

Agenda – Children, Young People and Education Committee

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|--------------------------------|--|
| Meeting Venue: | For further information contact: |
| Video Conference via Zoom | Llinos Madeley |
| Meeting date: 26 November 2020 | Committee Clerk |
| Meeting time: 09.15 | 0300 200 6565 |
| | SeneddCYPE@senedd.wales |

In accordance with Standing Order 34.19, the Chair has determined that the public are excluded from the Committee's meeting in order to protect public health. This meeting will be broadcast live on www.senedd.tv.

- 1 Introductions, apologies, substitutions and declarations of interest**
(09.15)
- 2 Motion under Standing Order 17.42(ix) to resolve to exclude the public from the meeting for item 3**
(09.15)
- 3 Curriculum and Assessment (Wales) Bill – consideration of the draft report**
(09.15 – 10.45)

Attached Documents:
Introduction
Early years
Post-16
Curriculum requirements and exceptions
Implementation
Financial implications



Break

(10.45 – 11.00)

4 Covid-19 – Evidence session with the Welsh Government

(11.00 – 12.15)

(Pages 1 – 33)

Kirsty Williams MS, Minister for Education

Eluned Morgan MS, Minister for Mental Health, Wellbeing and Welsh Language

Steve Davies, Director, Education Directorate

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

Tracey Breheny, Deputy Director of Mental Health, Substance Misuse & Vulnerable Groups

Attached Documents:

Research Brief

CYPE(5)-29-20 – Scrutiny of Covid-19 and its impact on children and young people in Wales – Summary Note 3

5 Papers to note

(12.15)

5.1 Letter to the Chair of the Children, Young People and Education Committee from the Chief Executive of Cardiff and Vale University Health Board regarding COVID-19 and children and young people's mental health

(Pages 34 – 35)

Attached Documents:

CYPE(5)-29-20 – Paper to note 1

5.2 Letter to the Chair of the Children, Young People and Education Committee from the Chief Executive of Aneurin Bevan University Health Board regarding COVID-19 and children and young people's mental health

(Pages 36 – 37)

Attached Documents:

CYPE(5)-29-20 – Paper to note 2

- 5.3 Letter to the Chair of the Children, Young People and Education Committee from the Interim Director of Nursing and Patient Experience at Swansea Bay University Health Board regarding COVID-19 and children and young people's mental health**

(Pages 38 – 43)

Attached Documents:

CYPE(5)-29-20 – Paper to note 3

- 5.4 Letter to the Chair of the Children, Young People and Education Committee from the Chief Executive of Betsi Cadwaladr University Health Board regarding COVID-19 and children and young people's mental health**

(Pages 44 – 73)

Attached Documents:

CYPE(5)-29-20 – Paper to note 4

- 5.5 Letter to the Chair of the Children, Young People and Education Committee from the Chief Executive of Hywel Dda University Health Board regarding COVID-19 and children and young people's mental health**

(Pages 74 – 82)

Attached Documents:

CYPE(5)-29-20 – Paper to note 5

- 5.6 Letter to the Chair of the Children, Young People and Education Committee from the Chief Executive of Powys Teaching Health Board regarding COVID-19 and children and young people's mental health**

(Pages 83 – 88)

Attached Documents:

CYPE(5)-29-20 – Paper to note 6

- 5.7 Letter to the Chair of the Children, Young People and Education Committee from the Chief Executive of Cwm Taf Morgannwg University Health Board regarding COVID-19 and children and young people's mental health**

(Pages 89 – 90)

Attached Documents:

CYPE(5)-29-20 – Paper to note 7

- 5.8 Letter from the Chair of the Children, Young People and Education Committee to the Welsh Government regarding the support for the mental health and well-being of learners**

(Pages 91 – 92)

Attached Documents:

CYPE(5)-29-20 – Paper to note 8

- 5.9 Letter from the Royal College of Occupational Therapists to the Minister for Health and Social Services regarding Winter Planning: Therapy Support for Children and Families**

(Pages 93 – 94)

Attached Documents:

CYPE(5)-29-20 – Paper to note 9

- 5.10 Letter from the Chair of the Children, Young People and Education Committee to the Minister for Education regarding the impact of Covid-19 on remote teaching and learning**

(Page 95)

Attached Documents:

CYPE(5)-29-20 – Paper to note 10

- 5.11 Letter to the Chair of the Children, Young People and Education Committee from the Minister for Education regarding the impact of Covid-19 on remote teaching and learning**

(Pages 96 – 97)

Attached Documents:

CYPE(5)-29-20 – Paper to note 11

- 5.12 Letter from the Petitions Committee to the Chair of the Children, Young People and Education Committee regarding Petition P-05-1024 For Environmental awareness to be made compulsory and a key module within Schools in Wales for all years (Primary and Secondary Education)**

(Page 98)

Attached Documents:

CYPE(5)-29-20 – Paper to note 12

5.13 Letter from the Chair of the Children, Young People and Education Committee to the Minister for Housing and Local Government regarding the Welsh Government Draft Budget 2021– 2022

(Pages 99 – 111)

Attached Documents:

CYPE(5)-29-20 – Paper to note 13

5.14 Letter from the Chair of the Children, Young People and Education Committee to the Minister for Mental Health, Wellbeing and Welsh Language regarding the Welsh Government Draft Budget 2021– 2022

(Pages 112 – 124)

Attached Documents:

CYPE(5)-29-20 – Paper to note 14

5.15 Letter to the Chair of the Children, Young People and Education Committee from the Minister for Education regarding the appointment of the Chair for the Higher Education Funding Council for Wales

(Page 125)

Attached Documents:

CYPE(5)-29-20 – Paper to note 15

6 Motion under Standing Order 17.42(ix) to resolve to exclude the public for the remainder of the meeting and for the whole of the meeting on 30 November

(12.15)

7 COVID 19 – consideration of the evidence

(12.15 – 12.30)

Document is Restricted

Scrutiny of Covid-19 and its impact on children and young people in Wales

Summary Note 3

October 2020

In April 2020 the Children, Young People and Education Committee set out to explore how the outbreak of Covid-19 affected all aspects of life for children and young people in Wales. This inquiry is ongoing and the Committee is keen to hear from everyone that has been affected. This includes children and young people and those involved in supporting children and young people across sectors, including – but not limited to – education, health, social care, and youth work.

This summary note contains the views of young people submitted via: key partner organisations who held interviews with young people; emails sent directly to the Committee; and paper worksheets distributed through key partner organisations and returned via freepost to the Senedd's citizen engagement team.

It is of importance to the Children, Young People and Education Committee to ensure the voices of young people from disadvantaged backgrounds are at the forefront of scrutiny. To support this, the citizen engagement team has focused on how to engage specific audiences who could be considered as being from disadvantaged backgrounds. The engagement approach included working closely with key partner organisations who communicate with young people regularly. Appendix 1 includes a full list of organisations that the citizens engagement team worked with for this engagement. By offering guidance and encouragement to these organisations, they have enabled the input of valuable experiences directly from young people into the inquiry and to bring these views to the Committee's attention.

In addition, by adjusting the questioning used for the main Call for Views, where young people could directly email the Committee, a paper worksheet was created for young people who may have required a non-digital route to engage with the consultation. This was distributed with the support of key partner organisations and foodbanks. Within this summary note you can see images from the paper survey written by the young people who participated.

This is the third and final summary note that will be developed as part of this engagement. Several notes have been created to enable continuous reporting during the course of an ever changing situation for the young citizens of Wales. You can read [summary note 1](#) and [summary note 2](#).

This summary note aims to conclude the key themes arising that may be of relevance to the Committee's work - further alternative methods may be explored in the future if required.

The themes and quotes within this note have been selected on the basis that they are reoccurring themes and illustrative to the current situation. Where it's possible and appropriate, quotes have been selected to add context.



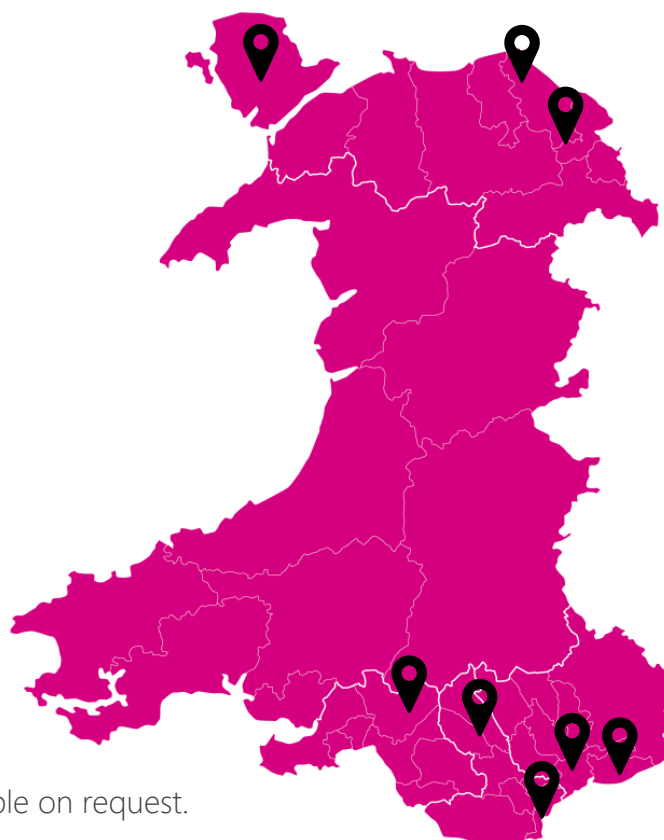
Data Sample

Findings in this report have been based on the responses from 51 young people from across Wales. The priority was to gain qualitative information about the experiences of young people during the coronavirus pandemic. This would enable a more in-depth understanding of the issues young people may have encountered. Appendix 2 displays the questions participants were asked. The intention was not to compare experiences by the participants' age or location. However, to ensure we were gaining a national view from a number of ages, young people were able to self-select regarding sharing their rough location and age. Therefore this data sample reflects the information we received and is not a full insight into the participant's demographic. A variety of methods were used to gain this information due to the need to adapt the process for a range of audiences.

| Method | Number of participants |
|--------------------------------|------------------------|
| Paper worksheets | 26 |
| Via a key partner organisation | 15 |
| Via email to the Committee | 10 |
| Total | 51 |

| Age range | Number of participants |
|-----------------|------------------------|
| 0-3 years old | 1 |
| 4-10 years old | 7 |
| 11-16 years old | 23 |
| 17-25 years old | 8 |
| No response | 12 |
| Total: | 51 |

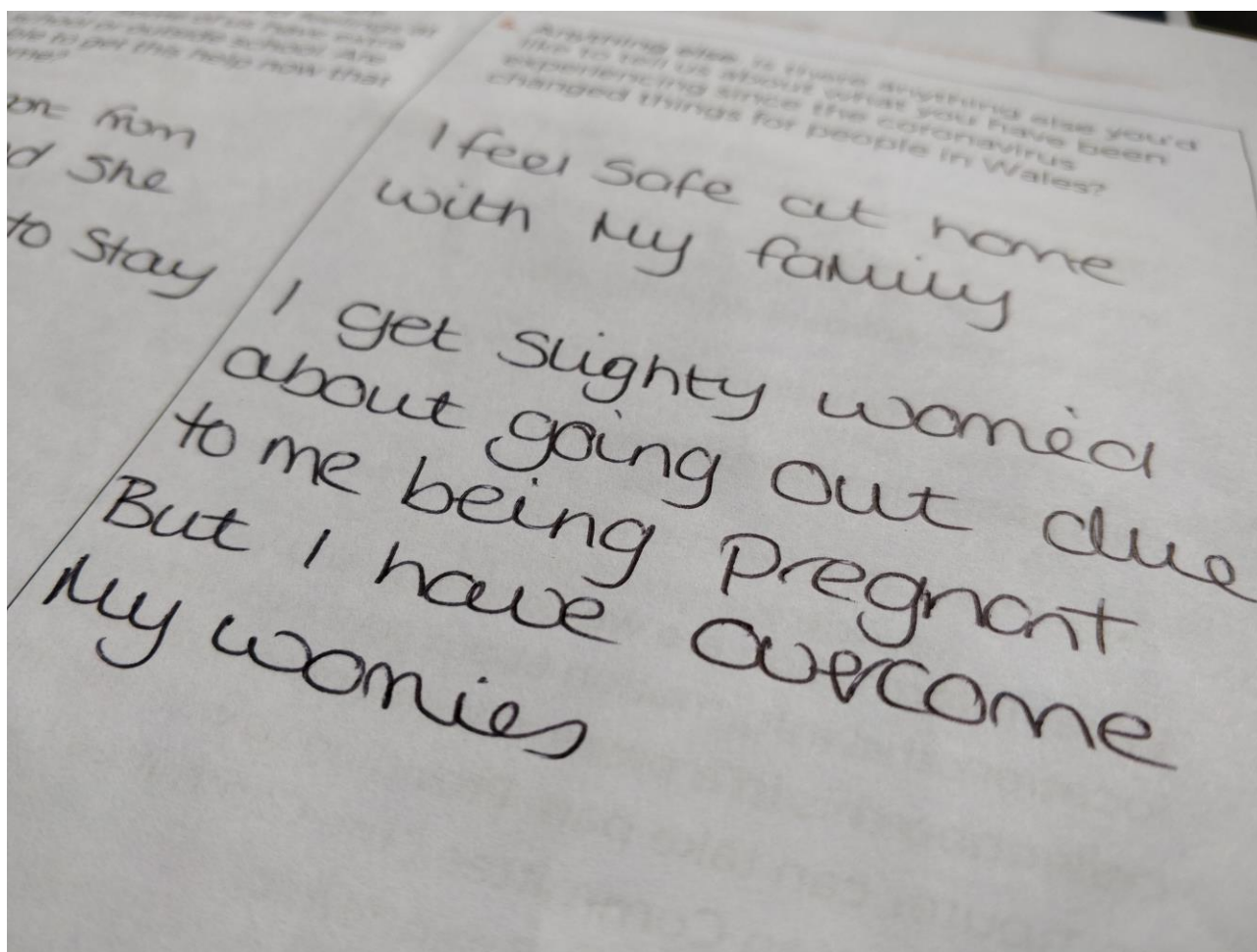
Each pin on the map represents a location where at least one young person participated. Please note that 17/51 participants did not reveal their location. A more detailed set of data can be made available on request.



Key themes:

Comments collected over the course of this engagement have been both positive and negative. The general themes arising in this final summary were; Mental Health and Well-being; Being listened to; and Education and Employment.

Mental Health and Well-being;



Picture: 17 year old, Flintshire

In general young people expressed views around heightened anxiety which could be interpreted as typical given the amount of change to everyday life that the whole nation has experienced. Many young people focused their responses on the future and what might happen given there is a degree of uncertainty:

"Mae'r syniad o fynd yn ôl i 'normal' yn fy mhoeni oherwydd na fydda i nag unrhyw un arall ym mlwyddyn 13 yn medru mynd yn ôl i'n normalwydd ni o fynd i'r ysgol. Mae llawer o ansicrwydd pryd y bydd y cyfnod hwn yn dod i ben, ac rydw i'n bryderus o'r ffaith ein bod wedi gadael yr ysgol heb gael ein paratoi am y byd tu hwnt yn iawn." - Young person (email)

"For the past month my daily mood has been the worst. I am not sleeping because of the [house] move, my GCSE's, worries about Covid-19. At the moment I don't think I'll be able to go to school and now I have so many stresses because I might have to travel on the bus which I really don't think I'll be able to. My routine is really bad, I'm not sleeping and this makes me very tired in the day." - Child asylum seeker

However many have also embraced the opportunity to try new things, build on connections or find ways to cope:

"At the start of lockdown I was nervous and stressed. Now I am relaxed and calm. I talk to my family" - Young person

"It is good being at home more seeing more of my mam and sister and my dog and my dad when he comes home from work. It has helped to improve our relationships" - Young person (email)

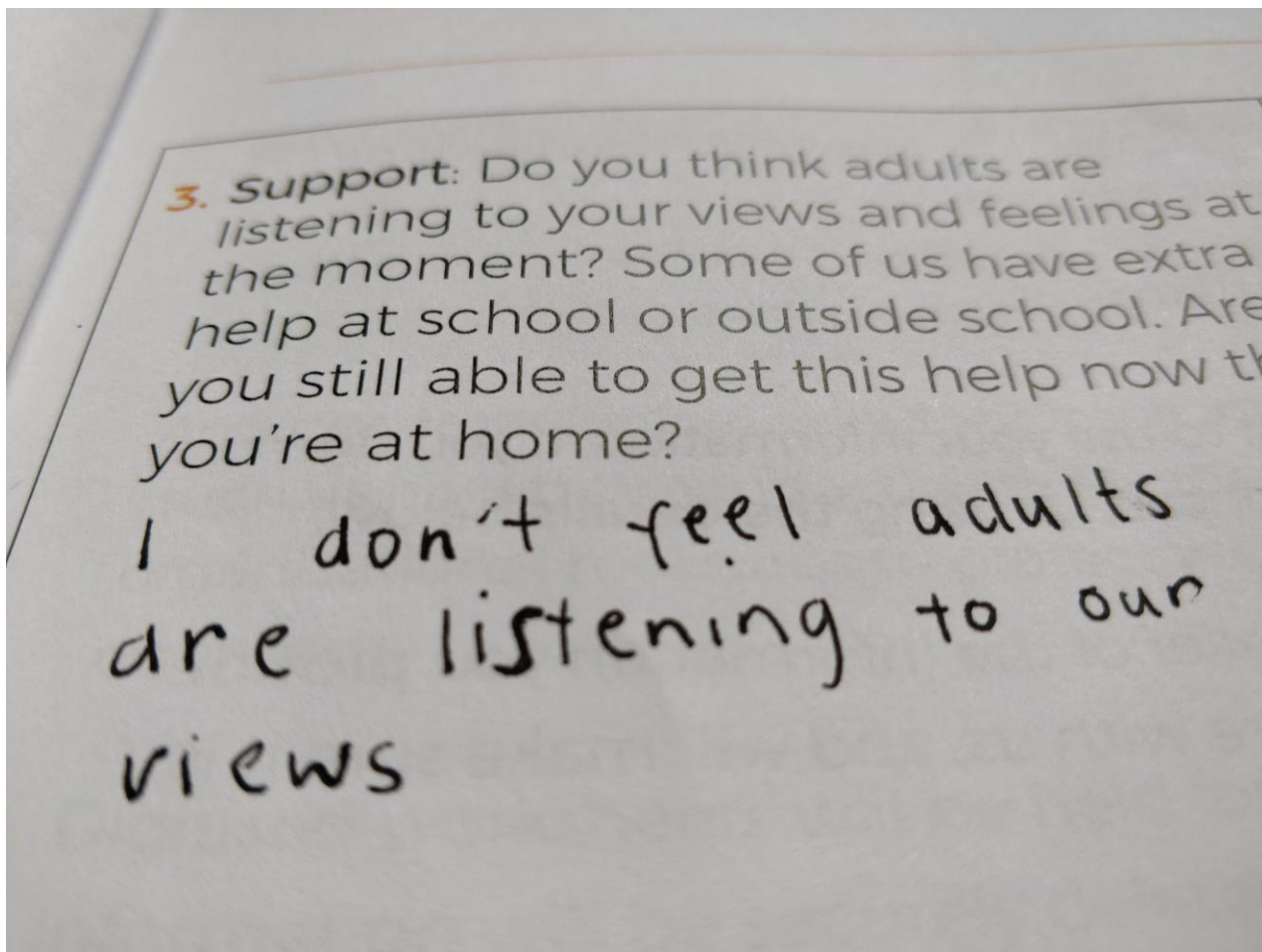
"I am learning some new skills such as gardening." - Young person (email)

"I feel depressed and anxious. I am getting help with this" - 10 year old, Merthyr Tydfil

Observations have also been received from key partner organisations who are positioned to gain a holistic picture of the views of the young people with whom they work, particularly those from challenging backgrounds:

"60% of children in care and every care leaver that we surveyed told us they felt lonely more often during the lockdown. Similarly, 57% of children in care and every care leaver that we surveyed told us they were feeling more anxious. While our survey data offers a snap shot, we are hearing these concerns routinely in our other services and support work" - Key partner organisation response

Being listened to:



Picture: 14 year old, Newport

To explore young people's perspectives on their right to say what they think should happen and be listened to (Article 12 in the UNCRC), young people were asked about the level of support they were receiving during the pandemic in comparison to before. They were also consulted on whether they felt they were able to control this support and access to their rights.

Views were mixed with some individuals having to overcome real challenges while others were able to continue as before:

"So many things have happened recently and it's a mess really. We moved houses from one part of Cardiff to another because the landlord wanted the house back. This was at the start of August. Where we are now is not appropriate. I have complained but nothing has

happened. School is now further away for me and I'm not happy to take a bus because of my sister being vulnerable." - Child asylum seeker

"I am listened to in the Youth Forum and my parents listen to me but I don't feel that school are listening" - Young person (email)

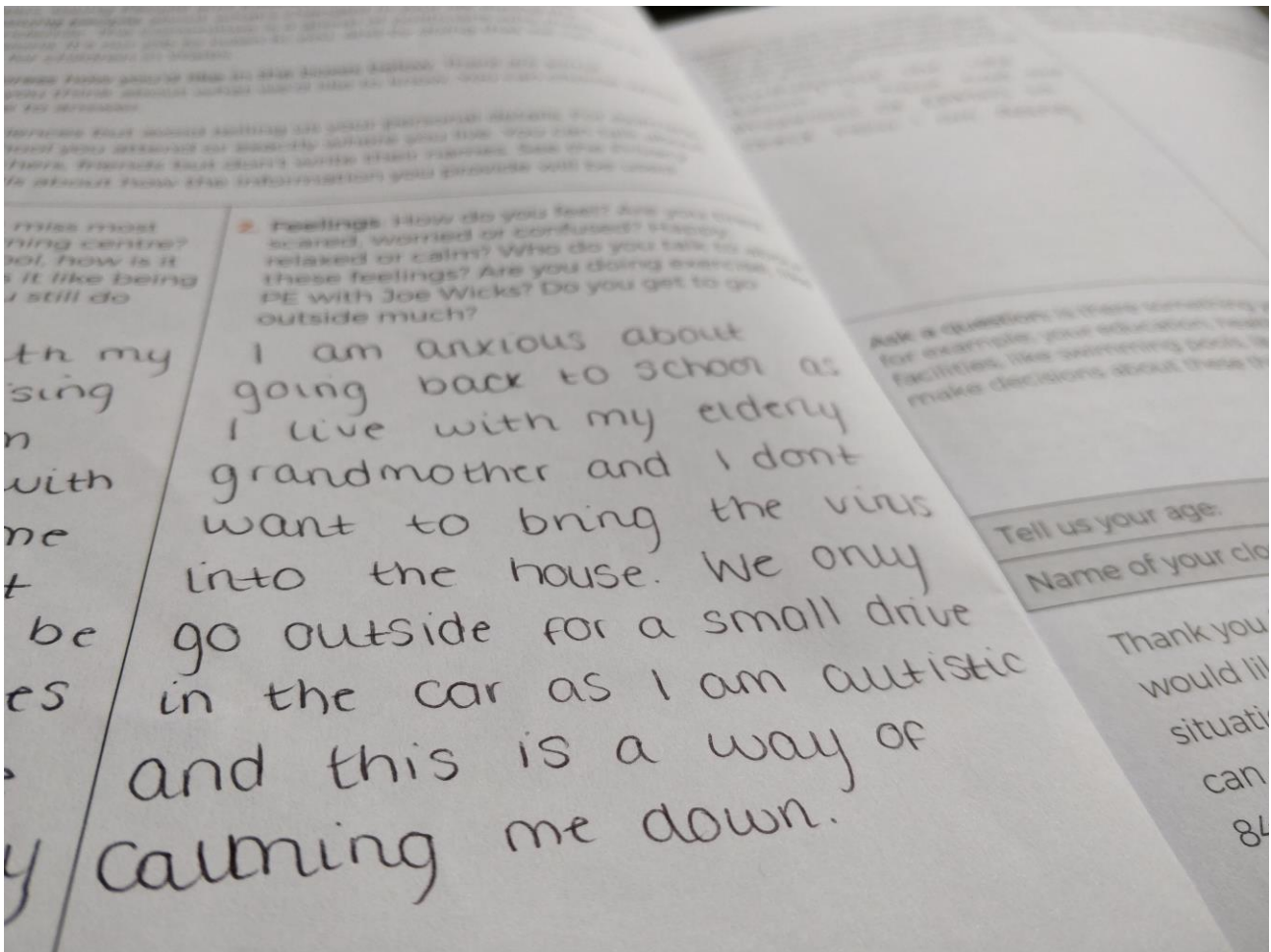
"I get support from my mum and she encourages me to stay positive" - 17 year old, Flintshire

"Everyone is listening to me, my mum (my foster carer) always asks me how I am feeling about going back to school, and my mum helps me if I need help" - 12 year old, Rhondda Cynon Taf

"The Resilience Team have been great with support [...] and my parents have been a huge support throughout. When I have been feeling more anxious at times, they have been there for me." - Young person

"I think the Welsh Government are better prepared than the UK Government on listening to young people and the people of Wales." - Young person (email)

Education and Employment:



Picture: 15 year old, Merthyr Tydfil

Many participants demonstrated excitement around the schools reopening. Albeit there were concerns from some young people, especially if they were in a situation where returning could mean they were putting other family members at risk:

"I feel relaxed, happy and excited because my school is opening soon" - 12 year old, Merthyr Tydfil

"I miss school because I don't get to see my friends anymore. It's hard to do schoolwork at home and I feel like I'm not learning" - 13 year old, Merthyr Tydfil

With regards support from schools, it appeared that students who needed additional support were missing out on this in some cases. They felt this lag in support was affecting their progress and their confidence that they will be able to keep up with their peers:

"Hello, my name is XXXXXX im 11 and am severely sight impaired. I use a connect 12 humanware in school that I love and it makes my life in school easier. I want to be like my friends and do the best I can. I've had to cope in lockdown without my equipment as I'm not allowed to use it at home. School work has been difficult and I feel frustrated and I want to give up. I'm worried of falling behind and not being able to do the work when I start secondary school in September. Please please help people like me be able to access my work from home as easily as I do in school. I have some hard important years ahead of me and I want to do my best to prove to myself I can. No one should have to suffer, I deserve to have an education like everyone else" - 11 year old (email)

"My younger brother and me don't need extra help in school; my big brother does (year 7) but doesn't have a 1-2-1 at home just mummy helping us all" - 7 year old (email)

Many young people explained that virtual teaching wasn't their preferred way to learn:

"Online school is much more confusing to me because my teacher can't explain work as much as she could before" - 11 year old, Merthyr Tydfil

"I miss face to face teaching and the instant response when you ask a question. It is very different now as you have to send an email and the answers could take days so you can't complete the work and procrastinate and find other things to do" - Young person (email)

As employment is not a key focus of the Committee's work, the approach to questioning focused on understanding participants views on their education. However when invited to submit their views on anything else they wanted to share, on occasions, employment was briefly touched upon and raised queries about their resilience:

"I have lost my job. I feel as though I could have had more in place to help due to this issue" - 21 year old, Flintshire

Finally, young people shared their feelings about examinations, expressing a particular view of the unfairness that they felt may have taken place:

"Mae gen i deimladau cymysg iawn am beidio a chwblhau fy arholiadau Lefel A. Teimlaf fy mod ar fy ngholled oherwydd nad ydw i wedi cael gorffen fy nghyrsiau, yr oeddwn yn eu mwynhau'n fawr, na chael y cyfle i brofi fy hun yn yr arholiadau. Rydw i felly, wrth reswm, yn poeni'n sylweddol am fy nghanlyniadau. Ar y naill law, os ydych chi'n cael ganlyniadau da iawn, rydw i'n poeni na fydd prifysgolion neu ddarpar-gyflogwyr yn ymddiried yn y canlyniadau hynny, ond ar y law arall, os ydych chi'n cael ganlyniadau nad ydw i'n hapus â nhw, rwy'n poeni y byddaf yn ei chael hi'n anodd delio â'r ffaith na chefais i'r cyfle i gael canlyniadau gwell." - Young person (email)

"My exams weren't fair, I missed a year of school because I was ill but then I came back and I got A's and A*'s for mocks. However I received a B as a final result. I'm trying to contact the school but all I have heard is that I'll have to do a resit while doing my A Levels which I'm worried will be too stressful. I didn't fail and I know I can go to study what I want next but I knew myself I could have gotten higher and I haven't had the opportunity." - Child asylum seeker

Appendix 1

The following key partner organisations enabled the collection of responses by either distributing paper worksheets or interviewing young people and sharing their views:

- Action for Children
- Caerphilly Youth Forum
- Child Poverty Action Group
- CWVYS
- Displaced People in Action - D.P.I.A
- Ethnic Minorities & Youth Support Team Wales (EYST Wales)
- Family Information Service (Newport Branch and Flintshire Branch)
- Flintshire County Council | Cyngor Sir y Fflint
- Flintshire Integrated Youth Provision

- GAVO
- Knighton Foodbank Powys
- Llamau
- Merthyr Tydfil County Borough Council
- National Youth Advocacy Service
- NSPCC
- PATCH - Pembrokeshire Action To Combat Hardship
- People Plus
- Race Council Cymru
- Salvation Army Newtown
- Stephen and George Trust
- TAG Youth
- TCC (Trefnu Cymunedol Cymru / Together Creating Communities)
- The Kings Storehouse Rhyl
- Tros Gynnal
- Trussell Trust - Vale Foodbank (Barry)
- Twynyrodyn Community Hub
- Welsh Refugee Council
- Youth Cymru
- Ysgol David Hughes, Menai Bridge

Appendix 2

The following questions were included in the paper worksheets:

- 1.** Education: What do you miss most about school or your learning centre? If you're still going to school, how is it different to before? What's it like being at home more and can you still do your schoolwork?
- 2.** Feelings: How do you feel? Are you tired, scared, worried or confused? Happy, relaxed or calm? Who do you talk to about these feelings? Are you doing exercise, like PE with Joe Wicks? Do you get to go outside much?
- 3.** Support: Do you think adults are listening to your views and feelings at the moment? Some of us have extra help at school or outside school. Are you still able to get this help now that you're at home?
- 4.** Anything else: Is there anything else you'd like to tell us about what you have been experiencing since the coronavirus changed things for people in Wales?

Agenda Item 5.1



Bwrdd Iechyd Prifysgol
Caerdydd a'r Fro
Cardiff and Vale
University Health Board

Executive Headquarters / Pencadlys Gweithredol

Woodland House
Maes-y-Coed Road
Cardiff
CF14 4HH

Ty Coedtir
Ffordd Maes-y-Coed
Caerdydd
CF14 4HH

Eich cyf/Your ref:
Ein cyf/Our ref: LR-jb-11-8365
Welsh Health Telephone Network:
Direct Line/Llinell uniongychol: 029 2183 6010

**Len Richards
Chief Executive**

16 November 2020

Lynne Neagle MS
Chair of Children, Young People and Education Committee
Welsh Parliament
Cardiff Bay
Cardiff
CF99 1SN

Dear Lynne

Thank you for your letter seeking information on Emotional Wellbeing (EW) and Mental Health (MH) services for young people during the Covid-19 pandemic.

I can confirm that our EW and MH services have remained open during the pandemic, largely operating a digital and telephone service, however still delivering face to face appointments where safe and appropriate to do so. In addition our MH crisis team continued to provide a 7 day service delivering face to face crisis assessments and GP consultations.

The blended approach of face to face, telephone, video call and 'Attend Anywhere' software has allowed us to continue to deliver MH assessments and therapeutic interventions. Similarly the MH crisis team are utilising the 'Consultant Connect' platform to support quicker access to a clinician for GPs where there are urgent concerns about a young person.

The commissioned early intervention EW service provided by our third sector partner 'Change Grow Live' continues to run via a telephone and digital service, remaining open access and accepting self-referrals.

'Chat Health,' a confidential, anonymous text advice and support service provided by our school nursing team has remained open, continuing to offer support on a range of issues including stress, anxiety, bullying and self-harm.

While our waiting lists for young people's MH have not grown during the pandemic, we have ensured that young people and families waiting to access the service have received a letter apologising for waits and, more importantly signposting them to a range of information to access for support whilst they wait.

Bwrdd Iechyd Prifysgol Caerdydd a'r Fro yw enw gweithredol Bwyrd Iechyd Lleol Prifysgol Caerdydd a'r Fro
Cardiff and Vale University Health Board is the operational name of Cardiff and Vale University Local Health Board

Croesawir y Bwrdd ohebiaeth yn Gymraeg neu Saesneg. Sicrhawn byddwn yn cyfathrebu â chi yn eich dewis iaith. Ni fydd gohebu yn Gymraeg yn creu unrhyw oedi
The Board welcomes correspondence in Welsh or English. We will ensure that we will respond to you in your chosen language. Correspondence in Welsh will not lead to a delay



We have updated our website to include links to resources which children, young people and families may find helpful (please see below), and information has also been shared on the UHB Facebook and Twitter pages.

We have plans to create an EW and MH services website with advice and support material which we have been working on. Our stakeholder young people have been engaged in the design of this resource. Unfortunately progress has been slower than we would have liked and we hope to get this launched in 2021.

I hope this information is helpful to you.

Yours sincerely



Len Richards
Chief Executive

Agenda Item 5.2



GIG
CYMRU
NHS
WALES

Bwrdd Iechyd Prifysgol
Aneurin Bevan
University Health Board

18 November 2020

Our Ref:
JAP/RH/ses

Direct Line: 01633 435958

Sent via Email

Ms Lynne Neagle
Chair
Children, Young People & Education Committee
Welsh Parliament

Dear Lynne

Thank you for your letter of 10 November with regard to the type of information we provide to children and young people.

I would like to assure you that we place our population at the heart of all that we do and recognise that helping those particularly vulnerable at this time is important. As part of our informing requirements, our website provides information for children and young people, their families and carers and others. The information is obtained from our home page through the community services link and is then available through a further menu on the left of the screen. The following links provide an order by which the information is obtained.

The resource pack provides helpful guides and information about many aspects that may be of concern such as, stress and its management, OCD and anxiety.

<https://abuhb.nhs.wales/community-services/mental-health/>

<https://abuhb.nhs.wales/community-services/mental-health/child-and-adolescent-mental-health-camhs/>

<https://abuhb.nhs.wales/community-services/mental-health/child-and-adolescent-mental-health-camhs/information-for-young-people/>

Bwrdd Iechyd Prifysgol Aneurin Bevan

Pencadlys,
Ysbyty Sant Cadog
Ffordd Y Lodj
Caerllion
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Aneurin Bevan University Health Board

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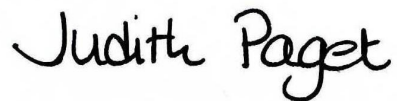


Bwrdd Iechyd Prifysgol Aneurin Bevan yw enw gweithredol Bwrdd Iechyd Lleol Prifysgol Aneurin Bevan
Aneurin Bevan University Health Board is the operational name of Aneurin Bevan University Local Health Board

<https://abuhb.nhs.wales/community-services/mental-health/child-and-adolescent-mental-health-camhs/covid-19-information-and-resource-pack-for-children-young-people-parents-and-carers/>

I hope this is useful and provides assurance for the Committee about the Health Board's commitment to helping children and young people through this challenging time and beyond.

Yours sincerely

A handwritten signature in black ink that reads "Judith Paget". The signature is written in a cursive style with a large initial 'J' and 'P'.

Judith Paget
Prif Weithredwr/ Chief Executive

Rydym yn croesawu gohebiaeth yn y Gymraeg ac yn y Saesneg.
We welcome correspondence in Welsh or English.

☎ 01639 683308
✉ christine.williams20@wales.nhs.uk

Dyddiad/Date: 18th November 2020

Lynne Neagle MS
Chair
Children, Young People and Education Committee

Dear Lynne,

RE: COVID-19 AND CHILDREN AND YOUNG PEOPLE'S MENTAL HEALTH

I am writing in response to your letter dated 10th November 2020 to the Chief Executive.

Our services across the Health Board have worked tirelessly to ensure access is maintained for children and young people and their families at this challenging time.

I have set out below some highlights to the work undertaken, and we have a dedicated webpage which can be accessed here; <https://sbuhb.nhs.wales/hospitals/a-z-hospital-services/children-young-people/>

1. Mental Health & Emotional Wellbeing Support for Children & Young People

Child & Adolescent Mental Health Service (CAMHS)

Very early during the pandemic, Welsh Government made clear that CAMHS services should be maintained as an essential service. As a result, all CAMHS services have been sustained throughout COVID, with a move to virtual consultations and face to face contact where necessary, although face to face is now increasing. Attend Anywhere is now rolling out to support enhanced virtual working. The Single Point of Referral Team has also been enhanced to ensure rapid access to advice and support.

COVID 19 has resulted in changes to the way the Child & Adolescent Mental Health Service (CAMHS) deliver mental health services across Swansea Bay for children & young people. Whilst we are restricted in how we deliver the service during this time, the Team have made changes to ensure that children & young people and professionals



get the advice and support they need. All contact should be made with the service via the Single Point of Contact service.

Swansea Bay CAMHS Telephone Single Point of Contact / Referral Line

- Open access 'front door' to Swansea Bay CAMHS
- For all children / young people & their families, and for all professionals
- Provides telephone advice, support and referral triage for all
- Provides access to the CAMHS Crisis Team for urgent referrals
- Provides Duty Clinician support for those already open to CAMHS
- **9am – 5pm Monday to Friday**. Please contact 01639 862744.

Swansea Bay CAMHS Crisis Team

- Operates **9am – 9:30pm seven days per week**
- Provides direct assessment and short-term follow-up for urgent referrals
- Referrals should be made via the **CAMHS Telephone Single Point of Contact /Referral Line** (01639 862744) Monday to Friday 9am to 5pm and via **Morrison Hospital Switchboard** (for hospital and GP referrals only) outside of these hours.

This information is available via the webpage link above, together with access to the Welsh Government Young Person's Mental Health Toolkit, which links young people, aged 11 to 25, to websites, apps, helplines, and more to build resilience and support them through the Coronavirus pandemic and beyond.

Emotional Health & Wellbeing

Supporting children and young people with their mental health is recognised as a multi-agency challenge that requires a multi-agency response. Children Services, and education departments within the local authorities have worked together to maintain support to children and young people including maximising the use of online resources supported by a communication plan, and other school led services including counselling. As the schools re-open in September, the priorities from a partnership perspective will be to ensure that the support is flexible enough to meet the changing needs of children & young people.

The Health Board has a Delivery Plan with agreed priority areas to support children with their emotional and mental health. This work-programme has largely been put on hold during the pandemic due to staff deployed to other areas. However, one key priority for completion for Q3/Q4 will be to complete the regional website funded by Welsh Government Service Improvement monies to support children & young people with their emotional and mental health. The Health Board have also received service improvement monies for additional psychological therapies this year, and this will enable the roll-out of an Emotional Health & Wellbeing Service hosted by CAMHS in January 2021.

2. Neurodevelopmental Services (ASD and ADHD)

We have carried out in excess of over 800 consultations by the roll out of digital solutions, in particular Attend Anywhere. Patient feedback has highlighted the benefit of continued services both virtual and in clinic where this best meets the needs of child and young person:-

- Virtual appointments
 - ASD: parent interview by phone, feedback and follow up by video.
 - ADHD: parent information session by video, medication follow up by phone.

- We have reopened a small number of face to face appointments in clinic for *specific* reasons. Staff wear full PPE, maintain social distancing and strict hand washing for pupils.
 - ASD: the 60 minute ADOS – direct observation of the pupil.
 - ADHD: the weekly physical checks for pupils on a medication trial.

Training and advice - We continue to deliver our teacher advice session - ND forum using Microsoft Teams across both Local Authorities

A link to our webpage can be found here:-

<https://sbuhb.nhs.wales/hospitals/a-z-hospital-services/children-young-people/hospital-and-community-services/community-services-for-children/ndd-and-therapies/help-with-autism-adhd/>

3. Acute and Community Paediatric outpatient services

At the onset of the pandemic, all outpatient services for Paediatrics were centralised on to one site in order to reduce risk, with the Singleton Childrens Outpatient department having good accessibility and able to maintain social distancing. Initially face to face appointments were for those who were clinically urgent only, and supported by a rapid roll-out of the use of Attend Anywhere for patients to have appointments virtually. This has expanded throughout the summer and we now provide a combination of face to face and virtual appointments across the three hospital sites. The Paediatric psychology team have developed dedicated videos and posters of what to expect when you come in to hospital and these can be found by using the link below:

<https://sbuhb.nhs.wales/coronavirus-covid-19/information/going-to-your-hospital-appointment-children/>

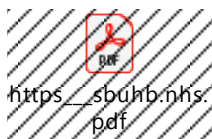
4. Acute emergency paediatric services

At the onset of Covid we implemented a project that had been in the planning stage, which is a single point of access for all emergency paediatric referrals via a dedicated Childrens Emergency Unit (CEU). The department is separate from the main adult emergency department, and staffed jointly by Paediatric ED and Consultant Paediatricians and paediatric nurses. All GP referrals were redirected to this dedicated department, minimising risk during the pandemic and ensuring children young people and their families were seen quickly for assessment.

Further information can be found on our webpage.

5. BAY Youth

Children's Services have worked in collaboration with Bay Youth to create a leaflet to provide children with the support and information they need to help them in the Covid-19 pandemic. They are also undertaking a project for National Safeguarding week about how to keep safe during Covid19.



6. Local Authority links

Our webpage also provides links to our local authority services for children and young people:-

<https://www.swansea.gov.uk/coronavirushelpcyp>

Lastly, we have a patient experience nurse dedicated to obtaining patient feedback from children and young people and their families. During the pandemic this has included meeting children & young people prior to surgery and again whilst they are on the ward and visiting all areas in Morriston to speak to parents and children to chat about their stay and establish if they need any support. Our Specialist nursing team have maintained contact with families, providing both virtual and direct care as appropriate. Our Community Nursing team have continued to provide direct care and make virtual contacts with parents and families to ensure they have the support they require. We are about to start a survey with these children and families and will be asking about their experiences during Covid.

I hope the above provides you with reassurance that the mental health and wellbeing of our children and young people is a key priority for the Health Board.

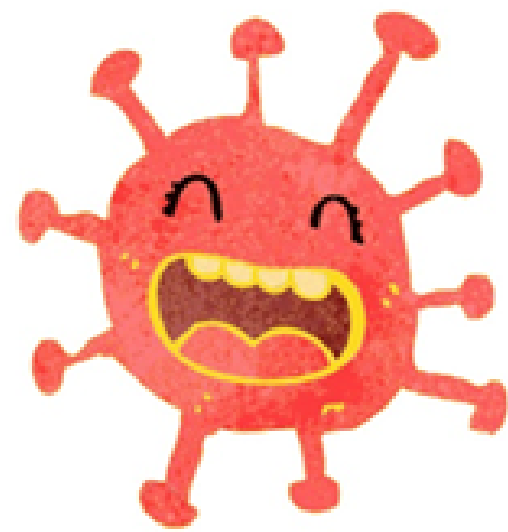
Yours sincerely,



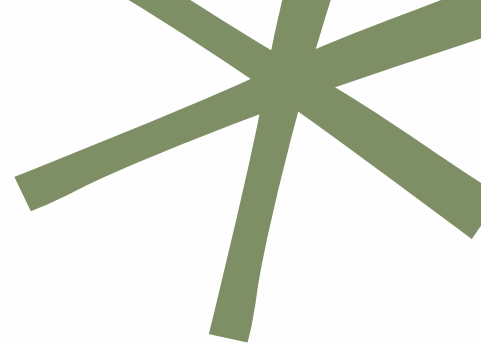
CHRISTINE WILLIAMS
INTERIM DIRECTOR OF NURSING & PATIENT EXPERIENCE

COVID-19

What you need to know about me.....



If you look at me under a microscope, I look like I'm wearing a crown! 



Who am I?

Hello my name is COVID-19. I'm a new virus that is travelling around the World. I come from a family of Coronaviruses. I was born in 2019. You can call me COVID-19.

How do I spread?

I travel from person to person. You can catch me by being close to someone who has COVID-19 and is coughing. I can also travel from surface to surface.

How do I make you feel?

It's mainly adults who catch me and most people only feel a little bit poorly, some may have:

- A cough
- A sore throat
- A runny nose
- A temperature
- Difficulty breathing
- Loss of taste and smell

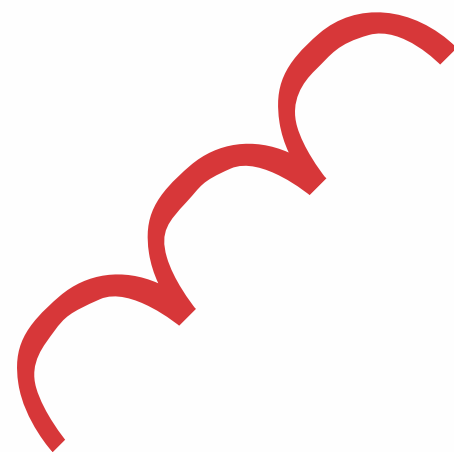
I love to travel...



Most children who catch me will be looked after at home, but if you and your family need advice call the NHS 111 helpline.

How can you stay safe?

- Wash your hands with soap and water regularly for 20 seconds (try singing happy birthday twice through)
 - Use a hand sanitizer
- Try not to touch your face too much
- Keep your distance from others when out and about



The nurses and doctors may look a bit funny as they will be dressed up in clothes to protect you and them. Masks, gloves and gowns help to stop me travelling.....

Getting tested

Some children may need to have a test to see if they've caught me. The test is really simple, using something like a cotton bud, a nurse or doctor will rub the inside of your nose or throat. If you have me, the nurse or doctor will decide what to do next.



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Agenda Item 5.4

BCUHB Response to CYPE committee

The Health Board recognises that the Covid -19 pandemic has increased anxiety, trauma, and adjustment reactions in children and young people, resulting in a significant increase in demand for assessment, intervention and advice from Mental Health services.

Whilst demand in the early months of the pandemic was below normal levels, as anticipated, it increased significantly as schools returned in September and into October.

Teams also report increased complexity in the referrals received and demand for self-harm assessments.

All teams are undertaking telephone reviews and utilizing the Attend Anywhere video platform. Remote working is critical in helping to reduce the spread of infection as well as maintaining access for patients and increasing the capacity and availability of the teams. However it does introduce new challenges which we are working to address including impaired engagement, reduced treatment efficacy, and higher threshold positive risk taking due to inability to observe patients visually.

Our CAMHS Early Intervention and Prevention Services (EIPS) have increased their provision since schools reopened in an effort to meet demand. Service provision includes in reach into schools in the form of consultation and training. The establishment of multiagency referral panels to ensure young people have access to the right intervention/service, avoiding duplication and families falling between services is underway.

Family wellbeing practitioner posts working with GP Clusters have started in post in the Central Area and East Area, and the West Area posts have been appointed to with a provisional start date of January 2021. These posts will support Primary Care to provide early intervention - support, advice and risk management to those children and young people presenting with emotional health needs. The pilot in North Denbighshire, resulted in a reduction in referrals to CAMHS, families and Primary Care reported feeling more empowered and enabled to access appropriate resources.

Friends Resilience is a low intensity cognitive behavioural intervention that is being delivered by CAMHS in Central and East Area, with plans in development in West. FRIENDS Resilience Programmes are internationally recognised group based interventions that teach children, young people and adults' techniques to cope with anxiety and promote wellbeing, social and emotional skills and resilience. All FRIENDS Resilience programmes were developed in Australia by Professor Paula Barratt. Children's Transformation funding has allowed us to translate all Friends materials into Welsh, this work is underway and will be complete by April 2021. Click the link for detailed information: <https://www.FRIENDSresilience.org/>

Plans being Actioned:

Following feedback from the Children's Commissioner previously BCUHB has been set on improving the Health Board's website and information resources for families, the draft information sheet is being updated with contact details and will be translated before publishing on the Health board's website.



CAMHS v7
information for intr:

In addition we have been working with Welsh Government via Lesley Singleton to develop this further, see Facts and Question sheet.



CAMHS FAQ's.docx

We have also been successful in securing funding for Service User Experience leads for both Neuro-Development and CAMHS, the Neuro-Development post has started in the role with the interviews for the CAMHS post to be held imminently. Along with the Project Manager Support Officer and Research Assistant already in post this will allow us to develop an infra-structure for a regional Project/Service User Participation/Research team going forward.



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Child and Adolescent Mental Health Services

CAMHS is short for **Child and Adolescent Mental Health Services**. CAMHS is the name for the NHS services that support children and young people with their emotional wellbeing and mental health.

There are NHS CAMHS services across Wales, with local teams made up of friendly and supportive staff. These staff will include nurses, therapists, psychologists, child and adolescent psychiatrists (medical doctors specialising in mental health), support workers and social workers, as well as other professionals.

CAMHS provide support for many different types of conditions or issues children and young people can experience, including depression, problems with food, self-harm, abuse, violence or anger, bipolar disorder, schizophrenia and anxiety, among other difficulties.

Most CAMHS services work with the whole family to support a young person's health. This might mean asking parents/carers/guardians to come along to assessment and treatment appointments, depending on your age and what level of involvement you want your parent(s)/carer(s)/guardian(s) to have.

The easiest way to find out more about your local CAMHS Team is to go to your local Health Board website, which will contain useful information and contact details.



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Coronavirus

The Coronavirus Pandemic has meant that CAMHS services have had to change how they work with children and young people to ensure support can be accessed safely. To help explain these changes and how we are continuing to offer our support please see our Frequently Asked Questions Section below:

Key changes that you may see when accessing CAMHS Services:

-
- New referrals are being accepted at this time.
 - There will be an increased number of appointments and assessments that are completed virtually or over the phone. See <https://bcuhb.nhs.wales/virtual-clinics/> for more information.
 - If you attend an appointment onsite you will be asked to wear a mask, wash or sanitise your hands and remain 2 metres away from the nearest person. Please note appointments will only be given onsite if there is a clinical need and it is not possible to provide a therapeutic intervention remotely.
 - The pandemic has led to some delays in access and communication, you may experience increased waiting times for assessment and support. It may also take us longer to respond to some of your queries.
 - If you are assessed as requiring urgent support, you will be seen within 24hours.
 - If you need to speak with a member of your local CAMHS Team you can still ring your local children centre for access to information and advice.
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Children and Young People

Q1. Are there things I can do to make me feel better?

Things are very strange and different at the moment and it can sometimes feel or be overwhelming. You may feel anxious or uncertain, even sad at times. It's important to remember you're not alone, we all have these feelings at different times, particularly when there is a lot of change going on and we are not in our usual routines. It's when these feelings do not go away and happen often that you may need more support (See information in Q2 & Q3).

To help with these feelings and keep yourself feeling positive and well, some of the activities below may help.

Keep Connected: It is really important to stay in touch with those you love and trust. It can be difficult with the restrictions that are in place to see people face to face, but a quick chat over the phone or a virtual call can really help you to feel more connected. Being able to talk through your feelings or just feel that sense of normality can make you feel better. Lots of children and young people who do not have the internet or a mobile phone have started to write letters to love ones or have become pen pals, it's a great way to stay in touch and something that a member of your household can help you with.

Sometimes it's easy to forget that support can be closer than you think, being at home more with family/carers/guardians gives us more time to talk and spend time together. We all want to close the world out sometimes, but just checking in with the people you live with everyday can make you feel more positive and less



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alone. Telling your family/cares/guardians honestly how you're feeling and discussing how you can be more connected to the people who are important to you is a great first step.

Important: Sometimes the things we think are keeping us connected are not always good for us. Spending a lot of time on social media can make us feel not great about ourselves. Whilst it can be a good way to keep in touch with friends and family, it's important to remember that not all of the images and information presented there is accurate or a true reflection of people's real lives. If you start to feel like your mood is changing when you use social media it might be a good idea to take a break for a few days and do some of the other activities suggested below.

Be Active: Scientific research tells us that one of the best ways to keep us feeling good is to do some physical exercise. Exercise doesn't always mean competing in a sport, even though that is a great way to feel good. Sometimes it can be going for a walk or jog, playing at the field or park, doing a physical home activity or work out, swimming, skipping, running, dancing etc. Just a little bit everyday can have a positive effect on your mood and improve your confidence.

It's good to hear that indoor organised sports are starting back, you can find out about what sports clubs are open in your area and if there are any free activities you can take part in by contacting your local Family Information Service.

Keep Learning: A good way to keep our minds active in a positive way is to try something new or learn a new skill. Being at home more is a good opportunity to do this. Lots of young people are taking more time to read, draw/paint/craft, cook/bake, try a new instrument or practice singing, learn a different language, join online clubs and other groups etc.



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If there is something you think you would enjoy, now is a good time to give it a try. If you need some inspiration and ideas, it's good to talk about it with family and friends. Schools and colleges can provide useful information and ideas too. There is also lots of information online.

Give: Right now, maybe more than ever, there are opportunities to support others. Science tells us that helping someone else can change how we feel about ourselves and improve our mood and confidence. There are a lot of charities and organisations that would love your support by volunteering, and you can find out about these opportunities through your Local Voluntary Council.

But remember sometimes it is the smallest things that make a difference. Just taking the time to help around the house, making a kind gesture, saying thank you or listening to friends and family/carers can have a positive effect on you and the other person.

Take Notice: A good way to be more aware about what's going on with your emotions is to think about your thoughts and feelings as they happen and take notice of the things around you when they do. A good example is to think about the sights, sounds, smells and tastes around us and how we feel in that moment. Many young people find a quiet and calm space the best place to give this a try. Some will also try slow and calm breathing with their eyes closed, to help them relax.

Taking this time can help us not to think too much about some of the things in the wider world going on around us and can help us to deal with anxiety and stress. If you would like to learn more you can go to www.nhs.uk/conditions/stress-anxiety-depression/mindfulness/



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Q2. How do I tell someone I am struggling and need support?

Talking about how you're feeling to someone you trust can often help you see things differently. They may have ideas about how to help you change things in your life that worry you. Once you speak to someone and they know what you're going through, they can be there for you and offer ongoing support.

Putting things into words sometimes helps. It's good to say what's on your mind. Talking to someone could make you feel like you don't have to deal with it on your own and make things feel more manageable.

SOME THINGS TO THINK ABOUT:

- Choose someone you feel safe with (This may be an adult you trust a teacher, GP, parent/carer, sports coach, youth worker, social worker, your friend's parent, a school counsellor or nurse, a neighbour etc)
- Plan what you want to say
- Try and pick a time to talk with them when they are not distracted
- Remember you can say as much or as little as you like. Sharing what you feel is right at the time.
- You can ask them at the beginning of the conversation to keep what you say private and not to share it.

HOW TO START A CONVERSATION

- "I want to talk to you about how I am feeling"
- "This is hard for me to talk about, but I really want to tell you how I have been feeling."
- "I need some advice on something I'm stressed about."



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If you're still not sure how to start a conversation, there are lots of things you can do:

- Write a letter
- Talk about something else first
- Talk about a friend experiencing something similar to you first.

Q3. I feel like I am struggling with my mental health, where can I get support?

If you are going through a difficult time or you're worried about how you're feeling, we understand it can be really scary and upsetting. The important thing to know is that you're not alone, and there are lots of places you can get good information and support.

Advice: If you feel ready, try talking to a trusted adult or close friend about how you are feeling, very often they can help you find support. If you are in school or college, there will be in most cases confidential support available or help to access support services. You can also access information, advice and support through your Local Authority Family Information Service who can help get you the support you need.

The support you can access is different depending on where you live, however there will be a CAMHS Service in your County. The first step to getting help from CAMHS is usually that you will be referred for a CAMHS assessment. This referral can come from your parents/carers, or yourself if you are old enough (depending on where you live). Professionals like a teacher or GP (most GP surgeries will offer phone appointments) can in some areas refer. If you're being supported by social care, a youth team, or a service at your school, they might also be able to refer you.



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If you're not ready to speak to someone you know or are isolating don't worry, you can still access confidential helplines and useful online resources. www.dewis.wales is a good place to find services in your area. See below for other useful links and services that can help:

| | |
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| CALM HARM: Mobile App to help teenagers resist or manage the urge to self-harm (Free) | CHILDLINE: www.nspcc.org.uk /0800 1111 |
| HARMLESS: Offer advice and Information regarding young people who may self-harm or experience such thoughts. www.harmless.org.uk | YOUNGMINDS: www.youngminds.org.uk /0808 802 5544 |
| SELF HARM UK: Offers an online space to talk and ask questions about concerns in their life. www.selfharm.co.uk | RETHINK MENTAL ILLNESS: www.rethink.org.uk /0300 5000 927 |
| National Self Harm Network: NSHN is an online forum that lets you talk to other people in a safe, controlled environment. www.nshn.co.uk | THE MIX: 0808 808 4994 |



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| <p>PAPYRUS: Papyrus HOPElineuk 0800 068 41 41 www.papyrus.org.uk</p> | <p>YOUNGMINDS CRISIS MESSENGER: Text YM to 85258 for free 24/7 support</p> |
| <p>HEADSPACE: is a mindfulness app with lots of different programmes to support mental health</p> | <p>SANE: Saneline operates from 4.30pm to 10.30pm Daily for mental health support 0300 304 7000</p> |
| <p>WELLMIND: This App was developed by the NHS and helps with symptoms of anxiety and depression. It's a great way of keeping track of your thoughts and feelings.</p> | <p>CATCH THAT THOUGHT: This app is great to monitor difficult thoughts and emotions, when you experience them and where.</p> |
| <p>THE STRESS AND ANXIETY CAMPANION: The app encourages positive thinking through its simplified CBT process and helps you to understand triggers.</p> | <p>THRIVE: This app helps you collect your thoughts and understand your emotions.</p> |
| <p>MEIC: MEIC is the helpline service for children and young people up to the age of 25 in Wales. From finding out what's going on in your local area to help dealing with a tricky situation, Meic will listen even when no-one else will. We won't judge you and will help by giving you information, useful advice and the support you need to make a change - https://www.meiccymru.org/</p> | <p>Mind: http://www.mind.org.uk/</p> |



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Q4. How long will I have to wait for support from CAMHS?

How long you have to wait depends on the waiting times in your local area. These have been affected by the pandemic and may be longer than usual. You can find out how long you will have to wait by contacting your local CAMHS Team.

It is important to remember that you can access support whilst you are waiting for an assessment. There are lots of services that will be able to offer good information, advice and early help to you. Support organisations are quickly finding new ways of providing their services safely, online, over the phone and face to face.

In North Wales there are a number of organisations who will be able to offer you support. You can find what is available in your area on www.dewis.wales or by contacting your Local Family Information Service.

Q5. What will my support from CAMHS look like now?

If you have been referred to CAMHS, you will be put on a waiting list for your first appointment, this appointment is sometimes called a 'Choice Appointment' (which often is the beginning of your 'assessment'). There is no need to worry, it is normally just a chat so the team can get to know you & the best way they can help.

The key change is that this appointment, may now happen virtually or in some cases over the phone, but only if you are happy with this and have the right technology at home to access the virtual system. If your appointment cannot be completed virtually or via the phone you may be offered a face to face appointment, however this depends on your individual circumstances and local team. This appointment will generally take place at a CAMHS clinic. But, in some circumstances, they may meet with you at your school, but not usually at home at this time. When you



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attend your appointment, you will be asked to wear a mask, wash or sanitise your hands and remain 2 metres away from the nearest person.

It is **important** to note that some CAMHS Services will have longer waiting times as a result of the current pandemic. If you are on the waiting list, your local CAMHS Team will be in touch as soon as there is an available appointment. If you begin to feel worse during this time, you can still contact the team for help and advice or get in touch with some of the support organisations listed in Q3. Your GP may also be able to help and make an urgent referral. If you feel in crisis you can contact 101 for advice, your local police force or attend A & E for urgent care. Please only do so in an emergency.

During your first appointment you will normally meet one or two members of the CAMHS team. If you're under 16, your parent(s), guardian (s) or carer(s) can be invited to join for part of this meeting.

When you meet the team, you will be asked some questions. This is to help the team understand what you are struggling with and to get a better idea of what support you need.

Towards the end of the session, the team will talk to you about what happens next and what support they think you might need. Please remember you can also ask any questions you have. If you do not feel confident to ask a question it can help to write these down before you go in or speak to a parent/guardian/carers about what you want to know before you attend.

You may also feel you need support from an advocate (An advocate is a trusted person, sometimes a professional who can support you to be heard and to help you communicate what you think and feel). There will be professional advocacy services available in your area and your CAMHS Team should have information on these and be able to



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make a referral on your behalf for support. If Welsh is your preferred language than you should be offered your assessment and support in this language.

During your appointment, the team may talk about ‘treatment’ or a follow up ‘Partnership Appointment’ to discuss your treatment – This just means you will be putting a plan in place about the work you’ll do together to help you feel better. The Team will talk about when you may need to see them again or whether they will be completing any further parts of your assessment.

Following your assessment, you will receive a letter, which will tell you about what your assessment has shown and what support you may need, this can include therapy and/or medication. If you require further support the team will write you with a follow up appointment, describing what will happen next.

Follow up appointments could again be held virtually, by phone or face to face depending on your circumstances and the type of treatment you need.

Parents & Carers

We are living in difficult and uncertain times, leaving many of us feeling overwhelmed and stressed. It is a worrying time for many parents and carers who are concerned about the impact the pandemic is having on the emotional wellbeing of their children. However, there are ways we can support our children and young people to give them the best chance to stay mentally healthy at this difficult time. The information below will help you to support your child and to know how to access support.



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Q1 How will I know if something is wrong?

Approximately 1 in 8 children and young people experience behavioural or emotional problems growing up. For many, these will resolve with time, while others will need professional support.

- It can be really difficult as a parent to know if there is something upsetting your child, or whether this is maybe a mood swing or a sign of a hormonal/development change. There are ways to spot when something is wrong. Some things to look out for are:
 - Significant changes in behaviour, which are out of character for your child.
 - Ongoing difficulty sleeping and periods of exhaustion during the day.
 - Becoming withdrawn and removing themselves from social situations.
 - No longer wanting to do the things that they would usually like to do.
 - Self-harm, this may include making small cuts by scratching or using a sharp object, pulling out hair, aggressive outburst of bunched and hitting themselves.
 - Neglecting themselves, no longer wanting to bath or wash, clean their teeth or change their clothes.
 - A change in eating habits, a reluctance to eat, hiding food or bingeing and then being unwell or vomiting.
 - Expressing feelings of worry and concern on a regular basis, not wanting to be separated from a parent or carer, no longer wanting to attend school or leave home very often.



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The most important thing to remember is you know your child best, if you're worried, think about if there has been a significant change in their behaviour, that has lasted for an extended period of time. This could be at home, school or college; with others or on their own; or in relation to specific events or changes in their life, including changes caused by the pandemic.

If you're concerned or unsure, there is lots of support out there, including professional help. www.dewis.wales is a good place to find services in your area. You can also contact the Family Information Service and your Local Children Centre. Other useful sites include:

- youngminds.org.uk
- <https://www.barnardos.org.uk/see-hear-respond-support-hub>
- www.actionforchildren.org.uk
- <https://www.hafal.org/>
- <http://www.mind.org.uk>

For your child:

CALM HARM: Mobile App to help teenagers resist or manage the urge to self-harm (Free)

CHILDLINE: www.nspcc.org.uk /0800 1111



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| HARMLESS: Offer advice and Information regarding young people who may self-harm or experience such thoughts. www.harmless.org.uk | YOUNGMINDS: www.youngminds.org.uk/0808 802 5544 |
| SELF HARM UK: Offers an online space to talk and ask questions about concerns in their life. www.selfharm.co.uk | RETHINK MENTEL ILLNESS: www.rethink.org.uk/ 0300 5000 927 |
| National Self Harm Network: NSHN is an online forum that lets you talk to other people in a safe, controlled environment. www.nshn.co.uk | THE MIX: 0808 808 4994 |
| PAPYRUS: Papyrus HOPElineuk 0800 068 41 41 www.papyrus.org.uk | YOUNGMINDS CRISIS MESSENGER: Text YM to 85258 for free 24/7 support |
| HEADSPACE: is a mindfulness app with lots of different programmes to support mental health | SANE: Saneline operates from 4.30pm to 10.30pm Daily for mental health support 0300 304 7000 |
| WELLMIND: This App was developed by the NHS and helps with symptoms of anxiety and depression. It's a great way of keeping track of your thoughts and feelings. | CATCH THAT THOUGHT: This app is great to monitor difficult thoughts and emotions, when you experience them and where. |
| THE STRESS AND ANXIETY CAMPANION: The app encourages positive thinking through its simplified CBT process and helps you to understand triggers. | THRIVE: This app helps you collect your thoughts and understand your emotions. |
| MEIC: MEIC is the helpline service for children and young people up to the age of 25 in Wales. From finding out what's going on in your local area to help dealing | Mind: http://www.mind.org.uk/ |



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with a tricky situation, Meic will listen even when no-one else will. We won't judge you and will help by giving you information, useful advice and the support you need to make a change - <https://www.meiccymru.org/>

Q2. How can I support my child?

Be there to listen

Its important to regularly ask your child how they are, so they get used to talking about their feelings and know there's always someone to listen if they want to talk. Creating a fun space can help with this, some parents find during activities their children can open up more about how they feel. This may include baking, arts and crafts, sports, board games, reading stories and talking about them afterwards.

The important thing is trying to be engaged with your child and giving them your time without distraction. Paying attention to their emotions and behaviour, will help you to note important changes and understand their needs better.



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Stay involved in their life

Many children and young people grow in confidence and feel supported when a parent shows an active interest in their life and the things important to them. It not only helps them value who they are but also makes it easier for you to spot problems and support them.

Encourage their interests

Supporting your child to keep active, learn new skills and be connected with their community and friends is one of the best ways to keep your child's emotional health on track. Whilst we are spending more time at home together it is a great opportunity to talk to your child about their interests and what they enjoy, you can then think of ways to support them in those interests. Very often these things don't have to cost a lot of money and very often your local Family Information Service will be able to tell you what's free and reasonably priced in your area. Schools, colleges and your local authority will also have good ideas or may be able to access things that will support your child's interests.



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Take what they say seriously

Listening to your child and valuing what they say, without judging their feelings, in turn makes them feel valued and grows their trust and confidence in your relationship. This isn't always easy, sometimes when your child describes how they are feeling, it can be difficult to hear, even accept. Particularly when we hear this for the first time. The most important thing is not to react in the moment or disregard the child's feelings, but listen calmly and show that you are engaged and want to help. Its good to talk about why they may be feeling like they are, but remember many children and young people do not know why, but they know how they feel. Its good to talk about what they think will help and what you think with help and some things you can try. Sometimes just talking about it and having a plan in place can make a big difference to your child.

Its good to check in with your child, but try to let them take the lead in how much they share, it's a tough balance but over questioning can sometimes lead to a child becoming reluctant to share, so take your cue from them and offer regular opportunities without any pressure.

Build positive routines

We know it is not easy to create a routine and structure at this time, with the regular lockdowns and the need to self-isolate, our usual routines can be thrown out of balance. Research does however tell us that the majority of children



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feel better with a positive routine in place. Routines and structures can support a child's wellbeing and encourage positive behaviours. A good place to start can be to reintroduce regular routines at home around healthy eating and exercise. A good night's sleep is also really important – try to get them back into routines that fit with school or college.

Looking after your own mental health

Parenting or caring for a child or young person can be tough at times. It's really important to look after your own mental health and wellbeing, as this will help you support those you care for.

Recognising and acknowledging when you're feeling low or overwhelmed is an important first step. Struggling with something or experiencing your own mental health problems does not mean you are a bad parent or carer. It's completely normal to be anxious and worried during difficult times, the most important thing is that you recognise this. You may be feeling exhausted, emotional and anxious and if these feelings persist it may be time to start thinking of ways you can look after your mental health better and this may include getting professional support. Below we have provided some useful information you may find helpful.

The Five Ways to Wellbeing sets out the simple steps we can all take to look after our mental health and wellbeing. You can also read useful 'tips for everyday living' on the MIND mental health charity website and find practical ways to look after your mental health on the Mental Health Foundation website.



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You can also find specific resources on how to look after your mental health during the COVID-19 pandemic here: <https://phw.nhs.wales/services-and-teams/improvement-cymru/news-and-publications/publications/mental-health-and-wellbeing-cymru-self-help-resources-to-support-mental-health-and-wellbeing/>

It also might be helpful to speak to a friend, fellow parent or carer you trust enough to tell how you're feeling? Maybe there's family, friends or a colleague who could support you or allow you a break? There's plenty of help out there. You should never feel like you have to cope on your own. See our Adults mental health FAQ's for further information and contact details for your nearest ICAN Centre

Q3 How do I talk to my child about their mental health?

Starting a conversation can be hard, especially if you're worried that your child and what they may be feeling. The most important thing is you give your child the opportunity to talk if they want to, It doesn't really matter what topic the conversation starts with - it's about the opportunity it gives you both to talk about feelings and to provide comfort.

Here's some conversation starters:

- How are you feeling?
- What do you want to talk about?
- What was the best and worst bit of your day?



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- If you could start today again, what would you do differently?
- What did you do today that you are most proud of?

Lots of parents find it useful when starting a conversation to pick a current topic they know their child would be interested in. This may be a new song that talks about emotions, a magazine with an interesting article in, a film you recently watched together, or a storyline in a soap or tv programme. This places less focus on the child and often leads to natural conversations about feelings. As mentioned above sometimes doing a fun activity together can help too and provides a relaxed and comfortable environment to get the conversation started.

Pack Page 66

Q4 What should I do if my child tells me their struggling?

Thank them for sharing what's happening with you, try and encourage that their openness and honesty is a very positive thing and acknowledge how they're feeling.

Let them know that you love them, you're there to support them and that they can talk to you, you are listening and ready to help and listen more when they need it.

Ask them if there's anything you can do to help or anything anyone else can do to help.

Spend time together thinking about what's making them feel this way. Discuss whether there any changes that could have made them feel this way and think about the things you can do to help.



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Let your child know about the helplines, textlines and online chat services that are available if they need to talk to someone outside the family. You can find a list of these above in Q3 Child and Young Person Section.

If you think your child needs professional support to feel better you can speak to your Child's School or GP, who will be able to advise you on how to access mental health services. Together you can discuss whether referral to Child and Adolescent Mental Health Services (CAMHS), an assessment by a mental health specialist, or referral for another kind of support is needed. You can speak to your GP, school or local children's centre with or without your child.

If your child needs emotional support and help to make sense of their feelings, they might benefit from seeing a counsellor or therapist. You may be able to access this for free through your GP or your child's school. If it's an affordable option, you can also consider a private child counsellor. To find more information about accessing counselling services contact your local CAMHS Team.

Q5 Are CAMHS Services still available now?

Our CAMHS service has continued to work with children and young people since the beginning of the coronavirus pandemic. We have needed to change the way we run our service to comply with the Government rules. We are beginning to support many of the young people we see through either virtual consultations or via telephone. Where there has been a clinical need to see someone in person we have done this, but have continued to observe the social distancing guidelines.

Over the past few weeks we have undertaken a number of risk assessments at all of our clinics and we have started to introduce more face to face consultations where it is not possible to provide a therapeutic intervention



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remotely. However, the NHS still needs to adhere to the social distancing measures and nationally there is a requirement for all consultations to happen remotely unless there is a clinical need for this to take place face to face. This means that we are not able to have as many people in the clinics as usual and as a result we need to prioritise which young people we see in person. This can cause unavoidable delay and increased waiting times, we ask that anyone contacting our services to be considerate to our staff who are needing to make difficult decisions at this time and are working tirelessly to see as many children and young people as possible.

To make sure we adhere to the government guidance you are likely to see some changes when you next come to see us. Here are some key messages:

- Please **DO NOT** attend a Children's Centre site unless you have been specifically advised to do so. You will have been advised of specific arrangements by your local CAMHS Team or within your appointment letter. If you are unsure please your local Team for support.
- Please **DO NOT** attend your appointment if you are unwell and/or have symptoms of coronavirus. Further information on coronavirus symptoms and what to do is available at: <https://www.nhs.uk/conditions/coronavirus-covid-19/symptoms/>
- Due to a significant increase in the number of telephone calls we are receiving it may take us longer to get back to you. Please make it clear in your message if your query is urgent & please be understanding and patient with our staff, they are doing everything they can.
- If we feel we need to see your child in person this will be discussed with you and the measures needed to keep you and our clinicians safe will be explained.
- If you are unsure what your care plan is please ring the service.



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- Physical health observations (height, weight, blood pressure, pulse and temperature) will continue to only be done if absolutely essential. Please discuss with the clinician if this is required.
- Please only go to A&E if you are in need of urgent medical attention.
- Please be assured that your clinician has declared themselves well enough to be at work and will be observing the guidelines of social distancing (maintaining approximately 2m distance) and will be completing regular hand washing.

If we have agreed you need to be seen in person some examples of the things that might be different include:

- following new arrangements when attending the clinic, for example telephoning the clinic on arrival before entering the building. The local arrangements will be confirmed with you prior to your appointment.
- Using hand sanitiser on entering the building.
- Observing social distancing measures. There will be more signs in the clinic explaining the process, including the potential of one-way systems.
- Sitting further apart in the clinic rooms.
- Some staff may be wearing masks.



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Q5 I NEED SUPPORT NOW, MY CHILD IS IN CRISIS

If you are extremely worried about your child's mental health and feel they need help right away, we would advise that you try to see your GP for an emergency appointment. Your GP can contact CAMHS to ask for an urgent assessment if needed. If your GP surgery is closed, you can contact the out of hours GP. If your child is at risk of harming themselves, or in a state of crisis due to their mental health presentation, you also have the option of calling 999 or going to the Emergency Department at your local Hospital. Once your child is medically fit for discharge, the Emergency Department will make a referral to CAMHS. The Mental Health Risk Assessment will be completed at the hospital or at the Child and Adolescent Mental Health Service.



CAMHS

Child and Adolescent Mental Health Service

What is CAMHS?

The specialist Child and Adolescent Mental Health Services (CAMHS) focus on helping children and young people who experience emotional, behavioural and other psychological difficulties. The types of issues presented can include: anxiety, fear and panic, low mood, sadness and depression, feeling lonely, grief after bereavement or loss, anger, separation, bullying, family difficulties, eating less than usual or overeating, thoughts of suicide or self-harming – these are just some of the issues and symptoms that might lead someone to seek help.

CAMHS is a comprehensive support for families and their children from birth to 18 years. CAMHS is staffed by multi-disciplinary teams which include CAMHS Practitioners, Nurses, Child Psychiatrists, Clinical Psychologists, and other professionals who work with children and young people.

Help is offered through direct work with young people and families and/or indirect work with and alongside professionals in health and other agencies. This is provided by joint working, signposting, group work, professional consultation, training and/or multi-agency partnership arrangements.

When might I seek help for my child/young person?

As with adults, children and young people also suffer from stress, anxiety or depression and it's important to seek help early if you notice any difficulties that may include:

- Sadness, or a low mood that does not go away
- Being irritable or grumpy all the time
- Not being interested in things they used to enjoy
- Feeling tired and exhausted a lot of the time
- Feeling that life is not worth living any more.

Further information about mental health and wellbeing can be found at <https://www.nhs.uk/conditions/stress-anxiety-depression/>

Where are the CAMHS teams located?

There are 5 specialist CAMHS teams across Betsi Cadwaladr University Health Board:

| East | | Central | | West |
|---|---|--|---|---|
| Wrexham CAMHS Team | Flintshire CAMHS Team | Denbighshire CAMHS Team | Conwy CAMHS Team | Gwynedd & Yns Mon CAMHS Team |
| Child Health Centre Wrexham Maelor Hospital Wrexham LL13 7TD | Catherine Gladstone House Mancot Flintshire CH5 2EP | Royal Alexandra Hospital Marine Drive Rhyl Denbighshire LL18 3AS | Mostyn Suite Llandudno Hospital Hospital Road Llandudno LL30 1LB | Talarfon Holyhead Road Bangor LL57 2EE |
| Tel 01978 725242 | Tel 0300 085 0046 | Tel 03000 856023 | Tel 03000 851949 | Tel 03000 850037 |

Who can request help from CAMHS?

- A request can be made by a GP or any professional working with children, young people and families e.g. schools, social services, health visitors, children's centres. The child or young person must be between 0 and 18 years and whose permanent address is normally in North Wales.
- A request is recorded on a "Specialist CAMHS Access Request Form" which is completed by the referrer or administration team receiving the request.
- CAMHS are unable to accept direct referrals from parents/carers or young people.
- If you are aged 0-18 years and are concerned about your mental health, try to talk to a family member or carer, or someone you trust in school, college or somewhere else that you go, If you don't feel able to talk to anyone you know, but could make an appointment to see your GP, tell them how you are feeling.
- If you are a parent or carer and have concerns about a child or young person's mental health, contact their GP, School, Social Services, Health Visitor, School Nurse, Community Paediatrician or Children's Centre to discuss your concerns, and what help is on offer, Any of these people can make a referral to CAMHS if needed.

What happens when CAMHS receives a request for help?

The Specialist CAMHS Single Point of Access (CAMHS SPoA) reviews all referral requests and provides telephone consultation and advice for professionals where there is a concern about the emotional wellbeing or mental health of a child or young person. The delivery of the

CAMHS SPoA is underpinned by the same principles in all teams across North Wales, however the protocol followed by individual SPoAs may differ in local teams where service improvement methods are being tested or local variations require an alternative approach.

The information received on the referral form given will determine whether an urgent response is required.

The CAMHS SPoA clinicians are available 9am to 5pm Monday to Friday.

What if my child/young person has not accessed CAMHS for some time?

A new referral will need to be made. Requests are checked by a specialist CAMHS professional to determine urgency. Known information from any previous involvement with specialist CAMHS will be taken into account.

How will CAMHS appointments be held during the Covid-19 pandemic ?

If you/your family member are already open to CAMHS, you will have been contacted to review your appointments in light of Covid-19, and together you will agree whether appointments will continue by telephone, using virtual meetings like Skype, using email to keep in touch, carry on face to face, or whether you and your family prefer to see how things go and pick up if needed at a later date. If face-to-face appointments are arranged they will be different than usual, in line with government advice on social distancing and the use of personal protective equipment.

Are there any helpful resources or websites?

The following workbooks provide helpful, supportive advice especially during the Covid-19 pandemic. There is a pack for children and a separate version for parent/carers. They also include a list of websites and helpline that may also offer some help and support.

If you are age 18 or over or are a parent / carer of someone age 18 or over, please follow the link to services for adults at:

<http://howis.wales.nhs.uk/sitesplus/861/page/72189>

CYPE(5)-29-20 - Paper to note 5
Agenda Item 5.5



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Ein cyf/Our ref: CEO.4489
Gofynnwch am/Please ask for: Katie Jenner
Rhif Ffôn /Telephone: 01267 239730
Dyddiad/Date: 19 November 2020

Swyddfeydd Corfforaethol, Adeilad Ystwyth
Hafan Derwen, Parc Dewi Sant, Heol Ffynnon Job
Caerfyrddin, Sir Gaerfyrddin, SA31 3BB

Corporate Offices, Ystwyth Building
Hafan Derwen, St Davids Park, Job's Well Road,
Carmarthen, Carmarthenshire, SA31 3BB

Lynne Neagle MS
Chair
Children, Young People and Education Committee
Senedd Cymru/Welsh Parliament

By email: SeneddCYPE@senedd.wales

Dear Chair

Re: Mental Health Services for Children and Young People

Thank you for your letter of 10 November 2020, regarding the actions taken by Hywel Dda University Health Board to deliver mental health support to children and their families during the course of the pandemic.

These are unprecedented times for us all since the introduction of COVID-19 and the demand for mental health support for children and young vulnerable people has increased. This disruption to their lives can be difficult for some to understand; children especially have found themselves without any structure or stimulation and their support systems disappearing due to social distance measures.

Between the dates of 20 and 25 March 2020, the mental health charity, Young Minds, held a survey of 2,111 young people with a history of mental health issues. Results showed that 83% said that the pandemic had made their mental health worse; encouragingly, 74% are still able to access some form of support, albeit restricted to online or phone calls. Almost a quarter reported that they were no longer accessing any support, as it was almost impossible for them to receive support at home.

This is affecting young people in ways that will risk long-term consequences for their mental health. One in eight children and young people already have a diagnosable mental health condition, and research suggests that the majority of those believe that the pressures created by the pandemic are exacerbating their needs.

Many others, including those who have experienced bereavement, abuse or domestic violence, are also likely to require additional support. The fear of becoming ill, loss of routine, lack of social connection, the impact of loneliness, disruption to education and challenges of living in difficult or dangerous situations, are creating additional pressures for young people across the country. Young people who belong to socio-economic groups

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Hafan Derwen, Parc Dewi Sant, Heol Ffynnon Job,
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Corporate Offices, Ystwyth Building,
Hafan Derwen, St Davids Park, Job's Well Road,
Carmarthen, Carmarthenshire, SA31 3BB

Cadeirydd /Chair
Miss Maria Battle

Prif Weithredwr/Chief Executive
Mr Steve Moore

Bwrdd Iechyd Prifysgol Hywel Dda ydychydig yn parhau'n weithredwr Bwrdd Iechyd Lleol Prifysgol Hywel Dda
Hywel Dda University Health Board is the operational name of Hywel Dda University Local Health Board

Mae Bwrdd Iechyd Prifysgol Hywel Dda yn amgylchedd di-fwg Hywel Dda University Health Board operates a smoke free environment

that are already marginalised or disadvantaged may be particularly at risk.

Within the Health Board, we are seeing increased demand for Specialist Child and Adolescent Mental Health Services (s-CAMHS), ensuring the emotional well-being and mental health of all our young people across the population is a priority for the service.

Working collaboratively with other agencies and third sector colleagues, s-CAMHS has implemented a series of measures to strengthen the service:

- **S-CAMHS:** Critical mental health services and multidisciplinary teams have been functioning in all counties across the Health Board, providing a blended approach of face-to-face assessments/interventions alongside telephone assessments and support.
- **Single Point of Contact (SPOC):** Referrals have continued throughout this time at our SPOC and the service extended to a seven-day provision. Following receipt of a referral, a Clinician will triage and undertake a telephone assessment. If necessary, a face-to-face assessment is arranged, and where an urgent assessment is required, the Community Crisis and Assessment Team provide this.
- **Community Crisis and Assessment Team (CCAT):** This service has continued to provide a seven-day service operating between 9am-10pm, providing both urgent assessments and support for all young persons in a crisis in the community. The team has also supported the designated age appropriate facilities of two beds (one paediatric and one adult) to facilitate early discharge. Strong links remain in place with the Tier 4 inpatient facility. Crisis services are provided 24/7, with the Adult Mental Health team providing the out-of-hours assessment and support. There are plans in place to revert this to the s-CAMHS Crisis Team in the near future.
- **Early Intervention Psychosis Service (EIP):** Services for children at risk of developing psychosis, at risk mental states (ARMS) and those presenting with psychosis have been extended, with a seven-day service introduced to meet individual needs and provide support at weekends for this vulnerable group.
- **Neurodevelopmental Service – Autism Spectrum Disorder (ASD):** The ASD service has continued to be operational; however, a number of professionals (Speech and Language Therapy and Occupational Therapy) were deployed to other critical areas due to the impact of COVID-19, which reduced the capacity within the team. Subsequently, schools closed, which reduced the team's ability to conduct assessments; however, the time was utilised to prioritise young person's approaching transition, in anticipation of the need for more agile working in the future.

The ASD service has implemented a series of measures to ensure a more streamlined service:

- Telephone assessments have continued since the introduction of COVID-19. Face-to-face assessments have been restricted due to a number of reasons, including patient choice.
- An Integrated ASD team is working with the All Wales Performance Delivery Unit to undertake demand and capacity exercises.
- Waiting list initiatives have been utilised with additional sessions planned for weekends.
- Additional resources have been identified, along with the successful recruitment of three experienced practitioners allowing for a sustainable ASD service.
- Actively reviewing and managing referrals and referral pathways
- A virtual support appointment is being offered to parents to discuss any issues whilst awaiting the ASD assessment.

- Developing pathways with Local Authority Education staff to promote early intervention, advice and support for ASD.

Additionally, listed below are a series of further developments planned for the coming months:

- **Digital Platform** – Attend Anywhere is being piloted as a digital platform that can be utilised to provide assessments and interventions for children and young people as an alternative to face-to-face appointments, if children and young people did not want to attend Health facilities. This is being offered as a blended approach with face-to-face and digital platforms.
- **Therapeutic Group work** – whilst initial group work was temporarily suspended, this has now been resumed and offered virtually for those children and young people who display dysregulated behaviours and require an evidence based treatment e.g. Dialectical Behaviour Therapy.
- **Engagement** - A mini audit was undertaken to ascertain children and young people's preferences in respect of initial assessments and treatment. The results demonstrated that children and young people would prefer to wait to have a face-to-face consultation rather than a digital appointment. We plan to further explore this and hope it can be of help in service development and ensuring all critical services are in place. (copy attached as **Appendix 1**)
- S-CAMHS has commissioned a number of Digital services to support the provision of emotional and mental health services at a time when demand outweighs capacity, due to increased referrals, sick absence and the impact of COVID-19 on our workforce:
 - **KOOTH** – an online mental wellbeing community, from which you can access articles and reading material, join discussion boards, keep a digital journal or chat with a member of their trained team
 - **Area 43 Counselling Service** – school based counselling service based in Cardigan, offer school based counseling or online counseling for children and young people in Carmarthenshire, Ceredigion and Pembrokeshire
 - **NYAS** – Advocacy and support service for those transitioning out of care and towards independence
 - **Stress Control Training** for schools to support staff to support their students
- All children and young people currently on the s-CAMHS waiting lists have been contacted and informed they remain on a waiting list, provided with a list of resources and advised to contact us should their situation deteriorate; example letters are attached as **Appendix 2**.
- A resource list of supportive organisations and websites has been developed and sent out to all children and young people and their families; an example is attached as **Appendix 3**.
- IAWN website has been promoted and plans are underway to increase the resources available on line.

I trust this information is of assistance.

Best wishes
Yours sincerely



Steve Moore
Chief Executive

EWC Clinic Partnership Waiting list

Ten service users currently on the partnership waiting list, all were contacted to see if they preferred face to face (F2F), telephone or video appointments. Seven of the ten spoke to Simon, the remaining three were left telephone messages or Simon was unable to make contact.

The seven contacted provided their preferences for F2F, phone or video appointments, with ratings 1, 2 and 3, where 1 is their first preference and 3 is their last preference. A rating of '0' meant that the young person did not want to consider that method of contact.

F2F appointments were the most popular first choice (n=4) and telephone appointments shortly followed (n=3) (Figure 1). No one opted for video contact as their first preference and one individual scored this choice as '0'. Four individuals opted for telephone contacts as their second preference, three chose video appointments and two F2F (Figure 2). For their last choice, no one selected F2F appointments as they had already selected them for their first or second choice. The remaining chose telephone or video (figure 3).

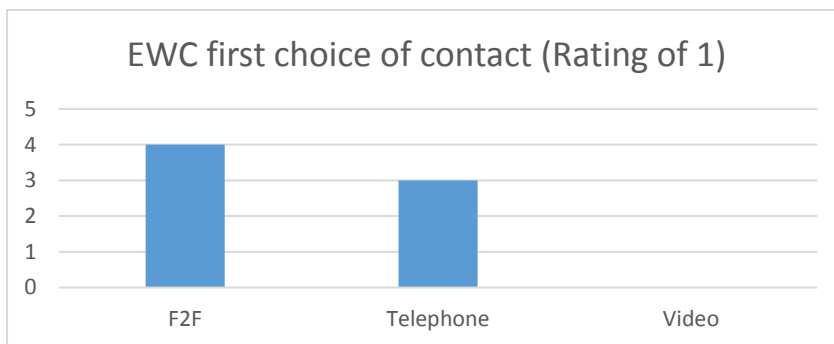


Figure 1. EWC First choice of contact: Rating of 1

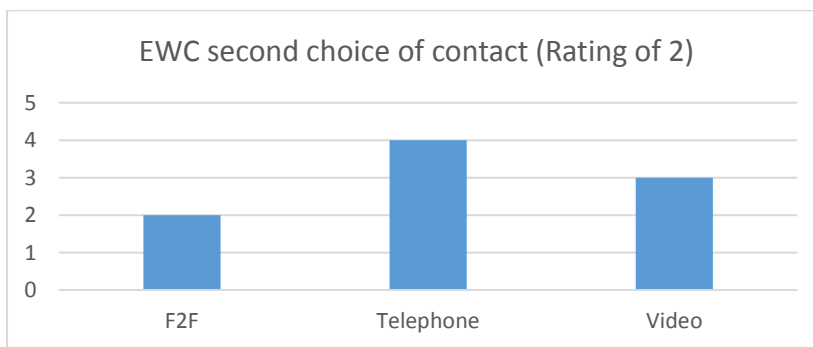


Figure 2. EWC second choice of contact: Rating of 2

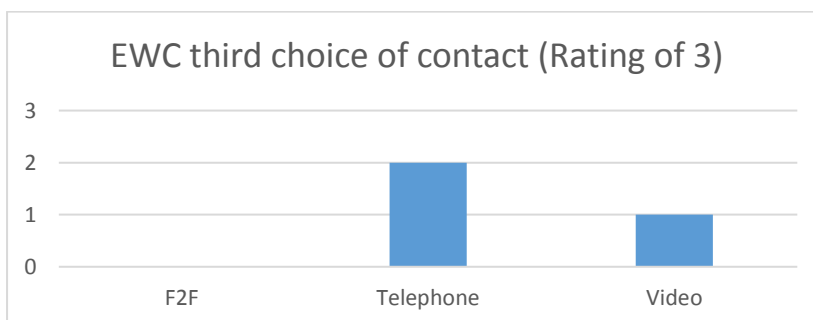


Figure 3. EWC third choice of contact: Rating of 3

A summary of these findings is provided in the below table.

| Rating | F2F | Telephone | Video |
|--------|-----|-----------|-------|
| 1 | 4 | 3 | 0 |
| 2 | 2 | 4 | 3 |
| 3 | 0 | 2 | 1 |
| 0 | 0 | 0 | 1 |

Table 1. An overview of individuals' preferences for F2F, telephone or video call appointments at EWC.

Preseli Partnership waiting list

Data was collected from 42 individuals currently on the partnership waiting list. Again individuals were asked whether they would prefer F2F, telephone or video call appointments and were asked to rate these in order of preference from 1 to 3. A rating of 0 meant they would not consider this option at all. Note some individuals rated a method of contact equally, it is assumed this is because they did not have a preference between two options, for example they may have rated both telephone and video as '2'.

Like the EWC data, F2F appointments was the most popular first choice (n=26), with telephone appointments following this (n=13) and video call chosen by a minority (n=5). This is shown below in figure 4. No one rated 0 for F2F appointments, whereas five individuals rated telephone appointments as 0 and four of these individuals also rated video appointments as 0, suggesting their strong preference for F2F appointments.

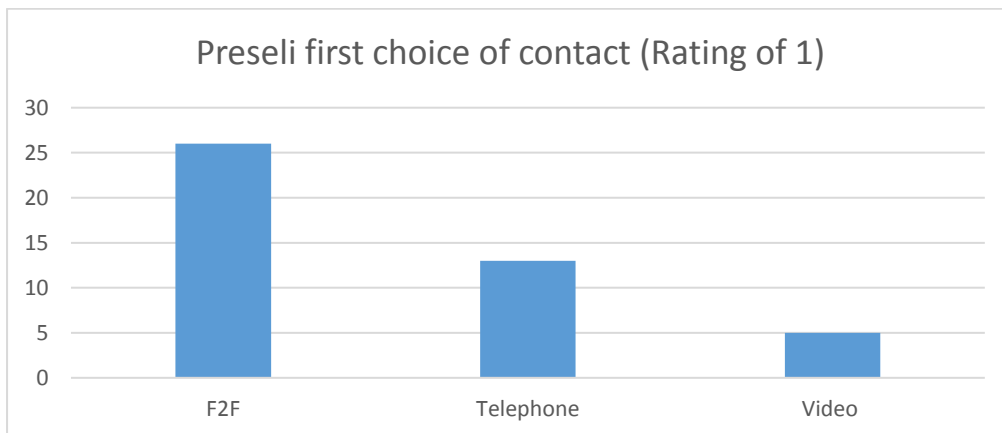


Figure 4. Preseli first choice of contact: rating of 1

As F2F appointments was the most popular first choice, this then reduced for individuals second choice (n=9). Individuals were just as likely to rate telephone and video appointments (n=16) for their second choice of contact (Figure 5).

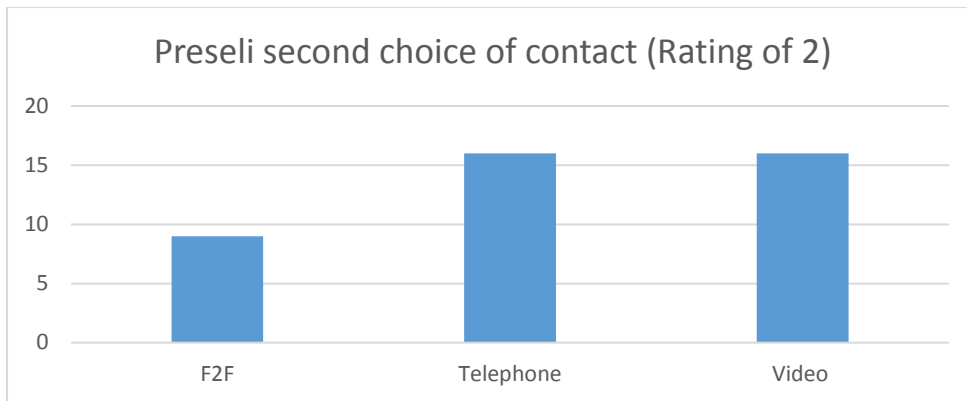


Figure 5. Preseli second choice of contact (rating of 2)

A rating of 3 was given mostly to video call appointments (n=17), this suggests that video calls are the least preferred method of contact by most individuals. Telephone appointments (n=8) and F2F appointments (n=7) were closely rated as a third choice of contact (see figure 6 below).

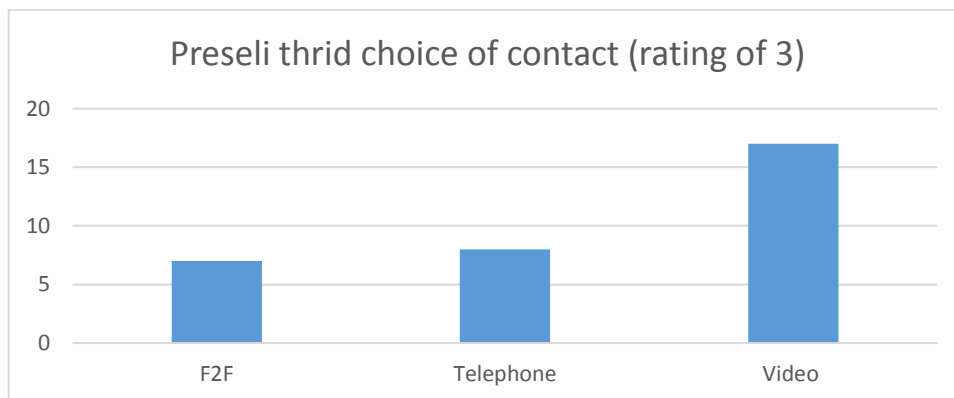


Figure 6. Preseli third choice of contact (rating of 3)

A summary of these findings is provided in the below table.

| Rating | F2F | Telephone | Video |
|--------|-----|-----------|-------|
| 1 | 26 | 13 | 5 |
| 2 | 9 | 16 | 16 |
| 3 | 7 | 8 | 17 |
| 0 | 0 | 5 | 4 |

Table 2. An overview of individuals' preferences for F2F, telephone or video call appointments at Preseli.

Overview of Preseli and EWC data combined:

| Rating | F2F | Telephone | Video |
|--------|-----|-----------|-------|
| 1 | 30 | 16 | 5 |
| 2 | 11 | 20 | 19 |
| 3 | 7 | 10 | 18 |
| 0 | 0 | 5 | 5 |

Table 3. Overview of individual's preferences for F2F, telephone or video call appointments at Preseli and EWC.

Name of YP or parent or both below (as appropriate on age / Gillick competency)

Dear

We are writing to keep in touch with you to let you know that you remain on our waiting list within S-CAMHS in *Pembrokeshire/ Ceredigion/ Carmarthenshire* for clinical intervention following your assessment within the service.

Unfortunately, due to increasing demand for our mental health services and the impact of the recent COVID-19 restrictions, our waiting list remains high although we are taking all opportunities to progress this.

We are considering a number of approaches to ensure we get to see you in a timely manner, and these may include the offer of support from a small therapeutic group, a Digital Counselling Service, or a virtual meeting that may be helpful to you.

If you do not have access to any digital devices, although most phones are compatible, please let us know so we can try to assist in another way.

We are hoping to use a Digital platform called Attend Anywhere to see young people and you may wish to take up this offer. We will provide more information on this if we utilise this option.

In the meantime there are a number of resources that may be helpful which we have included in the enclosed leaflet.

If you feel your situation has changed or you feel things are worsening please contact the centre on the above number.

Yours sincerely,

Cc Parent

Referrer

Local and National Support Networks

The following support services are available via telephone, online via messaging or skype.

Hywel Dda University Health Board: www.iawn.wales.nhs.uk/home - IAWN has been developed to provide information on the local primary mental health support service (LPMHSS) in Carmarthenshire, Ceredigion and Pembrokeshire. Its aim is to provide easily accessible online resources and information on mental health issues to enable people to self-help and know where to access further support should they need it.

In addition the following National Helplines all offer support and information:



CALM HARM: Mobile app to help teenagers resist or manage the urge to self-harm. *Free*



Harmless: Offers advice and information regarding young people who may self harm or experience such thoughts
Website: www.harmless.org.uk



Self Harm UK
Offers an online space to talk and ask questions about concerns in their life.
Website: www.selfharm.co.uk



National Self Harm Network
NSHN is an online forum that lets you talk to other people in a safe, controlled environment
Website: www.nshn.co.uk



Papyrus
Papyrus HOPElineUK:
Tel: **0800 068 41 41**
Website: www.papyrus.org.uk



www.nspcc.org.uk
Helpline: 0800 1111



www.youngminds.org.uk
Helpline: 0808 802 5544



www.rethink.org
Tel: 0300 5000 927



Helpline: 0808 808 4994



Text YM to 85258 for free 24/7 support if you are experiencing a mental health



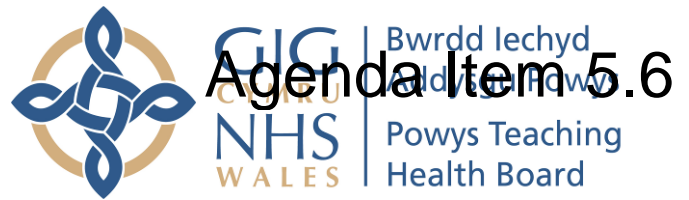
SANE: SANEline operates 4.30pm – 10.30pm daily for Mental Health Support
Tel: 0300 304 7000

- www.livelifetothefull.com
- moodgym@anu.edu.au
- www.getselfhelp.co.uk
- meiccymru.org
- www.barnardos.org.uk/see-hear-respond-support-hub
- www.actionforchildren.org.uk
- www.hafal.org/

- **www.kidshealth.org/en/parents/anxiety.html** has information for parents on managing anxiety, fears and phobias with their child.
- **C.A.L.L. helpline** are a national service in Wales (community advice and listening line) for those suffering mental distress, their relatives and friends. Parents whose child has attempted suicide or have lost a child through suicide. Vulnerable adults who are suffering abuse.
- **MENCAP** - Charity that works with families where there is a learning disability. They offer a free family advisor services
www.mencap.org.uk/Support-in-Wales
08088081111 – National helpline
- **Children’s Bereavement Service** - Ty Cymorth, Glangwili General Hospital, Carmarthen, SA31 2AF - 01267 227639
- **National Autistic Society** can be contacted on 02920 629301 for more information on service in your areas, the main website for which is www.autism.org.uk
- **Beat** – The UK’s Eating Disorder Charity
www.beateatingdisorders.org.uk
Beat is the UK’s leading charity supporting anyone affected by eating disorders, anorexia, bulimia, EDNOS or any other difficulties with food, weight and shape.

Vivienne Harpwood, Cadeirydd / Chair
Ffon / Phone: 01874 712502
E-bost / Email: Vivienne.Harpwood@wales.nhs.uk

**Carol Shillabeer, Y Prif Weithredwr /
Chief Executive**
Ffon / Phone: 01874 712659
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Agenda Item 5.6

CS/HJ

18 November 2020

Lynne Neagle MS
Chair
Children, Young People and Education Committee
Welsh Parliament
Cardiff Bay
Cardiff
CF99 1SN

Annwyl / Dear Ms Neagle

COVID19- and Children and young people's mental health

Thank you for your letter requesting information on our approach to supporting children, young people and families during the challenging time brought about by the pandemic. As a health board we are, alongside our partners Powys County Council and the Voluntary Sector, working hard to ensure that children, young people and their families can to be supported with their mental health and well-being during the Covid-19 pandemic. We recognise the significant impact that the pandemic, both directly and indirectly is having on young people and their families as we are committed to doing all we can to support people through these times.

We have made some changes have been made to the way that services are delivered in order to facilitate social distancing, however wherever possible, families are able to choose how and where to receive their services to ensure continuity of care. I set out below details of how our mental health services are ensuring continued access by children, young people and their families and we hope that this provides the Children, Young People and Education Committee reassurance of our commitment at this challenging time. I have also included information links which support patients and families to access services and support.

SilverCloud – online CBT

SilverCloud is an online platform for cognitive behavioural therapy for mild to moderate, common mental health issues such as anxiety, depression and stress. Whilst it is provided for users aged above 16 years, it is pleasing that over 200

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



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

young people between the ages of 16 and 20 have accessed the service, 55 of them since the start of September this year. Several modules have been adapted for young people in education with specific content for students and younger presenters.

<https://pthb.nhs.wales/services/adult-and-older-peoples-mental-health-services/silvercloud-online-cbt/>

During the pandemic, SilverCloud became open to self-referrals, thus removing the need for a GP referral and removing a potential barrier to access:

<https://nhs.wales.silvercloudhealth.com/signup/>

School Nursing

School nurses are continuing to support children and young people in schools and are particularly sensitive to the challenges children and young people are experiencing due to the Covid-19 pandemic.

With this in mind, the school nursing team has developed a booklet of useful resources for children, young people and their families, which is in the process of being made available on the Powys Teaching Health Board website.

Useful resources
for school aged chil

Kooth

Kooth is an online counselling service aimed specifically at children and young people aged 11-25, living or attending school in Powys. The service aims to work with young people who need support before any issues or problems they face become overwhelming. As Kooth is available via the internet, support can be flexible, accessed at home or school and at a time that suits the young person.

<https://en.powys.gov.uk/article/9124/Counselling-services-for-children-young-people-and-families>

Referral link for professionals - www.koothf2f.com

Self-referral link - <https://tinyurl.com/PowysKoothF2FSelfReferral>

Website - www.kooth.com

Voluntary Sector

The health board has continued to support the Powys Citizen's Advice Bureau and various local community support and volunteer bureaux within Powys to provide information and advice to Powys residents.

Website - <https://www.powyscitizensadvice.org.uk/>

Children and Young People's Neurodevelopment Assessment Service

Following a temporary hold on assessments over the initial Covid-19 period, the Neuro-development team are now undertaking assessments and working hard to

ensure that children and young people waiting for initial assessments are seen as a priority.

Families may be contacted by telephone initially to gather information about development and behaviours. This will be followed by a face-to-face appointment with the neuro-developmental team. A Service Statement, with contact details, is available on the PTHB website.

<https://pthb.nhs.wales/services/childrens-community-services/>

In addition, information for families is available on the service Facebook page:

<https://www.facebook.com/powysNDLD/>

The service also runs the Autism Spectrum Disorder (ASD) Incredible Years parenting programme.

Child and Adolescent Mental Health Services (CAMHS)

For all new referrals and those open to the service, CAMHS are offering a choice of how to access services for children and young people and are asking which approach they would prefer:

- Face-to-Face
- Virtual by the Attend Anywhere platform or WhatsApp
- Telephone contact

Those children and young people requiring medical support from the consultant psychiatrist are also offered their preferred choice of how they would like to attend their appointment. Psychology offer their interventions either by virtual platforms or face-to-face. Service users are utilising the virtual platforms for their psychology sessions and this appears to be a preferred choice at the moment as this is reducing their travelling time to get to appointments. Psychology continue to offer a variety of different interventions, including CBT and family therapy. Psychotherapy is being undertaken face-to-face.

Specialist CAMHS – eating disorders and early episode psychosis

Children and young people experiencing an eating disorder or early episode psychosis are being seen weekly face-to-face, either in clinic or by home visits. Providing treatment for an eating disorder by offering help with meal planning at home is often an essential part of supporting the young person and their family and this is offered in the evenings and at weekends.

The majority of specialist CAMHS interventions are provided face-to-face by attendance at clinic, home visit or walk and talk.

Primary Care CAMHS

Primary Care CAMHS offer consultation to every school in Powys. They offer resilience training to any school that requests it. The service also offers Mental Health First Aid training to any school that wishes to train their staff in recognising mental illness and distress. There is a rolling programme of training, commencing

in December to those schools who have requested this support. The schools have a choice to either engage in this training face-to-face, classroom based or virtually.

Primary Care CAMHS are continuing with psycho-educational work, including CBT techniques, and validation of worries and concerns about COVID with individual children and young people.

Primary Care CAMHS are integral part of the Integrated Access Hub which supports the 'missing middle' seeking to support children, young people and families who require support but may not need specialist CAMHS. An integrated access panel, made up of a variety of different services discuss how the child or young person would benefit from support that they may be able to provide.

Online information on CAMHS is available via the new PTHB website:
<https://pthb.nhs.wales/services/childrens-community-services/child-and-adolescent-mental-health-services/>

Whilst this new website is being updated, information is available from the legacy website in the interim: <http://www.powysthb.wales.nhs.uk/camhs>

Commissioning

The health board has continued to commission services from the following third sector organisations:

Bobath which provides specialist multi-disciplinary therapy support, as well as family support to families with children with cerebral palsy.

Website - <https://www.cerebralpalsycymru.org/get-support>

Hope House Children's Hospices providing respite care for families, antenatal and neonatal support for families whose baby has been diagnosed with a complex or life-threatening condition or has sadly died, end of life care and immediate care after death of a child or young person and counselling and bereavement services.

Website - <https://www.hopehouse.org.uk/>

Tŷ Hafan which provides holistic palliative care for children with life-limiting conditions and their families.

Website: <https://www.tyhafan.org/>

The health board also jointly commissions a number of services with Powys County Council which provide support to children, young people, and their families:

1) Tros Gynnal Plant

Tros Gynnal Plant offer Independent Professional Advocacy Services to children and young people. They also provide advocacy to children and young

people aged 0-18 years who want to raise a concern or make a complaint in relation to a NHS service.

Website - www.tgpcymru.org.uk

2) Credu (Young Carers)

The Young Carers Service will listen and understand, and provide young carers with the information and guidance they need. The service also organises and supports groups and activities and offers advocacy. The Team can offer emotional support, information and advice.

Website - <https://credu.cymru/>

3) CAIS (Young Persons Substance Misuse)

In Powys, CAIS works in partnership with Kaleidoscope, an established substance misuse service. CAIS can meet with a young person and/or their family at a time and place convenient to them, offer structured treatment and support plans, and support and information in respect of reduction or prevention work, and provide training and educational support concerning substance misuse to schools and other youth settings.

Website - www.cais.co.uk

Partnership Working

The Emotional Health, Wellbeing and Youth Support Services Subgroup, under the Start Well Programme and the Powys Regional Partnership Board, has continued to meet every three weeks during the Covid-19 pandemic to ensure coordination of services. Three key communications have been issued from the Subgroup since April 2020, raising awareness of the services available and providing more information – this includes services within the voluntary sector, as well as those provided by Powys Teaching Health Board and Powys County Council.

Resources for parents, carers, children and young people from the Subgroup have been circulated via Powys schools and include practical advice, tools and information.

Website link to the resources - [Resources for parent, carers, children and young people.docx](#)

The central contact information for children, young people, parents, carers and professionals seeking information about emotional health and wellbeing services is available on the Powys County Council website: <https://en.powys.gov.uk/article/8831/Emotional-Health-and-Wellbeing-Services-for-Children-Young-People-and-Families>

I should also mention that the health board has recently distributed a hard copy booklet entitled *Nevill Hall Hospital is changing: what does it mean for me?* to 26,000 households and businesses in Mid and South Powys during November 2020 to outline the changes as a result of the early opening of The Grange University Hospital in Llanfrechfa. The booklet included information about

InfoEngine and Dewis Cymru, as well as a number of the services mentioned above to promote the full range of support available to individuals in Powys. Further copies have also been distributed to partner organisations. Copies of the booklet in various languages and formats are available from <https://pthb.nhs.wales/about-us/programmes/south-powys-pathways/useful-resources/>

I hope that this provides the assurances that the Committee is seeking and I would be more than happy to discuss this further.

Yn Gywir / Yours sincerely

A handwritten signature in cursive script, reading "Carol Shillabeer".

Carol Shillabeer
Prif Weithredwr
Chief Executive



Your Ref/Eich cyf:
Our Ref/Ein cyf:
Date/Dyddiad:
Tel/ffôn:
Fax/Ffacs:
Email/ebost:
Dept/Adran:

PM/JOK/AL
18 November 2020
01443 744803
01443 744800
Paul.Mears@wales.nhs.uk
Chief Executive

PRIVATE & CONFIDENTIAL

Lynne Neagle MS
Chair
Welsh Parliament
Cardiff Bay
Cardiff
CF99 1SN

Dear Ms Neagle,

RE: COVID-19 AND CHILDREN AND YOUNG PEOPLE'S MENTAL HEALTH

Thank you for your recent correspondence requesting assurances that the Health Board has taken steps to support young people with access to services during the pandemic.

The Health Board has adopted a population health approach to core business and as such a sustainable communications and engagement approach is currently under development. The following summarises activity to date to communicate and promote service provision:

ENGAGEMENT ACTIVITY

Overarching activity:

Prior to the pandemic the UHB held a young people's engagement event which was actively supported by the Children's Commissioner's team

The young people who attended have all been approached recently to request their involvement in a virtual Young Peoples Forum to take forward Children's Rights based activity across the organisation including the development of a Children's Charter

It is hoped that the development of new support and communications approaches will be co-produced and co-designed with these young people and as such be more meaningful

Service Specific Engagement:

School health Nursing services developed a questionnaire for school aged pupils which will help gauge young people's views about services that support them during this time and in doing so will help to take service models forwards

Health Visiting services are also developing engagement approaches as part of the Pathfinder work within the Rhonda Cynon and Taf communities. This will gather families views about provision during the pandemic and help to review and potentially redesign future service models

Both Health visiting and School Health Nursing have used social media platforms to advertise immunisation clinics to encourage attendance and to advertise new service delivery approaches developed within the community.

Cyfeiriad Dychwelyd/ Return Address:

Bwrdd Iechyd Prifysgol Cwm Taf Morgannwg, Pencadlys, Parc Navigation, Abercynon, CF45 4SN
Cwm Taf Morgannwg University Health Board, Headquarters, Navigation Park, Abercynon, CF45 4SN

Cadeirydd/Chair: Professor Marcus Longley

Prif Weithredwr/Chief Executive: Mr Paul Mears

CHILDREN'S SECONDARY CARE SERVICES ACTIVITY

A series of short films for parents and carers is planned for social media platforms with the first one shared last month on twitter and Facebook. This was used to explain the need for one parent visiting on Neonatal and acute paediatric areas

On our Neonatal and Special care baby units families are being supported to use UHB iPads to have contact with their baby or child when they can't be with them to support attachment & relationships

A number of opportunities have also been undertaken to encourage families to use our services and to allay the anxieties– promoting our Childrens teams through social media

CAMHS SERVICES

The emerging evidence about the pandemic has identified the negative impact on the emotional health and wellbeing of many young people.

It is evident that referrals into community CAMHS teams reduced significantly during the first wave and as such a no of approaches were undertaken to try and address the same:

- ✚ Social media platforms were used to remind young people and families of the CAMHS provision and the models during the pandemic. It is anticipated that this work will develop further as part of the strategic approach and co-designed with young people
- ✚ *Attend Anywhere* is now being used for contacts with young people if and when they prefer this to face to face
- ✚ Front line staff from Tier 3 community teams used text messages to keep in touch with young people

Subsequently there has been an increase in referrals for school aged children.

As such service models have been reviewed and a specific example of them adapting is in the community CAMHS teams in Swansea. They developed their Single Point of Access (SPOA) to include self-referrals and ensured a CAMHS practitioner was available to provide telephone advice, consultation and information 0900- 1700hrs.

I do hope you find the activity to date reassuring, noting the ongoing development of our engagement strategy which will help inform and guide this programme of work.

Yours sincerely,



Paul Mears
Prif Weithredwr/Chief Executive

Kirsty Williams MS, Minister for Education

Eluned Morgan MS, Minister for Mental Health, Wellbeing and Welsh Language

Dyddiad | Date: 17 November 2020

Pwnc | Subject: **Support for the mental health and well-being of learners**

Dear Ministers,

As part of our ongoing work looking at the impact of Covid-19 on children and young people, the mental health and well-being of our learners has been a key priority for us.

Throughout this public health emergency, we have heard a wide range of concerns, some of which suggest that the unintended consequences arising from the restrictions put in place to manage the pandemic could be having more of an impact on children and young people than the virus itself.

You will be aware that we reported in July 2020 that we believe that steps to support our children's mental health and well-being are more important now than ever.

Educational settings have a particularly important role to play in this regard, and we welcome the substantial investment made by the Welsh Government in recent months to support the mental health and well-being of learners specifically. This includes:

- the announcement made jointly by the Minister for Education and Minister for Health and Social Services of £3.75 million in May 2020, to support mental health and well-being in schools, including new support for under 11s and for teachers; and
- the £1.25 million announced by the Minister for Education in April 2020 for school counselling services, to deal with an anticipated increase in demand throughout the pandemic.

We would welcome further detail about what specific work the £3.65 million is being spent on, how the Welsh Government is monitoring the use of this funding and the impact it is having. In respect of the school counselling funding, we would welcome information about how this has been allocated, and any statistical information available at this stage. We would also be grateful if you could provide assurances that all of this money is being used as intended, and outline how you are seeking feedback about the impact this money is having on the well-being of learners.


Given our particular interest in this area, and our ongoing inquiry, I would appreciate—if possible—a response ahead of your attendance in Committee on 26 November 2020, to inform our session.



Senedd Cymru

Bae Caerdydd, Caerdydd, CF99 1SN

 SeneddPPIA@senedd.cymru

 0300 200 6565


Welsh Parliament

Cardiff Bay, Cardiff, CF99 1SN

 SeneddCYPE@senedd.wales

 0300 200 6565

Yours sincerely,

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

Lynne Neagle MS
Chair

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

Patron
Her Royal Highness The Princess Royal
President
Professor Sheila the Baroness Hollins
Chief Executive
Julia Scott

Royal College of Occupational Therapists
Coleg Brenhinol y Therapyddion Galwedigaethol



Professional Practice Lead – Wales
Royal College of Occupational Therapists
Tel/Ffôn: 01685 386445 Email/Ebost: david.davies@rcot.co.uk
www.rcot.co.uk

18 November 2020

Vaughan Gething MS
Minister for Health and Social Services
Welsh Government
5th Floor
Tŷ Hywel
Cardiff Bay
CF99 1NA

Dear Minister

Winter Planning: Therapy Support for Children and Families

With winter planning now taking place, we want to draw your attention to the need for children's therapy services to be protected.

The impact of COVID-19 on children and young people, especially those with additional learning needs has been significant, involving much hardship. Access to therapies in Wales which is vital in supporting children's physical health, mental health and development was severely limited during the 'first wave' of the pandemic.

Cancelled therapy has led to lost opportunities for learning and reduced quality of life for the most vulnerable in our society. This is likely to have long term consequences for children's health, well-being and life opportunities.

As the winter pressures increase and we enter the next phase of the pandemic, we need to protect families, children and young people who rely on therapy support to engage in learning and be able to function at their best.

We therefore ask that children's therapists are protected from redeployment, to ensure that families with children – particularly disabled children – and young people have access to the support they sorely need. This is an approach which has recently been adopted by the UK Government. We would welcome similar assurances that this will also be the case in Wales.

The most vulnerable young people in our society have already had to deal with reduced access to health professionals throughout this crisis. They cannot afford to lose access to vital therapy services for a further six months, when their access to education and their personal well-being is already extremely delicate.



Research has shown that disabled children and young people are at higher risk of abuse and neglect, and that they encounter additional barriers when trying to disclose. For those very vulnerable young people, not accessing therapy could mean a missed opportunity for professionals to pick up on signs that a young person needs help.

We recognise the need for flexibility in areas where acute pressures are high, where individual discussions may be appropriate regarding a hybrid approach to regular workloads, but this should be only for the shortest time needed. Children's therapy services should not be left without the staff to deliver essential therapy services as occurred earlier in 2020.

Yours sincerely

A handwritten signature in black ink that reads "David Davies".

David Davies

RCOT Professional Practice Lead – Wales

Caroline Walters

Royal College of Speech and Language Therapists



Melanie Simmonds

Save the Children



Cecile Gwilym

NSPCC



CYPE(5)-29-20 - Paper to note 10

Senedd Cymru

Y Pwyllgor Plant, Pobl Ifanc ac Addysg

Welsh Parliament

Children, Young People and Education Committee

Kirsty Williams MS, Minister for Education

Dyddiad | Date: 17 November 2020

Pwnc | Subject: **The impact of Covid-19 on remote teaching and learning**

Dear Kirsty,

As part of our continuing work on the impact of Covid-19 on children and young people, we have looked specifically at the effect the public health emergency is having on remote teaching and learning.

An issue that has been continuously raised with us is the impact of loss of teaching time on the curriculum and qualifications in 2020/21. We welcome steps taken by the Welsh Government earlier this year, particularly your announcement in July 2020 of £29 million to fund the equivalent of 600 extra teachers and 300 teaching assistants to provide extra support at years 11, 12 and 13, as well as disadvantaged and vulnerable learners of all ages.

However, I write to seek assurances that this money is being used by local authorities as intended, to create additional teaching posts. I would be grateful if you could provide me with the details of how many new posts have been created and how the Welsh Government is monitoring the use of this money.

Given the importance of this information, and our ongoing work in this area, I would appreciate—if possible—a response ahead of your attendance in Committee on 26 November 2020, to inform our session.

Yours sincerely,



Lynne Neagle MS

Chair

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



Senedd Cymru

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Agenda Item 5.11

CYPE(5)-29-20 - Paper to note 11

Kirsty Williams AS/MS
Y Gweinidog Addysg
Minister for Education



Llywodraeth Cymru
Welsh Government

Eich cyf/Your ref -
Ein cyf/Our ref

19 November 2020

Dear Lynne Neagle MS

Children, Young People and Education Committee –the impact of Covid-19 on remote teaching and learning

Thank you for your letter raising queries regarding the use of the Accelerating Learning Programme funding.

As you are aware on the 8 July, I announced an additional £29m funding to recruit, recover and raise standards in Welsh schools in response to the impact created by the pandemic. The funding is being targeted at years 7,11,12,13 as well as disadvantaged and vulnerable learners of all ages. The support packages provided at school level will include a variety of approaches including personalised learning programmes, extra coaching and mentoring of learners and additional time and resources and will be dependant entirely on local need.

My officials have provided Local Authorities and Schools guidance on how best to make use of the funding.

<https://gov.wales/recruit-recover-raise-standards-accelerating-learning-programme>

In response to queries received over use of the funding, my officials have also developed a set of frequently asked questions (FAQs) published alongside the principles document. These resources and the “sharing our experiences” playlists available on our Hwb site (<https://hwb.gov.wales/distance-learning/sharing-our-experiences>) are intended to support schools in their decisions making for the funding.

We have tried to be very clear within the guidance about the important principles guiding this funding. Firstly, that Head Teachers will decide which groups and individuals will get support from the programme; and secondly that we do not want to place restrictions on Head Teachers in how they go about appointing and deploying this new capacity. We are however clear that the purpose of this funding is to create and release additional human capacity in our schools. We have also been clear that recruitment is a matter for schools, governing bodies and LAs and will be handled at a local level.

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

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1SN

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.

You requested in your letter details of how many new posts have been created as part of this scheme and what monitoring is underway in respect of the funding. We currently do not have a complete set of data on the numbers of teachers and other staff recruited. We are however working with local authorities to understand how schools and LAs are deploying this additional capacity and the nature of the support they are creating.

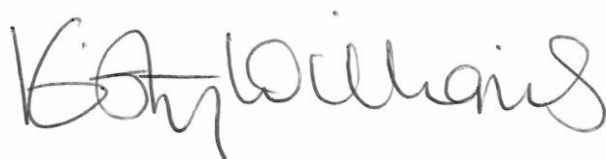
Some monitoring returns have been received from LAs, outlining their progress in recruiting to roles and deploying capacity to support learners and more returns are expected in the coming days. We continue to work with LAs to understand how additional capacity is being created by schools and to support the variety of ways schools are utilising the grant.

We are aware of a number of innovative approaches that schools are employing that are not simply accounted for by an additional teacher or teaching assistant. These include online learning support and tutoring for exam years, third party provision for vulnerable learners, and bringing in support workers to support online learning, where a support worker may be an additional adult in a live-streamed class.

As a Government, we have also worked with the Education Workforce Council (EWC) to promote the programme. EWC worked with us to ensure eligible registered practitioners were made aware of the opportunities that the scheme could provide. During September, over 14,000 emails were issued to eligible registrants and they were provided with a link to an 'expression of interest' (EOI) form on the EWC website. Over 2,300 individuals submitted a form to the EWC. Those EOIs have now been collated and the data and details passed on to the relevant Local Authorities to help them in matching interest in the scheme to possible personnel.

Like you, I am committed to ensuring that this money is being used by local authorities as intended; to create additional teaching posts, support the needs of learners, and mitigate the impact of loss of teaching time. As such we are committed to continuing to work with local authorities to support the scheme and its uptake.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Kirsty Williams'.

Kirsty Williams AS/MS
Y Gweinidog Addysg
Minister for Education

Agenda Item 5.12

CYPE(5)-29-20 - Paper to note 12

Senedd Cymru

Y Pwyllgor Deisebau

—

Welsh Parliament

Petitions Committee

Lynne Neagle MS
Chair, Children, Young People and Education Committee
Welsh Parliament
Ty Hywel
Cardiff Bay
CF99 1SN

18 November 2020

Dear Lynne

Petition P-05-1024 For Environmental awareness to be made compulsory and a key module within Schools in Wales for all years (Primary and Secondary Education)

The Petitions Committee considered the above petition for the first time at our meeting on 3 November.

At that meeting the Committee agreed to write to you to raise this petition for consideration as part of your Committee's active scrutiny of the Curriculum and Assessment Bill and the content of the new Curriculum for Wales. The Petitions Committee will now close the petition.

Further information about the petition, including related correspondence, is available on our website at:

<https://business.senedd.wales/mglIssueHistoryHome.aspx?Ild=29538>.

If you have any queries, please contact the Committee clerking team at the e-mail address above, or on 0300 200 6454.

Yours sincerely



Janet Finch-Saunders AS/MS
Cadeirydd/Chair



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Julie James MS, Minister for Housing and Local Government

Dyddiad | Date: 20 November 2020

Pwnc | Subject: **Welsh Government Draft Budget 2021-22**

Dear Julie,

We write ahead of our consideration of the Welsh Government Draft Budget 2021-22.

In line with our usual practice, we have written to the Minister for Education requesting detailed information on the Education MEG. A copy is enclosed at Annex A for your information.

As you will be aware from our policy inquiry in 2019, school funding is a particular area of interest and concern to us. We have asked the Minister for Education for information about how funding for school budgets is being prioritised in the Draft Budget, an updated assessment of the sufficiency of this, and how the Welsh Government will be implementing aspects of the Sibietta Review (see section 2.1 of the annex to our letter to the Minister for Education). We have asked for this information at least two weeks before our scrutiny session with the Minister for Education.

When the Draft Budget 2021-22 and provisional local government settlement 2021-22 are available, we would be grateful if you could provide us with an explanation of how funding within the Housing and Local Government MEG is being directed towards school budgets in 2021-22, albeit noting that the Welsh Government funding for local government is un-hypothecated.

We would be interested in your comments on how this is reflected in the amounts calculated for the 'School Services' and 'Other Education' Standard Spending Assessments (SSAs) within the local government settlement 2021-22, whilst appreciating that the SSAs model relative need, rather than absolute need.

Finally, we would be grateful if your response could outline how much additional funding is contained in the local government settlement 2021-22 to meet the pay and pensions costs associated with the teachers' pay award 2020/21, and what proportion this is of additional money in the settlement - both in terms of the total additional funding and the additional funding specifically for schools. This will assist us in judging how much of any additional money for local authorities



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will be absorbed by pay and pension increases and how much is left for meeting other inflationary and demand-led pressures or a genuine uplift for schools. You will recall you wrote regarding the 2020-21 position to myself and the Chair of the Equality, Local Government and Communities Committee on 2 March 2020.

We would be grateful to receive this response by Friday 8 January 2021, subject to any further changes to the Draft Budget timescale. Given the shared interest, I have copied the Chair of the Equality, Local Government and Communities Committee and the Minister for Education.

Yours sincerely,



Lynne Neagle MS
Chair

Cc John Griffiths MS, Chair of the Equality, Local Government and Communities Committee

Kirsty Williams MS, Minister for Education

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

Kirsty Williams MS, Minister for Education

Dyddiad | Date: 06 November 2020

Pwnc | Subject: **Welsh Government Draft Budget 2021-22**

Dear Kirsty,

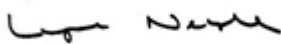
In line with our usual practice, we are writing in advance of the publication of the Welsh Government's Draft Budget 2021-22 to request written information to inform our scrutiny.

As in previous years, we will base our approach on the four principles of financial scrutiny: affordability, prioritisation, value for money and budget processes. We will also seek evidence from the Minister for Health and Social Services, the Deputy Minister for Health and Social Services and the Minister for Mental Health, Well-being and the Welsh Language on matters of relevance to our remit.

We note the Welsh Government's intention to publish the 2021-22 Draft Budget on 21 December 2020, following the UK Government's announcement that its one-year Spending Review will take place on 25 November. Our intention is to hold evidence sessions as soon as possible after the Christmas recess – the Clerk will be in touch to finalise details once the Business Committee has agreed the Senedd Timetable for 2021. We would be grateful to receive the detailed information outlined in the Annex to this letter at least two working weeks before the date on which that meeting takes place.

Given the shared interest across committees in some of the areas listed in the Annex to this letter, I have copied the Chairs of the Economy, Infrastructure and Skills Committee and Culture, Welsh Language and Communications Committee.

Yours sincerely,



Lynne Neagle MS
Chair

Cc Russell George MS, Chair, Economy, Infrastructure and Skills Committee
Helen Mary Jones MS, Chair, Culture, Welsh Language and Communications Committee



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ANNEX – Request for written information in advance of Draft Budget scrutiny

The Committee would welcome a response to each of the points listed:

1. Cross-cutting areas

1.1 *Transparency of budget presentation*

As in previous years, we emphasise the importance of presenting the Draft Budget transparently to enable full and thorough scrutiny. As such, we again request a transparent narrative explanation (and numeric depiction) of the following:

- reductions/removal or increases/additions relating to specific areas of the Draft Budget compared to previous financial years (e.g. grants being reduced or ceasing to exist altogether/being increased or introduced);
- what proportion any changes to the overall amount previously allocated represent; and
- where exactly this change is being made in the Draft Budget, and whether money will be returned to/taken from central reserves or allocated to/from other budget lines.

1.2 *Commentary on Actions and detail of Budget Expenditure Line (BEL) allocations*

- We request commentary on each of the Actions within the Education Main Expenditure Group (MEG), including an analysis and explanation of significant changes since the 2020-21 Second Supplementary Budget (October 2020).
- We also request a breakdown of the 2021-22 and indicative 2022-23 (if available) Education MEG by Spending Programme Area, Action, and Budget Expenditure Line (BEL), with 2020-21 Second Supplementary Budget allocations, forecast 2020-21 outturns, and 2019-20 final outturns all included.
- If the Welsh Government is using a revised baseline budget for comparative purposes, we request that the actual 2020-21 Second Supplementary Budget allocations are presented alongside these as well as an explanation of the reasons for the re-calculation of the baseline.

1.3 *Education priorities and other strategic priorities*

- Information on how the Education MEG aligns with, and is prioritised according to the Welsh Government's relevant priorities and key objectives, including:
 - an updated assessment from the Minister on the extent to which she believes the Education MEG contains the resources necessary to deliver Welsh Government priorities and key objectives, and information on any ongoing negotiations with the Minister for Finance and Trefnydd regarding the necessary level of resources;

- details of whether any further prioritisation or differentiation has been made in terms of allocation of resources between priorities and key objectives, and whether the Minister intends to target resources at addressing any consistent themes that have emerged across the Education MEG as a whole;
- details of the assessment made of the value for money and affordability of delivering each of the key priorities and objectives and how their cost-effectiveness will be monitored; and
- details of any opportunity cost exercises undertaken in respect of the key priorities and objectives set out by Welsh Government.

1.4 Children’s rights and other cross-cutting considerations

As recommended in our previous reports regarding budget scrutiny, our joint Committee inquiry on Strategic Integrated Impact Assessments, and our August 2020 report on children’s rights, we believe a Child Rights Impact Assessment (CRIA) should be undertaken for the Draft Budget as a whole. In terms of the Education MEG specifically, we request:

- information on how children’s rights, equalities (including gender equality), sustainability and the Welsh language have been considered in budget allocations;
- a copy of the CRIA undertaken by the Department for Education to inform the allocations in the draft Education MEG for 2021-22. If a specific CRIA has not been undertaken, the reasons for this and a copy of any alternative integrated impact assessment as well as assurances that this assessment demonstrates that the duty of “due regard” to the United Nations Convention on the Rights of the Child has been exercised;
- information on the account taken of the Wellbeing of Future Generations (Wales) Act 2015 in making allocations to budget lines within the Education MEG; and
- details and/or examples of any changes made to initial allocations within the Education MEG following considerations of children’s rights, equalities, sustainability, the Welsh language, or the Wellbeing of Future Generations (Wales) Act 2015 as a result of impact assessments, or where these assessments have had a direct influence on the setting of budgets.

1.5 Costs of legislation

- Details of any allocations within the 2021-22 budget intended for the implementation of curriculum reform, including any costs associated with the Curriculum and Assessment Bill.
- Details of any allocations within the 2021-22 budget intended for the implementation of the PCET reforms, including any costs associated with the Tertiary and Education Research Bill.
- An update on any ongoing costs to the Education MEG of implementing legislation passed in the Fourth Assembly and the Fifth Senedd so far, and any financial implications for the 2021-22 budget.

- Budget provision for implementing the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the wider ALN Transformation Programme.
- Information on the financial impact of any relevant UK Parliament legislation.
- Financial implications in 2021-22 of any relevant subordinate legislation.

1.6 Impact of COVID-19

- Information on the impact of COVID-19 on the Education MEG in both 2020-21 and 2021-22, including movements in and out of budget lines, the gross contribution to - and receipt from - the Welsh Government's COVID-19 budgetary response, as well as the net effect of this.
- Details of allocations to the COVID-19 'catch-up' programme in 2020-21 and 2021-22 and the uses of this funding.
- Details of the allocations in 2020-21 and 2021-22 to further education institutions to support provision for learners whose course completion has been delayed, and the number of unique learners impacted.
- Information on any funding for any education-oriented activity related to COVID-19 outside the Education MEG.
- Details of any additional funding, or redirection of resources for, remote teaching and learning for school pupils.

1.7 Impact of Brexit

- Information on any implications for the Education MEG following the end of the EU transition period on 31 December 2020.
- Information on the amount of EU funding the 2020-21 Education MEG has drawn on and the amount it is forecast to rely on in 2021-22 and the purposes to which it is put.

1.8 Budget monitoring

- Information on the processes in place for monitoring budgets throughout the year, identifying potential deficits and surpluses, and taking remedial action or allocating additional funds to cover any shortfalls, particularly in the current exceptional circumstances of COVID-19.
- Details of any changes to the Education MEG that are already anticipated in the Third Supplementary Budget 2020-21.

2. Specific areas

2.1 Funding for school budgets

- An explanation of how the Welsh Government has prioritised funding for schools in the 2021-22 Draft Budget and taken account of the Sibieta review of school spending, which concluded:

“There is now a strong evidence base showing significant benefits from higher school spending. Across a range of contexts and countries, a 10% increase in spending has been found to improve educational and later life earnings by about 7-10%.”

- An explanation of how the Welsh Government has taken account in the 2021-22 Draft Budget of two of Luke Sibieta’s other recommendations:
 - The Welsh Government should prioritise extra funding for more deprived schools.
 - The Welsh Government should prioritise extra funding for schools with sixth forms.
- An updated assessment from the Minister on the sufficiency of provision for school budgets in 2021-22, considering the disruption from COVID-19 and the substantial curriculum and ALN reforms schools will be required to prepare for and implement.

2.2 Funding for school improvement

- A detailed breakdown of how the annual element of the Fifth Senedd commitment to £100 million additional investment in raising school standards is to be allocated in 2021-22.
- A breakdown of how funding under the Fifth Senedd commitment to £100 million additional investment in raising school standards has been allocated and used over the duration of this Senedd.
- An update to Table D provided in the annex to the Minister’s paper to the Committee on the 2020-21 Draft Budget, listing allocations to BELs supporting the raising of school standards within the Education MEG during this Senedd.
- Details of the Regional Consortia School Improvement Grant (RCSIG) allocations in 2020-21 and previous years, as well as any available indicative allocations for 2021-22, broken down by consortium and ‘objective’ (or other heading, whichever is applicable).
- Information on the Education Improvement Grant element of the RCSIG and an update on how the Welsh Government is ensuring this is strategically used and its impact evaluated.

2.3 Reducing the impact of deprivation on educational outcomes

- Information on how resources within the Education MEG are being used to meet the Welsh Government’s long-term commitment to tackle the impact of deprivation on educational outcomes.

- Details of budget provision for the Pupil Development Grant (PDG) and an updated assessment of its affordability and value for money.
- Information about the PDG Access fund and how many learner’s families have benefitted since it was introduced to replace the School Uniform Grant.
- Any other funding within the Education MEG for initiatives to tackle the deprivation / attainment negative correlation, for example holiday hunger and school holiday enrichment projects.

2.4 Education workforce

- Details of budget allocations to finance:
 - the Welsh Government’s reforms of Initial Teacher Education (ITE); and
 - the development and implementation of a national professional learning offer for the education workforce.
- Information on any funding provided by the Welsh Government to the Education Workforce Council.
- Details of funding for local authorities towards meeting the costs of the teachers’ pay award for academic year of 2020/21, including a breakdown between the 2020-21 and 2021-22 financial years and the respective mechanisms used (whether direct grant or incorporated into the local government settlement).
- Confirmation of what proportion of the costs of the 2020/21 teachers’ pay award the Welsh Government is direct funding. (The Minister’s statement of 14 October 2020 referred to £5.5 million for the 2020-21 financial year element, whilst the EM to the School Teachers’ Pay and Conditions (Wales) Order 2020 stated an annual cost of £41 million.)

2.5 Curriculum reform

- Information on funding to support preparations for, and implementation of, the Curriculum for Wales – whether directly related to the Curriculum and Assessment Bill or broader activity.
- If not included in the above, details of professional learning for the education workforce to prepare for the new curriculum.

2.6 Emotional and mental health of children and young people

- Information on the financial implications for the Education MEG in 2020-21 of the work to embed a whole-school approach to emotional and mental health, including any funding to support the statutory guidance.

- Details of how any funding from the Health and Social Services MEG is being used to complement work in schools on this area.
- Details of funding for any additional or tailored initiatives to support children and young people's mental health during the COVID-19 pandemic.

2.7 Support for Minority Ethnic and Gypsy, Roma and Traveller learners

- Details of funding for supporting the education of minority Ethnic and Gypsy, Roma and Traveller learners in 2021-22 and how this is being distributed.
- Confirmation of whether ring-fenced funding will continue for this provision or whether the Welsh Government will be revisiting its previous proposal to mainstream this into local authorities' core activities.

2.8 Additional Learning Needs

- An updated assessment of the pressures facing local authorities, schools, and colleges in delivering current SEN/ALN provision, the impact of the additional £9.4 million in 2020-21 and whether further additional funding will be provided in 2021-22.
- Information on funding provision for the ALN Transformation Programme and the implementation of the 2018 Act.
- A confirmation of whether the Welsh Government still believes delivery of the new ALN system will be cost-neutral, based on an expectation that savings from fewer disputes and less conflict will offset the costs of enhanced provision.
- The latest position on funding for the training of educational psychologists in Wales and the grant funding arrangement with Cardiff University.

2.9 Infant class sizes

- Information on budget provision for reducing infant class sizes in 2021-22, including a breakdown of local authority allocations throughout this Senedd term.
- An update on the numbers of schools, classes and pupils that have benefitted to date.

2.10 Small and Rural schools grant

- Information on budget provision for the Small and Rural schools grant in 2021-22, including a breakdown of local authority allocations throughout this Senedd term.
- An update on the number of schools that have benefitted to date and a brief description of the main uses of the grant.

2.11 *Estyn*

- Details of Estyn’s budget allocation for 2021-22 from the Housing and Local Government MEG, including what recent discussions have been held with the inspectorate on its required levels of funding and how this compares with previous years.

2.12 *Qualifications*

- Details of the budget allocation to Qualifications Wales in 2021-22, including what recent discussions have been held with the regulator on its required levels of funding and how this compares with previous years.
- An update on any additional funding Qualifications Wales is receiving to support its work on qualifications reform in the context of the new Curriculum for Wales and its programme of sector reviews of vocational qualifications.
- Information on any financial implications for Qualifications Wales, or any Welsh Government budgets, from the disruption from COVID-19 and exceptional arrangements for the awarding of qualifications in 2020 and potentially in 2021.

2.13 *Welsh-medium education*

- Details of budget provision to support the Welsh Government’s Welsh-medium education strategy and local authorities’ Welsh in Education Strategic Plans (WESPs).
- A outline of how the Welsh in Education budget Action supports the Welsh Government’s Welsh Language Strategy and its target of one million Welsh speakers by 2050. A summary of how activity funded under this Action relates to activity funded under the International Relations and the Welsh Language MEG (correct MEG title at time of writing)
- Information on any funding allocated to support the realisation of the single continuum for the teaching and learning of Welsh, for example increasing the capacity of the Welsh-speaking education workforce.

2.14 *Early Years / Foundation Phase*

- An update on the work being undertaken to review the relationship between funding rates for childcare for three and four year olds (under the Childcare offer) and early years education (the Foundation Phase) for three and four year olds.
- An updated assessment of the financial position of the funded non-maintained nursery sector as it relates to the Education MEG and the Minister for Education’s portfolio, including in the context of delivering the new curriculum.

2.15 Youth work

- Details of the budget provision to support youth service provision including any changes made to reflect the work and recommendations of the Welsh Government's Interim Youth Work Board.

2.16 Offender learning

- Details of provision in 2021-22 and how this compares to previous years.

2.17 Further education, sixth forms and adult community learning

- Details of the complete 2020/21 allocations to further education colleges, to include the amounts of all components of the allocation (i.e. full-time, part-time, part-time allowance, deprivation, sparsity and welsh medium allowances, maintenance allowance and the Adult Learning Wales adjustment).
- Details of changes to the further education funding model (if any) from the model provided to the Committee in your paper dated 08 Jan 2020 and the reason for any changes.
- Details of any hypothecated funding to further education institutions or Sixth Forms beyond their usual core grants.
- Details of any funding provided in the 2021-22 budget for achieving pay parity and/or to meet any pay award to further education institutions and Sixth Forms, including an explanation as to the sufficiency of the funding to meet in full any agreed pay award / pay equivalency over the period of this budget.
- Details of the complete 2021-22 Sixth Form allocation broken down by each local authority, and the full list of programme values for 2020-21 and 2021-22 used in the calculation of the Sixth Form grant allocations.
- A copy of the most recent Further Education Financial Forecast Planning Assumptions guidance issued to FEIs.
- A step-by-step explanation of the funding model for Adult Community Learning announced in July 2019, and the allocation for Adult Community Learning broken down by the relevant bodies that directly receive the funding.

2.18 Higher education, and post-16 student financial support

- Details of the HEFCW allocation, including details of any hypothecated funding, or funding which is intended for specific activities including mental health and student well-being.
- Regarding the Diamond reforms: set out the expected level of student financial support saving for 2021-22 compared to 2020-21 and the proportion of this sum that will be reinvested back into the higher education sector as part of the "Diamond Dividend".

- Details of any 2021-22 allocation intended for the delivery of degree apprenticeships and if it is intended to be used to recruit new apprentices or to just teach out existing apprentices.
- Details of any capital funding to be made available to HEFCW, including any restrictions to be placed on it by Welsh Government.
- **Grants:** A table showing the 2019-20 outturn, and forecast expenditure over the following four years (broken down by students studying in Wales and elsewhere in the UK) for:
 - Full-time undergraduate (FTUG) Tuition Fee Grant;
 - FTUG Maintenance Grant;
 - Part-time undergraduate (PTUG) Tuition Fee Grant;
 - PTUG Maintenance Grant;
 - Masters Finance grant element;
 - Education Maintenance Allowance (EMA);
 - Welsh Government Learning Grant (Further Education) (WGLG(FE)); and
 - Targeted grants and allowances.
- **Loans provision:** A table showing the 2019-20 outturn, and forecast loan outlay over the following for years (broken down by students studying in Wales and elsewhere in the UK) for:
 - FTUG tuition fee and maintenance loan outlay and Resource Accounting and Budgeting (RAB) charge;
 - PTUG tuition fee and maintenance loan outlay and RAB charge;
 - Masters Finance loan element outlay and RAB charge; and
 - Doctoral loan outlay and RAB charge.

2.19 Other post-16 education provision

- Details of Personal Learning Account funding
- Details of the Welsh in Education budget including any allocation for the Coleg Cymraeg Cenedlaethol.

2.20 *Research and innovation, and science*

NB This area falls within the remit of the EIS Committee. To avoid duplication of effort for the Welsh Government, we have agreed to include the request for relevant information in this letter. We will share this information with the EIS Committee once received.

- Details of the funding for research and innovation across the whole of Welsh Government. Welsh Government told the Committee during 2020-21 budget scrutiny that “it's not wholly clear at the moment how much Government funding is going into research and innovation” and that once known, this information would be passed to the Committee.
- Details regarding the support for:
 - Chief Scientific Advisor and their office;
 - research and innovation activity for business and industry; and
 - the Life sciences.

2.21 *Capital funding for school and college infrastructure*

- Information on budget provision for 21st Century Schools and progress of the programme to date, including expenditure and numbers of projects completed/approved to date, broken down by:
 - a summary of expenditure and number of projects undertaken / completed within Band A; and
 - the latest position regarding Band B of the programme.
- Any implications from COVID-19 for the 21st Century Schools programme, including any impact on the progress of projects.

2.22 *Capital funding for childcare*

- An update on capital funding from the Education MEG for the Childcare Offer and any information as to how this has been / will be impacted as a result of the review of entitlement to the offer, as announced in paragraph 368 of the Record of Proceedings 24 September 2019.

2.23 *Capital funding for the Community Focused Schools initiative*

- Information on budget provision for the Community Hubs and Community Learning Centres grant and an update on progress in increasing the community focused nature of education estates.

Welsh Parliament

Children, Young People and Education Committee

Eluned Morgan MS, Minister for Mental Health, Wellbeing and Welsh Language

Dyddiad | Date: 20 November 2020

Pwnc | Subject: **Welsh Government Draft Budget 2021-22**

Dear Eluned,

We write ahead of our consideration of the Welsh Government Draft Budget 2021-22.

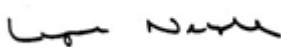
You will be aware that we have written a joint letter to you, Minister and Deputy Minister for Health and Social Services, to seek detailed evidence on the Health and Social Services MEG as relevant to this Committee's remit.

We have also written to the Minister for Education requesting detailed information about the Education MEG, which as you are aware includes allocations for the support and promotion of Welsh-medium education. A copy of this letter is enclosed at Annex A for your information.

Given your responsibilities for the promotion of the Welsh language more generally, we are interested in how your budget complements that of the Minister for Education's in terms of support for Welsh language educational activities. I would therefore be grateful if you could provide details of the provision in any budget expenditure lines within your portfolio that will be available to support education, development and training opportunities for children and young people through the medium of Welsh.

We would be grateful to receive this response by Friday 8 January 2021, subject to any further changes to the Draft Budget timescale. Given the shared interest, I have copied this letter to the Chair of the Culture, Welsh Language and Communications Committee and the Minister for Education.

Yours sincerely,



Lynne Neagle MS
Chair



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Cc Helen Mary Jones MS, Chair of the Culture, Welsh Language and Communications Committee

Kirsty Williams MS, Minister for Education

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

Kirsty Williams MS, Minister for Education

Dyddiad | Date: 06 November 2020

Pwnc | Subject: **Welsh Government Draft Budget 2021-22**

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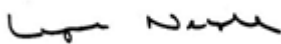
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As in previous years, we will base our approach on the four principles of financial scrutiny: affordability, prioritisation, value for money and budget processes. We will also seek evidence from the Minister for Health and Social Services, the Deputy Minister for Health and Social Services and the Minister for Mental Health, Well-being and the Welsh Language on matters of relevance to our remit.

We note the Welsh Government's intention to publish the 2021-22 Draft Budget on 21 December 2020, following the UK Government's announcement that its one-year Spending Review will take place on 25 November. Our intention is to hold evidence sessions as soon as possible after the Christmas recess – the Clerk will be in touch to finalise details once the Business Committee has agreed the Senedd Timetable for 2021. We would be grateful to receive the detailed information outlined in the Annex to this letter at least two working weeks before the date on which that meeting takes place.

Given the shared interest across committees in some of the areas listed in the Annex to this letter, I have copied the Chairs of the Economy, Infrastructure and Skills Committee and Culture, Welsh Language and Communications Committee.

Yours sincerely,



Lynne Neagle MS
Chair

Cc Russell George MS, Chair, Economy, Infrastructure and Skills Committee
Helen Mary Jones MS, Chair, Culture, Welsh Language and Communications Committee

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ANNEX – Request for written information in advance of Draft Budget scrutiny

The Committee would welcome a response to each of the points listed:

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As in previous years, we emphasise the importance of presenting the Draft Budget transparently to enable full and thorough scrutiny. As such, we again request a transparent narrative explanation (and numeric depiction) of the following:

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- what proportion any changes to the overall amount previously allocated represent; and
- where exactly this change is being made in the Draft Budget, and whether money will be returned to/taken from central reserves or allocated to/from other budget lines.

1.2 *Commentary on Actions and detail of Budget Expenditure Line (BEL) allocations*

- We request commentary on each of the Actions within the Education Main Expenditure Group (MEG), including an analysis and explanation of significant changes since the 2020-21 Second Supplementary Budget (October 2020).
- We also request a breakdown of the 2021-22 and indicative 2022-23 (if available) Education MEG by Spending Programme Area, Action, and Budget Expenditure Line (BEL), with 2020-21 Second Supplementary Budget allocations, forecast 2020-21 outturns, and 2019-20 final outturns all included.
- If the Welsh Government is using a revised baseline budget for comparative purposes, we request that the actual 2020-21 Second Supplementary Budget allocations are presented alongside these as well as an explanation of the reasons for the re-calculation of the baseline.

1.3 *Education priorities and other strategic priorities*

- Information on how the Education MEG aligns with, and is prioritised according to the Welsh Government's relevant priorities and key objectives, including:
 - an updated assessment from the Minister on the extent to which she believes the Education MEG contains the resources necessary to deliver Welsh Government priorities and key objectives, and information on any ongoing negotiations with the Minister for Finance and Trefnydd regarding the necessary level of resources;

- details of whether any further prioritisation or differentiation has been made in terms of allocation of resources between priorities and key objectives, and whether the Minister intends to target resources at addressing any consistent themes that have emerged across the Education MEG as a whole;
- details of the assessment made of the value for money and affordability of delivering each of the key priorities and objectives and how their cost-effectiveness will be monitored; and
- details of any opportunity cost exercises undertaken in respect of the key priorities and objectives set out by Welsh Government.

1.4 Children’s rights and other cross-cutting considerations

As recommended in our previous reports regarding budget scrutiny, our joint Committee inquiry on Strategic Integrated Impact Assessments, and our August 2020 report on children’s rights, we believe a Child Rights Impact Assessment (CRIA) should be undertaken for the Draft Budget as a whole. In terms of the Education MEG specifically, we request:

- information on how children’s rights, equalities (including gender equality), sustainability and the Welsh language have been considered in budget allocations;
- a copy of the CRIA undertaken by the Department for Education to inform the allocations in the draft Education MEG for 2021-22. If a specific CRIA has not been undertaken, the reasons for this and a copy of any alternative integrated impact assessment as well as assurances that this assessment demonstrates that the duty of “due regard” to the United Nations Convention on the Rights of the Child has been exercised;
- information on the account taken of the Wellbeing of Future Generations (Wales) Act 2015 in making allocations to budget lines within the Education MEG; and
- details and/or examples of any changes made to initial allocations within the Education MEG following considerations of children’s rights, equalities, sustainability, the Welsh language, or the Wellbeing of Future Generations (Wales) Act 2015 as a result of impact assessments, or where these assessments have had a direct influence on the setting of budgets.

1.5 Costs of legislation

- Details of any allocations within the 2021-22 budget intended for the implementation of curriculum reform, including any costs associated with the Curriculum and Assessment Bill.
- Details of any allocations within the 2021-22 budget intended for the implementation of the PCET reforms, including any costs associated with the Tertiary and Education Research Bill.
- An update on any ongoing costs to the Education MEG of implementing legislation passed in the Fourth Assembly and the Fifth Senedd so far, and any financial implications for the 2021-22 budget.

- Budget provision for implementing the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the wider ALN Transformation Programme.
- Information on the financial impact of any relevant UK Parliament legislation.
- Financial implications in 2021-22 of any relevant subordinate legislation.

1.6 Impact of COVID-19

- Information on the impact of COVID-19 on the Education MEG in both 2020-21 and 2021-22, including movements in and out of budget lines, the gross contribution to - and receipt from - the Welsh Government's COVID-19 budgetary response, as well as the net effect of this.
- Details of allocations to the COVID-19 'catch-up' programme in 2020-21 and 2021-22 and the uses of this funding.
- Details of the allocations in 2020-21 and 2021-22 to further education institutions to support provision for learners whose course completion has been delayed, and the number of unique learners impacted.
- Information on any funding for any education-oriented activity related to COVID-19 outside the Education MEG.
- Details of any additional funding, or redirection of resources for, remote teaching and learning for school pupils.

1.7 Impact of Brexit

- Information on any implications for the Education MEG following the end of the EU transition period on 31 December 2020.
- Information on the amount of EU funding the 2020-21 Education MEG has drawn on and the amount it is forecast to rely on in 2021-22 and the purposes to which it is put.

1.8 Budget monitoring

- Information on the processes in place for monitoring budgets throughout the year, identifying potential deficits and surpluses, and taking remedial action or allocating additional funds to cover any shortfalls, particularly in the current exceptional circumstances of COVID-19.
- Details of any changes to the Education MEG that are already anticipated in the Third Supplementary Budget 2020-21.

2. Specific areas

2.1 Funding for school budgets

- An explanation of how the Welsh Government has prioritised funding for schools in the 2021-22 Draft Budget and taken account of the Sibieta review of school spending, which concluded:

“There is now a strong evidence base showing significant benefits from higher school spending. Across a range of contexts and countries, a 10% increase in spending has been found to improve educational and later life earnings by about 7-10%.”

- An explanation of how the Welsh Government has taken account in the 2021-22 Draft Budget of two of Luke Sibieta’s other recommendations:
 - The Welsh Government should prioritise extra funding for more deprived schools.
 - The Welsh Government should prioritise extra funding for schools with sixth forms.
- An updated assessment from the Minister on the sufficiency of provision for school budgets in 2021-22, considering the disruption from COVID-19 and the substantial curriculum and ALN reforms schools will be required to prepare for and implement.

2.2 Funding for school improvement

- A detailed breakdown of how the annual element of the Fifth Senedd commitment to £100 million additional investment in raising school standards is to be allocated in 2021-22.
- A breakdown of how funding under the Fifth Senedd commitment to £100 million additional investment in raising school standards has been allocated and used over the duration of this Senedd.
- An update to Table D provided in the annex to the Minister’s paper to the Committee on the 2020-21 Draft Budget, listing allocations to BELs supporting the raising of school standards within the Education MEG during this Senedd.
- Details of the Regional Consortia School Improvement Grant (RCSIG) allocations in 2020-21 and previous years, as well as any available indicative allocations for 2021-22, broken down by consortium and ‘objective’ (or other heading, whichever is applicable).
- Information on the Education Improvement Grant element of the RCSIG and an update on how the Welsh Government is ensuring this is strategically used and its impact evaluated.

2.3 Reducing the impact of deprivation on educational outcomes

- Information on how resources within the Education MEG are being used to meet the Welsh Government’s long-term commitment to tackle the impact of deprivation on educational outcomes.

- Details of budget provision for the Pupil Development Grant (PDG) and an updated assessment of its affordability and value for money.
- Information about the PDG Access fund and how many learner’s families have benefitted since it was introduced to replace the School Uniform Grant.
- Any other funding within the Education MEG for initiatives to tackle the deprivation / attainment negative correlation, for example holiday hunger and school holiday enrichment projects.

2.4 Education workforce

- Details of budget allocations to finance:
 - the Welsh Government’s reforms of Initial Teacher Education (ITE); and
 - the development and implementation of a national professional learning offer for the education workforce.
- Information on any funding provided by the Welsh Government to the Education Workforce Council.
- Details of funding for local authorities towards meeting the costs of the teachers’ pay award for academic year of 2020/21, including a breakdown between the 2020-21 and 2021-22 financial years and the respective mechanisms used (whether direct grant or incorporated into the local government settlement).
- Confirmation of what proportion of the costs of the 2020/21 teachers’ pay award the Welsh Government is direct funding. (The Minister’s statement of 14 October 2020 referred to £5.5 million for the 2020-21 financial year element, whilst the EM to the School Teachers’ Pay and Conditions (Wales) Order 2020 stated an annual cost of £41 million.)

2.5 Curriculum reform

- Information on funding to support preparations for, and implementation of, the Curriculum for Wales – whether directly related to the Curriculum and Assessment Bill or broader activity.
- If not included in the above, details of professional learning for the education workforce to prepare for the new curriculum.

2.6 Emotional and mental health of children and young people

- Information on the financial implications for the Education MEG in 2020-21 of the work to embed a whole-school approach to emotional and mental health, including any funding to support the statutory guidance.

- Details of how any funding from the Health and Social Services MEG is being used to complement work in schools on this area.
- Details of funding for any additional or tailored initiatives to support children and young people's mental health during the COVID-19 pandemic.

2.7 Support for Minority Ethnic and Gypsy, Roma and Traveller learners

- Details of funding for supporting the education of minority Ethnic and Gypsy, Roma and Traveller learners in 2021-22 and how this is being distributed.
- Confirmation of whether ring-fenced funding will continue for this provision or whether the Welsh Government will be revisiting its previous proposal to mainstream this into local authorities' core activities.

2.8 Additional Learning Needs

- An updated assessment of the pressures facing local authorities, schools, and colleges in delivering current SEN/ALN provision, the impact of the additional £9.4 million in 2020-21 and whether further additional funding will be provided in 2021-22.
- Information on funding provision for the ALN Transformation Programme and the implementation of the 2018 Act.
- A confirmation of whether the Welsh Government still believes delivery of the new ALN system will be cost-neutral, based on an expectation that savings from fewer disputes and less conflict will offset the costs of enhanced provision.
- The latest position on funding for the training of educational psychologists in Wales and the grant funding arrangement with Cardiff University.

2.9 Infant class sizes

- Information on budget provision for reducing infant class sizes in 2021-22, including a breakdown of local authority allocations throughout this Senedd term.
- An update on the numbers of schools, classes and pupils that have benefitted to date.

2.10 Small and Rural schools grant

- Information on budget provision for the Small and Rural schools grant in 2021-22, including a breakdown of local authority allocations throughout this Senedd term.
- An update on the number of schools that have benefitted to date and a brief description of the main uses of the grant.

2.11 *Estyn*

- Details of Estyn’s budget allocation for 2021-22 from the Housing and Local Government MEG, including what recent discussions have been held with the inspectorate on its required levels of funding and how this compares with previous years.

2.12 *Qualifications*

- Details of the budget allocation to Qualifications Wales in 2021-22, including what recent discussions have been held with the regulator on its required levels of funding and how this compares with previous years.
- An update on any additional funding Qualifications Wales is receiving to support its work on qualifications reform in the context of the new Curriculum for Wales and its programme of sector reviews of vocational qualifications.
- Information on any financial implications for Qualifications Wales, or any Welsh Government budgets, from the disruption from COVID-19 and exceptional arrangements for the awarding of qualifications in 2020 and potentially in 2021.

2.13 *Welsh-medium education*

- Details of budget provision to support the Welsh Government’s Welsh-medium education strategy and local authorities’ Welsh in Education Strategic Plans (WESPs).
- A outline of how the Welsh in Education budget Action supports the Welsh Government’s Welsh Language Strategy and its target of one million Welsh speakers by 2050. A summary of how activity funded under this Action relates to activity funded under the International Relations and the Welsh Language MEG (correct MEG title at time of writing)
- Information on any funding allocated to support the realisation of the single continuum for the teaching and learning of Welsh, for example increasing the capacity of the Welsh-speaking education workforce.

2.14 *Early Years / Foundation Phase*

- An update on the work being undertaken to review the relationship between funding rates for childcare for three and four year olds (under the Childcare offer) and early years education (the Foundation Phase) for three and four year olds.
- An updated assessment of the financial position of the funded non-maintained nursery sector as it relates to the Education MEG and the Minister for Education’s portfolio, including in the context of delivering the new curriculum.

2.15 Youth work

- Details of the budget provision to support youth service provision including any changes made to reflect the work and recommendations of the Welsh Government's Interim Youth Work Board.

2.16 Offender learning

- Details of provision in 2021-22 and how this compares to previous years.

2.17 Further education, sixth forms and adult community learning

- Details of the complete 2020/21 allocations to further education colleges, to include the amounts of all components of the allocation (i.e. full-time, part-time, part-time allowance, deprivation, sparsity and welsh medium allowances, maintenance allowance and the Adult Learning Wales adjustment).
- Details of changes to the further education funding model (if any) from the model provided to the Committee in your paper dated 08 Jan 2020 and the reason for any changes.
- Details of any hypothecated funding to further education institutions or Sixth Forms beyond their usual core grants.
- Details of any funding provided in the 2021-22 budget for achieving pay parity and/or to meet any pay award to further education institutions and Sixth Forms, including an explanation as to the sufficiency of the funding to meet in full any agreed pay award / pay equivalency over the period of this budget.
- Details of the complete 2021-22 Sixth Form allocation broken down by each local authority, and the full list of programme values for 2020-21 and 2021-22 used in the calculation of the Sixth Form grant allocations.
- A copy of the most recent Further Education Financial Forecast Planning Assumptions guidance issued to FEIs.
- A step-by-step explanation of the funding model for Adult Community Learning announced in July 2019, and the allocation for Adult Community Learning broken down by the relevant bodies that directly receive the funding.

2.18 Higher education, and post-16 student financial support

- Details of the HEFCW allocation, including details of any hypothecated funding, or funding which is intended for specific activities including mental health and student well-being.
- Regarding the Diamond reforms: set out the expected level of student financial support saving for 2021-22 compared to 2020-21 and the proportion of this sum that will be reinvested back into the higher education sector as part of the "Diamond Dividend".

- Details of any 2021-22 allocation intended for the delivery of degree apprenticeships and if it is intended to be used to recruit new apprentices or to just teach out existing apprentices.
- Details of any capital funding to be made available to HEFCW, including any restrictions to be placed on it by Welsh Government.
- **Grants:** A table showing the 2019-20 outturn, and forecast expenditure over the following four years (broken down by students studying in Wales and elsewhere in the UK) for:
 - Full-time undergraduate (FTUG) Tuition Fee Grant;
 - FTUG Maintenance Grant;
 - Part-time undergraduate (PTUG) Tuition Fee Grant;
 - PTUG Maintenance Grant;
 - Masters Finance grant element;
 - Education Maintenance Allowance (EMA);
 - Welsh Government Learning Grant (Further Education) (WGLG(FE)); and
 - Targeted grants and allowances.
- **Loans provision:** A table showing the 2019-20 outturn, and forecast loan outlay over the following for years (broken down by students studying in Wales and elsewhere in the UK) for:
 - FTUG tuition fee and maintenance loan outlay and Resource Accounting and Budgeting (RAB) charge;
 - PTUG tuition fee and maintenance loan outlay and RAB charge;
 - Masters Finance loan element outlay and RAB charge; and
 - Doctoral loan outlay and RAB charge.

2.19 Other post-16 education provision

- Details of Personal Learning Account funding
- Details of the Welsh in Education budget including any allocation for the Coleg Cymraeg Cenedlaethol.

2.20 *Research and innovation, and science*

NB This area falls within the remit of the EIS Committee. To avoid duplication of effort for the Welsh Government, we have agreed to include the request for relevant information in this letter. We will share this information with the EIS Committee once received.

- Details of the funding for research and innovation across the whole of Welsh Government. Welsh Government told the Committee during 2020-21 budget scrutiny that “it's not wholly clear at the moment how much Government funding is going into research and innovation” and that once known, this information would be passed to the Committee.
- Details regarding the support for:
 - Chief Scientific Advisor and their office;
 - research and innovation activity for business and industry; and
 - the Life sciences.

2.21 *Capital funding for school and college infrastructure*

- Information on budget provision for 21st Century Schools and progress of the programme to date, including expenditure and numbers of projects completed/approved to date, broken down by:
 - a summary of expenditure and number of projects undertaken / completed within Band A; and
 - the latest position regarding Band B of the programme.
- Any implications from COVID-19 for the 21st Century Schools programme, including any impact on the progress of projects.

2.22 *Capital funding for childcare*

- An update on capital funding from the Education MEG for the Childcare Offer and any information as to how this has been / will be impacted as a result of the review of entitlement to the offer, as announced in paragraph 368 of the Record of Proceedings 24 September 2019.

2.23 *Capital funding for the Community Focused Schools initiative*

- Information on budget provision for the Community Hubs and Community Learning Centres grant and an update on progress in increasing the community focused nature of education estates.

Kirsty Williams AS/MS
Y Gweinidog Addysg
Minister for Education



Llywodraeth Cymru
Welsh Government

Lynne Neagle AM
Chair
Children, Young People and Education Committee

19 November 2020

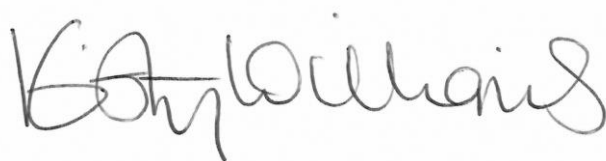
Dear Lynne

The appointment exercise to find a Chair for the Higher Education Funding Council for Wales has now concluded. As all public appointments processes were placed on hold for several months as a result of the pandemic, the exercise has been somewhat delayed.

After careful consideration, I have decided not to appoint any of the candidates who took part in the exercise and I am now considering further options. I would like to confirm, therefore, that there will be no need to hold a slot at the Committee's 10 December meeting for a discussion with a preferred candidate.

I will keep the Committee informed at the appropriate time.

Yours sincerely



Kirsty Williams AS/MS
Y Gweinidog Addysg
Minister for Education

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

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