

## **Agenda – Children, Young People and Education Committee**

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Meeting Venue:

**Committee Room 1 – Senedd**

Meeting date: 3 April 2019

Meeting time: 09.15

For further information contact:

**Llinos Madeley**

Committee Clerk

0300 200 6565

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

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### **Private pre-meeting**

(09:15 – 09:30)

### **1 Introductions, apologies, substitutions and declarations of interest**

(09:30)

### **2 Inquiry into School Funding – evidence session**

(09.30 – 11.00)

(Pages 1 – 30)

Kirsty Williams AM, Minister for Education

Julie James AM, Minister for Housing & Local Government

Judith Cole, Deputy Director Local Government Finance & Workforce  
Partnership Division

Steve Davies, Director, Education Directorate

Attached Documents:

Research Brief

CYPE(5)–12–19 – Paper 1



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Cymru

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Assembly for  
Wales



### **3 Papers to note**

(11.00)

- 3.1 Letter from the Minister for Education – clarification of the Welsh Government responses to the Committee’s Degrees of Separation report on the impact of Brexit on higher and further education.**

(Pages 31 – 40)

Attached Documents:

CYPE(5)-12-19 – Paper to note 1

- 3.2 Letter from the Chair of the Constitutional and Legislative Affair Committee – Inter-Institutional relations agreement between the National Assembly for Wales and the Welsh Government**

(Pages 41 – 42)

Attached Documents:

CYPE(5)-12-19 – Paper to note 2

- 3.3 Letter from the Chair to the Petitions Committee – Petition P-05-087 Create a national task force for children's mental health**

(Pages 43 – 44)

Attached Documents:

CYPE(5)-12-19 – Paper to note 3

- 3.4 Letter from the Minister for Education – Developing the new curriculum for Wales**

(Pages 45 – 46)

Attached Documents:

CYPE(5)-12-19 – Paper to note 4



**3.5 Letter from the Chair of the Culture, Welsh language and Communications Committee – Teaching of Welsh history and culture in schools**

(Pages 47 – 48)

Attached Documents:

CYPE(5)–12–19 – Paper to note 5

**3.6 Letter from the Secretary of State for Exiting the European Union to the UK Children's Commissioners – Brexit and the implications for children**

(Pages 49 – 51)

Attached Documents:

CYPE(5)–12–19 – Paper to note 6

**3.7 Letter to the Minister for Education – response to the Welsh government consultation on the draft ALN Code**

(Pages 52 – 55)

Attached Documents:

CYPE(5)–12–19 – Paper to note 7

**3.8 Letter from the Chief Medical Officer – additional information following the meeting on 14 March**

(Page 56)

Attached Documents:

CYPE(5)–12–19 – Paper to note 8

**3.9 Letter from the Chair to the First Minister – Improving outcomes for children in care**

(Page 57)

Attached Documents:

CYPE(5)–12–19 – Paper to note 9



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

**(11.00)**

- 5 Inquiry into School Funding – consideration of the evidence**

**(11.00 – 11.30)**

- 6 Launch of the Committee report on the Status of the Welsh Baccalaureate Qualification (Invitee only) (Committee Room 5)**

**(11.45 – 12.30)**



Document is Restricted



Kirsty Williams AC/AM  
Y Gweinidig Addysg  
Minister for Education



Llywodraeth Cymru  
Welsh Government

Ein cyf/Our ref MA-P/KW/4550/18

Lynne Neagle ACChair  
Children, Young People and Education Committee

18 December 2018

Dear Lynne

Thank you for your letter dated 23 October outlining the launch of the school funding inquiry.

Your letter raised a number of specific questions in relation to your inquiry, which I have addressed below:

**Your assessment and views on the sufficiency of school budgets and the extent to which the current level of provision supports the delivery of the Welsh Government's education priorities and objectives**

Despite the UK Government's continued austerity programme and continuing real terms reductions to the budget for Wales, we have taken action to safeguard Local Authorities and front line school services.

On 20 November, we were able to announce a package of additional funding proposals worth a total of £141.5m over three years for local government, which will be included in the final Budget. In relation to schools, this includes an extra £15m over two years (£7.5m in 2018-19 and 2019-20) to help local authorities meet the cost pressures in schools, including implementing the teachers' pay award.

Whilst the settlement is the largest single source of funding available to local government for schools, it is not the only source of funding we provide. We also provide significant grant funding to support improved outcomes for learners, through the Pupil Development Grant; the Regional Consortia School Improvement Grant, which includes the Education Improvement Grant (EIG) for Schools; and our support to Local Authorities for small and rural schools and reducing class sizes .

Last month I announced as part of the National Approach to Professional Learning (NAPL), an additional £9 million investment in this financial year, increasing to £15 million next financial year for professional learning to give schools the time and resources they need to plan ahead for the new curriculum. This represents the single biggest investment in support for teachers in Wales since devolution.

**How the requirements of education services and specifically schools are considered within the total settlement given to local authorities and its allocation amongst local authorities**



The local government settlement is unhypothecated meaning that it is up to authorities how they spend this funding according to local needs and priorities. The settlement funding formula takes account of the relative need for authorities to spend across all services, given the amount of funding available for distribution and the relative ability of authorities to raise income locally, through council tax.

The settlement formula makes an assessment of authorities' relative need to spend by calculating 'Standard Spending Assessments' (SSAs) across notional service areas known as Indicator Based Assessments (IBAs). The Wales total for each of these IBAs is set by looking at the total amount of funding available, adding an assumed element of council tax income and then apportioning across the notional services by using local authorities' budgeted and actual spend data, at a Wales level.

Each IBA is then distributed across the 22 authorities using formulae developed and agreed with local government through the Partnership Council for Wales and its Sub Groups. Within the system, there exists the potential to make significant changes to the funding formula, but this must be done with the collective buy-in from local government, through the partnership arrangements in place.

The IBAs for education services distribute funding primarily on pupil numbers, but also take account of the differing needs of authorities by including indicators of deprivation and population sparsity.

Once the allocation of each IBA across all authorities has been calculated, these are then added up and the council tax assumptions reversed out to provide a single amount for each authority, known as Aggregate External Finance, which does not lend itself to being broken down into elements for different services.

It is important to note that SSAs are not spending targets - local authorities determine how they spend this funding along with other income from specific grants, council tax and other income from sales, fees and charges. Local Authorities are entirely responsible for determining how much funding is allocated to each individual school, and in line with their statutory function to provide appropriate education provision for all learners in Wales. Each Local Authority sets its own formula for funding schools in consultation with schools through their schools budget forum, and in line with the legislative framework provided by the *School Funding (Wales) Regulations 2010*.

Further information on the local government settlement funding formula can be found in the Green Book at the following link:

<https://gov.wales/topics/localgovernment/finandfunding/settlement/lg-settlement-2018-19/green-book-2018-19/?lang=en>

### **How the Welsh Government monitors the priority local authorities give to education and school budgets within their overall budget, including levels of delegated funding to schools and any monitoring of budgeted expenditure against Standard Spending Assessments and Indicator Based Assessments**

Standard Spending Assessments are the mechanism by which local government settlement funding is distributed. They are made up of notional service areas, which aim to model relative need to spend across all authorities and across all services, given the amount of funding available and making assumptions around authorities' relative ability to raise income locally through council tax. They are by no means spending targets and should not be treated as such by either local or central government.



Welsh Government publishes all the data on local government expenditure including schools in our statistical releases. We also list the education net revenue expenditure next to the education IBA in the schools release.

### **The Welsh Government's oversight of the formulae local authorities use for allocating delegated budgets to individual schools under the School Funding (Wales) Regulations 2010.**

The Welsh Government provides funding to Local Authorities for pre-16 provision in schools mainly through the Local Government Revenue Settlement in the form of the Revenue Support Grant (RSG). The RSG is not ring fenced; the funding allocated to each Authority is available to the Authority to spend as it sees fit on the range of services for which it is responsible, including schools. This is in line with the Welsh Government's policy that Local Authorities are best placed to judge local needs and circumstances and to fund schools accordingly; they are accountable to their electorates for the decisions they make.

In terms of school funding, Local Authorities make the decisions about where schools are, their size and where children are admitted. They oversee the whole system in their area and so it makes sense that they also decide how their schools are funded. Once the RSG has been distributed to local authorities, it is the responsibility of individual authorities to set budgets for their schools which are determined by a local funding formula.

### ***The School Funding (Wales) Regulations 2010***

The School Funding (Wales) Regulations 2010 provide the framework within which Local Authorities set their funding for schools. The Regulations ensure consistency with the requirement for 70% of schools budgets to be set based on pupil numbers. Local Authorities have discretion to distribute the remaining 30% on the basis of a range of factors so that they can take account of individual school circumstances. Local authorities must consult their schools budget forums and all schools in their area when setting a funding formula.

Additional factors or criteria such as the size and condition of buildings and grounds, rates, cleaning, school meals and milk, salaries, a school which has a split site, special educational needs of learners, and so on, may also be taken into account in the Local Authority formula. This can affect the amount of funding that each individual school receives. Further information on these additional factors can be found under regulation 18, Schedule 3 of the School Funding Regulations (Wales) 2010, which can be accessed from the following link: <http://www.legislation.gov.uk/wsi/2010/824/contents/made>

### ***Fair Funding/National Funding Formula***

Any national funding formula will inevitably put some resources where they are needed less, and challenge the democratic process which allows for local expertise and knowledge to determine appropriate funding for local needs. It is essential to ensure that resources are targeted where they are most needed, and that authorities work closely with schools to ensure that the investment leads to real improvements in the quality of education received by pupils.

### ***Age Weighted Pupil Unit (AWPU)***

The AWPU is the rate Local Authorities set to allocate basic entitlement funding for pre-16 pupils in mainstream schools. This is a compulsory factor in the LA funding formula for schools and is not dealt with by Welsh Government. LAs can change their AWPU weighting for a particular year or year group to increase or decrease the financial weighting on that year or year group.



A degree of variation in Local Authorities approach to funding schools is to be expected due to the variations in their school estates and demographic needs as well as to the responsibilities which LAs delegate to schools.

### ***Average per pupil funding figure***

In terms of the statistics we publish, the average per pupil funding figure is a statistical tool to help aid understanding of authorities' relative spend on education overall. It is not a reflection of what schools actually receive or should receive in their delegated budgets. They are calculated by dividing the overall school budget by pupil numbers. It only includes money that has been passed to the school. Some budget is retained by the local authority to fund services that are provided centrally, such as school transport. The share of the budget retained by each local authority is different across Wales and therefore a comparison with a Welsh average would not be appropriate.

### **A summary of the formulae used by each local authority, if the Welsh Government holds this information (note that the Committee has written to each local authority requesting details of this)**

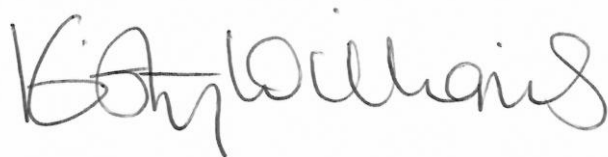
Section 52 of the School Standards and Framework Act 1998 requires each Local Education Authority (LEA) to prepare a budget statement containing information on its planned expenditure on maintained schools.

### **A summary of key policy developments affecting the way schools are funded since the work of the Second Assembly's Committee on School Funding, published in 2006, including outcomes from the 'Bramley Review'.**

The Enterprise and Learning Committee published a report into school funding in 2008, and a further follow up report in 2009.

Since then, Welsh Government introduced a National Model for Regional Working. The main grant received by regional consortia to support school improvement is the Education Improvement Grant (EIG). The EIG was introduced in April 2015 following a programme of grant rationalisation within school improvement. The EIG has now been further amalgamated into the Regional Consortia School Improvement Grant which brings together all other grants, 22 in total, down to just two.

I hope this information is helpful to the Committee.

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

**Kirsty Williams AC/AM**  
Y Gweinidog Addysg  
Minister for Education



**Kirsty Williams AC/AM**  
**Y Gweinidog Addysg**  
**Minister for Education**



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

Our ref: MA-P-KW/0916/19

Lynne Neagle AM  
Chair  
Children, Young People and Education Committee

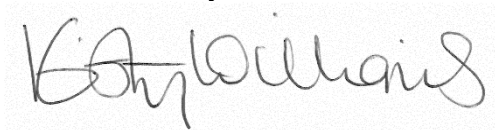
15 March 2019

Dear Lynne

Thank you for your letter of 26 February seeking further clarification of the Welsh Government responses to the Committee's Degrees of Separation report on the impact of Brexit on higher and further education. This letter is in response to that request and provides further information in advance of the 20 March session.

I look forward to the debate on 20 March.

Yours sincerely



**Kirsty Williams AC/AM**  
**Y Gweinidog Addysg**  
**Minister for Education**

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

Bae Caerdydd • Cardiff Bay  
Caerdydd • Cardiff  
CF99 1NA

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

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

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



**Recommendation 1.** *The Welsh Government should proactively demand, via any future UK Immigration Bill, executive powers for Welsh Ministers that allow them to make spatially different immigration rules specifically for students and academic staff in Wales. Michelle Brown AM does not agree with this recommendation.*

The Welsh Government makes it clear that it will engage with the UK Government's consultation on its future immigration white paper. Can the Welsh Government please clarify:

- exactly what it will ask of the UK Government in relation to staff and student immigration to meet the outcomes outlined in its response; and
- whether or not one of its demands from UK Government during the consultation will be for differential immigration rules for staff and students in Wales, as per the Committee's recommendation.

### **Recommendation 1 response:**

This is an example of changes being considered by the UK Government in a non-devolved area of policy (immigration), which will have significant impacts on a devolved area of policy (higher education). In the Welsh Government's paper 'Brexit and Devolution', we call for a new approach to competence that recognises the reality of inter-connected responsibilities, like these, ensuring that the UK and Welsh Government's powers are exercised in the interests of better governance and delivery for citizens – this interplay between immigration policy and HE policy is a clear example of where this new approach should be put in place.

The Welsh Government has been proactive in seeking to contribute and shape the development of migration policy in the UK emphasising the importance and benefits of migration to Wales. We oppose the UK Government's aim of reducing migration numbers to an arbitrary target. The First Minister stated, in Brexit and Fair Movement of People, that our primary aim is to achieve a migration system which works for the whole of the United Kingdom, both in terms of negotiating a beneficial future relationship with the EU 27 and in terms of meeting Wales' skills needs. However, if the UK Government persists in a policy which we believe to be damaging to our interests, we would welcome a spatially-differentiated approach, where the Welsh Government would have a stronger role in determining how future migration to Wales would be managed. This would ensure that Wales' key sectors, public services and universities can continue to recruit from Europe. Any such approach must be based on fairness, proper enforcement of rules and proportionate administration.

The Home Office has proposed a 12 month engagement programme with devolved administrations, including the Welsh Government. Starting in March, the proposal is to run roundtable sessions every month over the course of 2019 on a different aspect of the White Paper. The Welsh Government will table a session on the HE sector in Wales where we will continue to state that the Welsh Government:

- believes continued free mobility across Europe is in the best interests of Wales and the UK as a whole;
- considers any restrictions on our HEIs to effectively deliver their services is a restriction to trade;
- does not believe students should be counted in net migration targets – students come to the UK to study and the majority returns home after their course is complete and an arbitrary three year limit would cause unnecessary difficulties for students on four year or part time courses;



- does not wish to see additional immigration restrictions for EEA/Swiss students or staff, in the way that is currently in place for third country nationals through the Tier 4 visa system;
- does not want to see any restriction on the numbers of students able to come to study in Wales; and
- it is important that UK Government policy and messages do not significantly undermine the ability of universities to attract international staff and students, and that there is a level playing field across the UK.

Our priority is to seek to ensure that the UK's immigration rules in relation to students and workers meets the needs of the whole of the UK and we will work with the other Devolved Administrations and the UK Government to seek to secure this objective.

***Recommendation 4.*** *The Welsh Government must ensure that the Study in Wales website and marketing material, which is part of the Global Wales programme, is urgently updated and refreshed, not least to include information on the 2019/20 EU student funding guarantee.*

The Committee welcomes the Welsh Government's acceptance of this recommendation. However, the Committee understands that the Study in Wales website is in the ownership of Universities Wales, which suggests that the Welsh Government would not have authority to undertake the actions it has set out in the response without working closely with Universities Wales. The Committee will be grateful for some clarification on this point.

#### **Recommendation 4 response:**

It is indeed correct that the Study in Wales website and marketing material are not in the ownership of Welsh Government. However, a Global Wales marketing sub-group has been set up by Universities Wales, working with the Welsh Government and the Global Wales partners, to review the Study in Wales brand, website and future marketing content and materials. The sub-group will consider closer alignment of the Study in Wales brand with the 'Cymru Wales' nation brand, and the opportunity to adopt a more unified approach to promoting Wales to the world. The opportunity for the Study in Wales website to align more closely with or to be fully integrated within the Wales Digital Gateway project to provide a coordinated approach to promoting Wales internationally, which is a platform owned and managed by the Welsh Government, is one of a number of options are being considered. The final decision will lie with the Global Wales Board.

***Recommendation 6.*** *The Welsh Government, as part of its response to this report, should provide information regarding the expected impact of the Global Wales II programme, including the expected student numbers and other quantifiable benefits.*

The Committee was disappointed that the response did not include the detailed and quantitative information specifically set out in the recommendation particularly since the Welsh Government states it has accepted this recommendation. This information would allow the Committee to properly scrutinise a £3.5 million Welsh Government Brexit intervention. In line with the original recommendation, can Welsh Government please set out:

- the original business case or bid documentation for Global Wales II;
- any agreed final quantitative targets for scholarships / international mobilities and expected international student numbers;
- all of the programme deliverables where these are not included in the above; and



- details of any funding gateways / triggers for releasing further funding where these are not included in the above.

### **Recommendation 6 response:**

I attach details of the Global Wales business proposal at Annex 1 to this document.

The funding arrangements are being managed by HEFCW, on behalf of Welsh Government. This includes payments being made quarterly in arrears on receipt of interim narrative updates on progress made towards the deliverables agreed and on project activity. Global Wales II must also provide an Annual Project Report during each year of the programme.

The Global Wales II proposal did not include any specific targets around expected international student numbers, not least with the uncertainty that Brexit may have on these. It is also the case that it would be difficult to attribute any increase, specifically to this intervention as a number of other factors could be at play. However, an evaluation of Global Wales II is being commissioned and part of that will include key impact measures including student numbers, both inward and outward and other impacts such as research relationships and digital engagements achieved as a result of this funding.

There has already been progress with the Global Wales II programme in the months since the funding was announced: I signed a Memorandum of Understanding (MoU) on behalf of the Welsh Government with the Minister of Education and Training, Vietnam on his visit to Wales in January. This includes a target of 20 fully funded Chevening-Universities Wales scholarships to study in Wales during 2020-22. Officials are in discussion with Global Wales to develop an Action Plan to underpin the MoU which will include more details on the deliverables for subsequent agreement with Vietnamese colleagues with a view to signing later this year. The Global Wales II proposal also includes targets to develop such scholarships in Europe and the US. It is anticipated that these will be similar in terms of numbers.

Global Wales II has also agreed to fund an outward student mobility pilot programme to Vietnam and the US, which is being delivered by the British Council. This will fund 100-140 outward student mobilities as part of that pilot. This will complement the work of the Welsh Government's international mobility pilot, which has a broader geographical reach, giving a total of 550-690 mobility opportunities in 2019/20 – 2020/21.

**Recommendation 7.** *The Welsh Government must work with the higher and further education sectors to put in place and test funding arrangements that will guarantee no financial disruption or uncertainty for ERASMUS+ students, particularly those on modern language degrees, taking into account the conditions attached to the current Treasury guarantee. The Welsh Government must report back to this Committee when it has done so.*

The Committee was disappointed that the Welsh Government's response offers no assurances to students expecting, or required to undertake an international mobility in 2019/20. The Committee's recommendation was intended to gain assurances on avoiding short-term disruption to students, not the longer term replacement of the programme which the Welsh Government's response focuses on.



Can the Welsh Government provide details on how it is planning to avoid short-term disruption to 2019/20 mobility students in the event of a no-deal (taking into account the conditions attached to HMT's guarantee) and if it has tested these arrangements.

### **Recommendation 7 response:**

On 12th February the House of Lords European Union Committee published its [report into Brexit and Erasmus / Horizon](#).

The committee recommended that:

*90. We note the European Commission's current unwillingness to engage in discussions on possible actions to protect people on Erasmus+ exchanges and Horizon 2020 projects in the event of a 'no deal' Brexit, but urge the Government to continue its efforts to reach a resolution with the Commission to avoid disruption. We remain extremely concerned about the lack of time available to negotiate and confirm these 'no deal' contingency plans. If a resolution cannot be agreed, the Government should use funds set aside for the underwrite guarantee to establish replacement UK mobility and research funding schemes as quickly as possible.*

*91. The Government should, as a matter of urgency, provide further information on how it intends the underwrite guarantee to operate in practice, including who will disburse the funding and what terms and conditions will apply to beneficiaries. We recommend that schedules for releasing payments and monitoring and reporting systems should be as similar to those set out in the original grant agreements as possible, to provide certainty and minimise disruption for UK participants transitioning to the new system.*

The Welsh Government agrees with the recommendation highlighted above. The UK's contribution to the EU's budget – and therefore the funding necessary to cover the costs of any replacement arrangements – is held by HM Treasury and not held by the Devolved Administrations. The Welsh Government has made clear from the first that Wales must not lose out as a result of Brexit. Our preferred position is for continued participation in Erasmus. However, should the UK Government fail to secure that then it must ensure that there is no disruption for students and enable alternative arrangements to be put in place. The Welsh Government has raised this issue of the funding and delivery of replacement arrangements with the UK Government at official and at Ministerial level and is awaiting a response as to the UK Government's position on the House of Lords committee's recommendation.

I will continue to raise this issue, along with my Scottish counterpart, Richard Lochhead MSP, Minister for Further Education, Higher Education and Science and representatives from the Northern Ireland executive at our monthly quadrilateral meetings.

**Recommendation 8.** *The Welsh Government must commission a further research project, building on the recent work which informed the international mobility pilot, to develop a more detailed picture of the impact of international mobility on the outcomes of students from under-represented groups in Wales, and report back to the Committee within 6 months.*

The Committee welcomes the positive steps the Welsh Government has already taken in relation to international mobility. However it is unclear from the response as to whether or not Welsh Government has agreed to undertake and publish the study. Can the Welsh Government:



- confirm that it will commission this study in-line with the recommendation; and
- that the study will specifically address under-represented groups in higher education.

### **Recommendation 8 response:**

A commitment has been made to evaluate the overseas mobility pilot in order to assess its effectiveness. Whilst data will be collected during the course of the pilot, the final evaluation report will not be provided to the Welsh Government until the pilot activity has concluded in the summer of 2021. This will allow us to understand the impact of this project on students from under-represented groups, amongst others. There may be opportunities to undertake additional work around the impact of short-term international mobility on social mobility and widening access alongside the pilot evaluation. It is not considered necessary or particularly beneficial, therefore, to commission another study at this stage.

Evidence that could inform this recommendation may also be collected as we move forward with the plans to evaluate the Diamond Review reforms to student support.

**Recommendation 11.** *The Welsh Government must commit to working jointly with the further education sector to jointly develop and publish a plan, funded by a EU Transition Fund bid and taking account of the differing regional needs, to identify and respond to any changing skills demands in those sectors most likely to experience Brexit related disruption.*

The Committee welcomes the Welsh Government's acceptance of this recommendation, and welcomes the details set out regarding the work undertaken with / by the Regional Skills Partnerships. However, it does not appear from the response that a joint-plan of the nature the Committee recommends will be drafted. Can the Welsh Government:

- clarify if such a joint-plan is to be developed; and
- provide details of the projects mentioned in the response.

### **Recommendation 11 response:**

As I stated in my previous response, the Welsh Government is working with our strategic partners to align regional skills provision to investment and growth opportunities as part of a move to implement a new strategic approach to post-16 planning and funding. This strategic planning requires FE colleges to prepare plans based on regional skills needs as informed by the work of the Regional Skills Partnership (RSPs). The plans inform a broad range of skills policy areas, as well as set regional and local priority areas for programmes such as the Sector Priorities Programme and the new employability programme. They also provide the employability and skills evidence base for City Region and Growth Deals. Welsh Government officials, led by the Minister for Economy and Transport, have aligned the development of Annual regional plans to the Post 16 Planning Cycle. This is to ensure that provision offered by FEIs is informed by the evidence base provided by RSPs for the following academic year.

The Welsh Government is working with our partners to ensure the current plans being developed focus on the changing needs of Wales as a result of Brexit related disruptions. We believe the existing framework for the development of post-16 planning will deliver the same outcomes as the joint-plan proposed by the Committee, but within the existing frameworks, thereby reducing the need for additional burdens on our partners. Therefore, on reflection, we accept this recommendation in principle.

The existing skills system is designed to respond to the needs of Wales and to identify areas of development which will increase the resilience of the Welsh economy in the long



term. This is informed by regional needs identified through partnership with employers, regional skills partnerships, FE colleges and training providers.

In relation to Brexit planning, my officials have met with the FE Principals and Colegau Cymru and FE representatives and National Training Federation of Wales are members of the Higher and Further Education Brexit Working Group, which met on 19 February to discuss no deal planning. We will continue to engage with our strategic partners to respond to the needs of Wales in a post Brexit world.

You asked for further details on the proposals being developed for a series of skills projects to help build Wales' resilience in the event of a no-deal Brexit. These proposals are being developed in relation to three key themes:

- supporting people into /back into employment;
- supporting apprentices; and
- tackling underemployment, supporting businesses to develop new skills and encouraging business investment into and within Wales.

***Recommendation 12. The Welsh Government must recognise the fundamental importance of research and innovation to the prosperity of Wales and recognise the danger inherent in falling behind England and Scotland in funding these activities in what is an extremely competitive setting. The Welsh Government must therefore begin to immediately fund the recommendations made by Professor Reid in his review.***

The Committee is concerned that the Welsh Government only accepted this recommendation in part, and that it continues to not provide the necessary funding to implement all the recommendations made by Professor Graeme Reid.

The Committee notes that Professor Reid's recommendations were made in response to the potentially transformational opportunities offered by the increased UK Government investment in research and innovation, and by the likely loss of European funding which Welsh universities have been reliant upon. The Committee believes the recommendations offer a means of realising very significant opportunities for the whole of Wales post-Brexit.

The Committee understands that, in the short-term, HEFCW intends to work with Welsh Government to establish the different funds recommended by Professor Reid. Can the Welsh Government confirm what support it will provide to HEFCW to enable it to achieve this in the short-term.

### **Recommendation 12 response:**

The Welsh Government Office for Science (WGOS) has just put an official in post in London and is in the process of recruiting another person, both to be based at the existing London Office, part of which is being refreshed, to help promote messages around research, innovation and skills. They will aim to enhance our bilateral engagement and relationship with appropriate UK Government Departments and Agencies. Alongside this the Chief Scientific Adviser for Wales, his WGOS team and other key Welsh Government policy officials have been proactively using the London office to host meetings with BEIS and UKRI, among others, to build a stronger relationship overall. They plan for this to continue.

Professor Reid's second recommendation is an endorsement of the Diamond recommendations, which are being taken forward. HEFCW have just received an updated remit letter for 2018/19, which includes the following: 'In addition a further £6.6m (£4.2m revenue funding and £2.4m capital funding) has been allocated to support higher education



research in Wales in line with an approach that is consistent with recommendation 2 of the Reid Review.'

In the future we are planning to make available funding to enable a programme akin to the HEIF (Higher Education Innovation Fund) to be established and reinstatement of Quality Research(QR) funding to its previous level, collectively.

On Recommendation 3 we are looking at an overarching brand to coordinate funding; we are considering how best to approach this, with coordination of existing advice and funding being the most important step. We have already set up an internal group involving officials from all the main areas funding or supporting research and innovation activity, to make doubly sure that Welsh Government efforts remain coordinated and plan further coordination activity.



## **Annex 1**

### **Global Wales II Proposal**

Universities are central to the economy in Wales, with international activity vital to this success. They attract investment through research collaboration and generate significant export earnings through the recruitment of international students. In 2015/16, international students and their visitors alone generated £487m of export earnings in Wales and generated £372m of GVA. It is estimated that the combined total of student and non-student (research, consultancy) income as well as student and visitor expenditure was in the region of £544 million, which is equivalent to 4.1% of all Welsh export earnings.

The UK leaving the EU could result in significant changes to the status of EU students, posing a significant risk to EU student recruitment. This would have a significant financial impact on Welsh universities and the Welsh economy. In 2015/16, EU students and their visitors generated over £50m in GVA, and the expenditure of EU students generated over 937 FTE jobs.

The impact of Brexit, however, is likely to be more far-reaching. Negative perceptions of the UK as being inward-looking and unwelcoming to international students, originally brought about by the removal of the post-study work visa in 2012, have been compounded by the Brexit debate. Further work will be needed to promote Wales as an open, friendly and dynamic nation, and to ensure that it continues to be an attractive destination for all international students and researchers alike.

The wider diplomatic and cultural impact of international students and staff should not be underestimated. Universities' network of high-skilled alumni and partners across the world provide a wealth of opportunity for future trade and investment, and our internationalised campuses and cities reflect Wales as a welcoming and outward-looking nation. Global Wales serves to build and develop such ties by promoting Wales as a partner and destination of choice for students and researchers alike. Its capacity to project Wales as a partner of choice for system-to-system engagement with governments and similar bodies overseas further enhances this reputational dividend.

By focusing on HE as one of Wales' principal assets, Global Wales is already in the vanguard of Wales' emerging international diplomacy approach. Building stronger system-to-system relationships in more emerging markets will create more and deeper connections between Wales and the world – boosting our soft power and making Wales more attractive for trade and foreign direct investment (FDI). These aspirations are crucial to Wales' future prosperity as we plan for the UK's departure from the EU.

#### **This project would expand upon the current Global Wales project to deliver:**

- New targets for existing markets: maturing our engagement with Vietnam and the US
- Further resource for activity in new markets
- A major reinvestment in a broader programme of activity for Study in Wales to include the rest of the UK and the EU

### **Welsh Government Policy Aims**

Global Wales' activity directly contributes to three of the four themes of the Welsh Government's flagship national strategy, 'Prosperity for All':

- Boosts Welsh exports and creates jobs (Prosperous and Secure)
- Internationalises Welsh education – and provides domestic students with a more rounded and diverse learning experience (Ambitious and Learning)
- Grows Wales' international network, creates future ambassadors for Wales, and boosts Wales' profile overseas (United and Connected)

### **Governance and Implementation**

The project will involve a grant administered by HEFCW to Universities Wales. This will be managed by Universities Wales, reporting to and taking steer from the Global Wales Board. Universities Wales Committee and Universities UK Board will also provide oversight as they will be legally responsible for meeting grant requirements.



As lead partner, Universities Wales will manage bid delivery and oversee the programme's budget. Legal responsibility for meeting HEFCW/WG grant requirements will sit with our parent organisation, Universities UK.

The Global Wales Board, which is not a legal entity, sets the strategic direction of the programme and its spending. It consists of senior representatives from all partner organisations and is chaired by the chair of Universities Wales' International Network. The full list of member organisations / departments is as follows:

- Universities Wales
- British Council Wales
- HEFCW
- Welsh Government, Education and Skills
- Welsh Government, First Minister's Office/International
- Welsh Government, Trade & Invest

### **Audit**

Universities UK will be responsible for the internal audit of the funding allocated to it for the programme.

HEFCW will also need to monitor and audit grant compliance in line with its own requirements.

### **Evaluation**

In order to effectively monitor and evaluate the impact of targeted campaigns, a baseline will need to be established. Currently available data is too broad and it will be very difficult to prove linkages between changes in this data and the campaign's activities. As such, and in line with WG grant requirements, we propose going out to tender to engage a consultancy to monitor and evaluate the project from the outset.

### **Activities**

- Development of existing and new markets
- Scholarships
- Study in Wales
- Outward mobility
- Evaluation

### **Projected Costs**

Broken down annually and due to the expectation that some initiatives e.g. scholarships will take a year to set up, the anticipated spend profile over the three years is as follows:

- **Year 1:** £787,000
- **Year 2:** £1,382,000
- **Year 3:** £1,369,000
- **Total: £3,538,000.00**



**Cynulliad Cenedlaethol Cymru**  
Y Pwyllgor Materion Cyfansoddiadol a Deddfwriaethol

**National Assembly for Wales**  
Constitutional and Legislative Affairs Committee

Committee Chairs

15 March 2019

Dear Chairs

## **Inter-Institutional relations agreement between the National Assembly for Wales and the Welsh Government**

In February 2018 we issued our report ***UK governance post-Brexit***. Its purpose was to examine existing inter-governmental relationships to determine whether they are fit for purpose and to assess whether they need to change.

The final recommendation of our report was that the Welsh Government enters into an agreement with the Constitutional and Legislative Affairs Committee to support its scrutiny of Welsh Government activity in this area.

The Committee reached an agreement with the Welsh Government and in January this year, laid a **report** before the Assembly, which incorporated the agreement.

Following the debate held on the report and agreement last week, I thought it would be appropriate to write to all Chairs, drawing attention to the agreement, so that committees can assess how they may wish to use it in scrutinising the Welsh Government.

The agreement is available on our website and I will ensure it is made available to committee clerks.

Yours sincerely




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

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

Pack Page 41





**Mick Antoniw**

Chair

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





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

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

Janet Finch-Saunders AM  
Chair, Petitions Committee

19 March 2019

Dear Janet,

### **National taskforce for children's mental health**

Thank you for the Petition Committee's letter of 21 February 2019, drawing the Children, Young People and Education (CYPE) Committee's attention to **Petition P-05-857 – Create a national task force for children's mental health.**

As you are aware, the CYPE Committee has undertaken extensive scrutiny of the emotional and mental health support available for children and young people in Wales over the last 18 months. This work built on an inquiry undertaken by our predecessor committee in 2013-14 and led to the publication of our **Mind over Matter** report in April 2018. In response to Mind over Matter, the Welsh Government established its Joint Ministerial Task and Finish (JMTF) Group in September 2018. The stated aim of the JMTF Group is to accelerate the pace of change needed in this area, and achieve a whole school and whole system approach to emotional and mental health.

As Chair of the CYPE Committee I sit on the JMTF Group as an observer with full rights of participation, as does the Children's Commissioner for Wales. As a Committee, we welcome the JMTF's Group's establishment and work. We remain committed, however, to holding the Welsh Government to account on delivery in this area. To this end, we announced our intention to follow up on the implementation of our recommendations one year after their publication, and have **written recently** to the Minister for Health and Minister for Education outlining our approach.

We warmly welcome all interest in this subject and we are keen to work with organisations to ensure that the Welsh Government is held to account on its progress in this area. We are concerned, however, that as currently drafted, there is a risk the work outlined by the petitioner could duplicate the inquiry already undertaken by the CYPE Committee, and the steps being taken to deliver recommendations via the JMTF Group.

We are confident that delivery of our recommendations would address the breadth of needs and services required to support our children and young people. Our report considered all aspects of the care pathway, and the range of circumstances faced by children and young people, their parents, carers and those providing support to them. We drew on a wide range of evidence from expert stakeholders, and spoke extensively with children and young people to inform our conclusions.



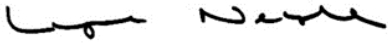
**Cynulliad Cenedlaethol Cymru**  
Bae Caerdydd, Caerdydd, CF99 1NA  
SeneddPPIA@cynulliad.cymru  
www.cynulliad.cymru/SeneddPPIA  
0300 200 6565

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



As a Committee we have stated publicly that we believe progress needs to be made in this area as a matter of urgency. While we recognise that the remit of the JMTF Group is ultimately a matter for both Ministers rather than the CYPE Committee, we would be concerned if the introduction of any further complexity to its work reduced the pace of delivery of our Mind over Matter recommendations.

Yours sincerely



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





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



Llywodraeth Cymru  
Welsh Government

Ein cyf / Our Ref: MA(P)/KW/1080/19

Lynne Neagle AM  
Chair  
Children, Young People and Education Committee  
National Assembly for Wales

21 March 2019

Dear Lynne,

## Developing the new curriculum for Wales

Thank you for your letter dated 22 February following the Children Young People and Education Committee's recent evidence session which I attended on 10 January and subsequent correspondence with the WLGA and ADEW.

I welcome the Committee's ongoing commitment to scrutinising progress of our education reforms and would like to thank the Committee for its recent work in gathering views from our key partners and stakeholders on development to date of the new curriculum for Wales.

This is an exciting time in our education reforms, with our schools and partners all taking action to support our national mission, helping achieve our ambitions for an education system that is a source of national pride and enjoys public confidence. Our White Paper proposals for a new legislative framework are out for consultation and all Areas of Learning and Experience are being prepared for publication of the draft curriculum in April. As you say in your letter, we are close to the date when the draft curriculum content and associated publications will be available for feedback, and I know that my officials are working with you to ensure that there is an early opportunity for committee members to see all the documentation together as one draft curriculum.

I note the Committee's concerns over the range of opinion in the evidence submitted and comments on the apparent disconnect between Welsh Government and local government on this area of reform. In my written evidence to the Committee I outlined my firm belief that the way we work in partnership across the sector with schools and our partners is a key strength which supports sustainable change. I know that our ambitions to improve outcomes for all learners in Wales are shared with our partners, and I am pleased to see the WLGA and ADEW's support and commitment to the development and delivery of the new curriculum in Wales.

Bae Caerdydd • Cardiff Bay  
Caerdydd • Cardiff  
CF99 1NA

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

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

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

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

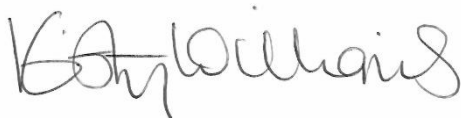


Local government has a critical role to play and I am grateful to ADEW and the WLGA for their constructive feedback and continued engagement in our programme of reforms. The autumn term saw enormous movement with the intensity of work on the new curriculum and we have discussed this with ADEW.

I believe we have robust programme governance in place, and I share the view that communication and engagement can be improved in both directions. My officials met with Local Authority Directors of Education last week to go through the principles of the new curriculum and we will continue to work in partnership with local government to achieve our shared ambitions for education in Wales.

Our programme governance includes representation from the middle tier including ADEW, the WLGA, Estyn, regional consortia and Qualifications Wales and we provide regular programme updates for members on key areas of reform. I would be happy to share some of this information with you to assist the Committee with its ongoing monitoring of progress against our educational reforms, and I look forward to the Committee's continued engagement, scrutiny and support on our programme of educational reform.

Yours sincerely

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

**Kirsty Williams AC/AM**  
Y Gweinidog Addysg  
Minister for Education



---

**Cynulliad Cenedlaethol Cymru**  
Y Pwyllgor Diwylliant, y Gymraeg a Chyfathrebu

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**National Assembly for Wales**  
Culture, Welsh Language and Communications Committee

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Lynne Neagle AM  
Chair of Children, Young People and Education Committee  
National Assembly for Wales

21 March 2019

Dear Lynne,

## **Teaching of Welsh history and culture in schools**

The Culture, Welsh Language and Communications Committee is undertaking some work scrutinising the teaching of Welsh history, culture and heritage in schools.

During the summer of 2018 we ran a public poll inviting members of the public to select the topic of our next inquiry. Nearly 2,500 people participated in the poll and 44% of them voted for this topic.


In February, we held an event to hear from practitioners and others interested in this issue. There were many comments on the importance of teaching Welsh history to give children a sense of identity. Whilst we are clear that there are requirements to teach aspects of Welsh history in the curriculum and within exam syllabuses, it was clear that there is a perception from professionals that the reality on the ground is quite different. This is obviously of great concern and an issue that we feel must be resolved at a time when the new curriculum is being developed and implemented.

Following this, the Committee resolved to assess the draft new curriculum due to be published by the Welsh Government in April. I understand that your Committee is also scrutinising curriculum reform.



I will keep you informed of our work on this topic. If there are any common areas of work between our Committees, I will endeavour to ensure we work together to make efficient use of Committee time.

Yours sincerely,

A handwritten signature in dark ink that reads "Bethan Sayed." The signature is written in a cursive, flowing style.

Bethan Sayed

**Chair of the Committee**





Department  
for Exiting the  
European Union

**Rt Hon Steve Barclay MP**  
Secretary of State for  
Exiting the European Union  
9 Downing Street  
SW1A 2AG

[correspondence@dexeu.gov.uk](mailto:correspondence@dexeu.gov.uk)  
[www.gov.uk/dexeu](http://www.gov.uk/dexeu)

Anne Longfield OBE, Children's Commissioner for England  
Sally Holland, Comisiynydd Plant Cymru, Children's Commissioner for Wales  
Bruce Adamson, Children and Young People's Commissioner Scotland  
Koulla Yiasouma, Northern Ireland Commissioner for Children and Young People

18 March 2019

Dear Anne, Sally, Bruce and Koulla

Thank you for your letter of 19 February about child protection arrangements in the context of the UK's exit from the European Union.

Child safety is an important issue; protection from abuse and neglect is a fundamental right for all children and young people. Effective cooperation with European law enforcement and criminal justice partners is an important element in our efforts to tackle the horrific acts of those who seek to harm the most vulnerable in our society. The Government's commitment to this issue is not affected by our exit from the EU. You asked for clarity on a number of points, which I have sought to address below.

### **Co-operation on child protection and law enforcement**

The UK currently participates in around 40 EU tools and measures that support and enhance law enforcement and judicial cooperation between the UK and EU Member States. These tools work as a package to provide an integrated operational system to identify, pursue and prosecute criminals, including those who pose a threat to children.

Whilst our security relationship will change once we have left the EU, it is in our mutual interests to protect these operational capabilities. That is why, in the Political Declaration, we have agreed the framework for a comprehensive future security relationship with the EU that includes, for example, data-sharing arrangements for wanted and missing persons, and the exchange of criminal records.

The Withdrawal Agreement provides for a time-limited implementation period which, once ratified, will come into force on 29 March 2019. During this period the UK will continue to participate in all the law enforcement and criminal justice measures to which we currently have access and which help us continue to work with EU partners to tackle international child sexual exploitation and abuse.



In the event that we leave the EU without a deal, the mechanisms that we currently use to cooperate with EU Member States on law enforcement and criminal justice matters will cease to be available to us. Broadly speaking, this would mean making more use of alternative channels, including Interpol, Council of Europe Conventions and other forms of cooperation such as bilateral channels. Our contingency plans are largely tried and tested mechanisms, which we already use for cooperating with many non-EU countries, but they are not like-for-like replacements. We are therefore working closely with our operational partners, including the National Crime Agency (NCA) and the National Police Chief's Council (NPCC) to prepare to operate through these alternative channels thus ensuring we can continue to work together to protect children in the UK and the EU.

We will also continue to work with European partners through a number of existing initiatives and programmes such as the WePROTECT Global Alliance which brings together the influence, expertise and resources required to transform how online child sexual exploitation is dealt with worldwide.

Law enforcement cooperation with European and other international partners will also continue through the Virtual Global Taskforce, which brings together law enforcement agencies, non-government organisations and industry to protect children from online and other forms of transnational child sexual exploitation through innovative, collaborative global law enforcement strategies. Finally, our ratification of the Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse, known as the Lanzarote Convention, will ensure that we can take robust action through greater information sharing and cooperation with 43 other countries.

### **Co-operation on family law matters**

In the Political Declaration, the UK and EU have committed to explore options for a new agreement on family law cooperation and other related matters; this will enable us to agree clear rules with the EU for the future to decrease the risk of parallel proceedings and ensure the enforceability of judgements in family cases, including those relating to international parental child abduction.

In the unlikely event that we do not reach a deal with the EU, local authorities would use existing powers under the 1996 Hague Protection of Children Convention when dealing with cases connected to EU Member States. The UK is a contracting state in our own right to a number of Hague Conventions on family law, which cover many of the same areas as the *Brussels Ila* Regulation (and the Maintenance Regulation). In a 'no deal' scenario we would therefore repeal those EU rules and switch to the relevant Hague Conventions.

In international parental child abduction cases, our participation in the 1980 Hague Abduction Convention means that most of the measures we currently operate with EU countries will not change. However, in a 'no deal' scenario, we would repeal the child abduction override provisions in *Brussels Ila*. These rules, which in certain circumstances allow an order from a court of an EU Member State to override the order made by the court of another Member State not to return a child, are based on reciprocity and would no longer operate effectively if the UK left the EU without a deal.

Information about these issues is available on gov.uk, including a [Technical Notice](#) and a separate document on [Family law disputes involving the EU after Exit](#).

Further, detailed guidance is in preparation, but I would like to take this opportunity to assure you that the justice ministries in England and Wales, Scotland and Northern Ireland have engaged and continue to engage with their courts, family judiciary, court advisory services and administrative authorities on how best to deal with cross-border cases.



## **Criminal records and staff vetting**

There would be no impact on statutory requirements for pre-appointment checks if the UK leaves the EU without a deal. The Department for Education's statutory guidance, [\*Keeping Children Safe in Education\*](#), sets out various mandatory pre-appointment checks that schools and colleges in England must carry out to help determine an individual's suitability to work with children. In particular, the guidance states that where an individual has lived or worked outside the UK they must undergo the same checks as all other staff in schools or colleges and employers must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered.

We are committed to continued close working with Ireland on the issue of child sexual exploitation following the UK's exit from the EU. We will continue to engage with Ireland bilaterally, at both a policy and law enforcement level, and through multilateral fora, such as the WePROTECT Global Alliance.

I hope this letter reassures you that arrangements are in place to ensure the protection of children as the UK leaves the EU.

I am copying this letter to the Rt. Hon Sajid Javid MP, Home Secretary, Rt. Hon Damian Hinds MP, Education Secretary and Rt. Hon David Gauke MP, Justice Secretary who have responsibility for the policies raised in this letter.

Yours sincerely,



**RT HON STEVE BARCLAY MP**  
**SECRETARY OF STATE FOR EXITING THE EUROPEAN UNION**

- cc. Rt Hon Nicola Sturgeon MSP, First Minister of Scotland  
Rt Hon Mark Drakeford AM, First Minister of Wales  
Rt Hon Sajid Javid MP, Home Secretary  
Rt Hon Damian Hinds MP, Education Secretary  
Rt Hon Karen Bradley MP, Secretary of State for Northern Ireland  
Michael Russell MSP, Cabinet Secretary for Government Business and Constitutional Relations  
Rt Hon Hilary Benn MP, Chair, Brexit Select Committee  
Rt Hon Yvette Cooper MP, Chair, Home Affairs Select Committee  
Rt Hon Robert Halfon MP, Chair, Education Select Committee  
Dr Andrew Murrison MP, Chair, NI Affairs Committee



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

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

Kirsty Williams, AM  
Minister for Education  
Welsh Government

22 March 2019

Dear Kirsty

### **Draft Additional Learning Needs Code: Welsh Government Consultation**

Thank you for your letter of 11 December 2018, setting out the details of the Welsh Government consultation on the draft Additional Learning Needs Code (the draft Code), and other regulations.

Section 4 of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 requires Welsh Ministers to issue a Code on additional learning needs, and section 5 of that Act sets out the procedure for making the Code. In accordance with that procedure, Welsh Ministers must consult specified persons before issuing a Code – and the Children, Young People and Education Committee is one of the statutory consultees listed in the Act under section 5(1), as the relevant National Assembly Committee.

The Committee is very pleased to be responding to the consultation in that statutory capacity. In responding, I thought it would also be useful to set out some background to the Committee's work in scrutinising the ALN Bill, and the process we put in place to consider the draft Code. We believe this will help set out some added context to our response.

During its early scrutiny of the ALN Bill, the Committee was concerned that the Code should be subject to scrutiny by the Assembly before it was issued. In line with the Committee's recommendation 44, the Bill was amended at Stage 2 to provide for an enhanced procedure to apply to the making of the Code. This included consultation with the "relevant Assembly Committee" and approval of the draft Code by the Assembly.





As one of the statutory consultees, the CYPE Committee considered how best to approach its scrutiny of the draft Code in order to input into the Government's consultation effectively. The Committee agreed to call together a 'working group' to enable direct engagement with expert stakeholders to discuss the detail of the draft Code and to inform the Committee's formal response to the consultation. In doing so, we were mindful not to duplicate the Welsh Government's consultation and proceeded on that basis with stakeholders who we have encouraged to submit their own response to the consultation.

The main purpose of the working group was therefore to gather the views of expert stakeholders on the content of the Code, whether it meets the needs of stakeholders / practitioners and most importantly whether it would help enable the effective implementation of the provisions of the ALN Act in order to support learners with ALN.

Members of the working group included representatives from a number of organisations that had been involved with the work the Committee undertook in scrutinising the ALN Bill during its passage through the Assembly. The Committee wanted to build on this previous scrutiny, and the detailed work undertaken in collaboration with stakeholders. Its considerations were conducted in two parts:

**Part 1** – the working group considered an analysis of Welsh Government commitments made during scrutiny of the Bill. This analysis also took account of issues raised during the technical briefing provided by Welsh Government officials on 30 January 2019.

**Part 2** – the working group members were asked to lead a more general discussion on the draft Code to highlight any areas of concern, or areas where they believed the draft Code would work well.

The Committee also received written comments from organisations who were involved in the working group, but unfortunately could not attend the Group's meeting on 13 February. Written comments received were circulated to the working group in advance and discussed during its considerations.





## The Committee's Response

The Committee's detailed response on the content of the draft Code is set out in the [Annex to this letter](#). This detailed response is based on the table of analysis that formed the basis of the working groups considerations, and contains:

- details of Welsh Government commitments made during the Bill's passage and how these are addressed in draft Code (Part 1 of the table);
- details of other issues raised by stakeholders (Part 2 of the table);
- a summary of stakeholder views on the commitments and other issues; and
- the Committee's view and findings on each of the areas considered.

The Committee urges the Welsh Government to consider carefully the evidence presented by the working group, and the findings made by the Committee. We are fully aware that the drafting of the Code is an ongoing process and that the final Code will need to be laid before and approved by the Assembly before it can be issued. The Committee will therefore consider the Welsh Government's response to the consultation, and may if appropriate, report to the Assembly to inform its decision on whether to approve the Code.

The Committee would like to thank all those who contributed to the working group's considerations, either during the meeting, or through their written representations. Those involved included representatives from SNAP Cymru, Welsh Local Government Association, National Deaf Children's Society, the Office of the Welsh Language Commissioner, Royal College of Speech and Language Therapists, Children in Wales, Royal College of Occupational Therapists, Mudiad Meithrin, Association of Educational Psychologists, NHS Confederation and the Office of the Children's Commissioner for Wales.

This was the first time the Committee has established a working group to consider a specific piece of work, and the contribution of those expert stakeholders helped ensure our scrutiny was as effective as it could be in the short time we had available.

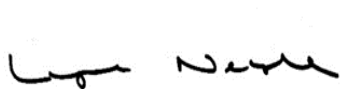
The Committee is fully aware that those stakeholders / organisations who were involved with the group may also be responding to the Welsh Government's consultation in their own right – and we would encourage that. It is vital that the Welsh Government hears from those delivering support for our children and young people – in whatever role they play. The 2018 Act was widely welcomed.





In delivering the new system that fully supports children and young people of Wales with ALN it is vital that we get the ALN Code right so it can effectively underpin the legislation.

Yours sincerely



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





# Agenda Item 3.8

CYPE(5)-12-19 - Paper to note 8

**Dr Frank Atherton**  
**Prif Swyddog Meddygol/Cyfarwyddwr Meddygol, GIG Cymru**  
**Chief Medical Officer/Medical Director NHS Wales**



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

Lynne Neagle  
Chair, Children, Young People and Education Committee

27 March 2019

Dear Chair

I welcomed the opportunity to attend Children, Young People and Education Committee meeting on 14<sup>th</sup> March, and look forward to reading the committee's response to the Healthy Weight, Healthy Wales consultation.

Following my attendance at the session, the committee have asked that I clarify the amount of funding received by the Welsh Government as a result of the Soft Drink Levy consequential. I can confirm that Wales received £56.757m over the four-year period for which we had a revenue settlement (2016-17 to 2019-20).

I hope this provides the confirmation required by the committee.

Yours sincerely

**DR FRANK ATHERTON**



**BUDDSODDWR MEWN POBL**  
**INVESTOR IN PEOPLE**

**Park Place**

**Cardiff**  
Cardiff, Caerdydd CF10 3NQ Cathays Park, Cardiff CF10 3NQ  
Epost/Email: PSChiefMedicalOfficer@gov.wales

Ffon/Tel: 03000 257028



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

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

Rt Hon Mark Drakeford AM  
First Minister, Welsh Government

28 March 2019

Dear Mark,

### **Improving outcomes for children in care**

Further to a meeting with stakeholders last week, I am aware that the Welsh Government's Director of Social Services and Integration wrote in February 2019 to local authority Chief Executives and Directors of Social Services regarding your manifesto commitment to support looked after children.

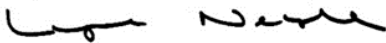
The letter refers to the Welsh Government's intention to develop reduction expectation plans with each local authority, to include:

- The number of children in their care
- The number of children placed out of county
- The number of children placed out of Wales
- The number of children removed from parents with a learning disability.

It also outlines the plans to establish a Technical Group to inform and advise on the Welsh Government's approach to this activity.

Given our interest as a Committee in the support provided for looked after children, we would be grateful to be kept updated of progress with this work.

Yours sincerely,



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

