lynne Neagle AM
Chair

Cc Julie Morgan AM, Deputy Minister for Health and Social Services

Nick Ramsay AM, Chair, Public Accounts Committee

David Melding AM, Chair, Ministerial Advisory Group on Improving Outcomes for Children



Agenda Item 3.7

CYPE(5)-20-19 – Paper to note 7

Cynulliad Cenedlaethol Cymru
Y Pwyllgor Plant, Pobl Ifanc ac Addysg

National Assembly for Wales
Children, Young People and Education Committee

Professor Sally Holland
Children's Commissioner for Wales

21 June 2019

Dear Sally,

Improving outcomes for children

Earlier this year I wrote to the First Minister to **request** more information on the work underway to deliver his commitments for looked after children. The Committee received a response on **16 April 2019**.

Further to this correspondence, it has been drawn to my attention as Chair of the CYPE Committee that there are concerns in relation to expectations for reductions in the numbers of looked after children.

As a Committee, we recognise that the first workstream in the **Welsh Government's programme for improving outcomes for children** refers to *safely* reducing the numbers of children in need of care. Nevertheless, we are concerned by the matters which have been raised with us, amongst which is the suggestion that local authorities will be expected to set targets as a driver to reduce the numbers of children in need of care.

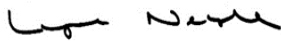
To establish a clear understanding of the latest position, we would be grateful if you could provide more information on your understanding of:

- how the aims of the workstream and wider programme will be put into practice at both a national and local authority level;
- the nature and aims of any targets that will be introduced;
- (if they are to be introduced), who will be responsible for setting them, risk assessing them, and monitoring their impact.



I will be writing to the First Minister to seek clarity on the above, and the Association of Directors of Social Services Cymru for its view on these matters. I will share a copy of all relevant correspondence with the Public Accounts Committee given its work on care experienced children and young people, and with David Melding AM as Chair of the Ministerial Advisory Group on Improving Outcomes for Children.

Yours sincerely



Lynne Neagle AM
Chair

Cc Nick Ramsay AM, Chair, Public Accounts Committee

David Melding AM, Chair, Ministerial Advisory Group on Improving Outcomes for Children



Agenda Item 3.8

CYPE(5)-20-19 – Paper to note 8

Cynulliad Cenedlaethol Cymru
Y Pwyllgor Plant, Pobl Ifanc ac Addysg

National Assembly for Wales
Children, Young People and Education Committee

Susan Cooper
President
Association of Directors of Social Services (ADSS) Cymru

21 June 2019

Dear Susan,

Improving outcomes for children

Earlier this year I wrote to the First Minister to **request** more information on the work underway to deliver his commitments for looked after children. The Committee received a response on **16 April 2019**.

Further to this correspondence, it has been drawn to my attention as Chair of the CYPE Committee that there are concerns in relation to expectations for reductions in the numbers of looked after children.

As a Committee, we recognise that the first workstream in the **Welsh Government's programme for improving outcomes for children** refers to *safely* reducing the numbers of children in need of care. Nevertheless, we are concerned by the matters which have been raised with us, amongst which is the suggestion that local authorities will be expected to set targets as a driver to reduce the numbers of children in need of care.

To establish a clear understanding of the latest position, we would be grateful if you could provide more information on your understanding of:

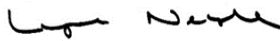
- how the aims of the workstream and wider programme will be put into practice at both a national and local authority level;
- the nature and aims of any targets that will be introduced;



- (if they are to be introduced), who will be responsible for setting them, risk assessing them, and monitoring their impact.

I will be writing to the First Minister to seek clarity on the above, and the Children's Commissioner for Wales to request her view on these matters. I will share a copy of all relevant correspondence with the Public Accounts Committee given its work on care experienced children and young people, and with David Melding AM as Chair of the Ministerial Advisory Group on Improving Outcomes for Children.

Yours sincerely



Lynne Neagle AM
Chair

Cc Nick Ramsay AM, Chair, Public Accounts Committee

David Melding AM, Chair, Ministerial Advisory Group on Improving Outcomes for Children



Agenda Item 6

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

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