

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

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

CYPE SP 52

Ymateb gan: Anna Westall, Swyddog Polisi, Gweithredu yn y Blynyddoedd Cynnar

Response from: Anna Westall, Policy Officer, Early Years Action Group

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

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

Mae Grŵp Gweithredu'r Blynyddoedd Cynnar yn cynnwys cynrychiolwyr o BookTrust Cymru, Plant yng Nghymru, Blynyddoedd Cynnar Cymru, Home Start Cymru, Mudiad Meithrin, Achub y Plant, NSPCC Cymru/Wales, Chwarae Cymru, NYAS, NESTA a PACEY Cymru. Fe'i ffurfiwyd yn 2020 i ddod â sefydliadau'r trydydd sector sydd â ffocws ar y Blynyddoedd Cynnar ynghyd, a sefydlu llais ar y cyd i ysgogi ac ysgogi newid cadarnhaol i'r plant ieuengaf.

Mae'r grŵp yn cael ei gynnull gan Plant yng Nghymru.

The Early Years Action Group includes representatives from BookTrust Cymru, Children in Wales, Early Years Wales, Home Start Cymru, Mudiad Meithrin, Save the Children, NSPCC Wales, Play Wales, NYAS, NESTA and PACEY Cymru. It was formed in 2020 to bring together third sector organisations who have a focus on Early Years, and to establish a collective voice to motivate and activate positive change for the youngest children.

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

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



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

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

Mae'r EYAG yn croesawu argymhelliad y Pwyllgor Plant, Pobl Ifanc ac Addysg blaenorol, y dylai babanod ac iechyd meddwl amenedigol eu rhieni a'u gofalwyr gael eu cefnogi a'u blaenoriaethu fel rhan o gynllunio adfer COVID-19¹. Mae'r EYAG yn credu bod gan y Pwyllgor rôl bwysig wrth weithredu hyn, ac rydym yn argymhell yn gryf bod y blynyddoedd cynnar yn faes blaenoriaeth allweddol ar gyfer gwaith y Pwyllgor.

Galwodd ein maniffesto diweddar am gydnabyddiaeth o bwysigrwydd 1000 diwrnod cyntaf bywyd plentyn a'i fod yn cael ei roi wrth wraidd prosesau meddwl a gwneud penderfyniadau'r llywodraeth, fel blaenoriaeth allweddol ar draws llunio polisiau a buddsoddi.

Rydym yn argymhell bod y Pwyllgor yn canolbwyntio ar:

- Gwella cyfathrebu ac adrodd sy'n ymwneud â mentrau blynyddoedd cynnar ar draws y llywodraeth, gan gynnwys adolygiad o wariant
- Craffu ar ddatblygiadau mewn Addysg a Gofal Plentynod Cynnar, gan gynnwys datblygu'r gweithlu
- Blaenoriaethu'r blynyddoedd cynnar ac effaith yr anghydraddoldebau cynyddol sy'n effeithio ar ganlyniadau plant fel rhan o'r ymateb ar ôl y pandemig
- Adolygu'r cymorth ar gyfer iechyd meddwl babanod, iechyd meddwl amenedigol a lles plant a theuluoedd ifanc

Mae'r EYAG yn argymhell bod y Pwyllgor Plant a Phobl Ifanc yn blaenoriaethu'r canlynol yn ystod y chweched Senedd:

1. Archwilio i ba raddau y mae mentrau'r blynyddoedd cynnar ar draws adrannau'r llywodraeth wedi'u hintegreiddio'n effeithiol, ac yn cefnogi gwell cyd-ddealltwriaeth a chyfathrebu ar draws sectorau i hwyluso cydweithio, gan gynnwys drwy ddiweddariadau cynnydd tryloyw rheolaidd ac adrodd yn erbyn mesurau a cherrig milltir allweddol

¹ Children, Young People and Education Committee (2021) The impact of COVID-19 on children and young people. Final report. Welsh Parliament



2. Craffu ar ddyrannu'r gyllideb ar draws gwasanaethau a chymorth y blynyddoedd cynnar. Dylai hyn gynnwys asesiad o fuddsoddiad ar wahanol oeddrannau a chyfnodau (h.y. cyn geni, 0-12 mis, 1-2 oed, 3-4 oed). Dylai hefyd gynnwys ffocws ar wariant ar gyfer plant sy'n wynebu Profiadau Niweidiol yn ystod Plentyndod (ACEs) (gan gynnwys ond heb fod yn gyfyngedig i dlodi). Dylid defnyddio hyn i nodi bylchau mewn cymorth, ac asesu gwariant mewn perthynas ag effaith.

Mae'r blynyddoedd cynnar wedi bod yn flaenoriaeth i Lywodraeth Cymru ers peth amser, ac mae nifer o fentrau addawol ar waith. Fodd bynnag, nid yw cyfathrebu am y gweithgareddau hyn bob amser yn glir a gall llif gwybodaeth gyfyngu ar ymgysylltiad ehangach ac effaith bosibl. Mae gan gyfathrebu cliriach ac adrodd rheolaidd y potensial i wella cydweithredu ar draws sectorau, gwneud defnydd o arbenigedd ehangach, osgoi dyblygu a chynyddu cyfrifoldeb ac atebolrwydd cyfunol.

Dylai hyn gael ei gefnogi gan fwy o dryloywder o ran dyrannu'r gyllideb i gefnogi'r blynyddoedd cynnar, a mwy o graffu ar sut mae'r dyraniad hwnnw'n cefnogi effaith ar wahanol gamau ac mewn gwahanol feysydd.

3. Ymrwymiad llawn i'r dull Addysg a Gofal Plentyndod Cynnar a dod o hyd i atebion ar lefel genedlaethol a lleol i oresgyn y rhwystrau sy'n hirdymor ac wedi'u gwreiddio mewn rheoleiddio a deddfwriaeth.

Mae'r gwaith a wnaed hyd yma gan swyddogion Llywodraeth Cymru wedi archwilio nifer o faterion allweddol ac wedi darparu gwybodaeth am rai o'r rhwystrau i ysgolion a lleoliadau gofal plant wrth gynnig addysg a gofal plentyndod cynnar. Mae rhai o'r rhwystrau hyn yn rhai hirdymor ac wedi'u gwreiddio mewn rheoleiddio a deddfwriaeth. Mae Llywodraeth Cymru wedi ei gwneud yn glir bod angen i Lywodraeth Cymru archwilio a nodi atebion ar lefel genedlaethol cyn y gall darpariaeth ECEC ddechrau. Yn dilyn y penderfyniad i atal y cynllun peilot ECEC diweddar ym Mhen-y-bont ar Ogwr, hoffem weld y pwyllgor yn craffu ar yr ymrwymiad i ddull ECEC a'r rhwystrau y mae angen eu goresgyn i weithredu ECEC ledled Cymru ar gyfer pob plentyn. Rydym am weld atgyfnerthiad o'r ymrwymiad i symud at y dull hwn a chynlluniau ac amserlenni diwygiedig ar gyfer hyn.

Bydd datblygu dull ECEC yng Nghymru yn allweddol i ehangu'r cyfleoedd sydd ar gael i ofal plant; darparwyr y flwyddyn gynnar a grwpiau trydydd sector yng Nghymru; mewn perthynas â darparu gwasanaethau a ariennir gan gynnwys Cynnig Gofal Plant i Gymru, lleoedd a ariennir gan Dechrau'n Deg a Meithrinfa'r Cyfnod Sylfaen/Cwricwlwm Newydd ac ymyriadau penodol wedi'u targedu (ymgysylltu â



rhieni, pontio, sgiliau SLC cynnar). Bydd hefyd yn cefnogi'r sector i adfer COVID-19 tra'n cefnogi anghenion plant a'u teuluoedd.

Dim ond gydag ymrwymiad clir i broffesiynoli'r gofal plant y gellir cyflawni ECEC; gwaith chwarae a'r gweithlu rianta fel yr amlinellir yng nghynllun y Gweithlu Gofal Plant, Chwarae a'r Blynyddoedd Cynnar². Hoffem weld y Pwyllgor yn ymrwmo i graffu ar statws cyflogedig a chanfyddiedig gweithwyr yn y sector hwn, gan wneud argymhellion ynghylch camau tuag at weithlu a gydnabyddir yn broffesiynol gyda statws nad yw'n llai gwerthfawr na statws addysgwyr a staff cymorth ysgolion.

4. Sicrhau bod dysgu o'r pandemig (cadarnhaol a negyddol) yn cael ei ddefnyddio i adeiladu'n ôl yn well, gan ganolbwyntio'n glir ac yn benodol ar ddi-ddordebau a phrofiadau byw babanod a phlant ifanc yn y blynyddoedd cynnar. Dylai'r Pwyllgor graffu ar dystiolaeth yn deillio o COVID-19, gan gydnabod bod y pandemig wedi gwaethygu anghydraddoldebau presennol i raddau helaeth, a sicrhau bod cynlluniau adfer yn canolbwyntio'n glir ar fynd i'r afael ag annhegwch sy'n effeithio ar ganlyniadau plant.

Ychydig iawn o gyfeiriad a gafwyd at fabanod a phlant ifanc yn adroddiad diwethaf y Pwyllgor Plant a Phobl Ifanc ar 'Effaith COVID-19'. Wrth i'r babanod cyntaf a ganed yn ystod y cyfnod cloi nesáu at eu hail ben-blwydd, mae gennym gyfle i ddysgu o'r pandemig a bod yn fentrus wrth fynd i'r afael â rhwystrau strwythurol y mae llawer o blant a theuluoedd yn eu hwynebu. Mae angen i blant fod wrth wraidd adferiad ac mae angen clywed profiadau a lleisiau byw eu rhieni.

Mae ymchwil yn dangos nad yw effeithiau COVID-19 wedi'u teimlo'n gyfartal. Mae dystiolaeth yn awgrymu bod COVID-19 wedi gwaethygu anghydraddoldebau presennol, yn enwedig anghydraddoldebau incwm ac anghydraddoldebau sy'n ymwneud ag ethnigrwydd³.

Mae cyfraddau tlodi plant yn codi yng Nghymru, gyda phlant rhwng 0 a 4 oed yn fwy tebygol o fyw mewn tlodi⁴. Mae'r cysylltiad rhwng tlodi a chanlyniadau plant, gan gynnwys cyrhaeddiad addysgol ond heb fod yn gyfyngedig iddo, yn parhau'n gryf yng Nghymru. Mae angen inni sicrhau bod ein hymateb i'r pandemig yn blaenoriaethu ac yn herio annhegwch newydd a phresennol i gefnogi lles a chyrhaeddiad pob plentyn yn y dyfodol, waeth beth fo'u cefndir economaidd-gymdeithasol, yn enwedig o ran iechyd ac addysg – ac yn arbennig wrth i ni ddiwygio addysg yng Nghymru.

² Childcare, Play and Early Years Workforce plan, Welsh Government (Dec,2017)

³ Academy, T. B., 2021. The COVID Decade: understanding the long-term societal impacts of COVID-19.

⁴ <https://statswales.gov.wales/v/KQnw>



Mae'r pandemig hefyd wedi cael effaith anghymesur ar y rhai sy'n feichiog, yn rhoi genedigaeth neu gartref gyda babi ifanc. Mae rhieni wedi profi unigedd; straen; diffyg cefnogaeth a all effeithio ar eu hiechyd meddwl ac yn eu tro effeithio ar fondio ac ymlyniad gyda'u babanod.

Nid yw treulio cyfnodau hir yn y cartref wedi bod yn brofiad hapus ac iach i bob plentyn. Fodd bynnag, i blant eraill mae'r profiad o dreulio cyfnodau hir gartref wedi bod yn un cyfoethog a gwerth chweil gyda chyfleoedd a chanlyniadau cadarnhaol wedi'u nodi⁵. Hoffem i'r Pwyllgor gael rôl wrth ymchwilio i pam mae'r pandemig wedi bod yn gadarnhaol i rai teuluoedd a'r diffygion i deuluoedd eraill; cefnogi penderfyniadau a blaenoriaethau buddsoddi yn y dyfodol wrth i ni adeiladu'n ôl yn well.

5. Iechyd meddwl, gan sicrhau bod iechyd meddwl y blynyddoedd cynnar ac iechyd meddwl amenedigol a babanod yn benodol yn ymddangos fel blaenoriaethau allweddol wrth i strategaeth Llywodraeth Cymru ar gyfer iechyd meddwl nesaf ddod i'r amlwg.

Gydag ymrwymiad newydd gan Lywodraeth Cymru i fuddsoddi mewn gwasanaethau iechyd meddwl, hoffem weld y Pwyllgor yn ymwneud â datblygu'r strategaeth newydd, ac yn chwarae rhan yn y gwaith o graffu ar fuddsoddiadau mewn cymorth iechyd meddwl, gan sicrhau yr eir i'r afael â bylchau mewn cymorth iechyd meddwl amenedigol a babanod.

Buddsoddi mewn ymyriadau cynnar sy'n helpu i ddiogelu a hyrwyddo iechyd meddwl babanod yw'r ffordd fwyaf effeithlon a chost-effeithiol o drawsnewid canlyniadau i blant. Er gwaethaf hyn, mae tystiolaeth yn awgrymu mai ychydig iawn o fuddsoddiad a fu mewn gwasanaethau sy'n cefnogi iechyd meddwl babanod o fewn y 1000 diwrnod cyntaf, ac nad yw'r gweithlu sy'n cefnogi teuluoedd wedi'i gyfarparu'n llawn i weithio'n effeithiol gyda'r plant ieuengaf⁶. Mae hyn yn arbennig o bryderus yng nghyd-destun COVID-19, lle mae tystiolaeth wedi dangos bod y pandemig wedi cael effaith negyddol ar iechyd meddwl babanod⁷.

⁵ First 1001 Days Movement; Saunders, B and Hogg, S (2020) [Babies in Lockdown: listening to parents to build back better](#). Best Beginnings, Home-Start UK, and the Parent-Infant Foundation

⁶ See Parent-Infant Foundation (2021) [Where are the infants in children and young people's mental health?](#) Findings from a survey of mental health professionals; Hogg, S (2019) [Rare Jewels: Specialist parent-infant relationships teams in the UK](#). Parent-Infant Partnership UK

⁷ Reed, H with Parish, N (2021) [Working for babies: Lockdown lessons from local systems](#). First 1001 Days Movement; Saunders, B and Hogg, S (2020) [Babies in Lockdown: listening to parents to build back better](#). Best Beginnings, Home-Start UK, and the Parent-Infant Foundation



Er mwyn helpu i sicrhau bod iechyd meddwl babanod yn flaenoriaeth allweddol ar draws llunio polisiau, buddsoddi a darparu gwasanaethau, awgrymwn fod y Pwyllgor yn cynnal ymchwiliad i'r cymorth sydd ar gael i fabanod a'u teuluoedd yn y 1000 diwrnod cyntaf. Awgrymwn y gallai hyn gynnwys mapio'r gwasanaethau a ddarperir sy'n cefnogi perthnasoedd rhwng rhieni a babanod; a chynnal archwiliad cymwyseddau'r gweithlu i bennu anghenion hyfforddiant a hyder o ran cefnogi iechyd meddwl y plant ieuengaf a'r rhieni/gofalwyr. Dylai'r gwaith hwn hefyd adolygu cymorth i rieni/gofalwyr na ddarparir gan arbenigwyr i sy'n sicrhau effeithiau ar les teuluol e.e. cymorth rhwng cyfoedion, cymorth yn y gymuned, gwasanaethau lles emosiynol a chymorth i deuluoedd. Mae pob un o'r uchod yn chwarae rhan yn y gwaith o gefnogi lles ac atal problemau rhag gwaethygu.

Gwyddom, wrth i rieni edrych i'r dyfodol, eu bod yn pryderu fwyfwy am eu hiechyd meddwl, ac nad yw'r rhai ar incwm isel yn arbennig yn optimistaidd am y dyfodol ⁸. Wrth i ni symud ymlaen, bydd angen meddwl sut y bydd y cyfuniad o wasanaethau sydd ar gael a sut mae'r cyfuniadau o wasanaethau'n cydweithio i ddarparu pecyn cymorth cost-effeithiol a mwy cyfannol.

Gobeithiwn y bydd yr awgrymiadau a wnaed gan yr EYAG yn ddefnyddiol i'r Pwyllgor gan ei fod yn pennu ei flaenoriaethau allweddol. Ymateb ar y cyd yw hwn, ac mae sefydliad unigol wedi cyflwyno ymatebion pellach sy'n rhoi mwy o fanylion am feysydd penodol.

Byddem yn falch o drafod y meysydd yr ydym wedi'u hamlinellu'n fanylach pe bai hynny o gymorth i'r Pwyllgor. Os oes gennych unrhyw gwestiynau pellach, mae croeso i chi gysylltu â ni.

Given the overlap between themes we have provided our response under theme 4 however much of this (in particular in relation to childcare) also needs to be considered against theme 3 given that childcare is part of the wider social care umbrella by definition

The EYAG welcomes the recommendation from the previous Children, Young People and Education Committee, that babies and the perinatal mental health of their parents and carers should be supported and prioritised as part of COVID-19 recovery planning¹.

⁸ Home is Where We Start From



The EYAG believe that the Committee has an important role in actioning this, and we strongly recommend that the early years is a key priority area for the Committee's work.

Our recent manifesto called for both a recognition of the importance of the first 1000 days of a child's life and that it is placed at the heart of government thinking and decision making, running coherently as a key priority across policy making and investment.

We recommend that the Committee focuses on:

- Improving communication and reporting relating to early years initiatives across government, including a review of expenditure
- Scrutinising developments in Early Childhood Education and Care, including workforce development
- Prioritising the early years and the impact of increased inequities that affect children's outcomes as part of the post-pandemic response
- Reviewing support for infant mental health, perinatal mental health and the wellbeing of young children and families

The EYAG recommends that the CYPE Committee prioritises the following during the sixth Senedd:

- 1. Examine the extent to which early year's initiatives across government departments are effectively integrated, and support greater shared understanding and communication across sectors to facilitate collaboration, including through regular transparent progress updates and reporting against key measures and milestones**
- 2. Scrutiny of budget allocation across early year's services and support. This should include an assessment of investment at different ages and stages (i.e. ante-natal, 0-12 months, 1-2 years, 3-4 years). It should also include a focus on spending for children facing ACEs (including but not limited to poverty). This should be used to identify gaps in support, and assess expenditure in relation to impact.**

The early years has been a priority of the Welsh Government for some time, and a number of promising initiatives are in place. However, communication about these activities is not always clear and information flow can limit wider engagement and potential impact. Clearer communication and regular reporting has the potential to



improve collaboration across sectors, draw in wider expertise, avoid duplication and increase collective responsibility and accountability.

This should be supported by greater transparency in budget allocation to support the early years, and more scrutiny of how that allocation supports impact at different stages and in different areas.

3. Full commitment to the Early Childhood Education and Care approach and finding solutions at a national and local level to overcome the barriers that are long term and rooted in regulation and legislation.

The work undertaken to date by Welsh Government officials has explored a number of key issues and provided intelligence on some of the barriers to both schools and childcare settings in offering both early childhood education and care. Some of these barriers are long term and rooted in regulation and legislation. Welsh Government have made it clear that solutions need to be explored and identified at a national level by Welsh Government before delivery of ECEC provision can commence. Following the decision to stop the recent ECEC pilot in Bridgend, we would like to see the committee scrutinise the commitment to the ECEC approach and the barriers needing to be overcome to implement ECEC across Wales for all children. We want to see the reinforcement of a commitment to moving to this approach and revised plans and timescales for this.

The development of an ECEC approach in Wales will be key to widening opportunities available to childcare; early year's providers and third sector groups in Wales; in relation to the delivery of funded services including Childcare Offer for Wales, Flying Start and Foundation Phase Nursery/New Curriculum funded places and specific targeted interventions (parental engagement, transition, early SLC skills). It will also support the sector in COVID-19 recovery while supporting the needs of children and their families.

ECEC can only be achieved with a clear commitment to the professionalisation of the childcare; playwork and parenting workforce as outlined in the Childcare, Play and Early Years Workforce planⁱⁱ. We would like to see the Committee commit to scrutinising the paid and perceived status of workers in this sector, making recommendations about steps towards a fully professionally recognised workforce with a status no less valued than that of educators and school support staff.



4. Ensure that learning from the pandemic (both positive and negative) is used to build back better, with a clear and specific focus on the interests and lived experiences of babies and young children in the early years. The Committee should scrutinise evidence from COVID-19, recognising that the pandemic has largely exacerbated existing inequalities, and ensure that recovery plans have a clear focus on tackling inequities that affect child outcomes.

There was very little reference to babies and young children in the last 'Impact of COVID-19 on children and young people's Committee's report. As the first 'lockdown babies' approach their second birthday, we have an opportunity to learn from the pandemic and be bold and tackle structural barriers many children and families face. Children need to be at the heart of recovery and their parents lived experiences and voices needs to be heard.

Research shows the impacts of COVID-19 have not been felt equally. Evidence suggests that COVID-19 has exacerbated existing inequalities, in particular income inequalities and inequalities relating to ethnicityⁱⁱⁱ

Child poverty rates are rising in Wales, with children aged between 0-4 more likely to live in poverty^{iv}. The link between poverty and child outcomes, including but not limited to educational attainment, remains strong in Wales. We need to ensure that our response to the pandemic prioritises and challenges new and existing inequities to support the wellbeing and future attainment of all children, regardless of their socio-economic background, especially in relation to health and education – and in particular as we reform education in Wales.

The pandemic has also had a disproportionate impact on those who are pregnant, giving birth or at home with a young baby. Parents have experienced isolation; stress; lack of support all of which can affect their mental health and in turn impact bonding and attachment with their babies.

Spending prolonged periods of time at home has not been a happy and healthy experience for all children. However, for other children the experience of spending prolonged periods at home has been a rich and rewarding one with positive opportunities and outcomes cited.^v We would like the Committee to have a role in investigating why the pandemic has been positive for some families and the deficits for others families; to support future investment decisions and priorities as we build back better.



5. Mental health, ensuring early years and specifically perinatal and infant mental health feature as key priorities in the next iteration of the Welsh Government's strategy for mental health.

With a renewed Welsh Government commitment to investing in mental health services, we would like to see the Committee involved in the development of the new strategy, and play a role in scrutinising investments in mental health support, ensuring that gaps in perinatal and infant mental health support are addressed.

Investing in early interventions that help protect and promote babies' mental health is the most efficient and cost-effective way of transforming outcomes for children. Despite this, evidence suggests that there has been very little investment in services which support the mental health of infants within the first 1000 days, and that the workforce that supports families is not fully equipped to work effectively with the youngest children^{vi}. This is particularly concerning in the context of COVID-19, where evidence has shown that the pandemic has had a negative impact on infant mental health^{vii}.

To help ensure that infant mental health is a key priority across policy making, investment, and service delivery, we suggest that the Committee conducts an inquiry into the support available for babies and their families in the first 1000 days. We suggest this could include mapping out service provision which support parent-infant relationships; and carrying out a workforce competencies audit to determine training and confidence needs around supporting the mental health of the youngest children and parents/ carers. This work should also review non-specialist support for parent/carers that delivers impacts for family wellbeing e.g. peer-to-peer and community-based support, emotional well-being services; family support all of which play a role in supporting wellbeing and preventing escalation of problems.

We know that as parents look to the future they are increasingly concerned about their mental health, and those on low incomes in particular are not optimistic about the future^{viii}. As we move forward, there is going to be a need to think about how the combination of services available and how the combinations of service collaborate and work together to provide a cost effective and more holistic package of support is going to be key.

We hope the suggestions made by the EYAG will be useful to the Committee as it determines its key priorities. This is a collective response, individual organisation have submitted further responses which provide more detail on specific areas.



We would be pleased to discuss the areas we have outlined in further detail if that would be helpful to the Committee. If you have any further questions, please don't hesitate to contact us.

(References at bottom of this document)



USE OF YOUR INFORMATION

In order to enable us to handle your information in accordance with our [privacy notice](#), please complete the questions below. We will be unable to process your response if these questions are not completed.

6. We have stated our intention to engage meaningfully with children and young people, in tailored and appropriate ways, in the autumn. However, if you are responding using this proforma and are under 13 years old, we will only be able to accept your response if your parent or guardian has confirmed that you can participate. They can do this by sending us an email to SeneddChildren@senedd.wales.

Are you under 13 years old?

I am under 13 years old	<input type="checkbox"/>
I am 13 or over	<input checked="" type="checkbox"/>

7. Please choose one of the following options to confirm whether you would prefer that your name is not published alongside your evidence.

We will not publish the names of people under the age of 18.

I am aged 18 or over and I am content for you to publish my name alongside my evidence	<input checked="" type="checkbox"/>
I am aged 18 or over and I would prefer that you did not publish my name alongside my evidence.	<input type="checkbox"/>
I am under the age of 18	<input type="checkbox"/>

8. Please choose one of the following options to confirm whether you have agreement from any third parties referred to in your evidence that you can share information that may be used to identify them and that they understand that it may be published.

I confirm that any third party I have referred to in my evidence has agreed that I can share information that may be used to identify them, and that they understand that it may be published.	<input checked="" type="checkbox"/>
I do not have the agreement of one or more of the third parties I have referred to in my evidence.	<input type="checkbox"/>
I have not referred to any third parties in my evidence.	<input type="checkbox"/>



ⁱ Children, Young People and Education Committee (2021) The impact of COVID-19 on children and young people. Final report. Welsh Parliament

ⁱⁱ Childcare, Play and Early Years Workforce plan, Welsh Government (Dec,2017)

ⁱⁱⁱ Academy, T. B., 2021. The COVID Decade: understanding the long-term societal impacts of COVID-19.

^{iv} <https://statswales.gov.wales/v/KQnw>

^v First 1001 Days Movement; Saunders, B and Hogg, S (2020) [Babies in Lockdown: listening to parents to build back better](#). Best Beginnings, Home-Start UK, and the Parent-Infant Foundation

^{vi} See Parent-Infant Foundation (2021) [Where are the infants in children and young people's mental health?](#) Findings from a survey of mental health professionals; Hogg, S (2019) [Rare Jewels: Specialist parent-infant relationships teams in the UK](#). Parent-Infant Partnership UK

^{vii} Reed, H with Parish, N (2021) [Working for babies: Lockdown lessons from local systems](#). First 1001 Days Movement; Saunders, B and Hogg, S (2020) [Babies in Lockdown: listening to parents to build back better](#). Best Beginnings, Home-Start UK, and the Parent-Infant Foundation

^{viii} Home is Where We Start From

