

Cyflwynwyd yr ymateb hwn i ymgynghoriad y [Pwyllgor Plant, Pobl Ifanc ac Addysg](#) ar [Flaenoriaethau'r Chweched Senedd](#)

This response was submitted to the [Children, Young People and Education Committee](#) consultation on [Sixth Senedd Priorities](#)

CYPE SP 08

Ymateb gan: Sharon Symonds, Bwrdd Iechyd Prifysgol Aneurin Bevan (ABUHB)

Response from: Sharon Symonds, Aneurin Bevan University Health Board (ABUHB)

Beth yn eich barn chi yw'r prif flaenoriaethau neu'r materion y dylai'r Pwyllgor eu hystyried yn ystod y Chweched Senedd? Os oes modd, nodwch eich barn o ran sut y gallai'r Pwyllgor fynd i'r afael â hyn.

What do you consider to be the main priorities or issues that the Committee should consider during the Sixth Senedd? Where possible, please set out your view about how the Committee could address them.

Thema 1: Addysg oedran ysgol | Theme 1: School-age education

Lack of exposure to social, motor, play and emotional experiences as a result of Covid-19. Resulting in psychological impact which is often seen as anxiety, delayed gross and fine motor skills, which schools have already highlighted as an area of concern in school based occupations.

Children starting school are at a disadvantage due to the limited exposure to a variety of experiences social and physical due to COVID-19. It is therefore important that they have increased opportunities to experiences across all areas of development such as social play, sensory-motor play, fine and gross motor development.

Ideas to address these concerns:

- Adapt the national curriculum to support the development of social, motor, play and emotional skills. The development of these skills needs to be prioritised with clear targets.
- Fund increased collaborative working across education and occupational therapy to ensure educational staff are equipped to support childrens development within their school day rather than waiting for specialist referrals.



Thema 2: Addysg bellach ac addysg uwch | Theme 2: Further and higher education

The ALN Bill mandates that health education and social care work together to support young people as they transition into higher education. Occupational therapy services have no dedicated resource to support young people as they transition into higher education they are often moving into this new environment unprepared without appropriate support.

Occupational therapists within ABUHB work with young people until their 19th birthday, the ALN Bill covers young people to the age of 23. Occupational therapy has a great role to play during these transition stages. If the young person is known to continue care support can come from this service, however if they are not there are limited opportunities for education and occupational therapy to collaborate.

Ideas to address the concern:

- Dedicated transition service for young people across health and education that includes occupational therapy.

Thema 3: Iechyd a lles, gan gynnwys gofal cymdeithasol (i'r graddau y maent yn ymwneud â phlant a phobl ifanc) | Theme 3: Health and well-being, including social care (as they relate to children and young people)

Thema 4: Plant a phobl Ifanc | Theme 4: Children and young people

During COVID-19 early years services and activities that support typical development for the infant and practical and psychological parenting needs have been extremely limited. This has led to an increased number of parents raising concerns regarding the development of their child. It is predicted there will be an increase in referrals to specialist agencies due to these concerns.

Ideas to address the concerns:

- By having a wider variety of professionals inputting into the settings that young children access, occupational therapy could offer preventative/universal intervention and advice in the early years settings e.g flying start, at risk populations and through GP surgeries.

