

Agenda – Y Pwyllgor Plant, Pobl Ifanc ac Addysg

Lleoliad: I gael rhagor o wybodaeth cysylltwch a:
Ystafell Bwyllgora 5 – Tŷ Hywel Llinos Madeley
Dyddiad: Dydd Iau, 30 Tachwedd 2017 Clerc y Pwyllgor
Amser: 09.15 0300 200 6565
SeneddPPIA@cynulliad.cymru

Cyfarfod preifat cyn y prif gyfarfod

(09:15 – 09:30)

1 Cyflwyniad, ymddiheuriadau, dirprwyon a datgan buddiannau

(09:30)

Dogfennau atodol:

2 Ymchwiliad i lechyd Emosiynol ac lechyd Meddwl Plant a Phobl Ifanc – crynodeb o ganlyniadau'r arolwg

(09:30 – 09:45)

(Tudalennau 1 – 22)

Dogfennau atodol:

CYPE(5)-33-17 – Papur 1a – Crynodeb o ganlyniadau'r arolwg – pobl ifanc mewn ysgolion uwchradd a cholegau

CYPE(5)-33-17 – Papur 1b – Crynodeb o ganlyniadau'r arolwg – gweithwyr proffesiynol ym maes Addysg

3 Ymchwiliad i lechyd Emosiynol a Meddyliol Plant a Phobl Ifanc – Sesiwn dystiolaeth 3

(09:45 – 10:45)

(Tudalennau 23 – 58)

Tim Pratt, Cyfarwyddwr – Cymdeithas Arweinwyr Ysgolion a Cholegau Cymru (ASCL)

Jane Sloggett, Dirprwy Bennaeth Ysgol Gyfun Porthcawl

Rob Williams, Cyfarwyddwr Polisi Cymru – Cymdeithas Genedlaethol y Prifathrawon (NAHT)

Steve Rees, Pennaeth Ysgol Gynradd Evenlode, Bro Morgannwg



Chris Britten, Pennaeth Ysgol Arbennig y Deri, Bro Morgannwg

Dogfennau atodol:

Briff Ymchwil – Gwella Iechyd Emosiynol ac Iechyd Meddwl Plant a Phobl Ifanc
CYPE(5)–33–17 – Papur 2 – Cymdeithas Arweinwyr Ysgolion a Cholegau
(ASCL) (Saesneg yn unig)

CYPE(5)–33–17 – Papur 3 – Cymdeithas Genedlaethol y Prifathrawon (NAHT)
(Saesneg yn unig)

**4 Ymchwiliad i Iechyd Emosiynol a Meddyliol Plant a Phobl Ifanc –
Sesiwn dystiolaeth 4**

(10:45 – 11:30)

Cymdeithas Cyfarwyddwyr Addysg Cymru (ADEW)

Nichola Jones, Pennaeth Cynhwysiant/Anabledau – Cyngor Sir Benfro

Kathryn Morgan, Uwch Seicolegydd Addysg – Cyngor Bwrdeistref Sirol Pen-y-
bont ar Ogwr

David Haines, Pennaeth – Ysgol Uwchradd Dewi Sant, Sir Benfro

Will McLean, Prif Swyddog – Plant a Phobl Ifanc, Cyngor Sir Fynwy

Dogfennau atodol:

Egwyl

(11:30 – 11:45)

**5 Ymchwiliad i Iechyd Emosiynol a Meddyliol Plant a Phobl Ifanc –
Sesiwn dystiolaeth 5 (drwy fideo gynadledda)**

(11:45 – 12:30)

Tabitha Sawyer, Pennaeth Cynorthwyol ac Arweinydd Ymwybyddiaeth Ofalgar
– Ysgol Pen y Bryn

Arun Ramesh, Llysgennad Ymwybyddiaeth Ofalgar Ysgol – Ysgol Pen y Bryn

Amber Stock, Llysgennad Ymwybyddiaeth Ofalgar Ysgol – Ysgol Pen y Bryn

Sarah Silverton, Athro a hyfforddwr ymwybyddiaeth ofalgar llawrydd, sy'n gweithio drwy'r Ganolfan Ymchwil ac Arfer Ymwybyddiaeth Ofalgar, Prifysgol Bangor

Dogfennau atodol:

6 Cynnig o dan Reol Sefydlog 17.42(ix) i benderfynu gwahardd y cyhoedd o'r cyfarfod ar gyfer eitem 7

(12:30)

Dogfennau atodol:

7 Ymchwiliad i Iechyd Emosiynol a Meddyliol Plant a Phobl Ifanc – Trafod y dystiolaeth

(12.30 – 12.45)

Dogfennau atodol:

Cinio

(12:45 – 13:30)

8 Ymchwiliad i Dechrau'n Deg: allgymorth – Sesiwn dystiolaeth 4

(13:30 – 14:30)

(Tudalennau 59 – 67)

Huw Irranca-Davies AC, y Gweinidog Gofal Cymdeithasol a Phlant

Karen Cornish, Dirprwy Gyfarwyddwr – Yr Is-adran Plant a Theuluoedd

Richard Thurston, Addysg ac Ymchwil Sgiliau

Dogfennau atodol:

Briff Ymchwil – Dechrau'n Deg: allgymorth

Gwybodaeth ychwanegol gan y Gweinidog Gofal Cymdeithasol a Phlant

9 Papurau i'w nodi

(14:30)

Dogfennau atodol:

9.1 Llythyr gan y Llywydd – Y diweddaraf ar y Senedd Ieuenctid

(Tudalennau 68 – 69)

Dogfennau atodol:

CYPE(5)–33–17 – Papur i'w nodi 1

9.2 Llythyr gan Ysgrifennydd y Cabinet dros Gyllid at Gadeirydd y Pwyllgor Cyllid – strwythur Cyllideb Ddrafft Llywodraeth Cymru ar gyfer 2018–19

(Tudalennau 70 – 71)

Dogfennau atodol:

CYPE(5)–33–17 – Papur i'w nodi 2

9.3 Llythyr oddi wrth Ysgrifennydd y Cabinet dros Addysg–dilyniant i'r sesiwn graffu ar y gyllideb drafft ar 16 Tachwedd

(Tudalennau 72 – 90)

Dogfennau atodol:

CYPE(5)–33–17 – Papur i'w nodi 3

9.4 Llythyr gan Goleg Brenhinol Meddygon Teulu Cymru – adroddiad iechyd meddwl amenedigol

(Tudalennau 91 – 92)

Dogfennau atodol:

CYPE(5)–33–17 – Papur i'w nodi 4 (Saesneg yn unig)

10 Cynnig o dan Reol Sefydlog 17.42(ix) a (vi) i benderfynu gwahardd y cyhoedd o weddill y cyfarfod.

(14.30)

Dogfennau atodol:

11 Ymchwiliad i Dechrau'n Deg: allgymorth – Trafod y dystiolaeth

(14:30– 14:45)

Dogfennau atodol:

12 Craffu ar Gyllideb Ddrafft Llywodraeth Cymru ar gyfer 2018–19 – trafod yr adroddiad drafft

(14:45 – 15:00)

Dogfennau atodol:

Adroddiad ar y Gyllideb Ddrafft

Pwyllgor Plant, Pobl Ifanc ac Addysg

Eitem 2

Crynodeb o'r arolwg o lesiant emosiynol ac iechyd meddwl plant a phobl ifanc – pobl ifanc mewn ysgolion uwchradd a cholegau

Cefndir

Mae'r ddogfen hon yn rhoi crynodeb o'r ymatebion a gafwyd i'r arolwg o lesiant emosiynol ac iechyd meddwl plant a phobl ifanc. Fe'i cwblhawyd gan bobl ifanc mewn ysgolion uwchradd a cholegau ledled Cymru, ac fe'i cynhaliwyd gan y tîm Allgymorth. Roedd yr arolwg hwn ar agor ar gyfer ymgynghori ac ymateb rhwng 4 Medi 2017 a 15 Hydref 2017. Cafwyd cyfanswm o **1,611** o ymatebion i'r arolwg.

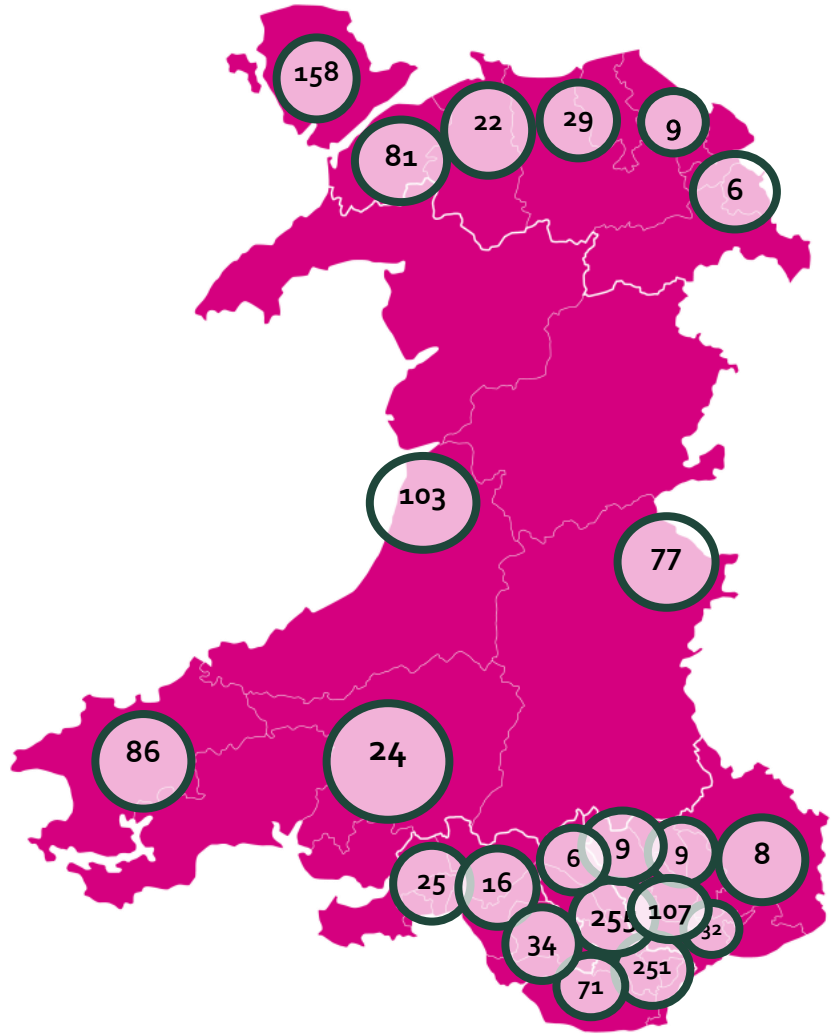
Cynhaliwyd yr arolygon i sicrhau bod y rhai sy'n cael, a'r rhai sy'n rhoi cymorth – gyda'r gallu i ddweud eu dweud.

Bwriedir i ganlyniadau'r arolwg ddarparu ffynhonnell ychwanegol o wybodaeth, ynghyd â thystiolaeth ysgrifenedig a llafar. Maent yno i helpu'r Pwyllgor i brofi rhai o'r honiadau a wnaed am iechyd emosiynol a meddyliol plant a phobl ifanc.

Mae'r map isod yn dangos nifer yr ymatebion gan bobl ifanc mewn gwahanol awdurdodau lleol. Mae'r ystadegau a gasglwyd yn sgil yr arolwg hwn yn cynrychioli barn y rhai a ymatebodd yn hytrach na'r cyhoedd yn gyffredinol.



Blaenau Gwent: 9
 Pen-y-bont ar Ogwr: 34
 Caerffili: 107
 Caerdydd: 251
 Sir Gaerfyrddin: 24
 Ceredigion: 103
 Conwy: 22
 Sir Dinbych: 29
 Sir y Fflint: 9
 Gwynedd: 81
 Ynys Môn: 158
 Merthyr Tydfil: 6
 Sir Fynwy: 8
 Castell Nedd Port Talbot: 16
 Casnewydd: 32
 Sir Benfro: 86
 Powys: 77
 Rhondda Cynon Taf: 255
 Abertawe: 25
 Torfaen: 9
 Bro Morgannwg: 71
 Wrecsam: 6
 Heb ateb: 193

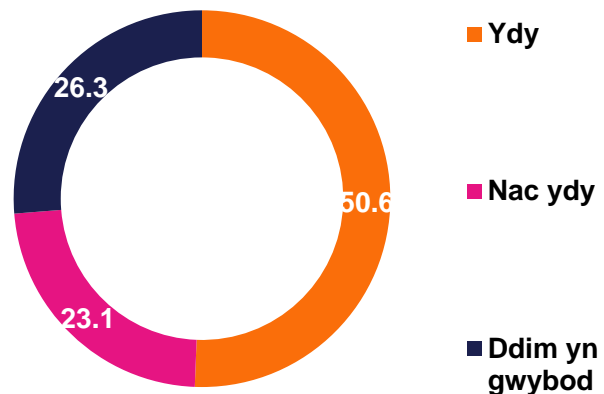


Dadansoddiad o'r ymatebion

1. A yw eich ysgol neu'ch coleg yn rhoi gwybodaeth i fyfyrwyr am lesiant emosiynol ac iechyd meddwl, er enghraifft drwy bosteri, taflenni neu ar-lein?

Cyfanswm nifer yr ymatebion 1561

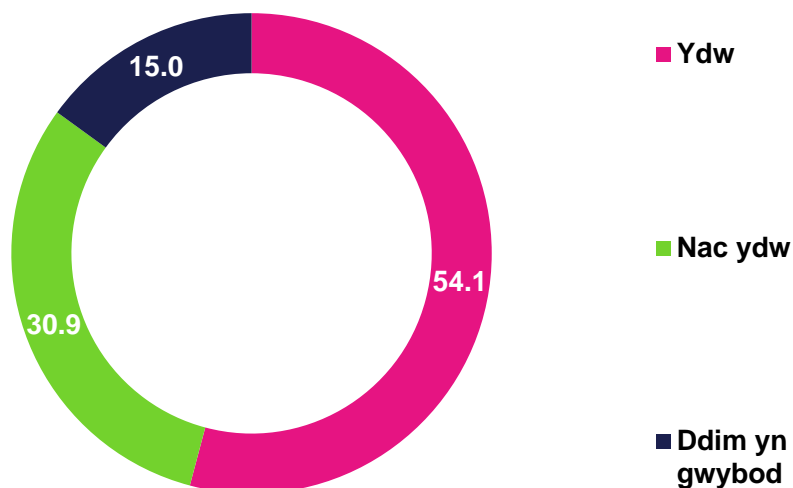
- Ydy: 50.6% (790)
- Nac ydy: 23.1% (361)
- Ddim yn gwybod: 26.3% (410)



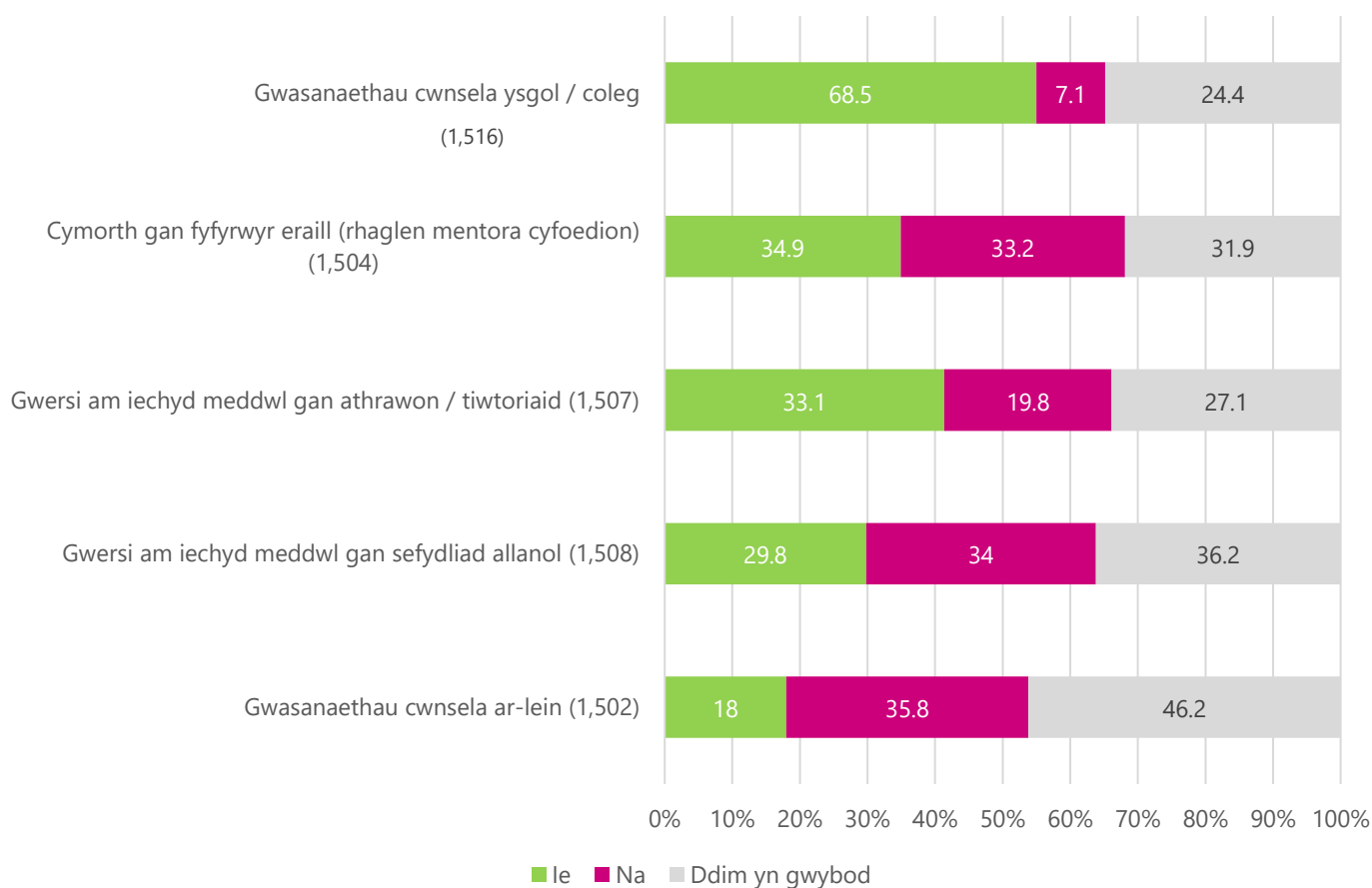
2. A ydych chi'n gwybod ble i gael gwybodaeth am lesiant emosiynol ac iechyd meddwl yn eich ysgol neu'ch coleg?

Cyfanswm nifer yr ymatebion 1559

- Ydw: 54.14% (844)
- Nac ydw: 30.9% (481)
- Ddim yn gwybod: 15.0% (234)



3. Pa gymorth sydd ar gael ar gyfer llesiant emosiynol ac iechyd meddwl yn eich ysgol neu'ch coleg? Cyfanswm nifer yr ymatebion: 1517



4. Ar raddfa o 1 i 5, yn eich barn chi pa mor bwysig yw hyrwyddo llesiant emosiynol ac iechyd meddwl da i'ch ysgol neu'ch coleg? (1 yn golygu nad yw'n bwysig iawn, 5 yn golygu ei fod yn bwysig iawn)

Cyfanswm nifer yr ymatebion 1264



5. Pa mor gyffyrddus fydddech chi'n teimlo yn siarad â'r bobl a ganlyn yn eich ysgol neu'ch coleg am eich llesiant emosiynol a'ch iechyd meddwl?

Cyfanswm nifer yr ymatebion 1494

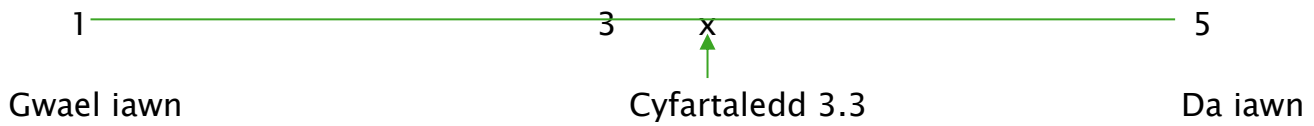


O.N. Mae'r opsiwn darlithydd wedi'i ddileu yn y dadansoddiad oherwydd y nifer fach o ymatebion gan fyfyrwyr coleg. Golyga hyn nad yw'n bosibl dod i gasgliadau cadarn ar gyfer yr opsiwn hwn.



6. Pa mor dda yw eich ysgol neu'ch coleg o ran eich helpu i ymdopi â phethau fel pwysau arholiadau, bwlio a phwysau gan gyfoedion? (1 yn golygu gwael iawn, 5 yn golygu da iawn)

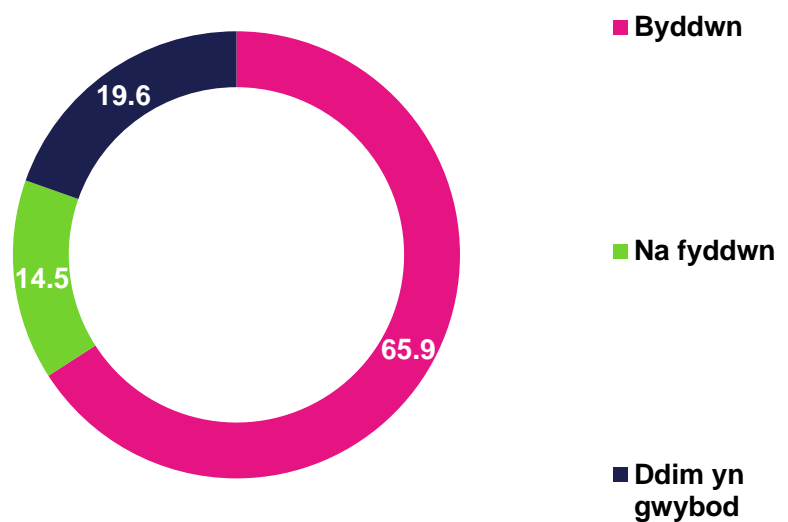
Cyfanswm nifer yr ymatebion 1209



7. A fydddech chi'n hoffi i'ch ysgol neu'ch coleg ddysgu mwy i chi am sut i ofalu am eich llesiant emosiynol a'ch iechyd meddwl?

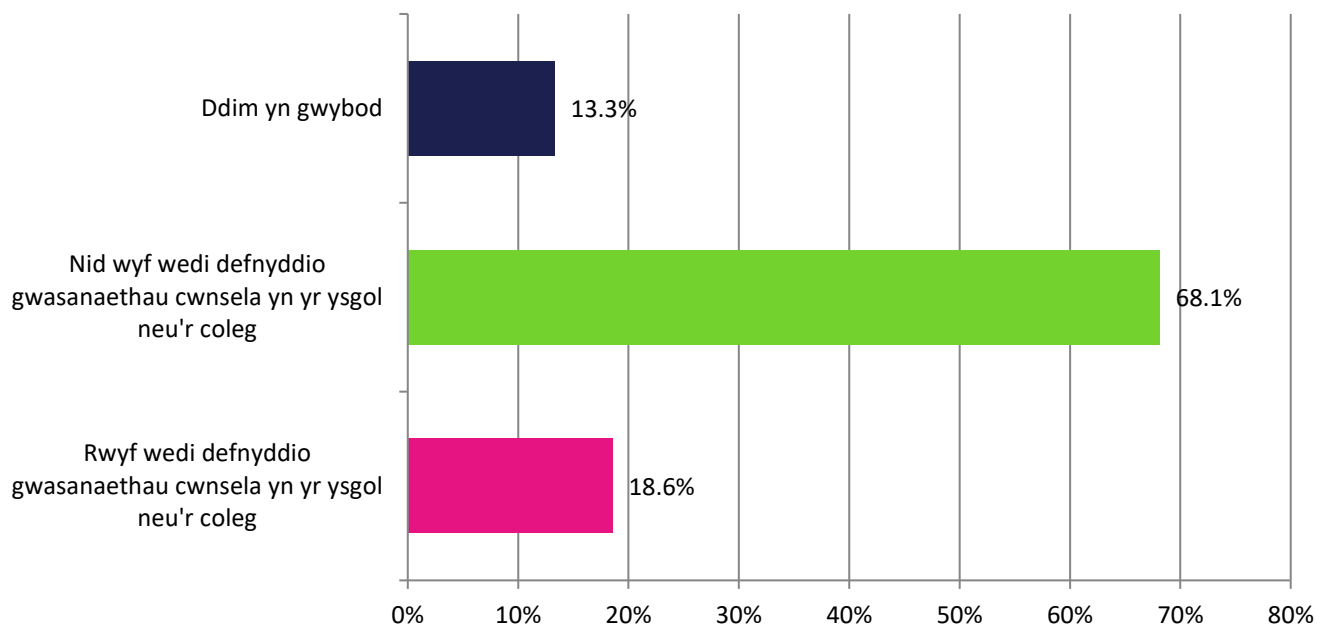
Cyfanswm nifer yr ymatebion 1490

- Byddwn: 65.9% (982)
- Na fyddwn: 14.5% (216)
- Ddim yn gwybod: 19.6% (292)



8. Ydych chi wedi defnyddio gwasanaethau cwnsela? Dewiswch yr opsiwn neu'r opsiynau sy'n berthnasol i chi

Cyfanswm nifer yr ymatebion 1487

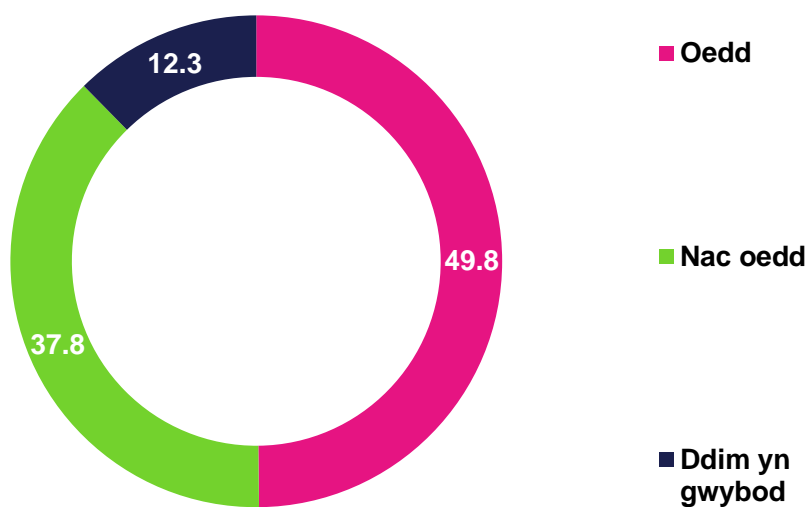


Os ydych chi wedi defnyddio gwasanaethau cwnsela yn yr ysgol neu coleg, atebwch y cwestiynau isod.

09. A oedd y gwasanaethau cwnsela yn yr ysgol neu'r coleg yn ddefnyddiol?

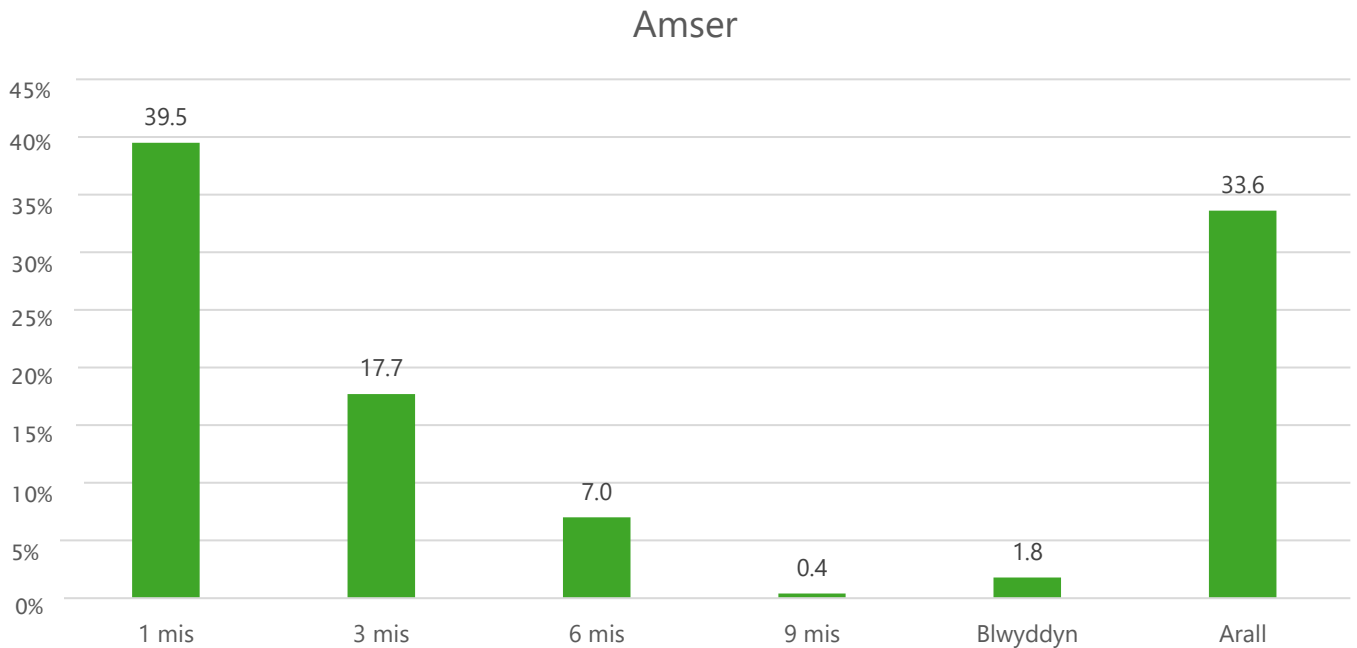
Cyfanswm nifer yr ymatebion 283

- Oedd: 49.8% (141)
- Nac oedd: 37.8% (107)
- Ddim yn gwybod: 12.3% (35)



10. Pa mor hir oedd yn rhaid i chi aros am apwyntiad i gael mynediad at wasanaethau cwnsela yn yr ysgol neu'r coleg?

Cyfanswm nifer yr ymatebion 271



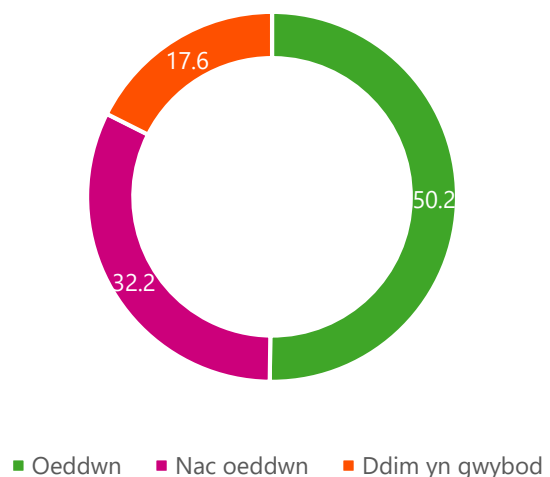
I'r 33.6% a nododd 'arall' fel ymateb i'r cwestiwn hwn, amrywiodd atebion o "yn syth" i "dros flwyddyn".

11. A oeddech chi'n teimlo eich bod wedi cael digon o amser gyda'r cwnselydd yn yr ysgol neu'r coleg?

Cyfanswm nifer yr ymatebion 273

- Oeddwn: 50.2% (137)
- Nac oeddwn: 32.2% (88)
- Ddim yn gwybod: 17.6% (48)

Digon o amser gyda cwnselydd



12. Os oes gennych chi farn a syniadau pellach am y cymorth y mae eich ysgol neu'ch coleg yn ei roi i fyfyrwyr ar gyfer eu llesiant emosiynol a'ch iechyd meddwl, dywedwch wrthym yma:

Cyfanswm nifer yr ymatebion 323

Mentora cyfoedion

"Rhowch 'gyfeillion' dibynadwy i ddisgyblion siarad â hwy"

"Mae angen mwy o raglenni sy'n cael eu cynnal gan fyfyrwyr o ran iechyd meddwl oherwydd rwy'n credu bod myfyrwyr yn teimlo'n fwy cyfforddus yn siarad â myfyrwyr eraill".

Gwasanaethau Cwmsela mewn Ysgolion

"Mae yna wasanaethau cwmsela mewn ysgolion / colegau ond nid oes digon ohonynt o bell ffordd"

"Mae ein gwasanaeth cwmsela wedi'i ddileu"

"Roeddwn i fod i fynd i sesiynau cwmsela, ond nid ydynt wedi'u trefnu (ac mae hyn dros wyth mis yn ôl!)"

"Nid yw'n brofiad plerus gorfod mynd a churo ar ddrws, gyda phroblemau sydd eisoes yn peri pryder, ac nid ydych am i eraill wybod am eich pryder".

"Mae apwyntiadau ar gael yn ystod amser gwarsi yn unig, ac mae gwybod y byddai'n rhaid imi ddal i fyny â gwaith yn pwyso ar fy meddwl".

"Rwy'n gwybod ble i gael help, ond mae angen gwella'r gwasanaeth. Mae yna wasanaethau cwmsela mewn ysgolion ond nid wyf fi'n ymddiried ynddynt".

"Dylai cynghorydd unwaith y tymor fod yn orfodol i bawb, fel bod pawb yn cael cymorth hyd yn oed os nad ydynt yn gwybod eu bod ei angen".

"Mae'n rhaid ei gwneud hi'n haws a chyda llai o amser aros i weld a siarad â rhywun yn gwbl gyfrinachol".



"Rhaid i gynghorwyr barchu cyfrinachedd pob disgybl, oni bai eu bod yn teimlo bod y disgybl yn peryglu eu hunain neu rywun arall. Nid yw fy nghynghorydd i'n gwneud hyn".

"Nid yw gwasanaethau cwnsela hanner cystal ar gyfer y chweched dosbarth ag y maent ar gyfer blwyddyn 7-11". "Mae angen mwy o adnoddau iechyd meddwl ar gyfer yr ysgol uwchradd".

Nyrsys ysgol

"Mae'r nyrs ysgol yn yr ysgol yn ystod amser cinio bob dydd lau yn unig, ac nid yw hyn yn ddigon o amser i siarad â hi".

"Mae'r nyrs ysgol yn dod am 40 munud (rwy'n credu) yn ystod amser cinio ar ddydd lau. Nid yw hyn yn ddigon da".

Cymorth yn yr ysgol

"Mae'r ysgol yn dda am helpu pobl sydd wedi cael problemau, neu sydd wedi dod ymlaen a mynegi eu bod yn teimlo bod ganddynt broblemau iechyd meddwl, yn fy marn i, ond nid yw'n helpu'r rhai ohonom nad ydynt yn dod ymlaen ac nad oes ganddynt broblemau difrifol".

"Rwy'n credu bod yr ysgol yn eithaf cefnogol o ran pobl sy'n eithaf lleisiol am eu problemau iechyd meddwl, ond mae rhai meysydd lle nad yw'r ysgol yn gefnogol iawn, ac i'r bobl y mae angen iddynt siarad am y meysydd hyn, mae'n fater o lwc yn unig".

"Nid yw ein hysgol ni'n gofalu yn wirioneddol. Rwy'n credu fy mod angen mwy o help i ymdopi â phwysau arholiadau".

"Rwy'n meddwl bod angen i ni gael ein haddysgu ynghylch pa mor bwysig yw ein hiechyd meddwl, a sut i dderbyn pobl eraill pan fyddant yn cael trafferthion a phroblemau iechyd meddwl. Gallai hynny fod gyda phosteri neu wersi fesul blwyddyn, ond mae angen ei addysgu".



"Dylem gael ein dysgu am iechyd meddwl a hunanladdiad. Mae'n rhaid i athrawon ddeall bod iechyd meddwl yn fater difrifol!"

"Er bod iechyd corfforol a rhywiol yn cael ei drafod yn y gwersi Addysg Bersonol a Chymdeithasol, nid yw iechyd meddwl yn cael yn cael yr un flaenoriaeth, er ei fod yn ei haeddu, gan ystyried yr effeithiau dinistriol y gall eu cael".

Meddygon Teulu / CAMHS

"Byddai o help pe na bai athrawon / meddygon yn dweud wrth bobl ifanc nad yw eu problem iechyd meddwl yn wir broblem!"

"Mae hi wedi gwrthod gweld cynghorydd yr ysgol eto, gan iddi ddweud ei bod hi'n ei hofni. Ar hyn o bryd mae hi'n gweld seicolegydd yn breifat wedi i ein Meddyg Teulu ei dynodi 'heb fod yn ddigon sâl i gael atgyfeiriad CAMHS' gan nad yw wedi ceisio cymryd ei bywyd ei hun, ac mai dyna'r unig amod i gael atgyfeiriad at CAMHS".

Athrawon

"Rwy'n credu y dylai athrawon / darlithwyr gael eu dysgu am les emosiynol ac iechyd meddwl a sut y gall materion fel bwlio effeithio ar eu disgyblion / myfyrwyr".

"Fel arfer bydd yr athrawon yn gwneud môr a mynydd o bethau ac yn cymryd llawer o bethau yn ganiataol yn hytrach na gwranddo, ac yna maent yn meddwl ei bod yn embaras i ni, felly byddant yn ein trin ni'n wahanol mewn ffordd ddrwg".

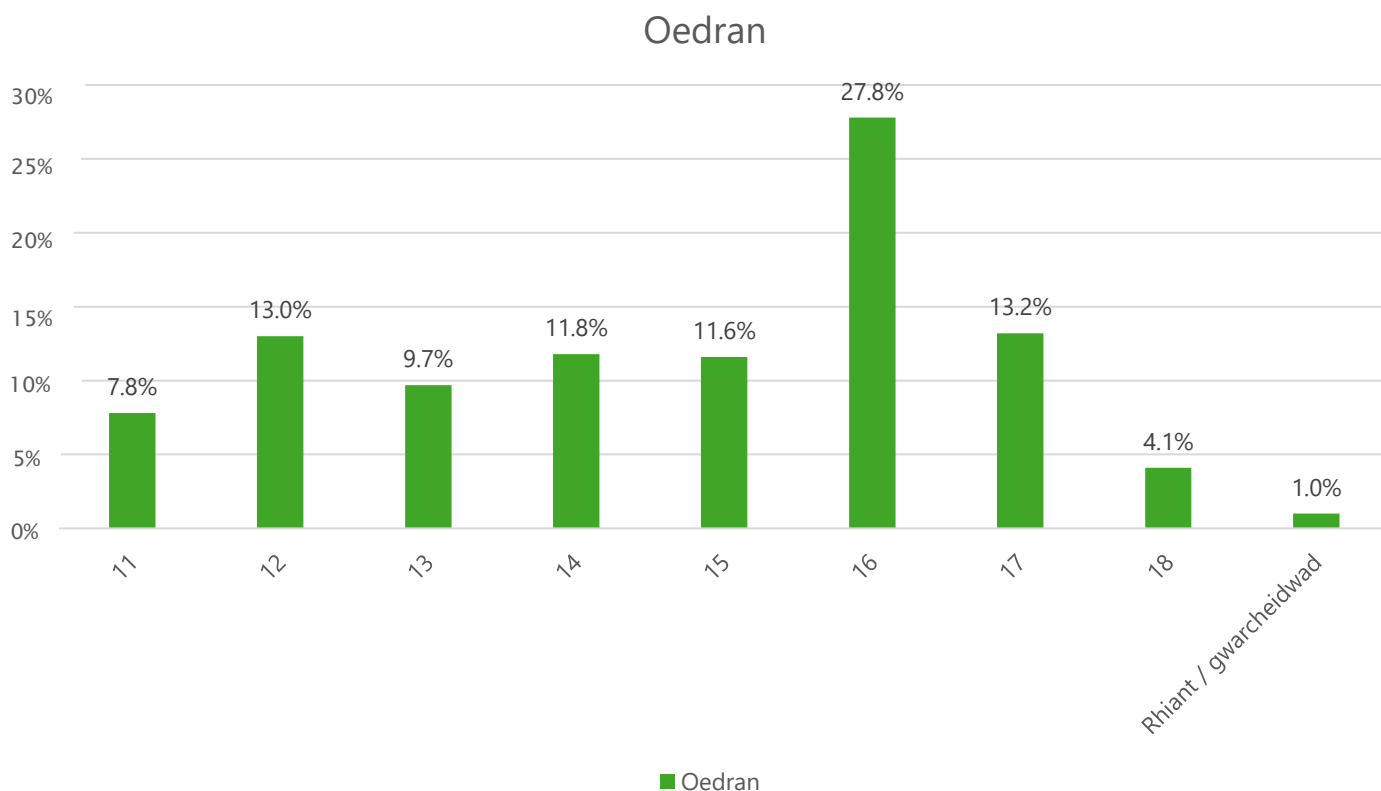


Stigma

"Mae angen rhagor o help ar gyfer myfyrwyr – NID yw dweud wrthynt am 'ymwroli' yn ddefnyddiol. Gall methu â siarad yn agored am iechyd meddwl arwain at iselder ac o bosib hunanladdiad".

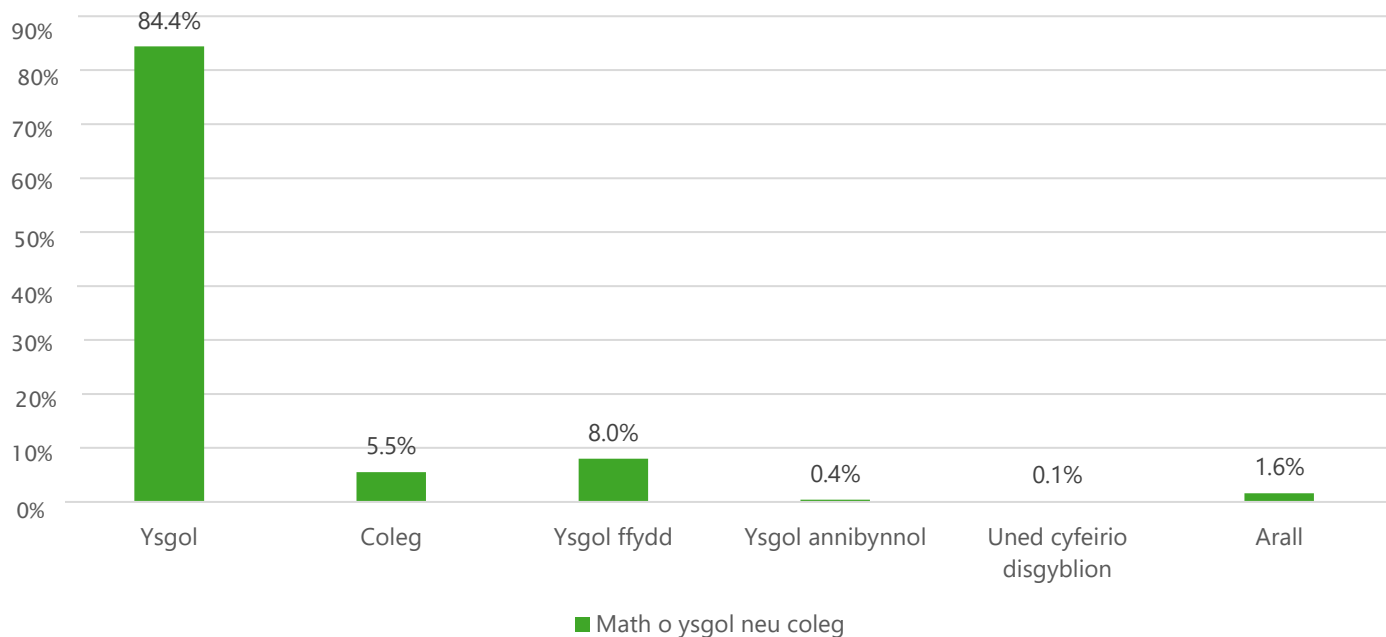
"Mae addysgu am emosiynau yn aml yn cael ei anwybyddu mewn gwrsi Addysg Bersonol a Chymdeithasol, ac yn cael ei ddisodli gan bynciau diddefnydd. Rhaid rhoi mwy o bwyslais ar leihau stigma o ran materion iechyd meddwl. Mae pobl yn aml yn poeni y byddant yn cael eu barnu os byddant yn cyfaddef bod ganddynt broblem."

13. Beth yw eich oedran? *Cyfanswm nifer yr ymatebion 1466*



14. I ba fath o ysgol neu coleg ydych chi'n mynd? *Cyfanswm nifer yr ymatebion 1463*

Math o ysgol neu coleg



Pwyllgor Plant, Pobl Ifanc ac Addysg

Crynodeb o'r arolwg o lesiant emosiynol ac iechyd meddwl mewn ysgolion a cholegau – gweithwyr proffesiynol ym maes Addysg

Cefndir

Mae'r ddogfen hon yn rhoi crynodeb o'r ymatebion a gafwyd i'r arolwg o lesiant emosiynol ac iechyd meddwl mewn ysgolion a cholegau. Fe'i cwblhawyd gan weithwyr proffesiynol ym maes addysg ledled Cymru ac fe'i cynhaliwyd gan y tîm Allgymorth. Roedd yr arolwg hwn ar agor ar gyfer ymgynghori ac ymateb rhwng 4 Medi 2017 a 15 Hydref 2017. Cafwyd cyfanswm o **425** o ymatebion i'r arolwg gan amrywiaeth o weithwyr proffesiynol ym maes addysg, y mwyafrif ohonynt yn cael eu cyflogi mewn ysgolion uwchradd.

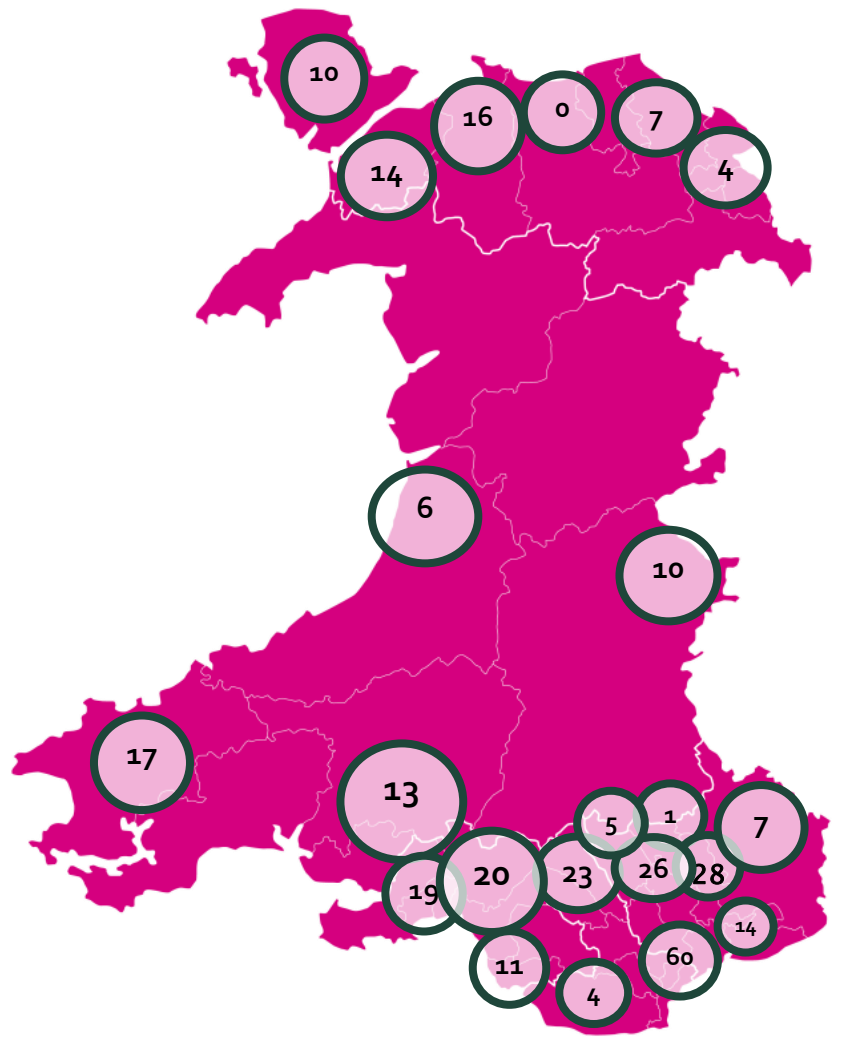
Cynhaliwyd yr arolygon i sicrhau bod y rhai sy'n cael, a'r rhai sy'n rhoi cymorth – gyda'r gallu i ddweud eu dweud.

Bwriedir i ganlyniadau'r arolwg ddarparu ffynhonnell ychwanegol o wybodaeth, ynghyd â thystiolaeth ysgrifenedig a llafar. Maent yno i helpu'r Pwyllgor i brofi rhai o'r honiadau a wnaed am iechyd emosiynol a meddyliol plant a phobl ifanc.

Mae'r map isod yn dangos nifer yr ymatebion gan weithwyr proffesiynol ym maes addysg mewn gwahanol awdurdodau lleol. Mae'r ystadegau a gasglwyd yn sgil yr arolwg hwn yn cynrychioli barn y rhai a ymatebodd yn hytrach na'r cyhoedd yn gyffredinol.



Blaenau Gwent: 1
Pen-y-bont ar Ogwr: 11
Caerffili: 26
Caerdydd: 60
Sir Gaerfyrddin: 13
Ceredigion: 6
Conwy: 16
Sir Ddinbych: 0
Sir y Fflint: 7
Gwynedd: 14
Ynys Môn: 10
Merthyr Tydfil: 5
Sir Fynwy: 7
Castell Nedd
Port Talbot: 20
Casnewydd: 14
Sir Benfro: 17
Powys: 10
Rhondda Cynon Taf: 23
Abertawe: 19
Torfaen: 28
Bro Morgannwg: 4
Wrecsam: 4
Heb ateb: 110



Dadansoddiad arolwg

1. Pa hyfforddiant neu gyfarwyddyd ydych chi wedi'i gael ynghylch llesiant emosiynol ac iechyd meddwl myfyrwyr, naill ai drwy eich hyfforddiant cychwynol athrawon neu ddatblygu proffesiynol parhaus?

Cyfanswm nifer yr ymatebion 406

"Dim o gwbl trwy gydol fy hyfforddiant cychwynol i athrawon"

"Arweiniad cyfyngedig ar lefel TAR"

"Ychydig iawn o hyfforddiant ffurfiol ond rhywfaint o arweiniad gan gydweithwyr"

"Sesiynau hyfforddiant mewn swydd gyda siaradwyr"



“Ychydig iawn, dim ond hyfforddiant achlysurol ar ôl ysgol”

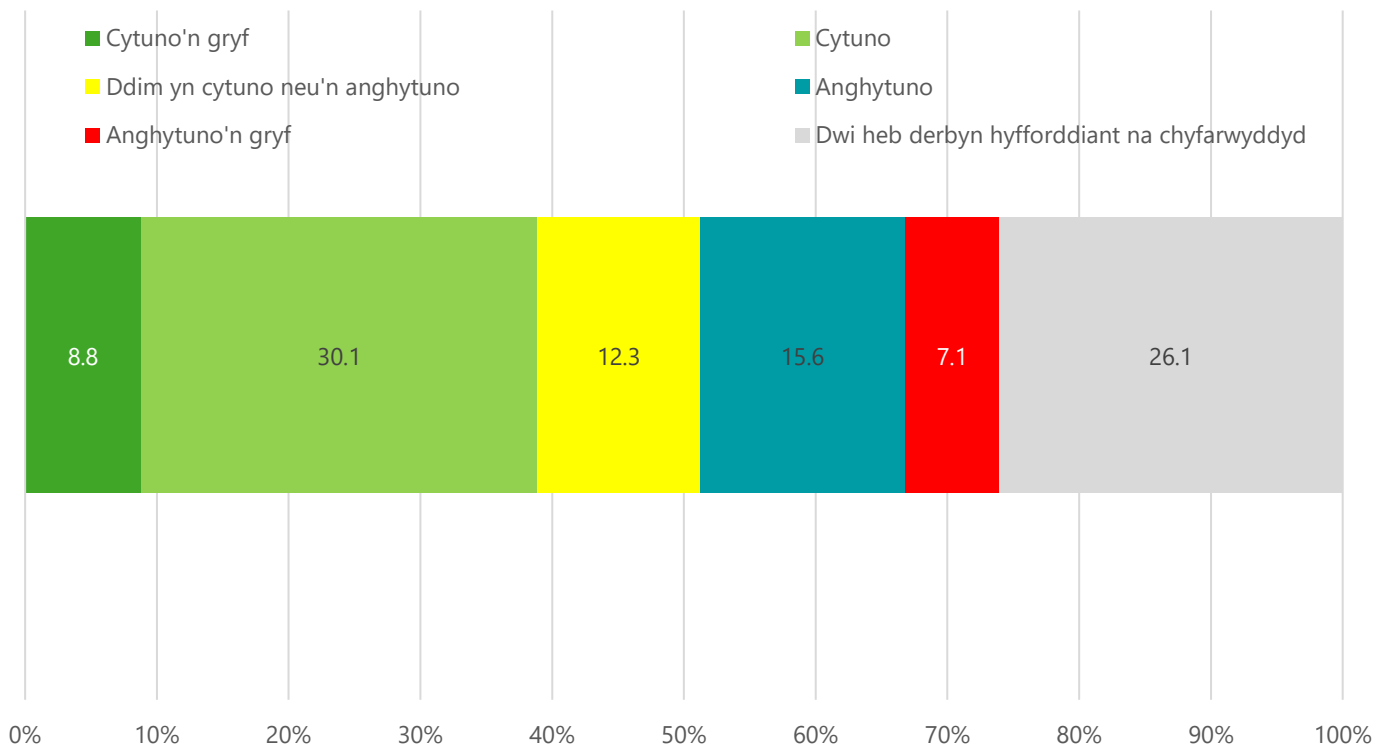
"Hyfforddiant staff rheolaidd gan Swyddog Amddiffyn Plant yr ysgol"

2. I ba raddau ydych chi'n cytuno neu'n anghytuno â'r datganiad a ganlyn?

"Mae'r hyfforddiant neu'r cyfarwyddyd rwyf wedi'i gael wedi fy helpu i gefnogi fy myfyrwyr gyda'u llesiant emosiynol a'u hiechyd meddwl."

Cyfanswm nifer yr ymatebion 422

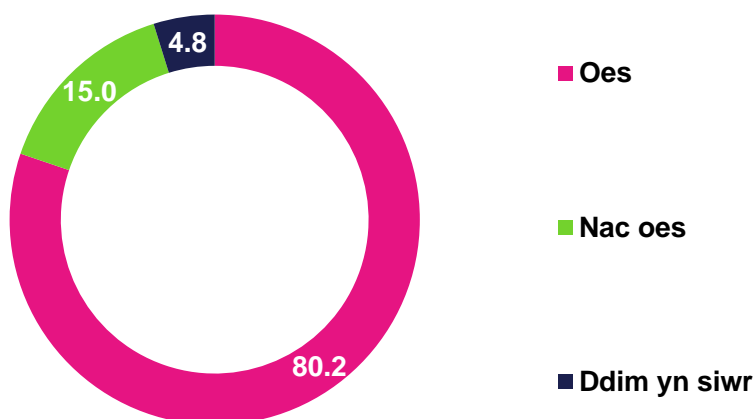
Hyfforddiant a chyfarwyddyd



3. A oes gan eich ysgol neu'ch coleg gwnselydd neu gymorth penodedig ar gyfer llesiant emosiynol ac iechyd meddwl y myfyrwyr?

Cyfanswm nifer yr ymatebion 374

- Oes: 80.2% (300)
- Nac oes: 15.0% (56)
- Ddim yn siwr: 4.8% (18)



4. Ym mha ffyrdd y mae eich ysgol neu'ch coleg yn gweithio gyda rhieni a'r gymuned ehangach i hyrwyddo llesiant emosiynol ac iechyd meddwl myfyrwyr?

Cyfanswm nifer yr ymatebion 305

"Nid ydym yn gwneud hynny"

"Dim ond ar sail unigol y cysylltir â rhieni am lesiant emosiynol / iechyd meddwl"

"Rydyn ni'n sicrhau ein bod ar gael i rieni gysylltu â ni ac i drafod unrhyw bryderon sydd ganddynt"

"Mae swyddogion cymorth bugeiliol yn gweithio gyda theuluoedd y gwelwyd eu bod angen cymorth"

"Cysylltiadau cryf â rhieni trwy ein system bugeiliol, defnyddir asiantaethau allanol"

"Gellid gwneud llawer mwy i gynnwys rhieni"

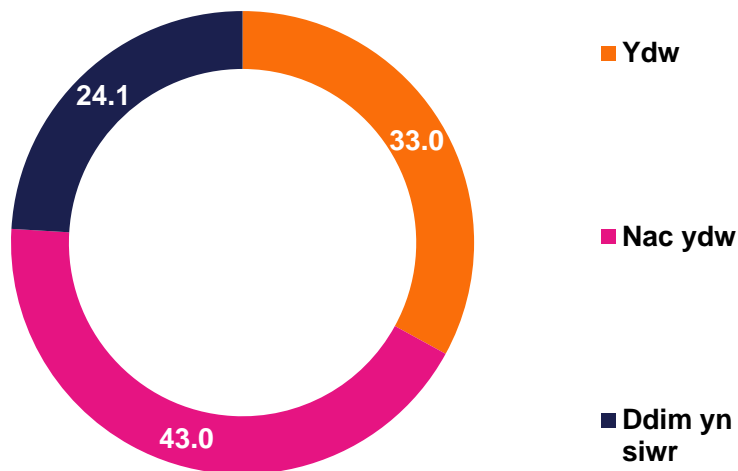
"Mae staff yn atgyfeirio pobl ifanc at y cwnselydd a CAHMS ond maent yn aml yn gweld bod rhestrau aros hir neu nad yw'r person ifanc yn cwrdd â'r trothwy ar gyfer atgyfeiriad".



5. Ydych chi'n meddwl bod eich ysgol neu'ch coleg yn diwallu anghenion myfyrwyr o ran llesiant emosiynol ac iechyd meddwl?

Cyfanswm nifer yr ymatebion 370

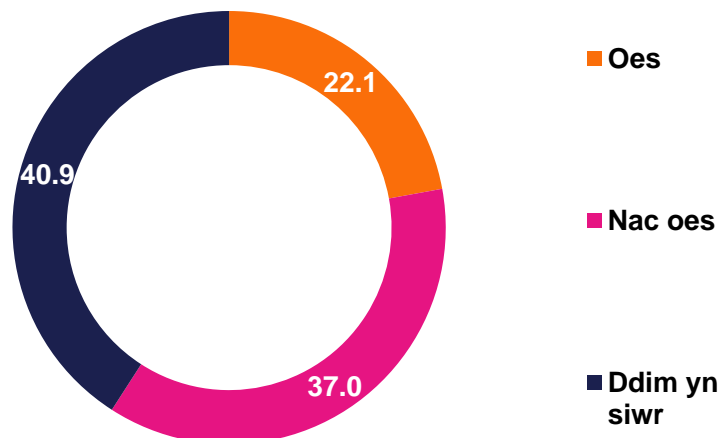
- Ydw: 33.0% (122)
- Nac ydw: 43.0% (159)
- Ddim yn siŵr: 24.1% (89)



6. A oes gan eich ysgol neu'ch coleg bolisi iechyd meddwl?

Cyfanswm nifer yr ymatebion 357

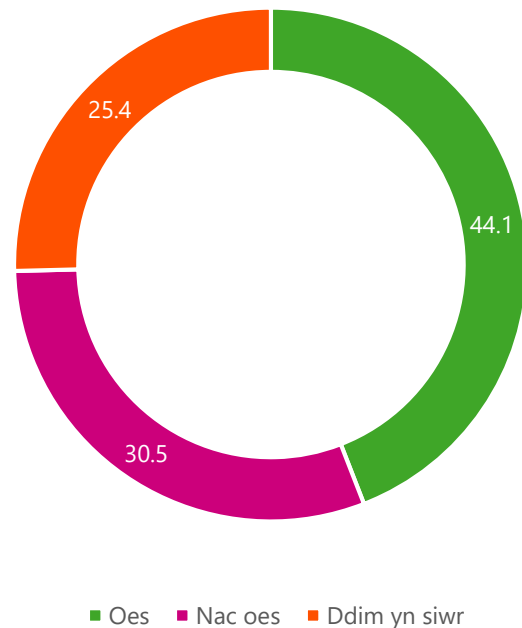
- Oes: 22.1% (79)
- Nac oes: 37.0% (132)
- Ddim yn siŵr: 40.9% (146)



7. A oes gweithdrefnau ysgol gyfan/coleg cyfan sy'n helpu staff i adnabod ac ymateb i broblemau llesiant emosiynol ac iechyd meddwl?

Cyfanswm nifer yr ymatebion 354

- Oes: 44.1% (156)
- Nac oes: 30.5% (108)
- Ddim yn siŵr: 25.4% (90)



8. I ba raddau ydych chi'n cytuno neu'n anghytuno â'r datganiad a ganlyn? (1 yn golygu anghytuno'n gryf, 5 yn golygu cytuno'n gryf)

"Mae'r cwricwlwm ysgol (oedran 3-16) presennol yn rhoi cyfleoedd i fyfyrwyr ddysgu am lesiant emosiynol ac iechyd meddwl."

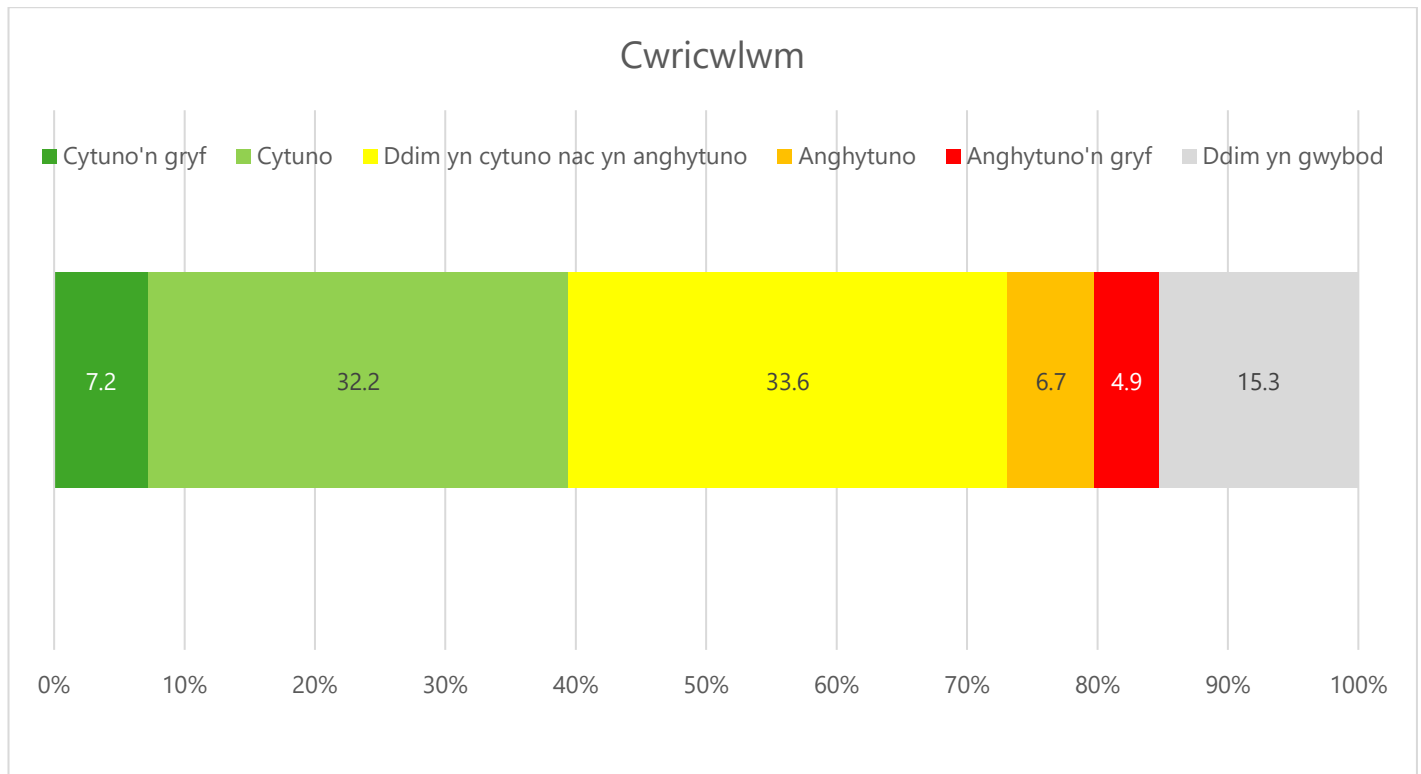
Cyfanswm nifer yr ymatebion 300



9. I ba raddau ydych chi'n cytuno neu'n anghytuno â'r datganiad a ganlyn?

"Bydd y cwricwlwm ysgol (oedran 3–16) newydd a gaiff ei gyflwyno yn dilyn Adolygiad Donaldson yn gwella cyfleoedd i fyfyrwyr ddysgu am lesiant emosiynol ac iechyd meddwl."

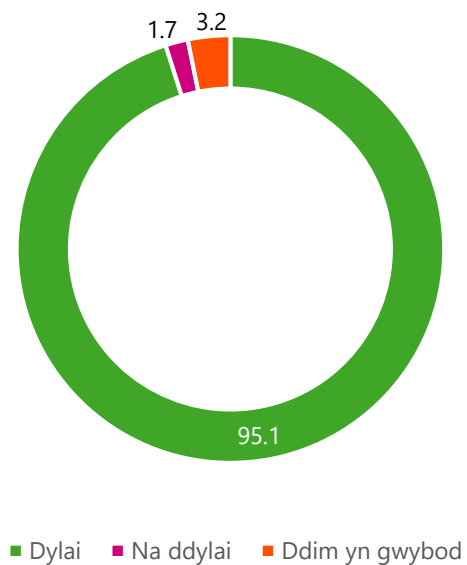
Cyfanswm nifer yr ymatebion 345



10. A ddylai iechyd meddwl da gael ei addysgu fel rhan o'r cwricwlwm ysgol (oedran 3–16)?

Cyfanswm nifer yr ymatebion 349

- Dylai: 95.1% (332)
- Na ddylai: 1.7% (6)
- Ddim yn gwybod: 3.2% (11)



11. A oes gennych unrhyw beth arall yr hoffech ei ddweud am gymorth llesiant emosiynol ac iechyd meddwl i fyfyrwyr?

Cyfanswm nifer yr ymatebion 202

Cymorth sydd ar gael mewn ysgolion

"Mae angen dysgu cydnerthedd i bobl ifanc pan maent yn iau, a hynny er mwyn rhoi hyder iddynt a meithrin eu gallu "dal ati"..."

"Dylai disgyblion fod yn ymwybodol at bwy y gallant droi a theimlo'n ddiogel yn yr ysgol bob amser"

"Mae angen siarad yn fwy agored amdano. I ddisgyblion sylweddoli ei fod yn iawn ac nad oes angen cadw'n dawel. "

"Rwy'n teimlo'n gryf y dylai fod llwybrau mynediad haws i ysgolion sy'n chwilio am gefnogaeth i ddisgyblion. Rydym yn sylweddoli bod y galw'n uchel ond pan fydd disgyblion yn cyrraedd pwynt argyfwng, dylai fod cymorth ar gael yn gyflym i'w cefnogi."

"Mae angen gweithwyr ieuenctid mewn ysgolion fel mater o flaenoriaeth er mwyn cefnogi'r asiantaeth Cwnselwyr Ysgolion sy'n cael ei danariannu ddifrifol, sydd, yn ei dro, yn darparu rhywfaint o gefnogaeth ar gyfer y gwasanaeth CAMHS sydd wedi'i gwtogi"

Cwmsela mewn ysgolion

"Y cymorth y tu allan i'r ysgol sydd angen ei ddatblygu. Mwy o weithwyr CAMHS penodedig a phroffesiynol sy'n gallu ymdopi â'r problemau iechyd meddwl cymhleth sy'n wynebu rhai pobl ifanc heddiw. Dim ond hyn a hyn y gall cwmsela mewn ysgolion ei wneud".

"Cyn belled ag y gwn i, mae gwasanaethau cwmsela mewn ysgolion ar gael ond mewn nifer fach iawn o ysgolion yng Nghymru".

Cysylltiadau rhwng addysg ac iechyd

"Mae meddygon teulu a CAMHS yn gwrthddweud ei gilydd. Does dim llwybr clir ar gyfer cymorth. Gofynnir fwyfwy i ysgolion i gefnogi lles emosiynol a meddyliol y dysgwyr heb hyfforddiant. ATHRAWON ydym ni".



"Yn aml, nid yw meddygon teulu yn ymwybodol o restrau aros ysgolion ar gyfer gwasanaethau cwnsela ac maent yn rhy aml yn atgyfeirio disgyblion yn ôl i'r ysgolion i ni ddelio â nhw".

12. A oes gennych unrhyw beth arall yr hoffech ei ddweud am y cymorth sydd ar gael i weithwyr proffesiynol addysg mewn ysgolion a cholegau er mwyn iddynt allu cynnig dulliau deallusrwydd emosiynol ac ymdopi iach i fyfyrwyr?

Cyfanswm nifer yr ymatebion 188

"Does dim byd o gwbl ar gael! ... "Nid oes gennyf y sgiliau na'r adnoddau i ddarparu gofal i'r bobl ifanc hyn"

"Rydyn ni'n gwneud popeth o fewn ein gallu ond mae'r galw'n anferthol ac mae rhestrau aros ar gyfer y rhan fwyaf o wasanaethau"

"Nid ydym yn arbenigwyr iechyd meddwl, ond mae disgwyl inni sefyll yn y bwlch o bryd i'w gilydd nes i'r arbenigwyr gwrdd â'r plentyn".

"Mae'n flinedig yn emosiynol ac mae'r diffyg goruchwyliaeth a roddir i staff yn yr ysgol yn hynod annigonol, anfoesol ac afiach ..."

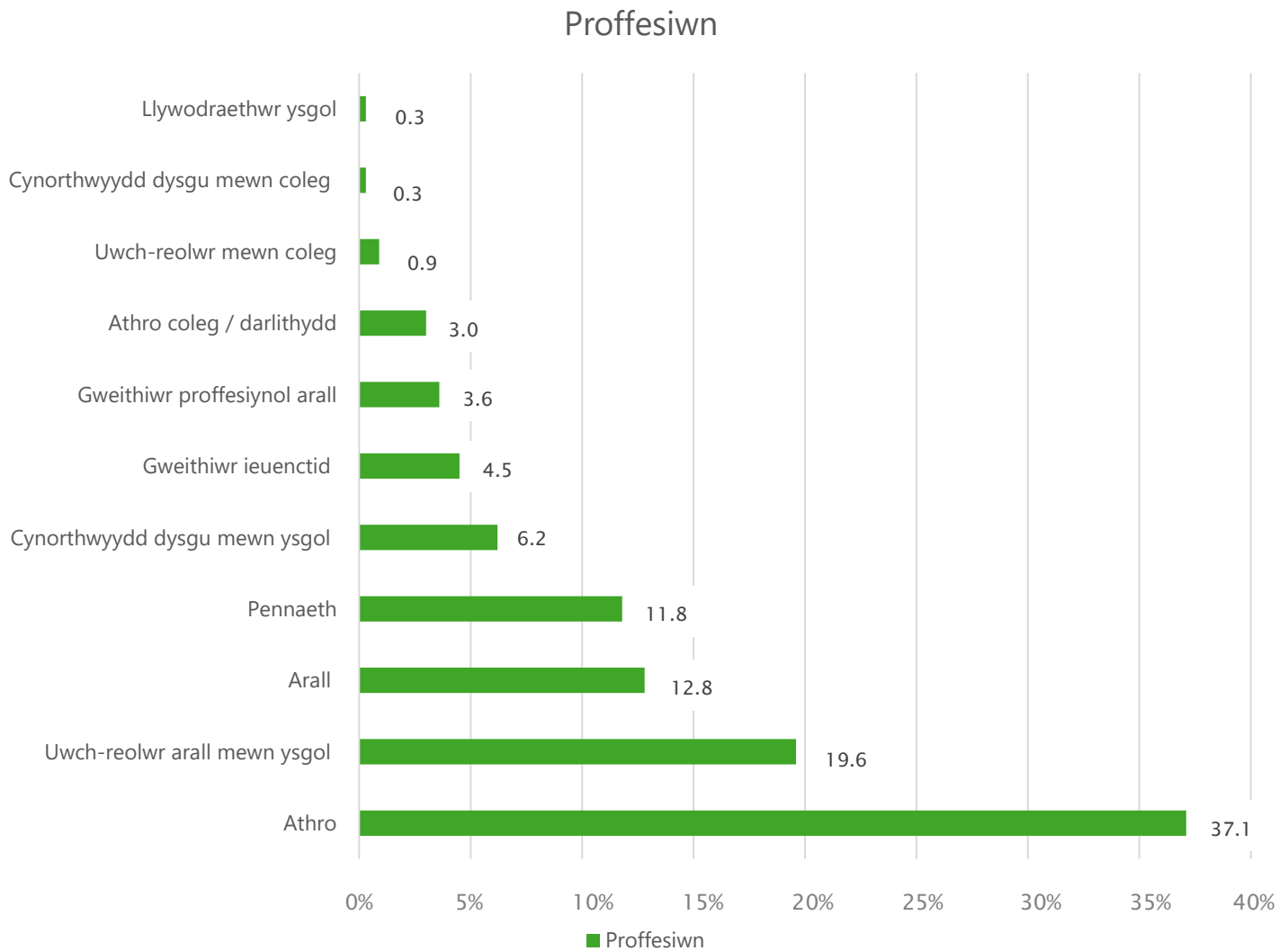
"Dylai fod yn rhan orfodol o'r rhaglen Datblygiad Proffesiynol Parhaus – a'i gyflwyno mewn diwrnodau hyfforddiant mewn swydd, nid dim ond trwy ofyn i'r staff fynd ar-lein a darllen rhywbeth."

"Prin y mae cefnogaeth CAMHS yn bodoli. Ymddengys nad yw unrhyw un o'n disgyblion yn bodloni eu meini prawf, hyd yn oed y rhai sy'n dangos tueddiadau hunanladdol. " Mae ysgolion yn teimlo'n ynysig ac nid yw hyn yn rhywbeth y gellir ei drwsio gyda'r cwricwlwm".



13. Beth yw eich proffesiwn?

Cyfanswm nifer yr ymatebion 337

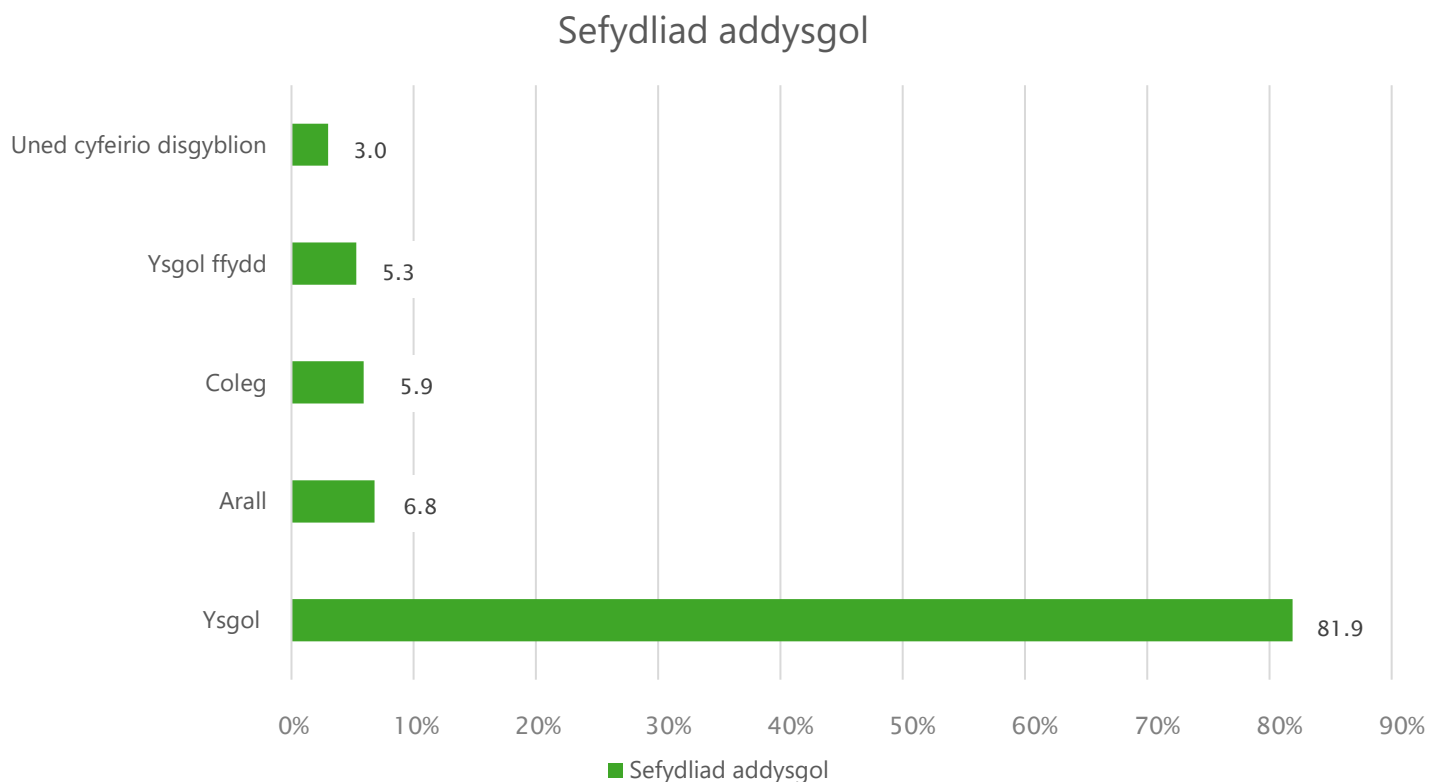


O fewn *Arall* daeth ymatebion i law gan nifer o broffesiynau eraill, gan gynnwys staff gweinyddol, cwrselwyr, swyddogion lles, rheolwyr gwasanaeth ieuencid y 3ydd sector, gweithwyr cymdeithasol a swyddogion amddiffyn plant



14. Ym mha fath o sefydliad addysgol ydych chi'n gweithio?

Cyfanswm nifer yr ymatebion 337



O fewn *Arall* daeth ymatebion i law gan leoliadau eraill megis uned addysg ysbyty haen 4 CAMHS a gwasanaeth allgymorth, prosiect cyflogadwyedd, uned awtistiaeth, canolfannau ieuencid gwasanaethau 3ydd sector, a'r consortia rhanbarthol.



Mae cyfyngiadau ar y ddogfen hon

- 1 The Association of School and College Leaders (ASCL) represents over 18,000 heads, principals, deputies, vice-principals, assistant heads, business managers and other senior staff of maintained and independent schools and colleges throughout the UK.
ASCL Cymru represents school leaders in more than 90 per cent of the secondary schools in Wales.
- 2 ASCL Cymru has been fully supportive of the increased emphasis given to the emotional and mental health of children and young people, and supports the principles outlined in the T4CYP programme.
- 3 Our responses below are based on feedback from members, and inevitably are not necessarily statistically reliable, nor are they able to respond to all the questions you ask to be considered. However, they do represent first-hand experiences of the system and outline a number of concerns that are recurrent and consistently raised.
- 4 The overwhelming response from our members, though is that whilst there is an abundance of good intention with relation to this issue, there is a significant lack of consistency in its delivery across Wales. This lack of consistency has resulted in a real “postcode lottery”, and means that whilst some young people may be well supported, others in a neighbouring authority are not.
- 5 In many cases, CAMHS referrals take an extraordinarily long time to initiate, meaning that the young person does not have timely access to professional support. This appears to our members to be the result of CAMHS being short-staffed and with a huge (and increasing) workload. There is sympathy for those working under this level of pressure, but this does not help the young people who are left without support.
- 6 Schools are now responsible for drawing up support plans, but there is a high level of frustration expressed by members about the difficulty of doing this.
- 7 It is incredibly hard for schools to arrange effective inter-agency meetings, as many of those who ought to be involved are very busy and

prioritise their attendance accordingly. As schools have no authority to insist on attendance at these meetings, it frequently means that either the meeting has to be postponed (past the point where timely support can be provided), or the meeting has to go ahead without all the appropriate agencies being present.

- 8 We appreciate that there is a perception about over-referral of young people to CAMHS; however, our members and their staff are the ones that have to deal with these young people on a daily basis. Their understanding of the problems and needs of young people with emotional and mental health issues are grounded in their need to ensure not only the support of the individual, but also the impact that the lack of support may have on the other young people who are taught and live alongside them.
- 9 Members report that some mental health professionals are not fully trained in the T4CYP programme, and therefore may not realise the importance of communicating effectively and in a timely manner with schools. Again, this may be due to lack of staff and workload pressures.
- 10 It is enormously frustrating for schools who have identified a young person in need of urgent support and are unable to gain access quickly to someone who can offer practical advice.
- 11 In some authorities there appears to be a significant shortage of Educational Psychologists. CAMHS will not consider a referral without an EP report, and yet because of the shortage of EPs, it can take two to three weeks before an assessment can be made and a report written. In the meantime, the young person is receiving no support.
- 12 In some authorities there is well co-ordinated and effective provision of school nurses, counsellors and other outside support. These can have a significant impact, and support teaching staff in their delivery of Personal Social and Health Education (PSHE). As the new curriculum is prepared, it is critical that there is a national consistency of support and provision.

- 13 Unfortunately, currently there is not this level of consistency, and some areas schools are left without appropriate support, or with a tiny allocation of resource that is simply not able to meet the needs of the school.
- 14 There is much good work that is done at an individual school level to help young people in building resilience and support their emotional wellbeing. However, in many cases this is done by classroom teachers who have no formal training but are “filling the gap”. Again there is a real need for a consistent approach and funding to ensure that proper training and proven resources are made available.
- 15 In the best authorities this work is given a high priority and schools benefit from effective support to the benefit of their young people. Our frustration is based on the lack of consistency that leaves some young vulnerable people unsupported, at a time when quick and effective interventions could prevent manageable problems becoming major issues, which subsequently could have a major impact on their wellbeing.

Conclusion

- 16 I hope that this is of value to your inquiry. ASCL Cymru would be happy to contribute to further discussions.

NAHT welcomes the opportunity to submit evidence to the Children, Young People and Education committee.

NAHT represents more than 29,000 school leaders in early years, primary, secondary and special schools, making us the largest association for school leaders in the UK.

We represent, advise and train school leaders in Wales, England and Northern Ireland. We use our voice at the highest levels of government to influence policy for the benefit of leaders and learners everywhere. Our new section, NAHT Edge, supports, develops and represents middle leaders in schools.

The invitation to submit additional evidence to the National Assembly for Wales' Children, Young People and Education Committee concerning the inquiry on **Emotionally Resilient Children and Young People** is welcome.

NAHT Cymru will focus specifically on the evidence concerning:

Links with Education (emotional intelligence and healthy coping mechanisms)

The work being done to ensure children and young people are more resilient and better able to tackle poor mental well-being when it occurs including:

- The development of the Health and Wellbeing Area of Learning and Experience as part of the new curriculum.
- Children's access to school nurses and the role school nurses can play in building resilience and supporting emotional wellbeing.
- The extent to which health, education and social care services are working together.
- The take up and current provision of lower level support and early intervention services, for example, school counselling services.

1. NAHT Cymru recognises the fundamental role that mental health plays in children's success and the scientific evidence that poor mental health and fragile emotional resilience is a significant barrier to learning.
2. NAHT Cymru believes that the vital role for schools is to contribute significantly to promoting good mental health and emotional wellbeing amongst pupils of all ages and in all settings.
3. We supports the policy of a statutory framework for Personal Social (and Health) Education, for all pupils in all schools. Pupils need to understand and explore the issues around mental health without stigma including protecting themselves in the digital world - about their rights, protection and responsibilities online.
4. Teachers, support staff and school leaders must be supported to maintain their own mental health. Mental health problems are frequently highlighted as a concern in the teaching profession.

‘Teachers who are stressed, or demoralised, make poor role models for young people.’ (The Government Office for Science, London 2008)

5. A second crucial role for schools is in the early identification of pupils suffering from mental health problems. Teachers and school leaders must be empowered to play this vital role in the system.
6. There can be no expectation on any school to provide health and social care services funded from the school budget, unless a joint agency approach is planned and additional secure funding is provided for schools to be able to deliver these to support the unmet mental health needs of pupils.
7. NAHT Cymru welcomes any commitment to invest further in connected education, health and social care services, to increase the capacity to meet the growing demand from schools and pupils for their services and to reduce waiting times for this support. School leaders do not believe this is established across Wales.
8. NAHT Cymru believes that all school staff should receive high quality professional learning throughout their career so that they can:
 - promote good mental health and emotional wellbeing;
 - are well placed to identify emerging mental health needs of pupils;
 - can support and manage pupils with mental health needs and in developing emotional resilience in the classroom and school environment.This CPD should start in Initial Teacher Education and Training and continue throughout the teaching career.
9. The Welsh Government’s commitment to the UNCRC in 2004, adopted as the basis of all Welsh Government policy making for children and young people, is clearly articulated through the seven core aims. NAHT Cymru believe they present broader implications for this inquiry, particularly when considering joined up policy across the areas of health, social care and education.

The work being done to ensure children and young people are more resilient and better able to tackle poor mental well-being when it occurs including:

The development of the Health and Wellbeing Area of Learning and Experience as part of the new curriculum.

10. The crucial role of schools in developing mental health and emotional resilience is well founded.

11. The developing understanding of neuroscience and how it impacts upon learning is a growing area within education. The work of experts such as Dr Andrew Curran (Consultant Paediatric Neurologist at Alder Hey Children's Hospital in Liverpool), provide compelling evidence of the link between an individual's mental health, emotional wellbeing and their ability to learn. Other joint work undertaken by NAHT with organisations such as Adoption UK Wales and the National Adoption Service for Wales have recently produced materials to support schools in their understanding of similar brain-development areas, such as Attachment Theory.
12. Relevant initiatives, activities and approaches can be found in many schools. The following examples are only an indication of the range of differing approaches across a range of Welsh schools:
13. NAHT Cymru, and ASCL, supported a successful Big Lottery bid by Time to Change Wales. The new Young People's Programme is helping schools across Wales to start conversations around mental health in an effort to reduce stigma and discrimination. Time for Change Wales evidence shows that 1 in 10 young people will experience a mental health problem and the stigma and discrimination that goes with it can often bring additional unhelpful challenges. Time to Change Wales are piloting with nine high schools across Wales.
14. A number of schools have utilised programmes such as those developed through the work of Professor Robin Banerjee, Professor of Developmental Psychology at the University of Sussex. Work focuses on the development and evaluation of school-based strategies to support pupils' social and emotional functioning. In one of the approaches schools utilise pupil level surveys, produce sociograms and reports that highlight potential vulnerabilities and associated risk factors related to mental and emotional wellbeing e.g. anxiety, anger management, isolation etc. Teachers and support staff subsequently undertake training in the specific areas identified through the surveys, and aim to support the most vulnerable pupils and develop their mental health, wellbeing and emotional resilience.
15. Restorative Practice approaches give pupils the tools to solve conflict with peers. It has been used in a number of schools with a staff led approach but some schools have also developed pupil leaders for Restorative Practice and anecdotal evidence suggests that this has been very successful in building emotional resilience and self-confidence.
16. NAHT Cymru is also aware of schools utilising KiVa, a research-based anti-bullying program that has been developed in the University of Turku, Finland. The effectiveness of KiVa has been shown in a large randomized controlled trial. It takes a universal approach to

prevention with activities for all pupils and an additional focused approach to specific bullying incidents.

There is much evidence cited by this programme that, when compared with individuals who were not bullied in childhood, those who were frequently bullied are more likely to use mental health services in childhood and adolescence.

17. Place2Be is a national charity providing emotional support to children in schools. It started working with schools in London but the charity has grown and is currently working in 8 primary schools in Cardiff.
18. Many schools have also recognised the link between physical activity and mental health, wellbeing and emotional resilience. The challenge for schools is in creating the space within a demanding curriculum to enable them to provide regular physical activity, outside timetabled P.E. sessions. The pressure from current accountability measures can result in schools concentrating efforts on specific curriculum areas.
19. Pioneer schools focusing on the Health and Wellbeing Area of Learning and Experience (AoLE), have recognised a number of factors impacting on its successful development thus far. Their evidence suggests there is much already occurring in schools across Wales in support of mental health and emotional resilience – all future plans need to maintain such excellent practice in the curriculum. However, such good practice and support needs to be better connected and shared as there appears few, if any, nationally organised approaches to such work, or a central database of approved / accredited support agencies. The pioneer settings that have been most successful have utilised existing networks to link up with schools and settings not directly involved in the new AoLE development e.g. School Improvement Groups in Regional Consortia.
20. However, it is unclear, as yet, whether key work to focus on mental health, wellbeing and emotional resilience will be dealt with effectively within this AoLE.

Children's access to school nurses and the role school nurses can play in building resilience and supporting emotional wellbeing.

21. School leaders report that school nurse access is, at best, variable. The pressure on the school nurse sector often means that, particularly at primary level, other than annual medical assessments for younger children, schools cannot easily access school nurse support other than for specific, complex, high threshold cases.

22. It is unclear to NAHT Cymru how school nurses could further assist with this area of work, other than in a referral process. The capacity of school nurses to directly assist in building emotional resilience and supporting wellbeing is, we believe, very limited.
23. There have been rare examples of more co-ordinated practice in certain schools. For example, some secondary schools have established regular meetings attended by key personnel such as the school nurse, Primary Mental Health and school representatives such as the ALNCo, Pastoral Team leader and Counsellor. This has resulted in a more aligned process should there need to be subsequent referral to areas such as Local Authority pastoral support or CAMHS. However, this appears to have been established in only a few areas and often as a result of particular, local historical need and the direct support to the general population of pupils remains with the school staff.

The extent to which health, education and social care services are working together.

The take up and current provision of lower level support and early intervention services, for example, school counselling services.

24. 'Childhood and adolescence are particularly critical stages in life when important skills are learned which set the trajectory for mental capital and wellbeing through later years.' (The Government Office for Science, London 2008)
25. School counselling services tend to be third sector supported (e.g. - Barnados). Schools work hard with ELSA trained staff and learning coaches, but these are being rapidly squeezed out by budget pressure.
26. Schools often experience great challenges in accessing joined up support for those pupils deemed to be at risk or in need. As previously cited (Para 22), the best models appear to have come out of situations of past high need but often focus upon secondary pupils – Year 7+. Primary school leaders have sometimes been told that such services are only available for high need pupils from year 6 up.
27. The same schools have also had difficulty accessing what they feel is a dwindling CAMHS service. Many pupils are deemed to fall below the threshold for support. The result can be a child being left without any support other than what the school can offer. The clear risk is that, without earlier expert support, such individual children will require more comprehensive, costly support at a later date and their learning and general progress could be severely affected.
28. As one school leader clearly expressed, 'Schools would welcome a coherent approach which results in a speedy response to identified pupils'. That can only result from the joining up of key groups as early

as possible. Schools would welcome more streamlined access to CAMHS and other related paediatric specialist services. Currently, these services are not readily available to schools in many areas and, even where they do exist, set a high threshold for intervention. Pupils are often unable to access until there is a significant crisis. Schools feel that they are ‘fire-fighting’ alone after the damage is done.

29. NAHT Cymru suggest that more accessible services that provide earlier intervention would also be likely to save funding over the long term. The services appear to be set up at the wrong end of the spectrum of need and interventions at a later stage of need tend to be more costly to the individual and to the public purse.
30. The recent end of June 2017 announcement of the White Paper, ‘Services Fit for the Future, Quality and Governance in Health and Care in Wales’ clearly shows the welcome ambition of Welsh Government to align services and provide a better person focused approach. Given the implications for the ALNET (Wales) Bill, as well as the desire to support children and young people in developing good mental health, wellbeing and emotional resilience, similar links between health, social care and education are now essential. The desired pupil-centred approach cannot be achieved without utilising the respective expertise and potential for pooling of scarce resources across all three areas. It is also clear that when such alignment does take place and work is undertaken pre-school and from early years onwards, significant resource savings could be achieved – as in the evidence cited in the Finnish KiVa anti-bullying programme (Para 17).
31. Many of the examples referred to in our evidence note pockets of good practice but, as is so often the case in Wales, the picture is patchy and inconsistent. The impact of general budget cuts, the varying school funding formulae and the differing Local Authority structures and approaches provide a huge obstacle to a national joint agency approach. Without co-ordinated investment and adjustment to funding structures, children and young people will struggle to access support.
32. In seeking to extend how well health, education and social care services are working together, it also needs to be recognised that children and young people can also attend schools outside the Local Authority where they reside and either the school or home (or in some cases, both) can sit within a different Health Board boundary. For the most vulnerable pupils requiring support, who often have high levels of mobility, this can be exceptionally challenging, particularly for the schools who are seeking to join up health, social care and education support for an individual child or young person.

NAHT Cymru - September 2017

References:

The Government Office for Science, London - Foresight 'Mental Capital and Wellbeing Project (2008)'. Final Project report.

www.kivaprogram.net/program

Evans-Lacko, S., Takizawa, R., Brimblecombe, N., King, D., Knapp, M., Maughan, B., & Arseneault, L. (2017).

Childhood bullying victimization is associated with use of mental health services over five decades: A longitudinal nationally representative cohort study. *Psychological Medicine*, 47(1), 127-135

www.timetochangewales.org.uk/en/about-us/news/new-campaign-getting-welsh-schools-talking-about-mental-health/

Mae cyfyngiadau ar y ddogfen hon

Item 9.1

Elin Jones AC, Llywydd

Cynulliad Cenedlaethol Cymru

Elin Jones AM, Presiding Officer

National Assembly for Wales

Lynne Neagle AC
Cynulliad Cenedlaethol Cymru
Bae Caerdydd
CF99 1NA

20 Tachwedd 2017

Annwyl Lynne

Senedd Ieuentid

Roeddwn am roi'r wybodaeth ddiweddaraf i chi am brosiect y Senedd Ieuentid yn dilyn cyfarfod y Comisiwn ym mis Medi lle y gwnaethom ystyried canlyniadau'r ymgynghoriad ynghylch Senedd Ieuentid.

Byddwch yn ymwybodol fod 5,000 o bobl ifanc wedi cymryd rhan yn yr ymgynghoriad dros yr haf. Dyma rai o'r meysydd allweddol yr oedd pobl ifanc yn cytuno arnynt:


- dylid cynnal etholiadau i ddewis aelodau'r Senedd Ieuentid,
- dylai'r aelodau fod rhwng 11 a 18 oed,
- dylai aelodau gael eu hethol am ddwy flynedd,
- dylai'r Senedd Ieuentid fod yn annibynnol ar bob plaid wleidyddol.

Mae tabl llawn o'r canfyddiadau isod.

Ystyriodd y Comisiynwyr ganlyniadau'r ymgynghoriad ynghylch Senedd Ieuentid, a chytunwyd i sefydlu Senedd Ieuentid i Gymru, gan gynnal etholiadau ym mis Tachwedd 2018.

Byddwn yn parhau i weithio ar y cyd â phobl ifanc a'r sefydliadau o bob cwr o Gymru sy'n gweithio dros bobl ifanc er mwyn creu corff, a gaiff ei arwain gan bobl ifanc, i sicrhau bod eu llais yn cael ei glywed fel rhan o'r broses ddemocrataidd.

Cofion cynnes



Elin Jones AC
Llywydd

Cynulliad Cenedlaethol Cymru

Bae Caerdydd, Caerdydd, CF99 1NA

Llywydd@cynulliad.cymru

www.cynulliad.cymru

0300 200 7403

National Assembly for Wales

Cardiff Bay, Cardiff, CF99 1NA

Tudalen y pecyn 68
Llywydd@assembly.wales

www.assembly.wales

0300 200 7403



Elin Jones AC, Llywydd

Cynulliad Cenedlaethol Cymru

Elin Jones AM, Presiding Officer

National Assembly for Wales

<p>Roedd 89 y cant o blant a phobl ifanc a ymatebodd i'r ymgynghoriad yn cytuno y dylid galw'r sefydliad yn '<i>Senedd Ieuenctid Cymru</i>'/ '<i>Welsh Youth Parliament</i>'.</p>
<p>Cytunai 96 y cant mai nod y Senedd Ieuenctid ddylai fod i '<i>roi llais democrataidd i bobl ifanc Cymru ar lefel genedlaethol, a'u grymuso i sicrhau newid</i>'.</p>
<p>Credai 88 y cant y dylid cynnal etholiadau i ddewis aelodau'r Senedd Ieuenctid.</p>
<p>Cytunai 85 y cant y dylai'r Senedd Ieuenctid fod â 60 o aelodau, sef 40 i gynrychioli etholaethau etholaethol Cymru a 20 i gynrychioli grwpiau penodol.</p>
<p>Cafwyd ymateb cymysg i'r cwestiwn am ystod oedran arfaethedig aelodau'r Senedd Ieuenctid, ond cytunodd bron i ddwy ran o dair y dylai aelodau fod rhwng 11 a 18 mlwydd oed (65 y cant).</p>
<p>Roedd bron dri chwarter y bobl ifanc a holwyd (74 y cant) yn credu y dylid ethol aelodau am ddwy flynedd, ac roedd 81 y cant yn cytuno y dylai aelodau allu sefyll sawl gwaith.</p>
<p>Roedd 82 y cant yn credu y dylai'r Senedd Ieuenctid fod yn annibynnol ar bob plaid wleidyddol.</p>
<p>Roedd dros naw o bob deg o bobl ifanc (94 y cant) o'r farn y dylai cyfrifoldebau arfaethedig y Senedd Ieuenctid yn y dyfodol gynnwys:</p> <ul style="list-style-type: none">- Ymchwilio, dadlau ac ymgyrchu ar faterion a ddewisir gan bobl ifanc;- Gwrando ar bobl ifanc a chynrychioli eu barn;- Ymgysylltu ag Aelodau'r Cynulliad;- Helpu plant a phobl ifanc i ddeall sut y mae Cynulliad Cenedlaethol Cymru a Senedd Ieuenctid Cymru yn gweithio;- Cyfarfod â'i gilydd o leiaf ddwywaith bob blwyddyn galendr;- Adrodd yn ôl i'r bobl ifanc y mae'n eu cynrychioli am ei waith a'i gyflawniadau yn rheolaidd.

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

Cynulliad Cenedlaethol Cymru

Bae Caerdydd, Caerdydd, CF99 1NA

Llywydd@cynulliad.cymru

www.cynulliad.cymru

0300 200 7403

National Assembly for Wales

Cardiff Bay, Cardiff, CF99 1NA

Tudalen y pecyn 69
Llywydd@assembly.wales

www.assembly.wales

0300 200 7403

Eitem 9.2

Mark Drakeford AC/AM
Ysgrifennydd y Cabinet dros Gyllid
Cabinet Secretary for Finance



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref

Simon Thomas AC
Cadeirydd
Y Pwyllgor Cyllid
Cynulliad Cenedlaethol Cymru
Bae Caerdydd
Caerdydd
CF99 1NA

21 Tachwedd 2017

Annwyl Simon

Cyn sesiwn graffu ar y Gyllideb yr wythnos hon yn y Pwyllgor Cyllid, roeddwn am amlinellu fy mwriad i ailstrwythuro Cyllideb ddrafft 2018-19 i gyd-fynd â'r portffolios Gweinidogol newydd ar ôl ad-drefnu'r Cabinet.

Roedd cynigion y Gyllideb ddrafft amlinellol a gyhoeddwyd ar 3 Hydref, a chynigion y Gyllideb fanwl a gyhoeddwyd ar 24 Hydref, yn adlewyrchu portffolios Gweinidogol Llywodraeth Cymru ar y pryd.

Er mwyn bod yn gwbl glir ynghylch Cyllideb Llywodraeth Cymru a'n cynlluniau gwariant, fy mwriad yw ailddatgan tablau Llinell Wariant yn y Gyllideb y Prif Grŵp Gwariant (MEG) a gyhoeddwyd yn rhan o'r cynigion gwariant manwl ar 24 Hydref, i gyd-fynd â strwythurau newydd y portffolios.

Newid gweinyddol yn unig fydd hyn i reoleiddio'r newidiadau i'r strwythurau newydd a'r portffolios Gweinidogol. Wrth ailddatgan tablau'r gyllideb, byddwn yn cysoni'r tablau a gyhoeddwyd ym mis Hydref i gyd-fynd â'r strwythurau newydd. Wrth wneud hyn, byddwn hefyd yn ailddatgan sefyllfa Cyllideb 2017-18 i gefnogi'r gwaith o graffu ar yr Ail Gyllideb Atodol yn ddiweddarach yn y flwyddyn ariannol hon.

Mae tablau diwygiedig Llinell Wariant yn y Gyllideb y Prif Grŵp Gwariant yn cael eu hadolygu ar hyn o bryd gan Ysgrifenyddion y Cabinet a'r Gweinidogion. Byddaf yn cyhoeddi'r tablau cyn y drafodaeth ar y Gyllideb ddrafft ar 5 Rhagfyr.

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

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

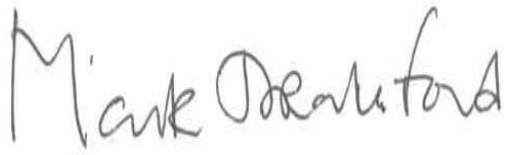
Gohebiaeth.Mark.Drakeford@llyw.cymru
Correspondence.Mark.Drakeford@gov.wales

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.

Tudalen y pecyn 70

Rwyf yn anfon copi o'r llythyr hwn at Gadeiryddion y pwyllgorau polisi.

A handwritten signature in black ink that reads "Mark Drakeford". The signature is written in a cursive, slightly slanted style.

Mark Drakeford AC/AM

Ysgrifennydd y Cabinet dros Gyllid
Cabinet Secretary for Finance



Llywodraeth Cymru
Welsh Government

Lynne Neagle AC
Cadeirydd
Y Pwyllgor Plant, Pobl Ifanc ac Addysg

17 Tachwedd 2017

Annwyl Lynne,

Yng nghyfarfod y Pwyllgor Plant, Pobl Ifanc ac Addysg ddydd Iau 16 Tachwedd 2017, cytunais i ddarparu rhagor o wybodaeth yn ymwneud â rhai o'r cwestiynau a godwyd. Mae'r wybodaeth isod.

Rheoli cronfeydd wrth gefn ysgolion

Yn dilyn cyhoeddi'r wybodaeth ddiweddaraf am gronfeydd wrth gefn ysgolion, sef y sefyllfa ar 31 Mawrth 2017, ystyriais ei bod yn briodol ysgrifennu at Awdurdodau Lleol Sir Ddinbych a Phowys i gael sicrwydd eu bod yn gwarchod eu cyllidebau ar gyfer ysgolion. Amgaeaf gopi o'm llythyr a'r ymatebion a gefais gan arweinwyr Cynghorau Sir Ddinbych a Phowys. Yn ogystal, rwyf wedi gofyn i lywodraeth leol sicrhau bod ysgolion yn gwneud defnydd da o'r cyllid a roddir iddynt. Er bod lefel gyffredinol y cronfeydd wrth gefn wedi gostwng a rhai ysgolion yn gwneud defnydd gwell o'u cyllid nag eraill, mae'r sefyllfa yn parhau'n amrywiol. Mae rhai ysgolion yn parhau i fod â balansau uwch sy'n fwy na 10% o'i gwariant dirprwyedig, tra bod y lefelau cyffredinol wedi gostwng yn gyflym yn y ddau awdurdod uchod.

Dadansoddiad o'r BEL Codi Safonau Ysgolion yn 2018-19

Mae *Addysg yng Nghymru: Cenhadaeth ein cenedl* yn disgrifio sut bydd y system ysgolion yn symud ymlaen i gyflwyno'r cwricwlwm newydd gyda chymorth arweinyddiaeth, dysgu proffesiynol, a rhagoriaeth a thegwch o fewn system hunanwella. Mae'r cynllun gweithredu'n canolbwyntio ar godi safonau, lleihau'r bwlch cyrhaeddiad a darparu system addysg y gall y genedl i gyd fod yn falch ohoni a bod a hyder ynddi.

Mae ymrwymiad Llywodraeth Cymru i fuddsoddi £100 miliwn i godi safonau yn ystod tymor presennol y Cynulliad yn cyd-fynd â'n cynllun gweithredu cenedlaethol ac wedi'i strwythuro yn erbyn ei brif amcan a'r pedwar amcan galluogi.

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

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

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

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

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

Yn 2018-19, rydym wedi cyllidebu i wario £25 miliwn i gefnogi, gwella a chyflymu ystod o gamau gweithredu i gyflawni'r cynllun gweithredu. Fel yn 2017-18, disgwylir elfen o or-raglennu i gyfrif am newidiadau naturiol a sicrhau ein bod yn gwneud y defnydd gorau o'n buddsoddiad yn ystod y tymor hwn. Felly, mae'r ffigurau'n fras.

Cwricwlwm ac Asesu	£3.0 miliwn (12%)
Arweinyddiaeth	£3.25 miliwn (13%)
Dysgu Proffesiynol	£13.25 miliwn (53%)
System Hunanwella	£5.0 miliwn (20%)
Llesiant	£0.5 miliwn (2%)
Cyfanswm	£25.0 miliwn (100%)

O fewn y dyraniadau hyn ceir:

- £3.2 miliwn i gefnogi'r broses o drawsnewid y system ADY fel rhan o fuddsoddiad gwerth £10.1 miliwn a gynlluniwyd ar gyfer tymor y Cynulliad hwn.
- £4.2 miliwn ar gyfer addysgu a dysgu'r Gymraeg, gan gynnwys parhau i ehangu cynllun sabothol y Gymraeg, darparu rhaglen ranbarthol o ddysgu proffesiynol, denu mwy o ddarpar athrawon i addysgu drwy gyfrwng y Gymraeg, cefnogi ysgolion i ddarparu rhagor o gyfleoedd i ddysgwyr ddefnyddio eu sgiliau Cymraeg, a pharhau â rhaglen ymchwil a gwerthuso i sicrhau bod y gwaith o addysgu a dysgu'r Gymraeg a thrwy gyfrwng y Gymraeg wedi'i seilio ar arfer orau.
- £0.6 miliwn dros 3 blynedd i wella'r defnydd a wneir o reolwyr busnes i gefnogi arweinyddwyr ysgol a rhyddhau amser penaethiaid i ganolbwyntio ar addysgu a dysgu. Bydd yr Awdurdodau Lleol yn darparu arian cyfatebol ar gyfer hyn, a fydd yn golygu cyfanswm o £1.28 miliwn dros y tymor hwn i gefnogi'r cynlluniau peilot.
- Mae'r £1 miliwn yn 2018-19 ar gyfer Cerddoriaeth mewn Addysg, a gyhoeddwyd fel rhan o gytundeb Plaid Cymru, y tu allan i'r ymrwymiad hwn ac wedi'i bennu yn y BEL Asesu'r Cwricwlwm (5162).

Mae'r elfen o'r gyllideb y bwriedir ei roi i'r consortia rhanbarthol, fel un o'n prif bartneriaid cyflenwi, yn adlewyrchu camau gweithredu ar draws yr amcanion galluogi. Bydd yn cefnogi nifer o feysydd, gan gynnwys:

- Clybiau codio
- Cynllun Llafaredd y Fframwaith Llythrennedd a Rhifedd Cenedlaethol
- Darpar arweinyddwyr
- Cydweithio
- Datblygu ysgolion fel sefydliadau sy'n dysgu
- Datblygu proffesiynol Cymraeg
- Rhwydweithiau rhagoriaeth cenedlaethol
- Cymhwysedd digidol
- Safonau proffesiynol
- Cynorthwywyr addysgu lefel uwch

Digonolrwydd cefnogaeth Awdurdodau Lleol a Chonsortia i lywodraethwyr

Mae'r awdurdodau lleol a'r consortia addysg rhanbarthol eisoes yn darparu ystod eang o wasanaethau cymorth ar gyfer llywodraethwyr er mwyn eu helpu i ddeall eu dyletswyddau statudol ac ymdrin ag ymholiadau cymhleth. Er enghraifft, maent yn:

- darparu hyfforddiant i lywodraethwyr er mwyn bodloni gofynion hyfforddi gorfodol Llywodraeth Cymru (yn ogystal â hyfforddiant arall);
- darparu gwasanaethau clericio i'r ysgolion hynny sy'n rhan o Gytundebau Lefel Gwasanaeth;
- darparu cynadleddau rhanbarthol ar gyfer llywodraethwyr ar ddatblygiadau lleol a chenedlaethol sy'n effeithio arnynt.

Mae nifer o awdurdodau lleol a/neu gonsortia hefyd yn darparu deunyddiau ysgrifenedig ar gyfer llywodraethwyr ar ffurf llawlyfrau, dogfennau canllaw a chylchlythyrau ar eu gwefannau. Mae'r gwasanaethau hyn yn adlewyrchu'r sefyllfa leol a chenedlaethol gan fod llawer iawn o'r hyfforddiant a'r gwasanaethau sydd ar gael i lywodraethwyr yn deillio o ddatblygiadau ym mholisi addysg Llywodraeth Cymru.

Nid yw Llywodraethwyr Cymru wedi ymdrin â rhai o'r argymhellion a ddeilliodd o adolygiad o'u gweithgareddau a'u gwasanaethau yn 2014/15. Nid oes llawer wedi'i gyflawni o ran alinio rôl y swyddog datblygu â'r consortia, ac ychydig iawn o gynnydd a wnaed gan Lywodraethwyr Cymru o ran cael incwm ychwanegol wrth bartneriaid eraill neu drwy weithgareddau codi arian.

Er y gwelwyd rhywfaint o gynnydd yn y niferoedd sy'n defnyddio'r llinell gymorth a'u gwefan, mae'r rhan fwyaf o lywodraethwyr ysgol yn parhau i gael cymorth gan eu hawdurdodau lleol a'u consortia. Yn ogystal, dim ond tua 2,000 o lywodraethwyr (o gyfanswm o oddeutu 21,000) sydd wedi cofrestru â rhestr bostio'r sefydliad.

Yn ystod yr adolygiad, dangosodd arolwg o blith sampl o ychydig dros fil o lywodraethwyr, cadeiryddion byrddau llywodraethu a chlercod mai dim ond 10% sy'n cysylltu â Llywodraethwyr Cymru pan fo ganddynt gwestiwn ynghylch eu rôl. Roedd y rhan fwyaf ohonynt yn cysylltu â'u hawdurdod lleol, cadeirydd y llywodraethwyr, llywodraethwyr eraill neu'r pennaeth, neu'n cysylltu â'u mentoriaid neu'r awdurdodau esgobaethol. Gofynnwyd i'r ymatebwyr a oeddent wedi defnyddio llinell gymorth Llywodraethwyr Cymru, a dim ond 10% o'r 981 a ymatebodd a oedd wedi'i gwneud hynny.

Diweddariad ar yr adolygiad o weithio'n rhanbarthol yng nghyd-destun llywodraethu ysgolion

Byddwn yn gweithio gyda'r consortia rhanbarthol i liniaru effaith bosibl colli gwasanaethau Llywodraethwyr Cymru. Rydym eisoes wedi derbyn adborth gan y consortia rhanbarthol ar y mater hwn. Mae'r consortia rydym wedi ymgysylltu â nhw hyd yn hyn wedi datgan nad ydynt yn rhagweld y bydd unrhyw faterion arwyddocaol yn codi pe bai Llywodraethwyr Cymru'n dod i ben.

Gwyddom hefyd, serch hynny, fod Llywodraethwyr Cymru wrthi'n ymchwilio i weld faint o gefnogaeth sydd i'r syniad o gyflwyno system danysgrifio i gyrff llywodraethu ar gyfer aelodaeth a mynediad at eu gwasanaethau. Os ydynt yn gallu creu trefn hunangyllido lwyddiannus (fel Cymdeithas Genedlaethol y Llywodraethwyr yn Lloegr er enghraifft) gallant barhau i gynnig gwasanaethau i'r cyrff llywodraethu hynny sy'n dymuno manteisio arnynt.

Ym marn y consortia mae'n debygol bod llai o ddefnydd o wasanaethau Llywodraethwyr Cymru ers i'r consortia rhanbarthol gael eu sefydlu. Er enghraifft, mae'r consortia'n darparu cynadleddau rhanbarthol ar gyfer llywodraethwyr, sy'n rhywbeth nad yw Llywodraethwyr Cymru'n ei wneud bellach.

Dywedodd un consortiwm nad oeddent yn disgwyl y byddai colli Llywodraethwyr Cymru yn cael effaith fawr yn eu hardal, a bod rhywfaint o ddyblygu o ran eu gwasanaethau nhw a gwasanaethau Llywodraethwyr Cymru.

Bydd y datblygiadau hyn yn fodd i bennu cyfeiriad clir yn y Model Cenedlaethol newydd er mwyn cryfhau gwasanaethau i lywodraethwyr drwy eu darparu ar lefel mwy rhanbarthol.

Nodyn ar y memorandwm cyd-ddealltwriaeth newydd yn ymwneud â gwariant y Grant Gwella Addysg

Dros y ddwy flynedd nesaf, bydd Llywodraeth Cymru'n darparu mwy na £225 miliwn drwy'r Grant Gwella Addysg i Ysgolion er mwyn helpu ysgolion, consortia rhanbarthol ac Awdurdodau Lleol i wella deilliannau addysgol ar gyfer dysgwyr yng Nghymru. Mae hyn yn fuddsoddiad sylweddol drwy gyllid grant ychwanegol Llywodraeth Cymru.

Yn ystod y cyfnod hwn, fel rhan o'r dull gweithredu llywodraeth gyfan i flaenoriaethu cyllid ar gyfer gwasanaethau rheng flaen ysgolion a gofal cymdeithasol drwy Grant Cynnal Refeniw Setliad Llywodraeth Leol, rwy'n cynnig darparu £22.2 miliwn o gyllideb y Grant Gwella Addysg. Yn fy mhapur tystiolaeth i'r Pwyllgor i gefnogi'r broses o graffu ar y Gyllideb Ddrafft, soniais am y posibilrwydd o gynnwys y cymorth ar gyfer gwasanaethau Cyflawniad Lleiafrifoedd Ethnig mewn Addysg yr Awdurdodau Lleol a chymorth ar gyfer dysgwyr sy'n Sipsiwn, Roma a Theithwyr.

Dylwn bwysleisio fod hyn yn rhan o'r Gyllideb Ddrafft, ac fel y soniais yng nghyfarfod y Pwyllgor nid oes penderfyniad pendant wedi'i wneud eto. Mae fy swyddogion yn gweithio gyda CLILC ar y manylion a byddaf yn rhoi diweddariad i'r aelodau maes o law. Gallaf gadarnhau fy mod wedi ysgrifennu at Arweinydd CLILC i nodi fy nisgwyliadau ar gyfer y cyllid o £170 miliwn dros ddwy flynedd y mae Llywodraeth Cymru'n ei flaenoriaethu ar gyfer ysgolion, er mwyn cefnogi Llywodraeth Leol wrth iddynt bennu eu cyllidebau. Mae fy nisgwyliadau'n glir ac yn canolbwyntio ar wasanaethau rheng flaen ysgolion, parhau i fuddsoddi mewn trefniadau gwella ysgolion rhanbarthol a chymorth parhaus i leihau a dileu'r rhwystrau i addysg ar gyfer ein dysgwyr mwyaf agored i niwed.

Diweddariad ar nifer y ceisiadau gan awdurdodau lleol i leihau maint dosbarthiadau babanod (yn ôl awdurdod lleol)

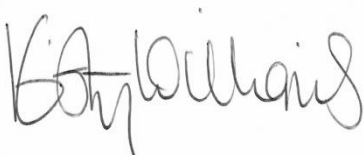
Mae pob un o'r 22 awdurdod lleol wedi cyflwyno achosion busnes ar gyfer defnyddio'r grant maint dosbarthiadau. Mae'r achosion hyn yn cael eu hasesu ar hyn o bryd yn unol â'r meini prawf allweddol ar gyfer y grant.

Diweddariad ar y cyllid o £10 miliwn i wrthbwyso'r incwm is na'r disgwyl ar gyfer Sefydliadau Addysg Uwch

Nid oes unrhyw wybodaeth bellach ar gael ar hyn o bryd. Fel y dywedais yng nghyfarfod y Pwyllgor, byddaf yn cwrdd ag Ysgrifennydd y Cabinet dros Gyllid i drafod y mater. Rwy'n hapus i roi diweddariad i'r Pwyllgor pan fyddaf wedi gwneud hynny.

Gobeithio bod yr wybodaeth hon yn ateb y pwyntiau ychwanegol a godwyd.

Yn gywir



Kirsty Williams AC/AM

Ysgrifennydd y Cabinet dros Addysg

Cabinet Secretary for Education Tudalen y pecyn 75

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



Llywodraeth Cymru
Welsh Government

Eich cyf/Your ref
Ein cyf/Our ref: MA-P/KW/3631/17

Councillor Rosemarie Harris
Leader of Powys County Council

cllr.rosemarie.harris@powys.gov.uk

23 October 2017

Dear Rosemarie,

On the 19 October the Welsh Government released information provided by Local Authorities around school reserves as at 31 March 2017.

This is a challenging time for public service budgets with the UK Government's continued commitment to austerity and the money to Wales reducing in real terms each year. In previous budget rounds the Welsh Government has sought to protect Local Government from the worst of the reductions with a protection for schools, a cash increase to the overall Settlement this year, and a Draft Budget which prioritises local services, schools and social care through the Settlement Revenue Support Grant in 2018-19 and 2019-20.

Against this backdrop the information released on 19 October shows Powys to have school reserves equivalent to £2 per pupil.

What assurances can you give me that your authority has plans in place to safeguard school budgets and to ensure that schools with negative balances are brought back to modest surpluses quickly and sustainably?

I look forward to your reply.

Yours sincerely

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

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

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

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

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

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

Tudalen y pecyn 76

Powys County Council
Powys County Hall
LLANDRINDOD WELLS
Powys
LD1 5LG

13 November 2017

Ms Kirsty Williams AM
Cabinet Secretary for Education
Welsh Government
Cardiff Bay
Cardiff
CF99 1NA

Dear Kirsty,

Thank you for your letter dated 23rd October 2017, in respect of school reserves and budgets.

It is an extremely challenging time for public service budgets, but an extra £1m was invested in schools in the 2017-18 budget, and this has been recommended again for 2018-19. I can confirm that Education alongside Adult and Childrens Social Services remain key priorities for the Council.

The Council are working with seventeen schools who submitted deficit budgets, these were not licensed by the cabinet in July 2017. These schools were issued with a Notice of Concern and were required to submit recovery plans to the Council by the 29th September 2017. The majority of schools complied with the Notice of Concern and are now in a position to submit recovery plans for approval which would move them into a licensed position. An updated school balance report will be considered by the Education Scrutiny Committee in November.

It is a priority of the Council to progress further formal intervention with the schools that are not engaging to reduce deficit balances.

There are a number of reviews in progress that will refine the current funding mechanisms:

- The Audit and Education Scrutiny Group, within their work programme, are undertaking a review, to ensure that schools and the Council are effective in their resource management.

Cont/d....

Cyngor Sir Powys County Council

- In addition the Council has commenced a fundamental review of the fair funding formula for schools which will evaluate the distribution of the funding available to schools. There are both short and long term objectives expected to be delivered from this review.

I hope this provides reassurance about the commitment from the Council to the future funding of Powys schools.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Rosemarie Harris', written in a cursive style.

**County Councillor Rosemarie Harris
Executive Leader, Powys County Council**

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



Llywodraeth Cymru
Welsh Government

Eich cyf/Your ref
Ein cyf/Our ref: MA-P/KW/3631/17

Councillor Hugh Evans
Leader of Denbighshire County Council

hugh.evans@denbighshire.gov.uk

23 October 2017

Dear Hugh,

On the 19 October the Welsh Government released information provided by Local Authorities around school reserves as at 31 March 2017.

This is a challenging time for public service budgets with the UK Government's continued commitment to austerity and the money to Wales reducing in real terms. In previous budget rounds the Welsh Government has sought to protect Local Government from the worst of the reductions with a protection for schools, a cash increase overall in the Settlement this year, and a Draft Budget which prioritises local services, schools and social care through the Settlement Revenue Support Grant in 2018-19 and 2019-20.

Against this backdrop the information released on 19 October showed Denbighshire to have school reserves in a overall deficit position equivalent to -£70 per pupil.

What assurances can you give me that your authority has plans in place to safeguard school budgets and to ensure that schools with negative balances are brought back to modest surpluses quickly and sustainably?

I look forward to your reply.

Yours sincerely

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

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

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

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

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

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

Tudalen y pecyn 79

Eich cyf / Your ref

Ein cyf / Our ref

Dyddiad / Date

Rhif union / Direct dial

HHE/SEE

7 November 2017

01824 706097

Kirsty Williams AM
Cabinet Secretary for Education
Welsh Government
Cardiff Bay
Cardiff
CF99 1NA

PS.CabSecEducation@gov.wales

Dear Kirsty

Many thanks for your letter dated October 23rd, 2017 regarding the information provided by Local Authorities around financial reserves as at March 31st, 2017.

I can assure you that the Authority has secure plans in place to support schools with negative balances in order to bring them back into a secure financial position. We have a Challenge and Intervention Strategy for schools in financial difficulty (document attached) and through this process are confident that we can support schools through this challenging time.

School balances were at a high of £3.9m in 2013-14 before falling steadily since. It is important to note that during this period the 1% protection pledge to school budgets has been met in every year, but it hasn't been enough to keep up with the financial pressures placed upon schools. The pay rises and the N.I increase for teachers during this period was especially difficult for the Sector.

The value of Welsh Government Protection to Denbighshire County Council Schools was £4.422m over 6 years from 2011/12 to 2016/17 whereas DCC School Budgets increased by £7.519m over same period. Even with this extra non-statutory investment schools have struggled to cope financially. In particular 2016/17 was a difficult year for schools and council finances alike. DCC protected schools by £1.173m, but the actual school pressures were somewhere nearer to £2.5m so there was a significant funding gap (mainly as a result of the changes to NI and Pension Costs announced a number of years before by the Coalition Government). There have however been no efficiency savings applied to school budgets during the period of protection, unlike the cuts felt by other Council services.

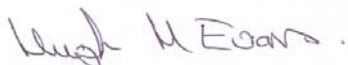
DCC schools also pay their own redundancy and EVR costs. This does however allow them to plan their overspends through a 3 year budgeting process which is monitored closely through our Schools in Financial Difficulty Policy. Our balances are however set to stabilise in 2017/18 and there is a feeling the worst may have passed, but pressure to give pay rises of >1% and further cuts to Council budgets in future years would be a threat. There are also several schools who have now stabilised their deficit but are struggling to clear it, and any further cost pressures could see their deficits increase once more.

/ cont

I can assure you that schools in Financial Difficulty are supported throughout the process and are monitored carefully to ensure they are able to secure a recovered position. Regular meetings are held with officers and an escalation process is in place when a planned recovery is not achieved.

I hope this and the supporting document gives you an assurance that there are adequate plans in place to ensure schools with negative balances are brought back to modest surpluses as quickly as possible.

Yours sincerely,



Cllr Hugh H Evans OBE
Leader of Denbighshire County Council

Cyngor Sir Ddinbych,
Bwlch Post 62, Rhuthun,
Sir Ddinbych, LL15 1YN
Ffôn: 01824 706097
Ffacs: 01824 706162
e-bost: arweinydd@sirddinbych.gov.uk
Gwefan: www.sirddinbych.gov.uk

Denbighshire County Council,
P O Box 62, Ruthin,
Denbighshire, LL15 9AZ
Phone: 01824 706097
Fax: 01824 706162
e-mail: leader@denbighshire.gov.uk
Website: www.denbighshire.gov.uk

Denbighshire County Council

Schools Reporting Timetable and Challenge & Intervention Framework for Schools in Financial Difficulty



Created: June 2013

Last Updated: June 2017

Author: Schools Support Team

Introduction

The Denbighshire Scheme for Financing Schools prohibits schools from planning for a deficit when preparing their annual budget plans. In support of the Authority's monitoring and intervention role the scheme requires schools:

- To return a draft 3 year budget to the LA and if applicable, submit notification that they are unable to set a balanced budget by the 1st April each year
- To gain approval, where applicable, for a planned deficit, by the 1st May of each year including submission of the proposed recovery plan intended to support the reduction/removal of that deficit. Any unplanned deficits that occur within the financial year due to unforeseen circumstances must be reported as soon as they become known to the school. Approval to carry forward that deficit to the new financial year must be sought.
- To submit a final Governor approved budget (surplus or deficit) by the 31st May each year to include a financial recovery plan for those schools who have been granted a licensed deficit

Schools should only apply for a licensed deficit in circumstances where they cannot set a balanced budget without seriously impacting on educational provision.

Denbighshire County Council has no power to write off the deficit balance of any school and all deficits will remain a liability of the Governing Body until paid back. This applies in all circumstances including during school re-organisation.

Schools must, where possible, avoid the need to apply for a licensed deficit by robustly managing their 3 year budget planning process and being proactive in responding to changes early enough to allow mitigating actions to be implemented.

Where it is found that deficits have occurred as a result of financial mismanagement at a school level then Denbighshire County Council will consider the merits of enforcing its powers under S51 of the Schools Standards and Framework Act to remove financial delegation from the school. Denbighshire is however committed to working with the Governing Body to ensure this can be avoided where possible.

What is the purpose of the Framework?

The challenge and intervention framework is intended to act as a mechanism for the Authority to provide schools with an appropriate level of challenge and support to help them set a balanced budget or if this is not achievable to prepare a recovery plan that sets out the action the school will take to achieve a sustainable financial position over an agreed period of time.

The framework will provide schools with:

- **An agreed timescale in which to take the action required to balance the budget**
A school will normally be expected to deliver its recovery plan within a three year period. This may be extended in exceptional circumstances where a school cannot deliver a recovery plan over three years without seriously affecting its educational provision or standards. Any extension beyond a two year period must be agreed by Denbighshire's Head of Education and Section 151 Officer.
- **Support, Monitoring and Challenge**
Financial and operational management support and challenge through a network of advisors including Education Officers, Finance Officers and HR Officers.

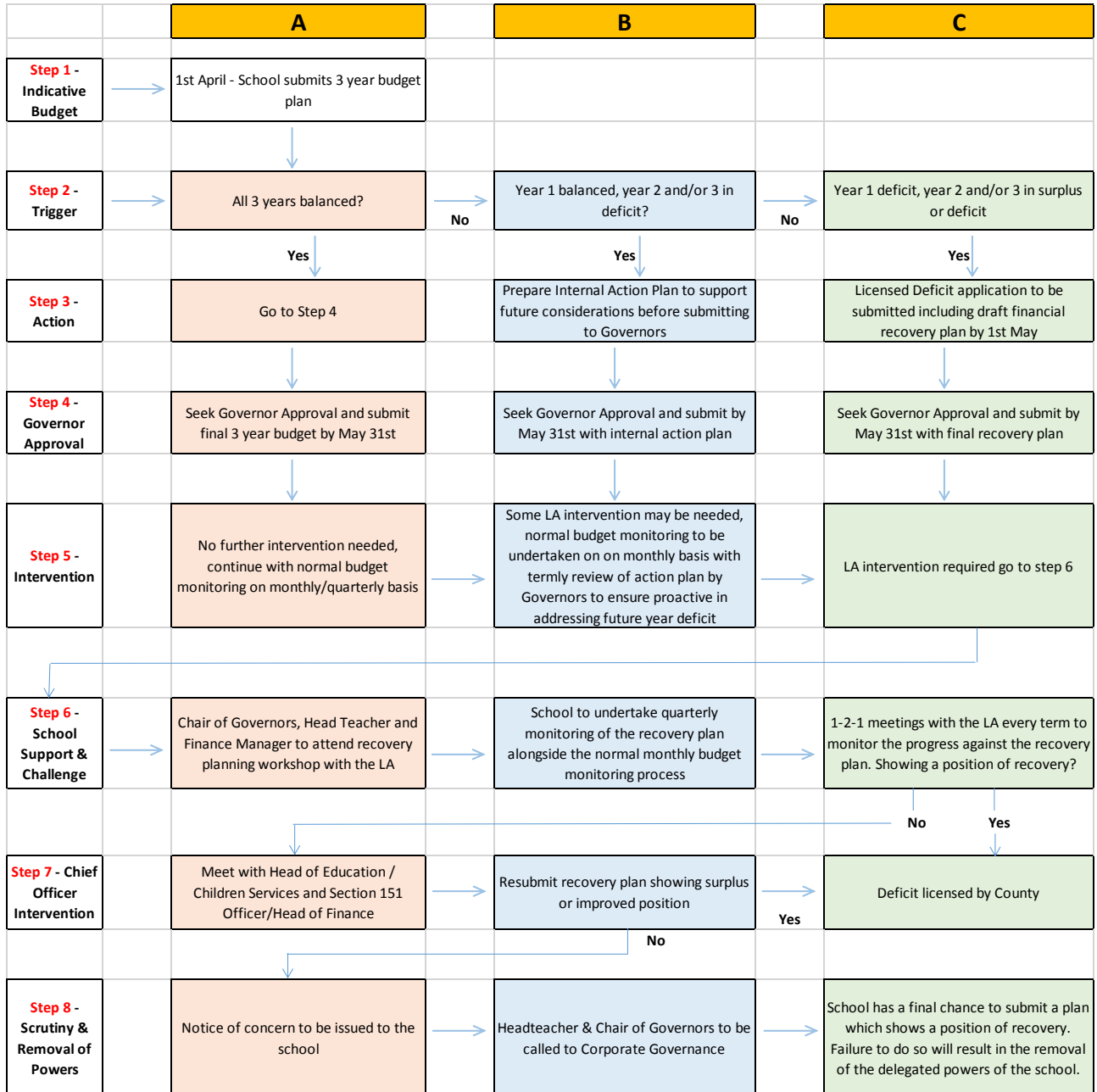
This may include the provision of:

- Benchmarking data
- Financial analysis
- Audit information
- Regulatory Advice

- Contextual data – e.g. demographic changes
- Focused training sessions relevant to the situation

Any school failing to comply with this framework by taking actions to meet the requirements will be in breach of their financial management responsibilities. This will be challenged and can lead to intervention by the S151 Officer and potential removal of the delegated powers of the school

The process for challenging and supporting schools is defined in the diagram below:



Each of the steps in the diagram is explained below.

Step 1: Indicative Budgets

The school will submit their DRAFT 3 year budgets to the School Funding Team by the 1st April of each year. These will be based on the final budget released to schools within the annual school budget formulation cycle.

Step 2 & 3: Trigger/Action

If a school submits a 3 year budget plan that shows a surplus position in each of the 3 years no intervention will be required and they will only be required to seek Governor Approval and continue to monitor as part of the normal budget monitoring process for schools.

If a school submits a 3 year budget plan that shows a surplus position in year 1 but a potential deficit in year 2 and/or year 3 then there will be no direct requirement for intervention however the schools will be required to prepare an internal action plan that outlines their commitment to address future year's deficits. They will then only be required to seek Governor Approval and monitor as part of the normal budget monitoring process for schools with the action plan being reviewed on a termly basis.

If a school submits a 3 year budget plan that shows a year 1 deficit and/or surplus/deficit in years 2 & 3 then direct intervention will be required. The school must initially apply for a licensed deficit by 1st May with a draft financial recovery plan as supporting documentation. The recovery plan must indicate the actions that will be taken to bring the financial position back into balance. This may be through a combination of income generation and/or a reduction in expenditure and will in most cases result in staffing implications.

If the Recovery Plan is not deemed robust enough to deliver the savings needed the licensed deficit will be rejected. Schools will be in breach of financial regulations if they set a deficit budget that has not been approved via the appropriate process

Schools are required to re-apply for a licensed deficit on an annual basis, even where a recovery plan has been agreed previously. This will allow the LA to ensure that the recovery plan is on track to being delivered and mitigates the risk of further changes at the detriment to the schools financial position

Step 4: Governor Approval

In all cases schools must ensure that Governors are accountable for the financial position of the school. The 3 year Governor Approved budget plan must be submitted by 31st May of each year to include a recovery Plan for those in deficit.

Step 5: Intervention

Those schools that are in surplus over the 3 year period will not require any direct intervention and will simply be required to monitor their position within the normal monthly monitoring process. Those schools who may be facing a year 2 and/or year 3 deficit may require intervention dependent upon the severity of the forecast position. This will be provided at the request of the school and if deemed appropriate.

Those schools that are in deficit in the current year will require intervention under step 6 of the above process.

Step 6: School Support and Challenge

Financial advice, information and training will be available to support schools in recovering from a deficit financial position. This will initially be via a financial recovery workshop that will be set up between the Head teacher, Chair of Governors and Finance Manager. Schools will then be required to continue to monitor the plan, as a minimum on a termly basis and re-submit as necessary.

1-2-1 meetings will be held between the school and LA Officers to ensure the recovery plan is continually validated and appropriately monitored. **Paperwork for this meeting must be received by the Schools Support Team at least 3 working days prior to it taking place, or the meeting will be cancelled and the position escalated. Full spreadsheets including the 3 year plan, recovery plan and staffing list are required.**

Following the submission of a recovery plan a number of validation checks will be completed by the School Funding Team to ensure that the plans are reasonable. This will be done by: -

- Comparing the current year's income and expenditure budgets with previous years' trends to identify any significant differences.
- Checking that the correct balances have been brought forward into the current year and all funding delegated by the Local Authority has been taken in to account.
- Actions included in the recovery plan are realistic and that by implementing them the required level of savings can be achieved.
- Any areas that are unclear or simply not achievable will be queried with the school and clarification sought.

Where the plans are deemed to be suitable then they will be accepted by the Local Authority and reviewed throughout the year in the termly 1-2-1 meetings.

The licensed deficit will be approved by the Head of Education & S151 Officer and written confirmation will be sent to the school once the licensed deficit has been processed.

Step 7: Chief Officer Intervention

This step is for those schools who are unable to show a position of recovery following meetings with the LA. The Chair of Governors, Head Teacher and Finance Manager will be called to meet with the Head of Education plus the Section 151 Officer to discuss the financial recovery plan submitted.

The School will have another opportunity to re-submit a recovery plan showing a surplus position.

If the plans are deemed to be suitable they will be accepted by the Local Authority and reviewed throughout the year in the termly 1-2-1 meetings.

Step 8: Corporate Governance Committee & Removal of Delegated Powers

Intervention is proposed to escalate at three levels. It is envisaged that deficit schools will engage with the Local Authority well before the need for intervention as these arrangements are the last resort, for the protection of public monies and to protect the overall resource for all schools. The levels of intervention are:

1. Notice of Concern issued to School

A school that fails to not take the necessary action will be given a formal notice of concern, stating the action the Local Authority recommends they should take to bring the budget back in to balance including any charging of interest on the deficit.

2. School given 1 month to respond to notice of concern

An explanation will be required from the school about the action being taken to safeguard the school's financial position and why progress to date has not been satisfactory.

The School will also be requested to discuss the deficit at the Council's Corporate Governance committee.

3. Suspension of delegated financial powers

Where the LA considers that insufficient progress or cooperation has been made decision will be made by the Head of Education and S151 Officer to suspend delegation. Under suspension the authority would take control of the budget and take the necessary action before returning control to the Governing Body. During the suspension school staff would be responsible to the authority for the day-to-day financial administration in the school and all budgetary decisions will be removed from the school.

Removal of delegated powers will apply where:

- The school is persistently in breach of the Scheme for Financing Schools
- The school will not set a balanced budget
- The school will not engage in the licensed deficit process
- The deficit is worsening and no action is being taken by the school
- There is evidence of financial mismanagement by the school
- A school in special measures has not demonstrated commitment to making better use of resources or achieving value for money

Appendix 1

Recovery Plan Proforma



Draft Financial Recovery Plan

---/---/---

***** School

Status from latest 3 year projection if no further action taken:

Surplus/(Deficit) Carried Forward

0 0

Budget/Forecast Budget

Forecast Expenditure

Annual Surplus/(Deficit)

0 0 0 0

Cumulative Surplus/(Deficit) if no further action taken

0 0 0 0

Mitigating Actions:

EVRs / Retirement

Total

0 0 0 0

In-year Surplus/(Deficit)

0 0 0 0

Revised Cumulative Surplus/(Deficit)

0 0 0 0

Notes

Appendix 2

Licensed Deficit Proforma



Application for a Licensed Deficit for Schools

Schools should only apply for a planned licensed deficit in circumstances where they cannot set a balanced budget without seriously impacting on educational provision.

Name of School:

Date:

Financial Year: 2017/2018

Value of deficit (predicted deficit by 31/03/2018):

We will:

- Confirm we will implement the savings in the timescales agreed, and inform the School Funding Section of any deviation from the recovery plan (attached).
- Provide any other information as and when required by the Local Authority.
- Enclose a 3 Year Budget Recovery Plan.

Signed (Headteacher):

Print Name:

Date:

Signed (Chair of Governors):

Print Name:

Date:

Please either scan and return this form to catherine.howatson@denbighshire.gov.uk or send it to the School Funding Team, Finance, County Hall, Wynnstay Road, Ruthin, LL15 1YN.



Royal College of
General Practitioners
Coleg Brenhinol
Meddygon Teulu

23 November 2017

Vaughan Gething AM
Cabinet Secretary for Health and Social Care
Welsh Government

Dear Vaughan

Re Perinatal Mental Health in Wales

We welcome the report published last month by the Children, Young People and Education Committee on Perinatal Mental Health in Wales.

The report highlighted important issues and the challenges faced by this sector. The care of parents and new born children is important as these are formative years and both child and parents are very vulnerable to problems and lack of support. This can have implications for the health of both and also of the wider family for the rest of their lives and have marked implications for the child's wellbeing and education and potentially affect the lives of future generations.

We would urge that the recommendations are implemented in full.

We appreciate that mental health is everyone's business and as GPs we are at the forefront of providing care and support for those with mental health problems. Sadly, we have little or no routine involvement with maternity care and the care of the parents and the youngest babies as this is the remit of midwives and health visitors, who need support from specialist providers with rapid access to therapy and, if required, inpatient care. Unfortunately, due to service changes and fragmentation, midwives and health visitors often have little or no contact with GP practices, reducing communication for concerns about individual patients. For milder health problems, access to counselling or other talking therapy may be slow.

We support Recommendation 16 and I have highlighted this issue with the RCGP core curriculum team. The curriculum is currently being reviewed and there are requests for this section to be strengthened.

Cont..

Royal College of General Practitioners Wales Regus House Falcon Drive Cardiff Bay Cardiff CF10 4RU
Tel 020 3188 7755 Fax 020 3188 7756 email welshc@rcgp.org.uk web www.rcgp-wales.org.uk

Coleg Brenhinol Meddygon Teulu Cymru Tŷ Regus Rhodfa'r Hebog Bae Caerdydd Caerdydd CF10 4RU
Ffôn 020 3188 7755 Ffacs 020 3188 7756 ebost welshc@rcgp.org.uk web www.rcgp-wales.org.uk

Patron: His Royal Highness the Duke of Edinburgh Registered charity number 223106

Tudalen y pecyn 91

Yours sincerely

A handwritten signature in cursive script that reads "Jane Fenton-May".

Dr Jane Fenton-May
Vice Chair
RCGP Wales

Copy:

Lynne Neagle AM, Chair, Children, Young People and Education Committee

Dr Dai Lloyd AM, Chair, Health, Social Services and Sports Committee