

Agenda – Y Pwyllgor Plant, Pobl Ifanc ac Addysg

Lleoliad: I gael rhagor o wybodaeth cysylltwch a:
Fideogynhadledd drwy Zoom Llinos Madeley
Dyddiad: Dydd Mercher, 14 Gorffennaf Clerc y Pwyllgor
2021 0300 200 6565
Amser: 09.15 SeneddPPIA@senedd.cymru

Yn unol â Rheol Sefydlog 34.19, mae'r Cadeirydd wedi penderfynu bod y cyhoedd yn cael eu heithrio o gyfarfod y Pwyllgor er mwyn amddiffyn iechyd y cyhoedd. Bydd y cyfarfod hwn yn cael ei ddarlledu'n fyw ar www.senedd.tv

Cofrestru a chyfarfod preifat cyn y prif gyfarfod (08.45 – 09.15)

1 Cyflwyniad, ymddiheuriadau, dirprwyon a datgan buddiannau
(09.15)

2 Cylch gwaith y Pwyllgor
(09.15 – 09.20) (Tudalennau 1 – 4)

Dogfennau atodol:

Papur 1: Cylch gwaith y Pwyllgor

3 Papurau i'w nodi
(09.20)

3.1 Fforwm y Cadeiryddion
(Tudalennau 5 – 24)

Dogfennau atodol:

Adroddiad Gwaddol y Bumed Senedd – CYPE(6)–01–21 – Papur i'w nodi 1

3.2 Effaith COVID–19 ar blant a phobl ifanc
(Tudalennau 25 – 37)

Dogfennau atodol:



Adroddiad Gwaddol Pwyllgor Plant, Pobl Ifanc ac Addysg y Bumed Senedd –
CYPE(6)–01–21 – Papur i'w nodi 2

3.3 Effaith COVID–19 ar blant a phobl ifanc

(Tudalennau 38 – 75)

Dogfennau atodol:

Ymateb Llywodraeth Cymru i adroddiad terfynol Pwyllgor Plant, Pobl Ifanc ac
Addysg y Bumed Senedd – CYPE(6)–01–21 – Papur i'w nodi 3 (Saesneg yn
unig)

3.4 Iechyd meddwl amenedigol

(Tudalennau 76 – 80)

Dogfennau atodol:

Llythyr gan y cyn Weinidog Iechyd Meddwl, Llesiant a'r Gymraeg – CYPE(6)–
01–21 – Papur i'w nodi 4

3.5 Addysg heblaw yn yr ysgol

(Tudalen 81)

Dogfennau atodol:

Llythyr gan y cyn Weinidog Addysg – CYPE(6)–01–21 – Papur i'w nodi 5

4 Cynnig o dan Reol Sefydlog 17.42(ix) i benderfynu gwahardd y cyhoedd o'r cyfarfod am weddill y cyfarfod (09.20)

5 Gweithdrefnau'r pwyllgor a ffyrdd o weithio

(09.20 – 09.45)

(Tudalennau 82 – 90)

Dogfennau atodol:

Papur 2: Gweithdrefnau pwyllgorau a'u ffyrdd o weithio

6 Dull gweithredu strategol o ran cylch gwaith y Pwyllgor

(09.45 – 10.00)

(Tudalennau 91 – 103)

Dogfennau atodol:

Papur 3: Dull gweithredu strategol o ran cylch gwaith y Pwyllgor

7 Gweithgarwch cynnar y Pwyllgor

(10.00 – 10.45)

(Tudalennau 104 – 106)

Dogfennau atodol:

Papur 4: Gwaith cynnar y Pwyllgor

Cylch gorchwyl y Pwyllgor Plant, Pobl Ifanc ac Addysg

Gorffennaf 2021

Diben

1. Mae'r papur yn nodi cylch gorchwyl a chyfrifoldebau'r Pwyllgor Plant, Pobl Ifanc ac Addysg.

Argymhelliad

2. Gwahoddir y Pwyllgor i nodi ei gylch gorchwyl.

Cefndir

3. Mae rheolau a gweithdrefnau'r Senedd wedi'u nodi yn y **Rheolau Sefydlog**. Mae Rheol Sefydlog 16.1 yn ei gwneud yn ofynnol i'r Senedd sefydlu pwyllgorau a chanddynt bŵer yn eu cylchoedd gorchwyl i:

“(i) archwilio gwariant, trefniadau cyllido, gweinyddiaeth a pholisi'r llywodraeth a'r cyrff cyhoeddus sy'n gysylltiedig â hi;

(ii) archwilio deddfwriaeth;

(iii) ymgymryd â swyddogaethau eraill a bennir yn y Rheolau Sefydlog; a

(iv) ystyried unrhyw fater sy'n effeithio ar Gymru.”

4. Drwy wneud hyn, mae'n rhaid i'r Pwyllgor Busnes sicrhau bod pob un o feysydd cyfrifoldeb Llywodraeth Cymru a'r cyrff cyhoeddus cysylltiedig, ynghyd â phob mater sy'n ymwneud â chymhwysedd deddfwriaethol y Senedd a swyddogaethau Gweinidogion Cymru a'r Cwnsler Cyffredinol, yn destun gwaith craffu gan bwyllgorau.

Cylch gorchwyl y Pwyllgor

5. Cylch gorchwyl y Pwyllgor hwn, fel y cytunodd y Senedd arno ar 23 Mehefin 2021, yw:



“i archwilio deddfwriaeth a dwyn Llywodraeth Cymru i gyfrif drwy graffu ar ei gwariant, ei gweinyddiaeth a'i pholisi, yn cwmpasu'r meysydd a ganlyn (ond heb fod yn gyfyngedig iddynt): addysg, iechyd a llesiant plant a phobl ifanc Cymru, gan gynnwys eu gofal cymdeithasol.”

6. Mae manylion pellach am rolau a chyfrifoldebau ehangach pwyllgorau'r Senedd wedi'u nodi yn adroddiad y Pwyllgor Busnes, sef [Pwyllgorau yn y Chweched Senedd: Teitlau a chylchoedd gorchwyl](#), a osodwyd gerbron y Senedd ar 23 Mehefin 2021. Mae'r adroddiad hwn yn nodi:

“Fel yn ystod y Bumed Senedd, mae'n bwysig deall nad yw cylchoedd gwaith y pwyllgorau polisi a deddfwriaeth wedi'u rhagnodi na'u cyfyngu. Rydym yn fwriadol wedi caniatáu iddynt aros yn eang a phenderfynwyd peidio â darparu rhestr o bynciau ynghlwm wrth bob pwyllgor. Fel yn y ddwy Senedd flaenorol, rydym yn credu bod modd sicrhau gwaith craffu gwell ac osgoi'r perygl bod dull gweithredu'n rhy gul drwy roi'r gallu i bwyllgorau fynd ar drywydd materion ar draws portffolios a meysydd pwnc.”

7. Serch hynny, mae rhestr ddangosol o'r cyfrifoldebau gweinidogol sy'n dod yn fras o fewn cylch gorchwyl y Pwyllgor ynghlwm yn Atodiad 1 er gwybodaeth.

Atodiad 1: Cyfrifoldebau gweinidogol yng nghylch gorchwyl y Pwyllgor

Y Gweinidog Iechyd a Gwasanaethau Cymdeithasol

- Gwasanaethau mabwysiadu a gofal maeth
- Eiriolaeth i blant a phobl ifanc, gan gynnwys cwynion, sylwadau ac eiriolaeth o dan Ddeddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014
- Rhannu gwybodaeth o dan Ddeddf Plant 2004
- Cafcass Cymru
- Hawliau plant a phobl ifanc, gan gynnwys Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn
- Blynyddoedd cynnar, gofal plant a chwarae, gan gynnwys y cynnig Gofal Plant a'r gweithlu
- Addysg a gofal plentyndod cynnar
- Dechrau'n Deg ar gyfer plant 0-3 oed
- Teuluoedd yn Gyntaf a pholisïau chwarae

Y Gweinidog Addysg a'r Gymraeg

- Llywodraethu ysgolion, trefniadaeth ysgolion a derbyniadau i ysgolion
- Safonau ysgolion, gwelliannau a chyrhaeddiad disgyblion, gan gynnwys y System Genedlaethol ar gyfer Categori Ysgolion
- Cylch gwaith Estyn
- Cyllido ysgolion
- Y cwricwlwm ac asesu hyd at a chan gynnwys Safon Uwch
- Addysg cyfrwng Cymraeg a dwyieithog
- Y Cyfnod Sylfaen
- Anghenion dysgu ychwanegol, gan gynnwys anghenion disgyblion sydd ag anawsterau dysgu difrifol, cymhleth a/neu benodol, disgyblion anabl, a disgyblion abl a thalentog
- Cymorth i bobl â Dyslecsia
- Diogelwch a chynhwysiant plant a phobl ifanc mewn ysgolion, gan gynnwys diogelwch ar y rhyngwyd
- Cwynion ynghylch Awdurdodau Addysg Lleol a chyrrff llywodraethu ysgolion
- Cyflwyno a rheoli'r rhaglen addysg ac Ysgolion yr 21ain Ganrif
- Cymwysterau Cymru

- Hyfforddi a datblygu'r gweithlu addysg, gan gynnwys hyfforddiant cychwynnol athrawon ac addysg a hyfforddiant ôl-orfodol
- Cyflogau ac amodau athrawon
- Addysg Bellach
- Cymorth i fyfyrwyr Addysg Bellach: y Lwfans Cynhaliaeth Addysg a Grant Dysgu Llywodraeth Cymru
- Polisi gwaith ieuencid
- Dysgu oedolion yn y gymuned*
- Y Fframwaith Credydau a Chymwysterau gan gynnwys cymwysterau sgiliau galwedigaethol, allweddol a hanfodol
- Cyrsiau dysgu ar gyfer carcharorion
- Polisi, strategaeth a chyllido addysg uwch
- Addysg Drydyddol, gan gynnwys diwygio'r cwricwlwm ôl-16
- Strategaeth a dysgu rhyngwladol, gan gynnwys y Rhaglen Cyfnewid Dysgu Rhyngwladol a Chymru Fyd-eang
- Addysg Feddygol (ac eithrio hyfforddiant ôl-radd)

**O ystyried bod y Pwyllgor hwn yn canolbwyntio ar blant a phobl ifanc, mae'n debygol y bydd angen cynnal trafodaethau â Phwyllgor Economi, Masnach a Materion Gwledig er mwyn sicrhau ei fod yn craffu ar agweddau perthnasol ar ddysgu oedolion a gydol oes fel rhan o'i raglen, ochr yn ochr â materion perthnasol fel sgiliau a chyflogadwyedd.*

Y Gweinidog Cyfiawnder Cymdeithasol

- Cydlynu mesurau i liniaru Tlodi Plant
- Y berthynas â Chomisiynydd Plant Cymru
- Glasbrint Cyfiawnder Ieuencid

Meysydd lle mae cylchoedd gorchwyl pwyllgorau yn gorgyffwrdd

Mae materion ynghylch iechyd a gofal cymdeithasol plant a phobl ifanc yn dod o fewn cylch gorchwyl y Pwyllgor hwn yn bennaf. Fodd bynnag, yn unol â barn y Pwyllgor Busnes nad yw cylchoedd gorchwyl wedi'u rhagnodi na'u cyfyngu, ni fyddai hyn yn atal pwyllgorau eraill rhag trafod materion mewn perthynas â phlant a phobl ifanc. Yn yr un modd, bydd craffu ar waith y Gweinidog Cyfiawnder yn dod o fewn cylch gorchwyl y Pwyllgor Cydraddoldeb a Chyfiawnder Cymdeithasol yn bennaf, ond mae materion sy'n berthnasol i blant a phobl ifanc sydd wedi'u rhestru o dan y portffolio gweinidogol hwnnw i'w gweld uchod.

Adroddiad Gwaddol y Bumed Senedd

Mawrth 2021



Senedd Cymru yw'r corff sy'n cael ei ethol yn ddemocrataidd i gynrychioli buddiannau Cymru a'i phobl. Mae'r Senedd, fel y'i gelwir, yn deddfu ar gyfer Cymru, yn cytuno ar drethi yng Nghymru, ac yn dwyn Llywodraeth Cymru i gyfrif.

Gallwch weld copi electronig o'r ddogfen hon ar wefan y Senedd:
www.senedd.cymru

Gellir cael rhagor o gopiâu o'r ddogfen hon mewn ffurfiau hygyrch, yn cynnwys Braille, print bras, fersiwn sain a chopïau caled gan:

Senedd Cymru
Bae Caerdydd
CF99 1SN

Ffôn: **0300 200 6565**
E-bost: **UnedGydgysylltu@senedd.cymru**

© **Hawlfraint Comisiwn y Senedd 2021**

Ceir atgynhyrchu testun y ddogfen hon am ddim mewn unrhyw fformat neu gyfrwng cyn belled ag y caiff ei atgynhyrchu'n gywir ac na chaiff ei ddefnyddio mewn cyd-destun camarweiniol na difrïol. Rhaid cydnabod mai Comisiwn y Senedd sy'n berchen ar hawlfraint y deunydd a rhaid nodi teitl y ddogfen.

Tudalen y pecyn 6

Adroddiad Gwaddol y Bumed Senedd

Mawrth 2021



Am y fforwm Cadeiryddion

Mae Fforwm y Cadeiryddion yn dwyn Cadeiryddion pwyllgorau'r Senedd ynghyd i gydgysylltu gwaith, mynd i'r afael â materion ymarferol sy'n effeithio ar weithrediad pwyllgorau, ac yn ystyried materion strategol trawsbynciol. Caiff y Fforwm ei gadeirio gan y Llywydd ac mae'n cyfarfod tua chwe gwaith y flwyddyn..

Cadeirydd:



Elin Jones AS (Llywydd)
Plaid Cymru

Aelodau y Fforwm:



Mick Antoniw AS
Llafur Cymru



Jayne Bryant AS
Llafur Cymru



Janet Finch-Saunders AS
Ceidwadwyr Cymreig



Russell George AS
Ceidwadwyr Cymreig



John Griffiths AS
Llafur Cymru



Llyr Gruffydd AS
Plaid Cymru



Mike Hedges AS
Llafur Cymru



Ann Jones AS
Llafur Cymru



Dai Lloyd AS
Plaid Cymru



Lynne Neagle AS
Llafur Cymru



David Rees AS
Llafur Cymru



Bethan Sayed AS
Plaid Cymru



Helen Mary Jones AS
Plaid Cymru

Fforwm y Cadeiryddion

Cyflwyniad

- 1.** Wrth i ni nesáu at ddiwedd y Bumed Senedd, rydym wedi myfyrio ar ein hamser fel Cadeiryddion pwyllgorau'r Senedd ac, yn yr adroddiad hwn, rydym wedi nodi rhai agweddau ar ein profiad a fydd, yn ein barn ni, yn ddefnyddiol i Bwyllgor Busnes y Chweched Senedd pan ddaw'r amser i ystyried ei rôl yn y broses o sefydlu pwyllgorau.
- 2.** Nid yw'r adroddiad hwn yn disgrifio hanes gwaith ein pwyllgorau nac yn ddadansoddiad o'u heffeithiolrwydd. Yn hytrach, rydym yn cynnig ein barn gyfunol yn seiliedig ar ein profiad o gadeirio pwyllgorau'r Senedd dros y pum mlynedd diwethaf.
- 3.** Rydym yn dechrau'r adroddiad gan fynegi ein barn ar rôl Cadeiryddion, cyn symud i drafod rhai o'r agweddau mwy ymarferol ar sut mae pwyllgorau'n gweithredu.
- 4.** Mae'r tabl yn Atodiad A yn rhoi crynodeb o'n casgliadau a'n hargymhellion.

1. Rôl Cadeiryddion

1.1. Ethol Cadeiryddion

5. Ni yw'r garfan gyntaf o Gadeiryddion pwyllgorau'r Senedd i gael ein hethol gan y Senedd. Rydym yn cymeradwyo'r dull hwn yn unfrydol.
6. Mae cael ein hethol gan y Senedd wedi ein galluogi i weithredu gyda mwy o annibyniaeth ac awdurdod.
7. Mewn Senedd sydd wedi gweld newidiadau sylweddol i grwpiau gwleidyddol ac aelodaeth pwyllgorau, ac sydd wedi wynebu ansicrwydd mawr yn sgil ymadael â'r UE a phandemig COVID-19, mae Cadeiryddion pwyllgorau wedi darparu cysondeb pwysig i Fusnes y Senedd.

1.2. Ymrwymiad i'r rôl

8. Mae cadeirio pwyllgor yn ymrwymiad sylweddol. Rhaid i gadeirydd roi cryn dipyn o'i amser y tu allan i gyfarfodydd pwyllgor i berfformio'n effeithiol. Mae'r rôl yn un o ddarparu arweinyddiaeth a chyfeiriad strategol, a meithrin perthnasoedd ag aelodau pwyllgorau sydd, yn ei dro, yn hwyluso ymddiriedaeth a chonsensws. Mae'r rôl hefyd yn gofyn am ymgysylltu â rhanddeiliaid, cynrychioli'r pwyllgor mewn digwyddiadau allanol, gwaith cyfryngau, datblygu arbenigedd polisi ac ymgymryd â datblygiad proffesiynol.
9. Yn ddelfrydol, byddai Cadeiryddion pwyllgorau yn cael eu rhyddhau o'u dyletswyddau seneddol eraill i'w galluogi i ganolbwyntio'n llawn amser ar fod yn Gadeirydd pwyllgor h.y. peidio ag eistedd ar bwyllgor arall a/neu beidio â bod yn llefarydd ar ran y blaid.

Argymhelliad 1. Er ein bod yn cydnabod y gallai hyn fod yn anodd ei gyflawni, rydym yn argymhell bod arweinwyr grwpiau pleidiau gwleidyddol yn y Chweched Senedd yn ystyried lleihau'r dyletswyddau seneddol a osodir ar aelodau o'u grŵp sy'n Gadeiryddion pwyllgorau, ac i osgoi gwrthdaro buddiannau posibl wrth ddyrannu cyfrifoldebau llefarydd.

1.3. Pennu'r cyfeiriad iawn

10. Mae'n bwysig bod Cadeiryddion pwyllgorau yn gwneud popeth o fewn eu gallu i sicrhau bod y diwylliant cywir yn cael ei sefydlu o fewn eu pwyllgorau ar ddechrau Senedd, fel bod aelodau pwyllgorau, yn enwedig Aelodau newydd o'r Senedd, yn deall gwerth gwaith pwyllgor ac yn ymrwymo iddo.

11. Mae ein profiad o'r Bumed Senedd wedi dangos bod cymryd amser ar ddechrau bywyd pwyllgor i ddatblygu strategaeth sy'n ymgysylltu ag aelodau'r pwyllgor, yn gosod amcanion, ac yn mapio sut mae pwyllgor yn dymuno gweithredu yn hanfodol er mwyn cyflawni hyn.

Argymhelliad 2. Rydym yn argymhell bod pwyllgorau'r Chweched Senedd yn treulio amser yn sefydlu amcanion hirdymor ar gyfer eu gwaith, strategaeth ar gyfer cyflawni eu hamcanion, a gweledigaeth o sut y maent yn dymuno gweithredu, cyn penderfynu ar fanylion eu rhaglenni gwaith.

12. Mae'n dilyn y dylai Cadeiryddion, trwy eu Clercod, sicrhau bod unrhyw Aelod sy'n ymuno â phwyllgor yn ystod Senedd yn cael cyfnod cynefino priodol i sicrhau eu bod yn ymwybodol o sut mae'r pwyllgor y maent yn ymuno ag ef yn gweithredu. At hynny, dylid rhoi cyfle i aelod newydd o'r pwyllgor gyfrannu at y gwaith o ddatblygu dull strategol pwyllgor yn y dyfodol.

13. Mae craffu effeithiol yn gofyn am flaenoriaethu. Mae ein profiad wedi dangos pwysigrwydd blaenoriaethu nifer gyfyngedig o faterion a chynnal ffocws arnynt dros amser. Mae hyn yn aml yn cael mwy o effaith ar bolisi a chyflawni'r Llywodraeth.

Ymgysylltu

14. Mae pwyllgorau yn y Bumed Senedd wedi ymgysylltu â dinasyddion, rhanddeiliaid ac arbenigedd mewn amrywiaeth o ffyrdd.

15. Mae ystyried gyda phwy y mae angen i bwyllgor ymgysylltu â hwy, a sut orau i ymgysylltu â hwy, er mwyn cyflawni amcanion pwyllgor yn rhan arferol o gynllunio gwaith.

16. Mae cyfle ehangach i bwyllgorau, wrth sefydlu eu hunain ar ddechrau'r Senedd nesaf, osod dull mwy cyffredinol o ymgysylltu fel rhan o'u strategaeth unigol i gyflawni'r amcanion a osodir ganddynt.

17. Er enghraifft, gallai pwyllgor benderfynu:

- blaenoriaethu cael presenoldeb personol yn rheolaidd ar draws gwahanol leoliadau yng Nghymru;
- defnyddio dull gweithredu rhithwir yn bennaf;
- treulio llai o amser mewn cyfarfodydd ffurfiol a mwy o amser yn gweithio mewn ffyrdd eraill;

- blaenoriaethu ymgysylltu â dinasyddion (efallai drwy ddefnyddio cynullïadau dinasyddion); a/neu
- blaenoriaethu ymgysylltu arbenigol.

18. Wrth gwrs, mae llawer o ddulliau gweithredu eraill yn bosibl, nodir y rhai uchod fel enghraifft yn unig.

Argymhelliad 3. Rydym yn argymhell bod pwyllgorau yn ystyried eu dull ehangach o ymgysylltu pan fyddant yn sefydlu eu hamcanion a'u strategaeth ar ddechrau'r Chweched Senedd.

19. Mae mwy y gellir ei wneud i ddeall y bobl y mae pwyllgorau yn ymgysylltu â hwy. Dylid ystyried sut y gellir casglu data fel y gall pwyllgorau ddeall yn well pwy y maent yn ymgysylltu â hwy drwy eu gwaith ac, yn hollbwysig efallai, pwy nad ydynt yn eu cyrraedd eto.

Argymhelliad 4. Rydym yn argymhell bod gwybodaeth am y bobl y mae pwyllgorau yn ymgysylltu â hwy yn cael ei chasglu a'i hadrodd drwy gydol y Chweched Senedd er mwyn galluogi pwyllgorau a Fforwm y Cadeiryddion i fonitro pwy y mae pwyllgorau yn ymgysylltu â hwy ac a yw'r ymgysylltiad hwnnw yn cyflawni amcanion y pwyllgor.

Cymorth i'r pwyllgorau

20. Mae'r cymorth a roddir i ni, ac i'n pwyllgorau, gan staff Comisiwn y Senedd yn cael ei werthfawrogi'n fawr iawn.

21. Er ei fod yn bosibl y bydd angen lefel uwch o gymorth ar bwyllgor pan gaiff ei sefydlu ac yn ystod ei flynyddoedd cyntaf o weithredu, dylai'r dull o gefnogi pwyllgorau aeddfedu wrth iddynt ddatblygu, a bod yn gymesur ag anghenion pob pwyllgor ar adeg benodol.

Argymhelliad 5. Rydym yn argymhell bod Cadeiryddion, gyda chefnogaeth eu Clercod, yn ystyried y cymorth sydd ei angen ar aelodau pwyllgorau o bryd i'w gilydd. Efallai fod dadl dros addasu'r gefnogaeth honno wrth i aelodau'r pwyllgor ddatblygu yn eu rolau dros gyfnod Senedd, ac wrth i bwyllgor wynebu gwahanol dasgau.

1.4. Deall effaith gwaith pwyllgorau

22. Rydym yn credu bod angen gwneud mwy i ddeall effaith gwaith pwyllgorau.

- 23.** Mae'r Athro Diana Stirbu wedi cael ei chomisiynu i ddatblygu fframwaith ar gyfer gwerthuso effeithiolrwydd pwyllgorau'r Senedd yn y Chweched Senedd.
- 24.** Bydd hyn yn cynnwys cynnig ar gyfer sut y gall pwyllgorau fonitro amrywiaeth eu hymgysylltiad yn well a sut y gall Fforwm y Cadeiryddion chwarae rôl wrth ystyried y darlun cyffredinol o ran amrywiaeth ymgysylltiad pwyllgorau.
- 25.** Yn ein cyfarfod ar 22 Hydref 2020, gwnaethom gymeradwyo'r dull i'w gymryd gan yr Athro Stirbu i'r gwaith hwn, a chyfrannodd nifer o Gadeiryddion at ei gwaith.
- 26.** Disgwylir adroddiad terfynol o waith yr Athro Stirbu ym mis Ebrill 2021.

Argymhelliad 6. Rydym yn argymhell bod Fforwm Cadeiryddion y Chweched Senedd yn ystyried adroddiad yr Athro Stirbu cyn gynted â phosibl yn y Chweched Senedd.

2. Strwythurau pwyllgorau

2.1. Maint pwyllgorau

27. Mae maint pwyllgorau yn amrywio yn ôl gofynion swyddogaeth a chydbwysedd gwleidyddol.

Pwyllgorau Polisi a Deddfwriaeth

28. Dechreuodd y Pwyllgorau Polisi a Deddfwriaeth y Bumed Senedd gydag wyth aelod. Roedd hyn yn ostyngiad mewn maint o'i gymharu â'r Pwyllgorau Polisi a Deddfwriaeth yn y Pedwerydd Cynulliad [Senedd], a oedd yn gweithredu gyda 10 o aelodau.

29. Ar 18 Mehefin 2019, gostyngwyd aelodaeth y Pwyllgorau Polisi a Deddfwriaeth i chwe aelod.

30. Er yr oedd gan rai Cadeiryddion amheuan ar y dechrau o ran lleihau maint y Pwyllgorau o wyth i chwe aelod, oherwydd y risg uwch o gyfarfodydd heb gworwm, mae'r rhan fwyaf yn credu bod presenoldeb ac ymgysylltu ag aelodau wedi gwella ers y gostyngiad mewn maint.

31. Er mwyn cadarnhau ein barn ar bresenoldeb, mae swyddogion Comisiwn y Senedd wedi rhoi data presenoldeb cyfanredol i ni ar gyfer y pwyllgorau hynny y mae'r newid yn nifer yr aelodau yn effeithio arnynt.

32. Mae'r data hwn yn rhoi syniad bod presenoldeb wedi gwella yn sgil gostwng maint y pwyllgorau.¹

33. Er hwylustod, gellir nodi hyn fel nifer cyfartalog y seddi sy'n cael eu gadael yn wag ar draws y pwyllgorau yr effeithir arnynt. Mae sedd wag yn golygu nad yw aelod wedi mynychu cyfarfod ac nad oes eilydd wedi mynychu yn ei le h.y. mae sedd wedi cael ei gadael yn wag drwy gydol cyfarfod.

34. Oherwydd y newid sylweddol i'r ffordd y mae pwyllgorau wedi gweithredu ers cyflwyno cyfyngiadau iechyd cyhoeddus mewn ymateb i bandemig COVID-19, rydym wedi cyfyngu'r cyfnod ar gyfer cymharu hyd at yr adeg pan symudodd pwyllgorau i weithredu'n rhithwir.

¹ Cofnodir bod aelod pwyllgor wedi mynychu cyfarfod pwyllgor os yw'n mynychu unrhyw ran o gyfarfod pwyllgor.

Nifer yr aelodau	Nifer cymedrig y seddi sy'n cael eu gadael yn wag bob wythnos ar draws pwyllgorau yr effeithir arnynt (i'r sedd lawn agosaf)
Wyth aelod (cyn 18 Mehefin 2019)	7
Chwe aelod (rhwng 19 Mehefin 2019 a 26 Ebrill 2020)	4

35. Er ei fod yn sylw sy'n fwy perthnasol i adran arall o'r adroddiad hwn, mae'r data a gawsom hefyd wedi dangos gwelliant pellach o ran presenoldeb ar gyfer y garfan hon o bwyllgorau ers iddynt symud i gyfarfodydd rhithwir.²

Nifer yr aelodau	Nifer cymedrig y seddi sy'n cael eu gadael yn wag bob wythnos ar draws pwyllgorau yr effeithir arnynt (i'r sedd lawn agosaf)
Chwe aelod (gan weithredu â chyfarfodydd rhithwir h.y. ar ôl 27 Ebrill 2020).	2

36. Credwn fod y Pwyllgorau Polisi a Deddfwriaeth llai a welwyd yn y Bumed Senedd wedi gweithredu'n dda. Byddai cynnydd ym maint pwyllgorau, heb leihad yn nifer cyffredinol y pwyllgorau, yn gwanhau'r ffocws y gall aelodau unigol ei roi i waith pwyllgor (gan y byddai'n ofynnol i fwy o aelodau eistedd ar sawl pwyllgor).

37. Mae'r penderfyniad ynglŷn â maint pwyllgorau yn rhyngddibynnol ag ystyried nifer y pwyllgorau, eu swyddogaethau, a chyfansoddiad gwleidyddol Senedd.

Argymhelliad 7. Gan gydnabod bod yn rhaid ystyried y ffactorau ym mharagraff 37 hefyd, rydym yn argymhell y byddai aelodaeth o chwech (ac yn sicr dim mwy nag wyth), yn lle da i Bwyllgor Busnes y Chweched Senedd ddechrau pan fydd yn ystyried sefydlu Pwyllgorau Polisi a Deddfwriaeth.

² Efallai bod ffactorau eraill, y tu hwnt i symud i gyfarfodydd rhithwir, wedi cyfrannu at y gwelliant o ran presenoldeb. Er enghraifft, lleihad mewn ymrwymadau sy'n cystadlu o ganlyniad i'r cyfyngiadau iechyd cyhoeddus.

38. Wrth wneud yr argymhelliad hwn, nodwn hefyd fod newidiadau rheolaidd i aelodaeth pwyllgorau yn broblemus a bod sicrhau parhad aelodaeth yn allweddol i ddatblygu arbenigedd pwnc a chydlyniant pwyllgorau.

Pwyllgorau Arbenigol

39. Mae'r Pwyllgor Deddfwriaeth, Cyfiawnder a'r Cyfansoddiad wedi gweithredu'n dda gydag aelodaeth o bedwar, yng ngoleuni ei swyddogaeth benodol.

40. Ar y llaw arall, cafodd y Pwyllgor Deisebau broblemau i gynnal cworwm pan yr oedd ganddo aelodaeth o bedwar. Mae'r problemau hyn wedi lleihau i raddau helaeth ers iddo gael ei ehangu i bum aelod. Cafodd problemau sicrhau cworwm y Pwyllgor Deisebau ei effeithio hefyd o ganlyniad i'r ffaith bod ganddo aelodau annibynnol, nad ydynt yn gallu anfon dirprwy mewn amgylchiadau lle na allant ddod i gyfarfod.

41. Mae'r Pwyllgor Craffu ar Waith y Prif Weinidog wedi nodi bod ei aelodaeth, sy'n cynnwys holl Gadeiryddion pwyllgorau eraill, wedi bod yn rhy fawr, ac mae o'r farn y byddai aelodaeth o wyth yn fwy priodol i bwyllgor sydd â'i swyddogaethau.

Argymhelliad 8. Rydym yn argymhell y dylid adolygu maint y Pwyllgor Craffu ar Waith y Prif Weinidog yn y Chweched Senedd, yng ngoleuni profiad yn y Bumed Senedd.

42. O ganlyniad i'r gostyngiad ym maint y Pwyllgor Cyfrifon Cyhoeddus yn ystod y Senedd hon, roedd y cydbwysedd gwleidyddol ar y Pwyllgor yn ffafrio'r wrthblaid. Cafodd hyn effaith sylweddol ar ddeinameg y Pwyllgor Cyfrifon Cyhoeddus.

43. Nid oedd maint y Pwyllgor Cyllid yn effeithio'n benodol ar ei weithrediad. Roedd gan y Pwyllgor Cyllid gydbwysedd gwleidyddol a oedd yn ffafrio'r wrthblaid hefyd.

44. Mae'r Pwyllgor Safonau Ymddygiad wedi cael llwyth gwaith cynyddol yn y Bumed Senedd, gan olygu bod angen cyfarfodydd ychwanegol a mwy o ymrwymiad amser gan ei aelodau, yn ogystal â chymorth ychwanegol.

2. 2. Pwyllgorau Polisi a Deddfwriaeth â swyddogaeth ddeuol

45. Credwn fod Pwyllgorau Polisi a Deddfwriaeth cyfun h.y. pwyllgorau sy'n cyfuno rolau craffu ar bolisi a deddfwriaeth yn gweithio'n dda.

- 46.** Mae camau nad ydynt yn rhai deddfwriaethol a chamau deddfwriaethol yn rhyngddibynnol o fewn maes polisi. Mae'n hanfodol deall y camau hyn yn eu cyfanrwydd er mwyn craffu'n effeithiol ar y llywodraeth.
- 47.** Er bod gweithdrefnau penodol yn berthnasol i'r gwaith o graffu ar Filiau, mae cyd-destun polisi ehangach y mae pob darn o ddeddfwriaeth yn rhan ohono. Mae gwybodaeth bwnc o leiaf mor bwysig i'r gwaith o graffu ar Fil â bod yn gyfarwydd â'r weithdrefn.
- 48.** Mae Aelodau, a Chadeiryddion yn benodol, yn datblygu gwybodaeth bolisi a chysylltiadau â rhanddeiliaid sy'n amhrisiadwy pan gânt eu cymhwyso i'r ddwy swyddogaeth.
- 49.** Gall pwysau'r gwaith craffu ar Filiau effeithio ar allu pwyllgor i fynd ar drywydd agweddau eraill ar ei gylch gwaith, yn enwedig pan fydd Biliau'r llywodraeth yn cael eu dosbarthu'n anwastad ar draws meysydd polisi. Gall hyn leihau gallu pwyllgor i graffu ar Lywodraeth Cymru mewn meysydd eraill o gylch gwaith pwyllgor.
- 50.** Mae mwy y gellir ei wneud i fynd i'r afael â rhywfaint o'r pwysau hwn heb symud oddi wrth fodel gweithredu ar gyfer pwyllgorau sy'n canolbwyntio ar y dull swyddogaeth ddeuol. Rydym yn mynd i'r afael â hyn yn ddiweddarach yn yr adroddiad hwn.

Argymhelliad 9. Rydym yn argymhell y dylai'r Pwyllgorau Polisi a Deddfwriaeth â swyddogaeth ddeuol barhau yn y Chweched Senedd.

2. 3. Cylchoedd gwaith

- 51.** Yn y rhan fwyaf o achosion, ni chafwyd problemau gyda chylchoedd gwaith pwyllgorau. Sefydlwyd y Pwyllgorau Polisi a Deddfwriaeth heb ffiniau llym i'w cylch gwaith er mwyn caniatáu iddynt fynd ar drywydd materion y tu hwnt i seilios polisïau. Mae hyn wedi bod yn fantais ar adegau wrth reoli llwythi gwaith craffu a mynd ar drywydd materion sy'n berthnasol i wahanol gyfrifoldebau Gweinidogol.
- 52.** Sefydlwyd y Pwyllgor Materion Allanol a Deddfwriaeth Ychwanegol gyda chylch gwaith penodol yn ymwneud ag ymadawiad y DU â'r UE. Er ei bod yn ymddangos yn annhebygol y bydd pwyllgor sydd â'r un cylch gwaith yn cael ei sefydlu yn y Chweched Senedd, cyflawnodd ystod o swyddogaethau craffu y bydd

angen i Bwyllgor Busnes y Chweched Senedd eu hystyried wrth gynnig strwythur pwyllgor.³

53. Mae rhai pwyllgorau wedi wynebu llwythi gwaith a oedd bron yn anghynladwy ar adegau yn ystod y Bumed Senedd. Yn benodol, rydym yn nodi ehangder cylch gwaith y Pwyllgor Cydraddoldeb, Llywodraeth Leol a Chymunedau a'i lwyth gwaith craffu ar Filiau, a maint y ddeddfwriaeth y bu'n rhaid i'r Pwyllgor Deddfwriaeth, Cyfiawnder a'r Cyfansoddiad eu hystyried ar adegau ochr yn ochr â'i gylch gwaith craffu arall.

Nifer y Biliau a drafodwyd gan y pwyllgor cyfrifol

Y pwyllgor cyfrifol	Biliau
Y Pwyllgor Newid Hinsawdd, Amgylchedd a Materion Gwledig	1
Pwyllgor o'r Senedd Gyfan	3
Y Pwyllgor Plant, Pobl Ifanc ac Addysg	4
Y Pwyllgor Materion Allanol a Deddfwriaeth Ychwanegol	1
Pwyllgor yr Economi, Seilwaith a Sgiliau	1 ⁴
Y Pwyllgor Cydraddoldeb, Llywodraeth Leol a Chymunedau	6
Y Pwyllgor Cyllid ⁵	1
Y Pwyllgor Iechyd, Gofal Cymdeithasol a Chwaraeon	5
Y Pwyllgor Deddfwriaeth, Cyfiawnder a'r Cyfansoddiad	2

54. Mae'r Pwyllgor Deisebau wedi gweld cynnydd sylweddol yn nifer y deisebau y mae'n ofynnol iddo eu hystyried. Bydd angen ystyried sut i reoli'r cynnydd hwn yn y llwyth gwaith, os bydd nifer y deisebau a geir yn parhau i gynyddu yn y Chweched Senedd.

Argymhelliad 10. Rydym yn argymhell bod Llywodraeth Cymru yn rhannu cymaint o wybodaeth â phosibl mewn perthynas â'i rhaglen ddeddfwriaethol ar

³ Nid yw agweddau ar gylch gwaith y Pwyllgor Materion Allanol a Deddfwriaeth Ychwanegol yn gweithredu mwyach o ganlyniad i'r ffordd y mae'r broses o ymadael â'r UE wedi datblygu ers sefydlu'r Pwyllgor. Dyma'r rheswm pam ei bod yn ymddangos yn annhebygol y bydd pwyllgor sydd â'r un cylch gwaith yn cael ei sefydlu yn y Chweched Senedd.

⁴ Cafodd y Bil a gyfeiriwyd i Bwyllgor yr Economi, Seilwaith a Sgiliau ei dynnu'n ôl yn fuan ar ôl ei gyflwyno (y Bil Gwasanaethau Bysiau (Cymru)).

⁵ Cyflwynodd y Pwyllgor Cyllid ei Fil ei hun hefyd, sydd bellach yn Ddeddf Ombwdsmon Gwasanaethau Cyhoeddus (Cymru) 2019.

gyfer y Chweched Senedd cyn gynted ag y bo modd yn y Chweched Senedd, fel y gall y Pwyllgor Busnes ystyried y goblygiadau i bwyllgorau a'u llwyth gwaith.

Argymhelliad 11. Gall y broses o graffu ar Filiau ei hun greu rhwystrau i bwyllgor a'i staff. Rydym yn argymhell bod Pwyllgor Busnes y Chweched Senedd (neu bwyllgor arall sy'n gyfrifol am weithdrefnau'r Senedd) yn cynnal adolygiad o'r broses o gynnal gwaith craffu ar Filiau i asesu a yw mor effeithlon ac effeithiol ag y gallai fod.

55. Credwn y dylid cynnwys rhywfaint o gapasiti ychwanegol yn y system bwyllgorau.

56. Rydym yn cydnabod bod Pwyllgor Busnes y Bumed Senedd wedi sefydlu Pwyllgor Polisi a Deddfwriaeth wrth gefn yn wreiddiol a oedd i'w ddefnyddio fel ffordd o leddfu pwysau yn y system bwyllgorau a sicrhau bod capasiti digonol i greu pwyllgor â therfyn amser i ystyried Diwygio Etholiadol y Senedd yn ystod y Bumed Senedd.

57. Yn ddealladwy, ailbennwyd tasg newydd yn gyflym i'r Pwyllgor wrth gefn i ystyried y goblygiadau i Gymru sy'n deillio o'r broses Brexit (fel y Pwyllgor Materion Allanol a Deddfwriaeth Ychwanegol) gan adael y Pwyllgor hwnnw heb fawr o gapasiti i ystyried Biliau nad ydynt yn gysylltiedig â'i gylch gwaith craidd.⁶

Argymhelliad 12. Rydym yn argymhell bod Pwyllgor Busnes y Chweched Senedd, wrth ystyried sefydlu pwyllgorau, yn ystyried y ffordd orau o gynnwys capasiti a hyblygrwydd ychwanegol i ymateb i gyfnodau brig mewn llwythi gwaith pwyllgorau.

58. Rydym wedi gweld nifer o achosion lle mae pwyllgorau'r Senedd wedi gweithio gyda'i gilydd yn ystod y Bumed Senedd.

59. Rydym hefyd wedi gweld cynnydd mewn gwaith rhyngseneddol, er enghraifft trwy'r Fforwm Rhyngseneddol ar Brexit ac mewn perthynas â'r Fframweithiau Polisi Cyffredin ledled y DU.

60. Rydym yn cymeradwyo pwyllgorau'r Senedd sy'n gweithio gyda'i gilydd.

⁶ Ystyriodd y Pwyllgor Materion Allanol a Deddfwriaeth Ychwanegol un Bil Senedd, sef y Bil Rheoleiddio Landlordiaid Cymdeithasol Cofrestredig (Cymru). Fe reolodd hyn trwy greu is-bwyllgor. Mae'n ystyried ystod eang o faterion deddfwriaethol eraill, gan gynnwys Biliau'r DU, y broses o ddargadw Cyfraith yr UE, a deddfwriaeth sy'n gysylltiedig â'r rhaglen fframweithiau cyffredin.

61. Rydym yn cydnabod y gwerth y gall gweithio rhyngseneddol ei gyfrannu at ein gwaith.

Argymhelliad 13. Rydym yn argymhell bod Pwyllgor Busnes y Chweched Senedd yn ystyried a oes unrhyw gamau y gall eu cymryd i helpu i alluogi gweithio ar y cyd rhwng pwyllgorau'r Senedd a gweithio rhyngseneddol, er enghraifft wrth gynllunio amserlenni busnes pwyllgorau.

2. 4. Cyfarfodydd rhithwir

62. Yn ein barn ni, mae dulliau rhithwir a hybrid o gynnal busnes pwyllgorau yma i aros ar ryw ffurf neu'i gilydd, ochr yn ochr â chynnal cyfarfodydd personol yn y Senedd ac mewn mannau eraill.

63. Mae ein profiad o weithredu o bell yn ystod y pandemig COVID-19 wedi dangos y gall pwyllgorau weithredu'n effeithiol trwy ddefnyddio technoleg cyfarfodydd rhithwir.

64. At hynny, mae gan y defnydd hwn o dechnoleg y potensial i wneud busnes pwyllgorau yn fwy hygyrch a hyblyg mewn nifer o ffyrdd. Mae hyn o fudd i aelodau'r pwyllgor a'r rhai a wahoddir i gyfrannu at waith pwyllgor.

65. Heb gyfyngiadau gofod ffisegol a'r angen i roi cyfrif am amser teithio, gellir cynnull cyfarfodydd rhithwir yn gyflymach ac ar adegau yn ystod yr wythnos na fyddai efallai wedi bod yn addas ar gyfer busnes y Senedd o'r blaen.

66. Mae'n bosibl y gallai'r hyblygrwydd hwn alluogi busnes pwyllgorau i ystyried cyfrifoldebau teuluol aelodau pwyllgorau, staff, a'r rhai a wahoddir i gyfrannu at fusnes pwyllgorau yn well.

Argymhelliad 14. Rydym yn argymhell, o fewn y ffiniau a osodwyd ar gyfer busnes pwyllgorau gan Gomisiwn y Senedd a'r Pwyllgor Busnes yn y Chweched Senedd, y dylai fod yn fater i bwyllgorau unigol benderfynu ar eu dull gweithredu fesul cyfarfod h.y. a fydd cyfarfodydd yn bersonol, hybrid, a/neu'n gyfarfodydd a gynhelir o bell, a dyma fydd y ffordd orau o'u galluogi i gyflawni eu hamcanion.

2. 5. Fforwm y Cadeiryddion

67. Mae Fforwm y Cadeiryddion wedi ychwanegu gwerth at ein gwaith trwy ddarparu amgylchedd lle gallwn fynd i'r afael â materion craffu trawsbynciol, rhannu arfer da, ac edrych yn fwy strategol ar waith pwyllgorau.

68. Yn ogystal, fel fforwm ymgynghorol, mae wedi helpu i lywio penderfyniadau Comisiwn y Senedd a'r Pwyllgor Busnes sy'n effeithio ar sut mae'r pwyllgorau'n gweithredu. Er enghraifft, mewn perthynas ag amserlennu a newidiadau i fusnes sy'n ofynnol o ganlyniad i bandemig y Coronafeirws.

69. Credwn fod Fforwm y Cadeiryddion yn gweithio'n dda fel grŵp anffurfiol ac rydym yn croesawu penderfyniad y Pwyllgor Busnes i ddarparu slot cyfarfod ar yr amserlen i'r Fforwm ar ddiwedd pob hanner tymor.

Argymhelliad 15. Rydym yn argymhell bod y Llywydd yn sefydlu Fforwm Cadeiryddion yn y Chweched Senedd a bod Pwyllgor Busnes y Chweched Senedd yn trefnu slot rheolaidd ar yr amserlen i'r Fforwm gyfarfod.

Atodiad A – Crynodeb o’n barn

Ethol Cadeiryddion

Ni yw'r garfan gyntaf o Gadeiryddion pwyllgorau'r Senedd i gael ein hethol gan y Senedd. Rydym yn cymeradwyo'r dull hwn yn unfrydol.

Ymrwymiad i'r rôl

Argymhelliad 1. Er ein bod yn cydnabod y gallai hyn fod yn anodd ei gyflawni, rydym yn argymhell bod arweinwyr grwpiau pleidiau gwleidyddol yn y Chweched Senedd yn ystyried lleihau'r dyletswyddau seneddol a osodir ar aelodau o'u grŵp sy'n Gadeiryddion pwyllgorau, ac i osgoi gwrthdaro buddiannau posibl wrth ddyrannu cyfrifoldebau llefarydd.

Pennu'r cyfeiriad iawn.

Argymhelliad 2. Rydym yn argymhell bod pwyllgorau'r Chweched Senedd yn treulio amser yn sefydlu amcanion hirdymor ar gyfer eu gwaith, strategaeth ar gyfer cyflawni eu hamcanion, a gweledigaeth o sut y maent yn dymuno gweithredu, cyn penderfynu ar fanylion eu rhaglenni gwaith.

Argymhelliad 3. Rydym yn argymhell bod pwyllgorau yn ystyried eu dull ehangach o ymgysylltu pan fyddant yn sefydlu eu hamcanion a'u strategaeth ar ddechrau'r Chweched Senedd.

Argymhelliad 4. Rydym yn argymhell bod gwybodaeth am y bobl y mae pwyllgorau yn ymgysylltu â hwy yn cael ei chasglu a'i hadrodd drwy gydol Chweched Senedd er mwyn galluogi pwyllgorau a Fforwm y Cadeiryddion i fonitro pwy y mae pwyllgorau yn ymgysylltu â hwy ac a yw'r ymgysylltiad hwnnw yn cyflawni amcanion y pwyllgor.

Argymhelliad 5. Rydym yn argymhell bod Cadeiryddion, gyda chefnogaeth eu Clercod, yn ystyried y cymorth sydd ei angen ar aelodau pwyllgorau o bryd i'w gilydd. Efallai fod dadl dros addasu'r gefnogaeth honno wrth i aelodau'r pwyllgor ddatblygu yn eu rolau dros gyfnod Senedd, ac wrth i bwyllgor wynebu gwahanol dasgau.

Deall effaith gwaith pwyllgorau

Argymhelliad 6. Rydym yn argymell bod Fforwm Cadeiryddion y Chweched Senedd yn ystyried adroddiad yr Athro Stirbu cyn gynted â phosibl yn y Chweched Senedd.

Maint pwyllgorau

Argymhelliad 7. Gan gydnabod bod yn rhaid ystyried y ffactorau ym mharagraff 36 hefyd, rydym yn argymell y byddai aelodaeth o chwech (ac yn sicr dim mwy nag wyth), yn lle da i Bwyllgor Busnes y Chweched Senedd ddechrau pan fydd yn ystyried sefydlu Pwyllgorau Polisi a Deddfwriaeth.

Argymhelliad 8. Rydym yn argymell y dylid adolygu maint y Pwyllgor Craffu ar Waith y Prif Weinidog yn y Chweched Senedd, yng ngoleuni profiad yn y Bumed Senedd.

Pwyllgorau Polisi a Deddfwriaeth â swyddogaeth ddeuol

Argymhelliad 9. Rydym yn argymell y dylai'r Pwyllgorau Polisi a Deddfwriaeth â swyddogaeth ddeuol barhau yn y Chweched Senedd.

Cylchoedd gwaith

Argymhelliad 10. Rydym yn argymell bod Llywodraeth Cymru yn rhannu cymaint o wybodaeth â phosibl mewn perthynas â'i rhaglen ddeddfwriaethol ar gyfer y Chweched Senedd cyn gynted ag y bo modd yn y Chweched Senedd, fel y gall y Pwyllgor Busnes ystyried y goblygiadau i bwyllgorau a'u llwyth gwaith.

Argymhelliad 11. Gall y broses o graffu ar Filiau ei hun greu rhwystrau i bwyllgor a'i staff. Rydym yn argymell bod Pwyllgor Busnes y Chweched Senedd (neu bwyllgor arall sy'n gyfrifol am weithdrefnau'r Senedd) yn cynnal adolygiad o'r broses o gynnal gwaith craffu ar Filiau i asesu a yw mor effeithlon ac effeithiol ag y gallai fod.

Argymhelliad 12. Rydym yn argymell bod Pwyllgor Busnes y Chweched Senedd, wrth ystyried sefydlu pwyllgorau, yn ystyried y ffordd orau o gynnwys capasiti a hyblygrwydd ychwanegol i ymateb i gyfnodau brig mewn llwythi gwaith pwyllgorau.

Argymhelliad 13. Rydym yn argymell bod Pwyllgor Busnes y Chweched Senedd yn ystyried a oes unrhyw gamau y gall eu cymryd i helpu i alluogi gweithio ar y

cyd rhwng pwyllgorau'r Senedd a gweithio rhyngseneddol, er enghraifft wrth gynllunio amserlenni busnes pwyllgorau.

Cyfarfodydd rhithwir

Argymhelliad 14. Rydym yn argymell, o fewn y ffiniau a osodwyd ar gyfer busnes pwyllgorau gan Gomisiwn y Senedd a'r Pwyllgor Busnes yn y Chweched Senedd, y dylai fod yn fater i bwyllgorau unigol benderfynu ar eu dull gweithredu fesul cyfarfod h.y. a fydd cyfarfodydd yn bersonol, hybrid, a/neu'n gyfarfodydd a gynhelir o bell, a dyma fydd y ffordd orau o'u galluogi i gyflawni eu hamcanion.

Fforwm y Cadeiryddion

Argymhelliad 15. Rydym yn argymell bod y Llywydd yn sefydlu Fforwm Cadeiryddion yn y Chweched Senedd a bod Pwyllgor Busnes y Chweched Senedd yn trefnu slot rheolaidd ar yr amserlen i'r Fforwm gyfarfod.

Effaith COVID-19 ar blant a phobl ifanc

Adroddiad terfynol

24 Mawrth 2021

Ym mis Gorffennaf 2020, cyhoeddodd y Pwyllgor hwn adroddiad interim yn amlinellu ein canfyddiadau mewn perthynas ag effaith COVID-19 ar blant a phobl ifanc, gan gynnwys myfyrwyr mewn addysg bellach ac uwch. Naw mis yn ddiweddarach, wrth inni agosáu at etholiad y Senedd, daw ein hamser fel Pwyllgor i ben.

Mae'r adroddiad hwn yn rhoi ein casgliadau am y camau sydd eu hangen nawr ac yn y dyfodol i gefnogi ein plant a'n pobl ifanc. Mae'n seiliedig ar ein gwaith craffu COVID-19 a'r gwaith craffu ehangach rydym wedi'i wneud ar draws ein portffolio dros y pum mlynedd diwethaf. Ei nod yw helpu i lywio gwaith ein Pwyllgor olynol, a Llywodraeth nesaf Cymru.

Cyflwyniad

1. Fel mater o drefn, cyn un o etholiadau'r Senedd, mae'r rhan fwyaf o bwyllgorau yn dod â'u gwaith i ben gydag adroddiad gwaddol. I ni, mae effaith pandemig COVID-19 wedi arwain at gamau gweithredu gwahanol ar gyfer ein cyhoeddiad olaf yn y Pumed Senedd.
2. Fel Pwyllgor, ers mis Mawrth y llynedd, rydym wedi blaenoriaethu ein gwaith craffu ar effaith y pandemig ar ein plant a'n pobl ifanc. Wrth i ni agosáu at ddiwedd ein tymor, ac un flwyddyn ers i gyfyngiadau symud gael eu cyflwyno am



y tro cyntaf, mae ceisio lliniaru effaith COVID-19 ar ein plant a'n pobl ifanc wedi parhau i fod yn brif flaenoriaeth inni. Rydym yn cydnabod ei bod yn ymddangos bod COVID-19 yn effeithio llai ar blant a phobl ifanc nag oedolion, yn ffodus, ond er hynny, nid oes fawr o amheuaeth bod effeithiau ehangach y pandemig—a'r mesurau a gymerwyd i'w reoli—wedi effeithio cryn dipyn ar eu bywydau a'u hawliau.

3. I'r perwyl hwnnw, mae ein hwythnosau olaf o waith craffu, a hwn, ein hadroddiad terfynol, wedi canolbwyntio ar yr adferiad yn dilyn COVID-19 i'n plant a'n pobl ifanc. Serch hynny, mae COVID-19 wedi effeithio ar bob maes polisi a deddfwriaeth yr ydym wedi'i ystyried yn ystod y Senedd hon. Yn hynny o beth, nod yr adroddiad hwn yw defnyddio'r hyn rydym wedi'i ddysgu dros y pum mlynedd diwethaf, yn ogystal â'n craffu ar y gwaith o reoli COVID-19, i wneud cyfres o argymhellion i Lywodraeth Cymru a'n Pwyllgor olynol eu defnyddio yn y nesaf Senedd.

Ein canfyddiadau allweddol

4. Rydym wedi grwpio ein canfyddiadau allweddol yn bum maes cyffredinol:

- 1.** Materion trawsbynciol
- 2.** Addysg statudol
- 3.** Iechyd corfforol ac iechyd meddwl plant a phobl ifanc
- 4.** Addysg bellach ac addysg uwch
- 5.** Plant a phobl ifanc sy'n agored i niwed

5. Mae'r canfyddiadau allweddol hyn, a'r meysydd rydym wedi canolbwyntio ein hargymhellion arnynt, yn ceisio nodi'r materion y dylid eu blaenoriaethu yn ein barn ni. Mae'r dyfarniadau hyn yn seiliedig ar y dystiolaeth a gawsom ac maent yn cydnabod yr angen i fod yn ystyriol o'r pwysau ar wasanaethau cyhoeddus ar hyn o bryd. Yn y cyd-destun hwnnw, rydym wedi ceisio tynnu sylw at yr hyn y credwn yw'r meysydd mwyaf hanfodol y mae angen gweithredu yn eu cylch.

6. Rydym hefyd yn cydnabod yr effeithiwyd ar blant a phobl ifanc mewn sawl ffordd arall y tu hwnt i'r rhai rydym yn eu trafod yn yr adroddiad hwn. Effeithiwyd ar sectorau eraill hefyd, gan gynnwys gofal plant, chwarae, gwasanaethau ieuencid, a chymorth i deuluoedd. Rydym yn disgwyl y bydd y meysydd hyn hefyd yn rhan o waith craffu ein Pwyllgor olynol, ac ym mlaenoriaethau Llywodraeth nesaf Cymru.

7. Lle bo'n briodol ac yn berthnasol, rydym wedi defnyddio gwaith ymchwiliadau ac argymhellion o'r cyfnod cyn COVID-19 i lywio'r adroddiad hwn.

Sut y gwnaethom gasglu tystiolaeth

8. Rydym wedi cynnal sesiynau tystiolaeth lafar cyhoeddus gyda rhanddeiliaid ar draws y sector. Mae ymgyngoriad hefyd wedi bod ar agor drwy gydol y pandemig i sicrhau bod plant, pobl ifanc, rhieni, gweithwyr proffesiynol, ac unrhyw rai eraill a oedd am rannu eu profiadau gyda ni, yn gallu rhannu eu barn i lywio ein gwaith.

9. Rydym hefyd wedi gwneud ymdrech i estyn allan at y rhai nad ydynt bob amser yn cael llais mewn gwaith o'r math hwn. Rydym wedi gwneud hyn drwy gyfres o weithgareddau ymgysylltu a ddefnyddiwyd i lywio ein gwaith o holi tystion yn ystod ein gwaith craffu dros y flwyddyn ddiwethaf.

10. Mae manylion y prif themâu sy'n codi yn y dystiolaeth ysgrifenedig, a'n gweithgarwch ymgysylltu, yn yr Atodiad i'r adroddiad hwn.

11. Dylid darllen ein hadroddiad terfynol ar y cyd â'n hadroddiad interim, a gyhoeddwyd ym mis Gorffennaf 2020. Dylid ei ystyried hefyd ochr yn ochr â'n hadroddiad ar Gyllideb Ddrafft Llywodraeth Cymru 2021-22, a wnaeth nifer o argymhellion allweddol i Lywodraeth Cymru a'n Pwyllgor olynol.

12. Hoffem fanteisio ar y cyfle hwn i ddiolch i bawb sydd wedi cyfrannu at ein gwaith yn ystod y Senedd hon. Rydym yn ddiolchgar i bawb sydd wedi rhoi o'u hamser i ni yn ystod y pandemig, ac yn pwysleisio ein diolchgarwch i'r miloedd o weithwyr proffesiynol a gwirfoddolwyr sydd wedi cefnogi ein plant a'n pobl ifanc drwy gydol y flwyddyn heriol hon.

1. Materion trawsbynciol

13. Mae'r dystiolaeth a gyflwynwyd i ni am effaith COVID-19 ar blant a phobl ifanc yn dangos bod rhai o'r heriau a'r cyfleoedd sydd wedi codi o ganlyniad i'r pandemig yn gyffredin ar draws gwahanol feysydd o'n portffolio.

14. Gan ddefnyddio ein hymchwiliadau o'r cyfnod cyn COVID-19 yn ogystal â'r dystiolaeth a gawsom ers dechrau'r pandemig ym mis Mawrth 2020, rydym wedi ymrwymo o hyd i:

- flaenoriaethu lles ein plant a'n pobl ifanc,
- tynnu sylw at eu hawliau, a
- sicrhau bod ganddynt lais.

Rydym yn argymhell bod Llywodraeth nesaf Cymru a'n Pwyllgor olynol yn parhau i ganolbwyntio'n agos ar y meysydd a ganlyn:

- **Llesiant ac addysg:** Rhaid i lesiant ac addysg ein plant a'n pobl ifanc fod yn ganolog i'r holl waith cynllunio ar gyfer adferiad fel mater o flaenoriaeth.
- **Camau cadarnhaol ymlaen:** Mae cydnabod effaith COVID-19 ar ein plant a'n pobl ifanc, a sut mae wedi tarfu ar eu bywydau, yn hanfodol. Ond mae cydbwysedd pwysig i'w daro rhwng cydnabod hyn a mynd i'r afael â'r mater, a hyrwyddo negeseuon llawer mwy cadarnhaol am wytnwch plant a phobl ifanc a'u cyfleoedd at y dyfodol. Rhaid defnyddio naratif ac iaith arall fel mater o flaenoriaeth, yn hytrach na sôn am "golli cyfleoedd dysgu" a'r angen i "ddal i fyny".
- **Cynlluniau wrth gefn:** Rhaid i'r gwaith o baratoi ac o sicrhau adnoddau ar gyfer yr ymateb i gefnogi ein plant a'n pobl ifanc drwy unrhyw darfu pellach o ganlyniad i COVID-19 fod yn flaenoriaeth, ar draws yr holl wasanaethau cyhoeddus.
- **Hawliau a llais plant:** Rhaid mabwysiadu dull hawliau plant o ymdrin â phob penderfyniad, ar draws pob sector, fel mater o flaenoriaeth, a rhaid i'r rhai sy'n gwneud penderfyniadau glywed lleisiau plant a phobl ifanc i helpu i lywio'r broses adfer.

2. Addysg statudol

15. Dros y flwyddyn ddiwethaf, mae ein gwaith craffu ar effaith addysgol pandemig COVID-19 ar blant a phobl ifanc wedi canolbwyntio ar yr ymdrech bresennol a thymor byr i ailagor ysgolion, ansawdd y ddarpariaeth addysg o bell tra'u bod wedi cau, a'r her yn y tymor hwy o sicrhau adferiad ar ôl y tarfu sylweddol ar addysg. Wrth wneud hynny, rydym wedi defnyddio ein gwaith craffu ar faterion addysg yn ystod y Senedd hon, megis cyllido ysgolion, yr agenda safonau, anghydraddoldeb o ran canlyniadau addysgol, a disgyblion sy'n agored i niwed.

16. Fel rhan o'n galwad dreigl am dystiolaeth ysgrifenedig a'n rhaglen o sesiynau tystiolaeth lafar, clywsom gan Weinidogion, undebau addysgu, cynrychiolwyr ysgolion a llywodraeth leol, Comisiynydd Plant Cymru, Estyn, arbenigwyr addysgol eraill, a rhieni a theuluoedd. Edrychodd ein gwaith craffu ar Gyllideb Ddrafft Llywodraeth Cymru 2021-22 hefyd yn fanwl ar oblygiadau ariannol COVID-19, ac anghenion ar gyfer y dyfodol.

Rydym yn argymhell bod Llywodraeth nesaf Cymru a'r Pwyllgor olynol yn parhau i ganolbwyntio'n agos ar effaith barhaus COVID-19 a'r her hirdymor sy'n wynebu ein system addysg, gan roi sylw arbennig i'r meysydd a ganlyn:

- **Seilwaith adfer:** Rhoi'r seilwaith ar waith ar gyfer yr adferiad tymor canolig i dymor hir yn dilyn y tarfu ar addysg o ganlyniad i COVID-19 a'r goblygiadau ar gyfer y gwaith pellach sydd ei angen i wella ysgolion a sicrhau cydraddoldeb o ran canlyniadau. Mae sicrhau bod digon o'r bobl addas mewn swyddi yn allweddol i hyn, yn ogystal â'r angen i sicrhau bod pob rhan o'r system addysg yn cael yr effaith fwyaf bosibl, gan gynnwys ysgolion, awdurdodau lleol a chonsortia rhanbarthol.
- **Cynlluniau wrth gefn ar gyfer addysg:** Paratoi ar gyfer yr ymateb i unrhyw darfu pellach o ganlyniad i COVID-19, gan gynnwys unrhyw angen yn y dyfodol am addysgu o bell, dysgu gwersi o'r deuddeg mis diwethaf e.e. o ran allgau digidol (gan gynnwys materion yn ymwneud â chysylltedd), profiadau amrywiol dysgwyr, effaith ar sgiliau Cymraeg disgyblion o gartrefi di-Gymraeg, a phwysigrwydd ymgysylltu â rhieni.
- **Cymorth i ddysgwyr sy'n agored i niwed a dysgwyr dan anfantais:** Cefnogi cynnydd a chanlyniadau addysgol ymhlith y grwpiau hyn, gan gynnwys (ond heb fod yn gyfyngedig i) y rhai sy'n gymwys i gael prydau ysgol am ddim, plant o aelwydydd incwm isel eraill, y rhai ag Anghenion Dysgu Ychwanegol, gofawyr ifanc, plant sydd wedi bod mewn gofal, a dysgwyr mewn Unedau

Cyfeirio Disgyblion a lleoliadau Addysg Heblaw yn yr Ysgol eraill. Dylid ategu hyn drwy gasglu a chyhoeddi data presenoldeb wedi'u dadgyfuno ar gyfer y grŵp hwn o ddisgyblion yn ystod y pandemig er mwyn nodi unrhyw newidiadau penodol.

- **Dull system gyfan o ymdrin ag iechyd meddwl a llesiant:** Darparu dull ysgol gyfan a system gyfan o ymdrin ag iechyd a llesiant emosiynol a meddyliol dysgwyr, yn dilyn ein hadroddiadau ar gyfer ymchwiliad 'Cadernid Meddwl'.
- **Cyllido ysgolion:** Cyflawni argymhellion ein hymchwiliad i gyllido ysgolion ac Adolygiad Sibieta a gynhaliwyd ar ôl hynny, er mwyn sicrhau bod digon o arian ar gael ar gyfer ysgolion a'i fod yn cael ei ddsbarthu'n effeithiol.
- **Cymwysterau:** Monitro'r broses o ddyfarnu cymwysterau cyffredinol a galwedigaethol yn 2021 a 2022, gan gynnwys y cydbwysedd rhwng cynnal hyder y cyhoedd o ran hygreddedd cymwysterau a sicrhau tegwch i garfannau yr effeithiwyd arnynt gan y tarfu o ganlyniad i COVID-19.
- **Diwygio deddfwriaethol mawr a phwysau sy'n cystadlu:** Sicrhau bod digon o adnoddau ar gael i reoli effaith COVID-19 ochr yn ochr â gweithredu Deddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (Cymru) 2018 o fis Medi 2021 a Deddf Cwricwlwm ac Asesu (Cymru) 2021 (yn amodol ar Gydsyniad Brenhinol) o fis Medi 2022.

3. Iechyd corfforol ac iechyd meddwl plant a phobl ifanc

17. Cawsom dystiolaeth gan amrywiaeth o arbenigwyr am effaith y pandemig ar iechyd corfforol a meddyliol plant a phobl ifanc. Er bod plant a phobl ifanc yn llai agored i salwch corfforol o ganlyniad i COVID-19 yn ôl pob golwg, clywsom bryderon cynyddol am effaith y sefyllfa barhaus o ran y pandemig ar les meddyliol pobl ifanc.

18. Dywedwyd wrthym fod hyn i raddau helaeth oherwydd nad yw eu gweithgareddau, gwasanaethau, a chyfleoedd arferol ar gael iddynt. Clywsom hefyd nad yw'r pandemig wedi effeithio ar bobl ifanc yn gyfartal, a'u bod yn wynebu effeithiau gwahanol yn seiliedig ar eu grŵp oedran, cefndir economaidd a statws iechyd.

Fel y nodwyd yn adran 1, ein neges allweddol yw bod yn rhaid i les plant a phobl ifanc fod yn ganolog i gynlluniau ar gyfer adferiad. Rydym yn argymhell bod Llywodraeth nesaf Cymru a'r Pwyllgor olynol yn rhoi ystyriaeth arbennig i'r canlynol:

- **Ymarfer corff:** Cynyddu cyfleoedd ar gyfer ymarfer corff i blant a phobl ifanc, mewn cymunedau ac o fewn ysgolion, er mwyn manteisio i'r eithaf ar y manteision corfforol ac iechyd meddwl o ymarfer corff a chwarae. Dylid agor cyfleoedd ar gyfer gweithgareddau awyr agored cyn gynted â phosibl, a dim ond os yw'n gwbl hanfodol ac yn seiliedig ar dystiolaeth glir y dylid cyflwyno cyfyngiadau pellach.
- **Cynaliadwyedd y gweithlu:** Mynd i'r afael â'r problemau recriwtio a chadw yn y gweithlu iechyd (corfforol a meddyliol) plant, a sicrhau bod Llywodraeth Cymru ac Addysg a Gwellu Iechyd Cymru yn edrych yn strategol ac yn greadigol ar sut y defnyddir y gweithlu hwn a'r setiau sgiliau sydd eu hangen. Dylai hyn gynnwys ystyried rolau sy'n llenwi'r bylchau rhwng gwasanaethau (er enghraifft rhwng gofal sylfaenol ac eilaidd a rhwng arbenigeddau).
- **Tlodi:** Dangos cydnabyddiaeth glir o'r cysylltiad cryf rhwng tlodi, salwch meddwl a hunanladdiad, cymryd camau brys i fynd i'r afael ag effeithiau economaidd y pandemig ar les meddyliol plant a phobl ifanc, a lliniaru yn erbyn cynnydd posibl mewn hunanladdiad. Yn gysylltiedig â hyn, mae angen gwneud rhagor o waith brys i archwilio'r potensial ar gyfer ymestyn

addysg a hyfforddiant statudol y tu hwnt i 16 oed, er mwyn cyfrannu'n gadarnhaol at leihau tlodi a'r cysylltiadau cysylltiedig â phroblemau iechyd meddwl i bobl ifanc, gan gynnwys hunanladdiad ymhlith pobl ifanc.

- **Ceisio cymorth:** Cyfleu pa mor bwysig yw ceisio cyngor amserol er mwyn osgoi oedi o ran cael diagnosis a'r driniaeth sydd ei hangen. Sicrhau bod pobl ifanc a'u teuluoedd yn ymwybodol bod gwasanaethau iechyd corfforol a meddyliol plant ar agor, a gwybodaeth glir ar gael am wasanaethau a chymorth.
- **Seilwaith digidol:** Mynd i'r afael â'r 'bwlch digidol', er mwyn sicrhau bod gan blant a phobl ifanc ledled Cymru fynediad teg at wasanaethau teleiechyd, a sicrhau bod seilwaith TGCh GIG Cymru yn addas i'r diben ac yn gallu cefnogi ffyrdd effeithiol o ddarparu gwasanaethau o bell.
- **Cadernid Meddwl:** Parhau i weithredu argymhellion ein hadroddiadau gwreiddiol a dilynol sydd, yng nhgyd-destun y pandemig, yn fwy perthnasol nag erioed.
- **Hunan-niweidio a hunanladdiad:** Sicrhau bod gwasanaethau addas ar gael, nawr yn fwy nag erioed, i nodi a chefnogi plant a phobl ifanc sy'n wynebu argyfwng. Mabwysiadu dull cadarn a systematig o ddeall effaith COVID-19 ar lefelau hunan-niweidio, meddyliau hunanladdol, a hunanladdiad ymhlith plant a phobl ifanc, er mwyn cymryd camau lliniaru a sicrhau bod cymorth priodol ar gael.

4. Addysg bellach ac addysg uwch

19. Mae archwilio barn dysgwyr mewn addysg uwch ac addysg bellach, o amrywiaeth o gefndiroedd, gan gynnwys y rhai ag amgylchiadau heriol neu'r rhai y mae'r pandemig wedi effeithio'n andwyol arnynt, wedi bod yn flaenoriaeth i ni. Roeddem am sicrhau bod gan fyfyrwyr lais, ac rydym yn ddiolchgar iawn i'r holl ddysgwyr hynny a oedd yn barod i gymryd rhan yn y grwpiau ffocws a gynhaliwyd gennym.

20. Rydym yn cyflwyno'r safbwyntiau a gasglwyd gennym i'r sector addysg uwch ac addysg bellach, gan gynnwys Penaethiaid colegau addysg bellach a chynrychiolwyr prifysgolion. Clywsom dystiolaeth hefyd gan Gymwysterau Cymru ar yr heriau sy'n gysylltiedig â chymwysterau galwedigaethol yn y pandemig, a gan Gyngor Cyllido Addysg Uwch Cymru.

Yn seiliedig ar yr hyn a glywsom, rydym yn argymhell bod Llywodraeth nesaf Cymru a'r Pwyllgor olynol yn rhoi ystyriaeth arbennig i'r canlynol:

- **Iechyd meddwl a lles myfyrwyr:** sicrhau bod y ddarpariaeth yn ddigonol ac yn diwallu anghenion penodol pob dysgwr. Rhaid i'r ddarpariaeth iechyd meddwl fod yn fwy cyson rhwng addysg cyn 16 oed ac ar ôl 16 oed, ac ar draws gwahanol ddarparwyr, er mwyn hwyluso'r broses i ddysgwyr pan fyddant yn trosglwyddo o'r naill i'r llall.
- **Cymorth ar gyfer dysgu:** Sicrhau bod dysgwyr a myfyrwyr sydd wedi profi bylchau yn eu dysgu oherwydd y pandemig yn cael eu cefnogi. Yn benodol, fel ei rheoleiddiwr a'i phrif gyllidwr, rhaid i Lywodraeth Cymru roi'r cyllid a'r hyblygrwydd y bydd eu hangen ar y sector addysg bellach dros y blynyddoedd i ddod i helpu dysgwyr i oresgyn y tarfu y maent wedi'i wynebu ar ôl iddynt bontio o'r ysgol a/neu cyn iddynt symud ymlaen y tu hwnt i addysg bellach.
- **Paratoi dysgwyr ar gyfer byd gwaith:** Cefnogi a galluogi profiadau, lleoliadau a chyfleoedd ehangach i ddatblygu sgiliau bywyd sydd nid yn unig yn cyfoethogi bywydau dysgwyr a myfyrwyr unigol, ond sydd hefyd yn cynnig cyfleoedd pwysig i'w paratoi ar gyfer byd gwaith, ac i wella eu sefyllfa mewn bywyd.
- **Dysgu galwedigaethol ac academaidd:** Parhau i weithio tuag at sicrhau "parch cydradd" rhwng dysgu galwedigaethol ac academaidd, a chyflwyno'r newidiadau beiddgar sy'n debygol o fod yn ofynnol i gyflawni hyn.

- **Cyllid pwysau'r pandemig:** Dysgu—a monitro'r canlyniadau—o'r ymyriadau ariannu sylweddol a wnaed yn y ddau sector o ganlyniad i bwysau'r pandemig. Mae angen rhoi sylw arbennig i effaith y cyllid ar gyfer cefnogi dysgwyr sy'n agored i niwed, a'r rhai y mae'r pandemig yn fwy tebygol o fod wedi effeithio arnynt. Mae'r buddsoddiadau hyn wedi creu cyfleoedd i ddeall a nodi dulliau arloesol ac i rannu'r gwersi a ddysgwyd ar draws y sector addysg.
- **Addysg bellach ac addysg uwch fel asedau yn adferiad cyffredinol Cymru:** Mynd ati i ariannu a rhoi'r sectorau addysg bellach ac uwch mewn sefyllfa i gyflawni eu potensial i chwarae rhan hanfodol yn adferiad Cymru a'i phobl ar ôl COVID-19. Mae gan sector addysg ôl-16, sy'n werth biliynau o bunnoedd ac a all drawsnewid cyfleoedd bywyd bron i 300,000 o ddysgwyr bob blwyddyn, ac sy'n ymwneud â chymaint o'r gweithgarwch sy'n sbarduno ffyniant, rôl enfawr i'w chwarae yn ein hadferiad. Rhaid manteisio i'r eithaf ar yr ased enfawr hwn i Gymru. Dylai unrhyw ddiwygiad i'r system addysg drydyddol yn y dyfodol ystyried hyn.
- **Dysgu digidol a chyfunol:** Deall, rhannu a harneisio manteision dysgu digidol a chyfunol ar draws y sector addysg ôl-16. Er bod dysgu cyfunol a digidol wedi cyflwyno heriau sylweddol i sefydliadau ac i ddysgwyr, mae ganddo hefyd gryn botensial i wella profiad dysgu a chanlyniadau addysgol dysgwyr os cânt eu defnyddio'n briodol. Mae'r ymateb i'r pandemig wedi tarfu'n fawr, ond mae cyfle digynsail hefyd i lansio rhaglen strwythuredig ar draws y sector i ddysgu o'r profiad, i wella dysgu, ac i wella sgiliau digidol pobl Cymru.

5. Plant a phobl ifanc sy'n agored i niwed

21. Mae cymorth i blant a phobl ifanc sy'n agored i niwed ac sydd â phrofiad o ofal yn themâu allweddol sy'n rhedeg drwy nifer o adroddiadau ac ymchwiliadau ein Pwyllgor, gan gynnwys gwasanaethau eirioli statudol, cymorth iechyd meddwl, y Grant Datblygu Disgyblion ar gyfer plant sydd wedi bod mewn gofal a phlant mabwysiedig, a golwg manwl ar gyllid ar gyfer plant â phrofiad o ofal yn y gwaith craffu ar Gyllideb Ddrafft 2020-21. Rydym hefyd wedi defnyddio gwaith y Pwyllgor Cyfrifon Cyhoeddus ar Blant a Phobl Ifanc Sydd Wedi bod Mewn Gofal.

22. Dros y flwyddyn ddiwethaf, mae ein gwaith craffu ar oblygiadau pandemig COVID-19 ar gyfer plant a phobl ifanc wedi rhoi cryn sylw i'w effaith ar ddiogelu plant, a'r cymorth a roddir i blant mewn gofal a'r rhai sydd wedi bod mewn gofal.

23. Fel rhan o'n galwad dreigl am dystiolaeth ysgrifenedig a'n rhaglen o sesiynau tystiolaeth lafar, clywsom gan Weinidogion, cynrychiolwyr llywodraeth leol, cynrychiolwyr darparwyr a'r trydydd sector/cyrff anllywodraethol, a Chomisiynydd Plant Cymru. Clywsom hefyd yn uniongyrchol gan y bobl ifanc yr effeithiwyd arnynt, a hwyluswyd gan Voices from Care.

Rydym yn argymhell bod Llywodraeth nesaf Cymru a'r Pwyllgor olynol yn parhau i ganolbwyntio'n agos ar effaith barhaus COVID-19 ar blant a phobl ifanc sy'n agored i niwed, gan gynnwys canolbwyntio ar y meysydd a ganlyn:

- **Diogelu:** Parhau i fonitro lefelau atgyfeiriadau diogelu a nifer y plant y mae angen gofal a chymorth arnynt, gan gynnwys ymateb i unrhyw newidiadau o ganlyniad i'r pandemig (e.e. oherwydd tlodi, esgeulustod, neu drais domestig).
- **Cymorth i deuluoedd:** Monitro a chefnogi effeithiolrwydd gwasanaethau a dulliau o gefnogi teuluoedd ac atal plant rhag dod i mewn i'r system ofal, gan gynnwys monitro nifer y plant sydd wedi bod mewn gofal yng nghydestun y nodau i leihau'r niferoedd hyn mewn modd diogel. Datblygu strategaethau sy'n seiliedig ar dystiolaeth, er enghraifft y gwaith o ddatblygu Llys Cyffuriau ac Alcohol peilot i Deuluoedd yng Nghymru, a chanfyddiadau ymchwil Arsyllfa Cyfiawnder Teulu Nuffield yng Nghymru.
- **Rhianta corfforaethol:** Rhoi sylw penodol i'r cymorth rhianta corfforaethol i blant sydd wedi bod mewn gofal, gan ganolbwyntio'n benodol ar weithio ar draws portffolios Llywodraeth Cymru i adlewyrchu'r angen am gymorth

ymlith plant sydd wedi bod mewn gofal gyda'u haddysg a'u hiechyd meddwl.

- **Y rhai sy'n gadael gofal:** Cefnogi'r rhai sy'n gadael gofal a monitro effaith economaidd y pandemig ar y grŵp hwn o bobl ifanc.
- **Babanod a'r blynyddoedd cynnar:** Sicrhau bod y plant ieuengaf yn ein cymdeithas, ac iechyd meddwl amenedigol eu rhieni a'u gofalwyr, yn cael eu cefnogi a'u blaenoriaethu fel rhan o'r gwaith cynllunio ar gyfer adferiad.
- **Plant sydd wedi bod mewn gofal:** Adolygu a chofnodi prif effeithiau COVID-19 sy'n benodol i blant a phobl ifanc sydd wedi bod mewn gofal, gyda'r nod o sicrhau bod unrhyw bryderon yn cael sylw cyflym. Dylai hyn gynnwys ystyried:
 - gofal preswyl (gan gynnwys y rhai mewn cartrefi awdurdodau lleol, cartrefi annibynnol a chartrefi heb eu rheoleiddio),
 - mynediad at ddarpariaeth eiriolaeth, ac
 - i ba raddau y mae plant yn cael cyswllt ystyrlon a phriodol â ffrindiau a theulu.

Dylai fod gan Lywodraeth Cymru fecanwaith priodol ac effeithiol i gyd-gynhyrchu ei dull o ymdrin â phlant a phobl ifanc sydd wedi bod mewn gofal, a'r sector sy'n eu cefnogi, mewn ffordd y gellir ei darparu'n gyflym i wella canlyniadau i blant.

ATODIAD

Crynodeb o'r dystiolaeth ysgrifenedig

Cynhaliwyd ymgynghoriad y Pwyllgor rhwng 28 Ebrill 2020 ac 11 Mawrth 2021. Cyflwynwyd 202 o ymatebion. Cyhoeddwyd crynodeb o'r ymatebion, a gynhrychwyd gan Wasanaeth Ymchwil y Senedd, ym mis Mawrth 2021.

- [Crynodeb o'r ymatebion i'r ymgynghoriad – Mawrth 2021](#)

Nodiadau gweithgareddau ymgysylltu

Yn ogystal â chasglu tystiolaeth yn ffurfiol, gofynnodd y Pwyllgor am farn y cyhoedd drwy weithgareddau ymgysylltu. Cyhoeddir nodiadau cryno o'r gweithgareddau hyn:

- [Craffu ar COVID-19 a'i effaith ar blant a phobl ifanc o gefndiroedd difreintiedig - Crynodeb 1 – 4 Mehefin 2020](#)
- [Craffu ar COVID-19 a'i effaith ar blant a phobl ifanc o gefndiroedd difreintiedig - Crynodeb 2 – 2 Gorffennaf 2020](#)
- [Craffu ar COVID-19 a'i effaith ar blant a phobl ifanc yng Nghymru - Crynodeb 3 – 23 Tachwedd 2020](#)
- [Craffu ar COVID-19 a'i effaith ar fyfyrwyr mewn addysg bellach ac uwch - Crynodeb 4 - 2 Mawrth 2021](#)

Cynhaliodd y Pwyllgor hefyd [drafodaeth rithwir gyda phobl ifanc a staff o Voices from Care](#), i glywed am y pandemig o safbwynt profiadau plant a phobl ifanc sydd wedi bod mewn gofal.

Eitem 3.3

Children, Young People and Education Committee
The impact of COVID-19 on children and young people
Paper to note 3 - 14 July 2021



Llywodraeth Cymru
Welsh Government

Jayne Bryant MS
Chair
Children, Young People and Education Committee
Welsh Parliament

12 July 2021

Dear Chair,

Thank you for providing the final report from the Children, Young People and Education Committee's enquiry into the impact of the COVID-19 pandemic on children and young people in Wales.

We would like to thank you, the Committee members and staff for their hard work and diligence in producing this report during the previous Senedd term.

We look forward to maintaining a close focus on the continuing impact of COVID-19 on vulnerable children and young people, including focusing on the areas highlighted in the final report.

Yours sincerely

Jeremy Miles AS/MS
Gweinidog Y Gymraeg ac Addysg
Minister for Education and Welsh Language

Eluned Morgan AS/MS
Y Gweinidog Iechyd a Gwasanaethau
Cymdeithasol
Minister for Health and Social Services

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

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1SN

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

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

Tudalen y pecyn 38
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.

**Welsh Government response to the Final Report of the
Children, Young People and Education Committee
'Impact of COVID-19 on Children and Young People'**

<p>Recommendation 1 - Well-being and education: Placing our children and young people's well-being and education at the centre of all recovery planning must be a priority</p>

Accept

The approach we are taking in Wales to address the impacts of the pandemic on children and young people will keep the physical and mental health and well-being of our learners at its core. These are key enablers of learning. The Recruit, Recover and Raise standards accelerating learning programme includes provision for support and engagement through coaching – in recognition that the most disengaged learners will need coaching and emotional support, as well as support for examination preparation and skills. Similarly, our approach will seek to ensure that schools and settings have the right support and guidance available to them to support their learners' well-being and educational progression.

On 23 March the former Minister for Education made an [Oral Statement](#) on wellbeing in education. In it she shared her concerns over the impact the pandemic has had on young people and the need to support them as we look to rebuild society and our day-to-day lives. In March, we gave schools the flexibility to provide learners in years 7, 8 and 9 with the opportunity of a check-in focussed on support for wellbeing and readiness for a return to their onsite learning after Easter.

In addition to this, supporting the unique needs of our youngest learners through play has already been [highlighted as a priority](#) by the new Minister for Education and Welsh Language. The Minister recently [announced an additional £13m of funding](#) for schools and non-maintained settings to support the delivery of active educational play and experimental learning.

Recommendation 2 - Positive steps forward: Acknowledging the impact of COVID-19 on our children and young people, and the disruption it has caused to their lives, is vital. But there is an important balance to be struck between recognising and addressing this, and promoting much more positive messaging about children and young people's resilience and their opportunities going forward. Replacing the unhelpful narrative and language about "lost learning" and need for "catch-up" must be a priority

Accept

In order to support learners to move forward and achieve in their education, it is crucial that we recognise the impacts of the pandemic and provide the proper support for all parts of the system to help address these.

We know that the approach to supporting learning should focus on learners' wellbeing and confidence, as key foundations for learning. Our renew and reform work to date has not sought to use the terms 'catch up' or 'lost learning': these terms are not consistent with the approach we take to learning in the Curriculum for Wales. A more sophisticated approach is required, recognising the different impacts the disruptions of the last year will have had on different learners. We need to support the foundations for learning like physical and mental health and well-being, and support schools to focus on the learning that is most important for their learners' educational progression, while maintaining a broad and balanced provision.

Recommendation 3 - Contingencies: Preparing for, and resourcing, the response to supporting our children and young people through any further disruption from COVID-19 must be a priority, across all public services

Accept

At the start of the pandemic the Welsh Government mobilised support for digitally excluded learners, securing a national connectivity deal with major mobile operators to provide 10,848 MiFi devices and establishing a technical solution to allow schools and local authorities to repurpose 9,717 existing devices for use in a learner's home.

More recently, a scheme to provide data uplifts to learners across Wales was launched and will further bolster the support for connectivity services to help meet any additional demand identified by local authorities in this academic year.

Through the ongoing Welsh Government investment in the Hwb EdTech programme, as well as local authorities funding their own additional purchases, we are confident that there are options available to all local authorities to meet the existing identified demand for connectivity services and devices across Wales.

In February 2021 we provided an additional £5m to schools and settings via the Welsh Local Government Association to put further mitigating measures in place. Flexibility was provided to enable schools and settings to respond to their own specific needs. Examples of possible measures included the purchasing of face coverings, improving ventilation and purchasing canopies to create extra ventilated spaces for learners and offering protection from the weather.

These measures have helped schools and settings to respond to current challenges, as well as prepare for potential disruption in the future, ensuring their school environments are as Covid-safe as possible.

Recommendation 4 - Children's rights and voices: Adopting a children's rights approach to all decisions, across all sectors, must be a priority, and the voices of children and young people must be heard by the decision makers to help shape our road to recovery

Accept

Wales is a country where children's rights are a fundamental entitlement. We have led the way in children's rights by enshrining them in law through The Rights of the Children and Young Persons (Wales) Measure 2011.

The Welsh Government has committed in our draft [*Children's Rights Scheme*](#) to develop a long-term participation strategy to ensure children and young people are provided with meaningful opportunities to express their views.

The Welsh Government provides funding to Children in Wales, which is a national umbrella body for organisations and individuals who work with children, young people and their families in Wales. This funding enables children and young people to have their views heard by Ministers and policy makers through the 'Young Wales' programme and other participation activity.

Recommendation 5 - Recovery infrastructure: Putting in place the infrastructure for the medium- to long-term recovery from the disruption to education from COVID-19 and the implications for the further work needed on school improvement and achieving equality of outcomes. Having enough of the right people in post is key to this, as is the need to maximise the impact of all parts of the education system, including schools, local authorities and regional consortia

Accept

The Welsh Government has developed non-statutory school improvement guidance that sets out a framework for evaluation, improvement and accountability for schools, local authorities, regional consortia and Estyn, and which aligns with the new curriculum. A public consultation seeking views on the [school improvement guidance](#) closed on Monday 15 March and officials are now reviewing the responses received. The guidance will be finalised ahead of the 2021/22 academic year.

Robust evaluation and accountability arrangements to support a self-improving system' is one of the four enabling objectives of the new curriculum. The OECD's report to Welsh Government, '[Achieving the new curriculum for Wales](#)', emphasises that for the new curriculum to be successful, all aspects of the school system need to be aligned with and support the new curriculum and its underlying principle. The accountability framework is designed to align with the new curriculum principles, including the delivery of the four purposes.

The overarching purpose of the guidance is to help schools improve in order to give learners the best possible learning experiences and outcomes and, in this way, to raise standards and narrow the gap between disadvantaged learners and their peers.

Last summer Welsh Government announced an additional £29m funding to recruit, recover and raise standards in Welsh schools in response to the impact created by the Covid-19 pandemic. The funding was to support the recruitment of the equivalent of 600 extra teachers and 300 teaching assistants. We have exceeded those targets. Recent recruitment data from LAs shows current numbers of around 1,800 recruits across the system incorporating Teachers, TAs and other staff (such as mentors, and youth workers) designed to support learners facing the greatest challenges.

The Welsh Government has provided over £20m for learners for the summer term 2021 to retain and extend Recruit Recover and Raise Standards (RRRS), and to support learners in transition years (years 11, 12 and 13). For the academic year 2021/2, the Welsh Government has committed over £130m, including £24m for continuing RRRS and retaining the 1800 teaching staff to provide bespoke support and mentoring for learners most in need; £33m for FE and sixth forms to support transition years, and £13m focused on early years learners. This also includes over £25m for free school meals and the School Holiday Enrichment Programme for disadvantaged learners, and £5m for the Summer of Fun.

Recommendation 6 - Education contingencies: Preparing for, and resourcing, the response to any further disruption from COVID-19, including any future need for remote teaching, learning lessons from the past twelve months e.g. in terms of digital exclusion (including issues relating to connectivity), varying experiences of learners, impact on the Welsh language skills of pupils from non-Welsh speaking households, and the importance of parental engagement

Accept

The Welsh Government remains fully committed to working closely with local authorities to ensure schools and learners have the necessary support to engage in digital learning opportunities.

We continue to invest heavily in our Hwb programme to provide maintained schools in Wales with a wide range of digital infrastructure, services and resources. This investment, which to date totals over £160 million, is helping transform the EdTech infrastructure in schools, deliver national services which are accessible to all learners and practitioners in both the school and home environment. It has also supported the distribution of more than 133,000 end user devices during the pandemic, with a further 51,500 devices ordered and being distributed throughout April and May.

Wales is very well placed to support schools, practitioners and learners during periods of remote teaching and learning through Hwb, our national digital platform for teaching and learning. Hwb provides users with access to a range of free, bilingual digital tools and resources.

Our [blended learning section](#) on Hwb includes resources to support education stakeholders with blended learning activities as well as links to advice on health and well-being. ‘*Stay Safe. Stay Learning*’ pulls together contributions from across education, and beyond, to provide support to the whole of our education system, while the ‘*Keeping safe online*’ zone also provides extensive support to all education stakeholders, including a wide range of resources and other support services.

The Welsh Government has also extended its support for digitally excluded learners until the end of the current academic year and is working closely with local authorities to ensure a range of support is available to support any periods of further disruption.

In relation to Post-16 learning, the Welsh Government has made over £10 million capital funding available since July 2020 to assist Post-16 learning providers (including further education institutions, work-based learning programmes and adult learning in the community provision) in supporting digitally excluded learners to continue their learning remotely when they have not been able to access onsite premises and facilities during the COVID-19 pandemic.

A summary report on the Post-16 digital inclusion funding will be prepared during spring 2021. As blended learning becomes an embedded part of learning delivery going forward, more sustainable models for investment in digital infrastructure and equipment will need to be developed collaboratively with our learning providers.

The need to support Welsh language learners and their families was identified early on in the pandemic, which is why a specific work stream in the [Stay Safe. Stay Learning: continuity of learning Plan](#) was established with input from schools, regional education consortia as well as the BBC, S4C and Welsh language publishers. This resulted in additional Welsh language resources for schools – but also for parents – added to HwB. Focus was firmly placed on resources to stimulate learners' reading, listening, and use of Welsh – from Foundation Phase through to Secondary school.

In parallel, the Welsh Language Partnership Council, established to support the former Minister for Mental Health, Wellbeing and Welsh language on aspects of *Cymraeg 2050* implementation, former an Education Sub-Group to look at the potential effect of the pandemic on learner linguistic development as well as the support needed for parents, as well as opportunities for immersion education principles to be used to support learner catch-up.

The Sub-Group started by considering the results of a parental survey carried out by RhAG (Parents for Welsh medium education) - a Welsh Government grant funded organisation – focused on the impact of the lockdown period on parents and pupils in Welsh-medium education. The survey, which received over 800 responses, identified the need for teachers, local authorities and Welsh Government to be more pro-active in communicating simple, clear messages to parents, as well as providing practical support, advice and reassurance to parents tasked with supporting their children to maintain their Welsh-language skills from home.

We are currently working with RhAG on a second parental survey to gather how the return to school / period of blended learning has affected learners in Welsh-medium schools, and whether or not the use of intensive immersion teaching principles used in schools is providing learners and their families with the support they need to continue their Welsh language learning.

Recommendation 7 - Support for both vulnerable and disadvantaged learners: Supporting progress and educational outcomes among these groups, including (but not restricted to) those eligible for free school meals (eFSM), children from other low income households, those with Additional Learning Needs (ALN), young carers, care experienced children, and learners in Pupil Referral Units and other EOTAS settings. This should be underpinned by the collection and publication of disaggregated attendance data for this group of pupils during the pandemic to identify any specific changes

Accept

A new Additional Learning Needs (ALN) system will be introduced in September 2021 on a phased basis, to replace the existing SEN system. This will create a unified legislative framework to support learners from 0 to 25 years, who have ALN. Its focus is on ensuring all children and young people that require additional support to meet their needs, have that support properly planned for and protected.

An additional £9.8 million was allocated to schools and colleges to support Additional Learning Needs in 2020-21, specifically in response to pressures arising from the COVID-19 pandemic. This is in addition to the £8 million already allocated for ALN in 2020-21 and the £20 million package of support for the ALN Transformation Programme already in place for the current Senedd term, and recognises the particular difficulties for children and young people with additional needs during COVID-19.

Five ALN transformation leads (TLs) have been in post since April 2018. They provide advice, support and challenge to local authorities, schools, Early Years settings and Further Education Institutions as they prepare for implementation of the ALN transformation programme, including through readiness self-assessments and the development of local implementation plans.

From September 2021 onwards, the TLs will switch their focus to quality assuring the introduction of the new system and ensuring it is appropriately implemented and embedded. This will include moderating and supporting the creation of Individual Development Plans; ongoing engagement with health, including a focus on the development and refinement of effective referral pathways; ongoing delivery of training packages, continuing engagement with early years and health sectors, and a particular focus on the effective implementation of the reforms in the post-16 sector.

Additionally, we published [Guidance for supporting vulnerable and disadvantaged learners](#), which is intended to support schools and settings to ensure an inclusive approach for all learners, with specific considerations for young carers and care experienced children.

We recognise that young carers may have experienced an increase in caring responsibilities during the pandemic; either in the number of hours they are caring, the type of tasks they have been carrying out or in the number of people they are caring for. This may mean that a young carer has not been able to fully engage in home learning and has fallen behind in their studies, which may cause anxiety about their education.

The Welsh Government funded [Carers Trust Wales](#) to produce guides and lesson plans, which were launched in 2020, to help schools and settings improve their understanding of the needs and legal rights of young carers.

We remain committed to improving educational outcomes for looked after children. Our raising attainment advocate Sir Alasdair Macdonald undertook a scoping exercise between January and March 2020 exploring an integrated approach to improving educational outcomes for looked after children.

The five recommendations in the report are wide-ranging, including one to develop a Welsh Virtual schools model. We have commissioned an independent researcher, IFF Research, to undertake further research and engagement with partners to understand how the recommendations could be implemented and progress made quickly. Their final report is in the late stages of completion and will be made available shortly.

We have also increased funding for PDG-Access by £3.2m to boost support for eligible learners, bringing total funding next year to over £10m. Increasing funding for demand led budgets in this way allows us to respond to changes in need and make sure that those who most need additional support are able to access it in a timely manner.

Since September 2020 we have been monitoring the attendance rates of FSM and ALN learners. Whilst the data are not currently considered to be suitable to form an official statistical release (the data was collected at a time when schools faced many challenges and records may not be as up to date or as accurate as in more normal times. In addition, the current definition is not comparable to historical data), this is something the new Minister will take forward in this Government term.

Recommendation 8 - Whole-system approach to mental health and well-being: Delivering a whole-school and whole-system approach to learners' emotional and mental health and well-being, following our 'Mind over Matter' inquiry reports

Accept

On 15 March 2021 we published the [Framework on embedding a whole school approach to emotional and mental wellbeing](#) coinciding with the return to education of older children. The Framework is a key response to the 2018 Children, Young People and Education Committee [Mind over Matter](#) (MoM) report. MoM examined the emotional and mental wellbeing of children and young people, with an emphasis on the role of education. It also focused on the needs of the 'missing middle', young people with real emotional difficulties, but who do not necessarily have a diagnosable mental illness and who often received little or no support as a result.

Taken together with the work of the [NHS led Together for Children and Young People Programme](#), which is looking at the wider 'whole system approach', the Framework seeks to ensure schools, local authorities and other partners meet all the wellbeing needs of young people in a consistent and equitable way.

Additionally, we recognised throughout the duration of the COVID-19 pandemic concern about the impact on learners and staff has continued to grow in all sectors within Education. To support this, a further £2.5m has been allocated to the Further Education sector with £0.5m ring-fenced for work-based learning.

For financial year 2021-22, a further £2m has been allocated to support mental health and wellbeing in Further Education. This funding will help maintain partnerships, encourage further collaboration and will ensure a more consistent approach to supporting mental health and well-being across the sector.

Building on the additional £2m provided in 2020-21 for the whole school approach, a further £4m is being allocated in 2021-22, providing an overall budget of £9m for the whole school approach to mental health in 2021-22.

Recommendation 9 - School funding: Delivering the recommendations of our school funding inquiry and subsequent Sibieta Review, to ensure that sufficient funding is provided for schools and distributed effectively.

Accept in principle

The main source of funding the Welsh Government provides for schools is to local authorities through the Local Government Settlement Revenue Support Grant (RSG) within the Housing and Local Government MEG. Providing local government with the best possible settlement has been central to our budget preparations again this year. We are providing local government with an uplift of £176m in 2021-22 to support front line services, including schools and social services. This builds on a significantly improved settlement in the current year to enable support and delivery of critical and valued local services focusing on schools and social care.

We continue to recognise that Education is one of the most important investments we can make to improve the life chances of children, particularly those from deprived communities and those with protected characteristics. Alongside funding for local government, which will support schools, we have made a number of specific investments. This includes £112m over 2020-21 and 2021-22 to support teachers and learners impacted by the pandemic, £23.3m additional COVID-funding to extend free school meals in school holidays for the entirety of 2021-22 and an additional £21.7m in 2021-22 to recognise the predicted increased demographic of 16-19 year olds in sixth forms and further education.

The [Review of school spending in Wales](#) provides valuable evidence to enable policy makers to make informed decisions when considering funding for schools across Wales in the future, continuing our overall aim of improving school standards and reducing inequalities. The findings will be used to aid policy makers to determine whether schools in different circumstances have sufficient funding and how to best target any increases in spending, both now and in the future, to support our education reforms.

[The 21st Century Schools and Colleges Capital Programme](#) has been investing in the schools estate annually since 2014. Welsh Government delivers the Programme in partnership with key stakeholders, i.e. local authorities, colleges and others; and it is our stakeholders that prioritise the projects for investment. When possible, a capital maintenance grant has been made available to support the local authorities' annual repair and maintenance programme.

Recommendation 10 - Qualifications: Monitoring the awarding of general and vocational qualifications in 2021 and 2022, including the balance between maintaining public confidence in the credibility of qualifications and ensuring fairness for cohorts affected by the disruption from COVID-19

Accept

The Design and Delivery Advisory Group, comprising a range of head teachers and college leaders from across Wales, supported by expert assessment advice from WJEC and Qualifications Wales, has co-constructed the approach to awarding general qualifications in 2021 and is supporting its delivery.

Key priorities informing the development of the centre determined grade model, announced by the former Minister for Education on 20 January 2021, have been supporting the wellbeing and progression of learners taking qualifications this year and maintaining the credibility of the qualifications system in 2021 and future years. As the regulator, Qualifications Wales, will monitor the awarding of both vocational and general qualifications and will publish a range of analysis regarding qualifications in 2021, to provide transparency regarding the arrangements developed for 2021.

We recognise that learners who will be taking qualifications in 2022 are keen to understand how they will be supported given the disruption from COVID-19, however in the first instance we have had to prioritise the arrangements for qualifications in 2021 to ensure these learners are able to progress to their next steps in education, work or employment.

Qualifications Wales has confirmed that adaptations will be made to qualifications in 2022, recognising the disruption to teaching and learning there has been, and a technical consultation with teachers and subject matter specialists will be held in the summer term, so that these arrangements can then be confirmed prior to inform teaching and learning plans for the next academic year.

Recommendation 11 - Major legislative reform and competing pressures:
Ensuring that sufficient resources are available to manage the impact of COVID-19 alongside the implementation of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 from September 2021 and the Curriculum and Assessment (Wales) Act 2021 (subject to Royal Assent) from September 2022

Accept

In February 2021 the former Minister for Education agreed to extend the Additional Learning Needs (ALN) transformation programme into the 2021-22 financial year to align with revised implementation timescales. This included extending the term of the five ALN Transformation Lead posts for an additional year, to continue supporting the delivery of the ALN transformation programme. They provide advice, support and challenge to local authorities, schools, Early Years settings and further education institutions as they prepare for implementation of the ALN transformation programme, including through readiness self-assessments and the development of local implementation plans.

In addition, in 2021-22, we will distribute again an £8m ALN Grant to support local authorities and further education colleges in providing education for children and young people with additional learning needs. A £9.8 million grant to support Additional Learning Needs in 2020-21 has been distributed to local authorities and colleges, recognising specific pressures arising from the COVID-19 pandemic.

In addition to our ongoing support for professional learning we have increased funding for curriculum and assessment reform by some £8.3 million for the 2021-22 financial year. The vast majority of this additional funding will go to schools to support their curriculum development work during this key phase.

Recommendation 12 - Physical activity: Increasing opportunities for physical activity for children and young people, in communities and within schools, in order to maximise the physical and mental health benefits of exercise and play. Opportunities for outdoor activity should be opened up as soon as safely possible, and only subject to future restrictions if absolutely essential and evidence of the need to do so is clearly demonstrated

Accept

We have been keen to ensure all our schools and settings recognise the importance of learning outdoors both in direct response to the pandemic, but also in respect of wider learner well-being benefits. We have therefore set out clear guidance on learning, and guidance on operational issues that includes the expectation that schools and settings maximise the time learners spend outdoors.

More widely, we have also been keen to recognise the place of outdoor learning in support of learner progression through the 3 to 16 learning continuum across the curriculum. This has been set out in guidance on our new Curriculum for Wales, published last year. While this transformational curriculum is set to be rolled-out from September 2022, a great many of our schools are already drawing on its purposes and approaches in response to learning needs arising from the pandemic.

Residential outdoor education experiences can also play an important role in supporting the roll-out of the new curriculum for Wales. The centres provide expert-led learning outside the classroom and recognised wellbeing benefits. In recognition of the impact the pandemic has had on residential outdoor education the Minister for Education [announced a joint £2m fund](#) with the Minister for Economy, Transport and North Wales to support the sector in Wales.

Colegau Cymru have been grant funded to deliver a national project which addresses the active wellbeing of learners and staff and examines how active wellbeing positively impacts on mental health. The project involves peer led research on active wellbeing to develop a range of resources and infographics to support the active wellbeing of learners and staff. It also aims to identify gaps in research regarding the links with physical activity and well-being in Further Education. This research presents an opportunity to engage with learners and staff to better understand the connection between activity and wellbeing.

The Welsh Government's guidance to childcare providers on keeping settings safe underlines the importance of maximising opportunities for outdoor activity. As part of the ECEC vision, which will dovetail into the new curriculum, children will be able to access a high quality and stimulating environment both indoors and outdoors.

Recommendation 13 - Sustainability of the workforce: Addressing the recruitment and retention issues in the child (physical and mental) health workforce, and ensuring that the Welsh Government and Health Education and Improvement Wales (HEIW) look strategically and creatively at how this workforce is used and the skillsets needed. This should include consideration of roles which bridge the gaps between services (for example between primary and secondary care and between specialties)

Accept

The Health Education and Improvement Wales and Social Care Wales [Workforce Strategy for Health and Social Care](#), launched in October 2020, will establish system wide workforce transformation and ensure workforce sustainability for the future. Detailed workforce plans will be developed for a range of services, including children and young people.

Recommendation 14 - Poverty: Demonstrating a clear recognition of the strong link between poverty, mental ill health and suicide, taking urgent action to address the economic impacts of the pandemic on children and young people’s mental well-being, and mitigating against a potential increase in suicide. Linked to this, further urgent work is needed to explore the potential for extending statutory education and training beyond age 16, to positively contribute to reducing poverty and the associated links with mental health problems for young people, including young suicide

Accept in principle

The Welsh Government is committed to reducing the incidence of suicide and self-harm and developed Talk to me 2, our strategy to prevent suicide and self-harm in Wales.

In addition to the Welsh Government guidance [‘Responding to issues of self-harm and thoughts of suicide in young people’](#) published in September 2019 and alongside broader mental health funding, we have also committed an additional £0.5m per annum to tackle suicide and self-harm. This includes funding four new posts to drive forward this work and co-ordinate the multiple agencies with a role to play in this agenda. The new National Suicide Prevention Co-ordinator, supported by three Regional Co-ordinators, is joining up approaches and leading the development and implementation of new actions to prevent suicide and self-harm.

Our Ministerial Task and Finish Group on a Whole System Approach is considering all the issues, including suicide and self-harm, which impact on young people’s emotional and mental wellbeing and our Final Budget 2021-includes a commitment to double funding in this area to £5m.

In 2020 Welsh Government asked the Wales Centre for Public Policy to consider what evidence exists surrounding Raising the Participation Age (RPA) of compulsory education/training to 18, with a view to informing ministerial discussions and decisions around future policy development in this area. The [report](#) was published on 24 February 2021. The report highlighted that participation rates in post-16 learning in Wales were very high at the age of 16 and the need for statutory changes to enforce higher rates of participation were questioned by stakeholders. Appetite for the need to introduce RPA legislation to enforce participation in post-16 learning was weak, with concerns expressed about the logistics of implementation and enforcement, and its impact on young people from hard to help/hard to reach groups. An overarching view was that young people should be offered a range of post-16 options (education, employment and training), and that a compulsory school-based post-16 route would be too narrow a choice for some groups of young people.

[Through the Youth Engagement and Progression Framework \(YEPF\)](#), Welsh Government has a long-standing commitment to maximise the opportunities for all children and young people. This includes supporting their progression into education and training and then employment, enabling them to fulfil their potential. We recognise that economic and personal circumstances present some groups of young people with huge challenges to progression, the pandemic has only intensified this issue.

The YEPF is currently supported by the Youth Support Grant (YSG), which is paid to local authorities and funds both youth work activity and YEPF activity. This includes £2.5m for tackling mental/emotional health and wellbeing issues through youth work approaches, and £3.7m of funding from the Housing and Local Government MEG to prevent youth homelessness.

Recommendation 15 - Seeking help: Communicating the importance of seeking timely advice to avoid delays in diagnosis and necessary treatment. Ensuring young people and their families are aware that children's physical and mental health services are open, and that there is clear signposting to services and sources of support

Accept

Throughout the pandemic, mental health services remained open and able to support children and young people, including those whose needs are at tiers 0 and 1. All health boards have given assurances to Welsh Government that this has been the case. In practice, whilst services are affected and service models have had to adapt, we have continued to expect a safe and sustainable response for children and young people who needed the support of mental health services.

To ensure children and young people received the support they needed during the pandemic, services have accelerated the use of non-traditional methods. This can be across the NHS (e.g. Attend Anywhere videoconferencing), local innovation (e.g. Gwent Community Psychology and Gwent Attachment Service resources), and Welsh Government led (e.g. Young People's Mental Health Toolkit).

Welsh Government has also stepped in to fund support services under pressure due to COVID-19 for example the '*Beat Eating Disorders Helpline*', which provides information and advice for people living with eating disorders and their families.

Welsh Government convened the Mental Health Incident Group at the onset of the pandemic and co-ordinated the prioritisation and continuation of crisis care. The CAMHS Clinical leads from each health board also met weekly, sharing best practice, information, and reporting potential problems as they developed. Both groups focused on the continuation of key services including crisis, as well as developing mechanisms for service adaptation to the evolving landscape of care.

Recommendation 16 - Digital infrastructure: Addressing the ‘digital divide’, to ensure children and young people across Wales have equitable access to telehealth services, and ensuring NHS Wales’ ICT infrastructure is fit for purpose and can support effective, remote ways of service delivery

Accept

The Welsh Government has provided significant funding over the last two years of more than £40m to support infrastructure enhancements, such as network server infrastructure, increased bandwidth, and mobile devices. This has helped to reduce legacy risks and increase the resilience and security of national digital infrastructure.

Digital Services underpin the modern NHS in Wales and the COVID-19 pandemic has highlighted the critical role of modern, agile digital services and systems in the delivery of Health and Care.

The digital response to COVID-19 was delivered at an accelerated pace, with several all-Wales programmes deployed nationally in 6-8 week cycles. These included an all-Wales video consultation service, led by the Technology Enabled Care Programme and supported by NWIS. Since March 2020 over 170,000 virtual consultations have taken place and more than 12,000 professionals have been given access to the service which is now available across over 100 specialties in Primary, Secondary and Community care and is being extended to Dental, Community Pharmacy & Optometry. User feedback from clinicians and patients is overwhelmingly positive.

Within the recent Recovery Plan for the NHS in Wales the Minister for Health and Social Services announced the creation of a TEC Centre to build on the work of Tec Cymru in rolling out video consultation services in Wales. Lessons learned from the COVID-19 response will be applied to other areas where digital technology can offer benefits in a care environment, delivering services closer to home and enabling people to remain independent in their own homes for longer.

Our investment in digital inclusion is made through the cross-government Digital Communities Wales programme. As part of our COVID-19 response additional targeted support was provided through Digital Communities Wales to supply tablets to care home residents and training to facilitate access to health services, including video consultations.

Recommendation 17 - Mind over matter: Continuing to implement the recommendations of our original and follow-up reports which, in light of the pandemic, are now more relevant than ever

Accept

A full response on the recommendations of Mind over Matter was provided to the Committee on [20 December 2020](#).

Ensuring the emotional and mental wellbeing of children and young people has been a cross governmental priority of the current administration. Since 2018, the Minister for Health and Social Services, and subsequently Minister for Mental Health, Wellbeing and the Welsh Language, and Minister for Education have been working with experts through a Joint Ministerial Group on a Whole School and Whole System Approach to Wellbeing.

On 15 March 2021 we published our statutory '[Framework on Embedding a Whole School Approach to Emotional and Mental Wellbeing](#)'. It places wellbeing at the heart of learning and, together with funding of £9m in 2021-22 will deliver the support learners need now, in relation to the pandemic, and also in the longer-term.

Recommendation 18 - Self-harm and suicide: Ensuring that now, more than ever, the right services are available to identify and support children and young people in crisis. Taking a robust, systematic approach to understanding the impact of COVID-19 on levels of self-harm, suicidal ideation and suicide among children and young people, in order to take mitigating action and ensure appropriate support is available

Accept

The guidance '[Responding to issues of self-harm and thoughts of suicide in young people](#)' was launched in September 2019. The guidance, developed for teachers and other professionals working with children and young people, such as youth workers, focusses on early intervention and the safe management of self-harm and suicidal thoughts when they arise. It provides a quick and accessible source to the principles of best practice and signposts to other sources of support and advice. The guidance is shortly to be reissued to schools through the DYSG, education and training newsletter for Wales.

Additionally, the Minister for Health and Social Services agreed to extend Talk to me 2 until 2022, to bring it in line with timescales of the new Together for Mental Health Delivery Plan 2019-2022. The plan includes a number of actions to prevent suicide and self-harm. The implementation plan, which underpins Talk to Me 2 is overseen by the National Advisory Group which brings together stakeholders from the third sector, Welsh Government, the police, NHS, Public Health Wales and experts in suicide prevention and elsewhere.

Following the revision of the Delivery Plan, formal reporting against the actions commenced in April 2021, six months after publication. However, we would expect health boards to have already taken forward actions in response to the individual reports they received in, as part of the NHS Delivery Unit's Review of Care and Treatment Plans.

In relation to post-discharge follow-up, we expect health boards to follow the recommendations in the National Confidential Inquiry into Suicide and Homicide with Mental Illness. This includes follow-up within 2-3 days of discharge from in-patient care.

In 2020, the Minister for Health and Social Services and Minister for Education announced £40,000 funding to Swansea University to undertake research into online expressions of suicide and self-harm and its links to online bullying. Work will complete in the summer of 2021, and will involve extensive co-production and will lead to a further resource for young people and others who encounter these issues.

The Welsh Government commissioned the NHS Delivery Unit to work with Public Health Wales and Professor Ann John to review deaths by probable suicide and incidents of self-harm between the years 2015-2020 in young people up to 25. This was directly in response to concerns about the potential impact of COVID and the restrictions on young people. We shared previously with the Committee the findings from the review and we have committed to continue more focused surveillance during this period. We are also working with the police and coroners to look at

opportunities to improve data sharing and we will update the Committee on this work in due course.

Any potential increase in the number of young suicides may not be apparent until a formal trend analysis is undertaken in the medium term when data becomes available. To what degree COVID-19 is a contributory or key factor to any potential increase in number, will be a complex conclusion to reach. However, it is well evidenced that quarantine, local and national lockdowns, and social isolation more generally will have created an increase in risk factors and a decrease in protective factors. Alongside continued economic uncertainty, we understand we must do everything possible to prevent an increased risk of young suicide.

Prevention and the ability to intervene early is key. This is why we have significantly strengthened the Tier 0/1 support services alongside a range of regional approaches to reduce suicide and self-harm including bereavement support, training and awareness raising.

Recommendation 19 - Mental health and well-being of students: ensuring that provision is sufficient and meets the specific needs of all learners. Mental health provision must be more consistent between pre- and post-16 education, and across different providers, to ease learner transition from one to the other as they progress along their learning

Accept

Our Framework on embedding a whole school approach to emotional and mental wellbeing highlights transition across settings as a time that can be particularly destabilising for some learners.

For younger learners the importance of early years support, establishing partnerships between parents/carers and education settings from the earliest stage will help smooth the process. At the other end of the scale, the Framework highlights the key transition from school to the workforce or Further / Higher Education as a time of stress and anxiety, and additional well-being support to learners in their final year of school is recommended. Schools should work with partners, for instance FE providers, with planning occurring well in advance to facilitate smooth transition of learners and recognising the specific needs of vulnerable learners in particular. Including the learner and their parents/carers in the process will ensure their needs can be met.

Other transition points include health transitions (including older learners moving from children's to adult services), where these external transitions can cause anxiety, worry and concern that may manifest in the classroom. This may be exacerbated by schools not being engaged at an early enough stage, or not engaged at all and there is a need to joined-up working between school and health.

The Youth Engagement and Progression Framework (YEPF) Implementation plan supports stronger tracking and transitions of young people through the system particularly at the pre- and post-16 stage. The YEPF is currently supported by the Youth Support Grant (YSG), which is paid to local authorities and funds both youth work activity and YEPF activity. This includes £2.5m for tackling mental/emotional health and wellbeing issues through youth work approaches, and £3.7m of funding from the Housing and Local Government MEG to prevent youth homelessness.

Recommendation 20 - Support for learning: Ensuring that learners and students who have experienced gaps in their learning because of the pandemic are supported. In particular, as its regulator and primary funder, the Welsh Government must give the further education sector the funding and flexibility it will need over the years ahead to support learners to overcome the disruption they have faced after they transition from school and/or before they progress beyond FE.

Accept

The Welsh Government has already announced a number of interventions to support the existing cohort of learners progressing into post-16 education in 2021/22.

In the first instance a number of online resources have been created, this will be supplemented by tailored transition programmes for year 11s transitioning to year 12, year 12 to year 13 and year 13 into further and higher education or employment. These transition programmes have been designed in collaboration with post-16 providers and consortium and will allow providers flexibility to deliver each programme to meet individual's needs.

An additional £33m has been approved to support post-16 transition and education enhancement in 2021-22. The allocation and guidance for this funding will be informed by the outcomes of a rapid review being undertaken by Estyn and sector working groups to identify the changing needs of learners.

Recommendation 21 - Preparing learners for the world of work: Supporting and enabling the wider experiences, placements and attainment of life-skills that not only enriches the lives of individual learners and students, but also provides important opportunities to prepare them for the world of work, and to improve their life chances

Accept

Careers and work related experiences features as a cross-cutting theme in the new Curriculum for Wales and, for the first time, it runs through the whole 3 to 16 learning continuum. We recognised that more support to schools was required beyond the guidance published on 28 January 2020, particularly as this aspect of the curriculum will be mandatory. That is why we committed to working with practitioners and experts on additional careers and work related experience guidance, the output of which be consulted on by the new Minister.

In this way the new curriculum will enhance exploration of opportunities through which all learners can understand the relationship between their learning and the world of work. Learning about careers and work-related experiences is fundamental to developing skills for work and life. The enhanced guidance will support the provision of a breadth of learning, drawing together a range of experiences, knowledge and skills that will help learners make more informed decisions about their career pathways. Experiences will aim to broaden horizons regarding possibilities that lie ahead and should provide high-quality advice about skills and career pathways, raising the aspirations of those who may not otherwise consider certain available options.

The impact of COVID-19 has meant that large-scale physical events have not been possible. Instead we utilised digital channels to create an authentic, virtual event experience that could open doors to new and larger audiences. In July 2020, a live Year 11 Virtual Open Event was delivered in partnership with Careers Wales-Working Wales, brought together by 30 post-16 providers across four regions over four days. Content was pulled together through engagement with 220 providers and made accessible during the campaign period.

The event reached almost 3 million people, engaged over 12,000 accessing materials and Careers Wales-Working Wales website content, and attracted over 1,300 to the live regional sessions.

Recommendation 22 - Vocational and academic learning: Continuing to work towards establishing “parity of esteem” between vocational and academic learning, and instituting the bold changes that are likely to be required to achieve this

Accept

A number of activities have taken place up to and during the pandemic to progress the Prosperity for All Commitment to smooth the transition between vocational, technical and academic routes, and to ensure pathways are clear, meet the needs of individual learners and take account of Welsh economic and social priorities:

- Curriculum Planning and Funding processes for Further Education Institutions, Local Authority Sixth Forms, and Adult Learning in the Community have been aligned;
- Policy advice has been gathered that explores the key characteristics of effective progression systems in post-16 education to inform future policy development planning;
- The recent Estyn Thematic Review on [Post-16 partnerships - Shared planning and provision between schools, and between schools and colleges](#) has provided a number of recommendations to progress work to improve collaboration between providers to ensure learners understand all post-16 options available to them, and to improve transition in to post 16 learning;
- Engagement with the Department for Education in the UK Government has been ongoing to determine the implications for Wales of post-16 technical education reform in England.

These activities will be drawn together in line with the policy direction of the Commission for Tertiary Education and Research to determine a road map for the coming government term.

Recommendation 23 - Pandemic pressures funding: Learning—and monitoring the outcomes—from the considerable funding interventions that have been made in both sectors as a result of pandemic pressures. Particular attention needs to be paid to the impact of funding intended to support vulnerable learners, and those more likely to have been impacted by the pandemic. These investments have created opportunities to understand and capture innovative approaches and to share the lessons learned across the education sector

Accept

In February this year we announced a further £9.8 million to support Additional Learning Needs in 2020-21 specifically in response to pressures arising from the COVID-19 pandemic. This was in addition to the £8 million announced last year and the £20 million package of support for the ALN Transformation Programme already in place for the Senedd term, and recognises the particular difficulties for children and young people with additional needs during COVID-19.

It is anticipated that the funding will impact significantly on the backlog of assessments caused by pressures arising from the coronavirus pandemic. Local Authorities will submit high-level final reports at the end of the funding period describing how the funding was used.

Following the allocation of a range of support for post-16 learning, the Welsh Government have commissioned Estyn to undertake a rapid review to capture the approaches, used by both colleges and school sixth forms, in providing support and curriculum bridging activities for learners enrolling onto post-16 provision in the 2020/21 academic year. The outcomes of this review will inform the allocation and use additional funding found to support education enhancement in 2021/22.

The Welsh Government has made over £10 million capital funding available since July 2020 to assist Post-16 learning providers (including further education institutions, work-based learning programmes and adult learning in the community provision) in supporting digitally excluded learners to continue their learning remotely when they have not been able to access onsite premises and facilities during the COVID-19 pandemic. A summary report on this digital inclusion funding will be prepared during spring 2021.

As blended learning becomes an embedded part of learning delivery going forward, more sustainable models for investment in digital infrastructure and equipment will need to be developed collaboratively with our learning providers.

Recommendation 24 - FE and HE as assets in Wales's overall recovery: Actively positioning and funding both the further and higher education sectors to fulfil their potential to play vital roles in the recovery of Wales and its people from COVID-19. A multi-billion pound post-16 education sector that can transform the life chances of almost 300,000 learners each year, and is involved in so much of the activity we know drives prosperity, has a huge role to play in our recovery. The most must be made of this enormous asset to Wales. Any future reform of the tertiary education system should take this into account

Accept

Our universities and colleges will play a crucial role in helping Wales recover from the pandemic. That includes their critical role in supporting the foundational economy, building on their existing collaborations with partners such as public service boards, charities and schools, as well as national organisations and government, which have been so important in the HE and FE sector's contribution to the pandemic.

Our universities, HEFCW, and Student Finance Wales have worked together to make Wales the first higher education accredited Real Living Wage sector in the UK, delivering this before much of the Welsh public sector. Whilst not all colleges have Real Living Wage accreditation, all Further Education colleges and designated institutions are signed up to the principles of a real living wage for all of its direct employees. As part of its recent annual pay review, Colegau Cymru has reminded its member FEIs in Wales of their commitment to pay the Real Living Wage and accreditation is something that the sector continues to consider.

Supporting our economic recovery will be a key focus of HEFCW's work in the coming year, building on the work of its Looking Forward Group. The Council has been asked to work with the HE sector to consider what opportunities can be created to support graduates, furloughed workers and others negatively impacted by the pandemic with opportunities to retrain, reskill or access higher education, perhaps for the first time. That includes supporting the development of modular and short courses aligned to economic need to create more flexible opportunities for individuals to retrain, reskill or switch careers.

In further education, responding to the impacts of the pandemic and preparing for economic recovery is foremost in the minds of colleges and Colegau Cymru. Our colleges are currently working closely with Welsh Government, Qualifications Wales, and awarding organisations, as well as partnering schools and universities, to ensure smooth transition of learners into further and higher education. This transition will include bridging any gaps in a learner's education and support wellbeing as a result of the impact of lockdowns and missed face-to-face learning time.

Colleges have also been delivering the £15.5m Personal Learning Account programme to provide support to employed people, furloughed workers and individuals that have been negatively impacted by COVID-19. The programme has helped people gain higher level skills and qualifications in priority sectors, empowering individuals to take responsibility for their learning. This approach has

opened up opportunities for people to switch careers or upskill in their chosen occupation.

The pandemic has highlighted the important role our institutions play in developing and sustaining thriving, informed and resilient communities. We recognise and continue to encourage the work that the Welsh HE sector has done to develop civic mission activities across institutions, brought together through a unique national Civic Mission Network and Civic Mission Framework.

Emerging from the pandemic presents challenges, but also opportunities to revitalise and rethink the further and higher education offer. In November we published our overarching [vision statement](#) for the post compulsory education and training sector (PCET) which provides a summary of the challenges we face and outlines the principles that will guide our journey towards meeting them. The challenges created for Wales's economy and education sector as a result of COVID-19 mean that it is more important than ever to take a strategic, coherent, and efficient approach to overseeing tertiary education, under the auspices of a single Commission.

Subject to legislation, the new Commission for Tertiary Education and Research will have extensive funding, planning and regulatory powers, enabling it to improve quality, efficiency and efficacy across the PCET sector. It will ensure that our tertiary education and research sector is organised to meet the needs of learners, the economy and the entire Welsh nation. It will be responsible for aligning tertiary education and training more closely with the needs of employers in Wales, helping to build a stronger future economy. It will work collaboratively across the PCET sector to improve individual and national outcomes.

To date, a number of consultations have been conducted with PCET stakeholders, including a Draft Tertiary Education and Research (Wales) Bill, which followed the previous Government's decision to postpone the Bill's introduction, due to the challenges of COVID-19. This provided a further opportunity to examine the detailed policy proposals on the PCET reform, with a specific question to stakeholders on the pandemic's impact on the proposals contained within the Draft Bill. This has enabled the PCET reforms to benefit further from the sector's experiences of COVID-19.

Recommendation 25 - Digital and blended learning: Understanding, sharing and harnessing the benefits of digital and blended learning across the post-16 education sector. Whilst blended and digital learning has presented considerable challenges to institutions and to learners, it also has considerable potential to improve the learning experience and educational outcomes of learners if used in the right way. The pandemic response has been deeply disruptive, but there is also an unprecedented opportunity to launch a structured, sector-wide programme to learn from it, both to improve learning, and to improve the digital skills of the people of Wales

Accept

A number of activities to collect data, learner and provider experiences, and examples of practice relating to the pandemic and to discuss the future of learning are currently underway in Wales, the UK, and internationally.

This growing evidence base will feed into continued work with the sector on how digital technology can be integrated and embedded into delivery to enhance the learner's experience, and how learners and staff can be equipped with digital capabilities and confidence, under our existing ten year strategic framework for digital learning in the Post-16 sector: [Digital 2030](#).

We recognise that there are significant opportunities to continue to mainstream blended and digital learning models in the post-16 sector, and that there is considerable enthusiasm and expertise in the sector that can be harnessed.

Our annual grant funding to Jisc enables Post-16 learning providers in Wales to access a range of services, support and expertise provided by Jisc, including specific activities under Digital 2030, and to benefit from wider research and thought leadership. The Welsh Government is supporting professional development for staff working in the Post-16 sector to develop their digital skills and confidence in using appropriate technologies for their teaching and learning activities. This includes directly funding individual and collaborative sector-led professional development projects in the FE and Adult Learning sectors, and bringing in specialist expertise and support from Jisc.

The recent Estyn [thematic report](#) on remote and blended post-16 learning has provided a set of recommendations and discussion prompts to help shape our work with the sector to develop a more sustainable approach to digital learning.

On the broader point relating to digital skills, the recently published [Digital Strategy for Wales](#) sets out a national vision for jointly adopting a digital approach across Wales, with Digital Skills identified as one of six missions which will drive engagement and delivery with stakeholders. The aim is to create a workforce that has the digital skills, capability and confidence to excel in the workplace and in everyday life. The supporting delivery plan sets out the actions to be taken forward now, next and in the future under the Digital Skills mission.

Recommendation 26 - Safeguarding: Continuing to monitor the levels of safeguarding referrals and the number of children in need of care and support, including responding to any changes as a result of the pandemic (e.g. due to poverty, neglect or domestic violence)

Accept

The Welsh Government will continue to monitor levels of safeguarding referrals and the number children in need of care and support. Throughout the pandemic, close engagement was undertaken with Chairs and Business Managers of Safeguarding Boards, All Wales Heads of Children's Services and the National Independent Safeguarding Board to ensure that the numbers of safeguarding referrals were monitored and reviewed. Engagement with all partners will continue in order to identify any changes concerning levels of referrals.

At the start of the lockdown period there was a marked decrease in safeguarding reports to Children's Social Services about children at risk. This situation has steadily improved and referral rates are back to expected levels in the majority of local authorities. Some local authorities are now seeing an increase in referrals compared to this time last year.

The weekly social services checkpoint data is gathered from each of the 22 Local Authorities in Wales which provides an effective means of ongoing monitoring. This data collection has been undertaken since mid-April 2020 and is ongoing.

Recommendation 27 - Support for families: Monitoring and supporting the effectiveness of services and approaches to support families and to prevent children coming into the care system, including monitoring the numbers of care experienced children within the context of aims to safely reduce these numbers. Taking forward evidenced based strategies, for example the work to develop a pilot Family Drug and Alcohol Court in Wales, and the Welsh research findings of the Nuffield Family Justice Observatory

Accept

The Welsh Government recognises the importance of providing support so vulnerable families can safely stay together. To support children's social services, help keep families together and mitigate the impact of COVID-19 we have invested almost £8.5m of COVID reserve monies. This includes money to support reunification activity, support for foster carers, family group conferencing and a COVID hardship fund for care leavers.

The rising numbers of children in care has been an escalating problem for a number of years and the First Minister introduced a three-year programme of Reduction Expectation Plans in 2019, as a direct response to this issue. Reduction Expectation Plans aim to re-balance the system and support families to care for their own children, including undertaking additional reunification activity, so children can return home once family issues have been resolved.

In Year 1 (2019-20) looked after children numbers increased by 4%. However, when compared against a backdrop of 7% rises in each of the previous three years, the rate of increase reduced. So far in Year 2 (up to quarter 3 in 2020-21), looked after children numbers have increased by a further 2.2%, which represents a further slowing in the rate of increase, against the challenge of COVID-19.

There is cause for optimism though, official statistics show in 2019-20, there was a 7% decrease in the number of children entering care. This is the largest decrease in recent years and aligns with the introduction of the reduction expectations work. There were also decreases in 2017-18 (3%) and 2018-19 (2%). We know during COVID-19 that fewer children are exiting from care which is helping contribute to the growing looked after children numbers, although at a slower rate.

2021-22 will be the third and final year of reporting against reduction expectation plans and we have established an Oversight Board to further support local authorities as they deliver their plans. The Oversight Board will lead on a number of work strands including:

- Developing and implementing a Learning and Improvement programme, including facilitating the All Wales Heads of Children's Services Peer Learning Framework and a peer-learning network to share practice and learning across the whole system.
- Delivering a suite of seminars with Social Care Wales and partners to support workforce well-being, strengths based approaches and sessions on specific models of practice such as resilient families and reunification. To date a

number of virtual seminars have been held on Family Group Conferencing, Parental Advocacy and preventing new-borns entering care, which have been well attended.

- Transformation and Support Team check-in sessions have been held with local authorities (Cardiff, Wrexham and Torfaen) to identify:
 - learning and service improvements to share across Wales
 - further support across the system needed to promote family restoration and support children to stay with their families

The Welsh Government recently announced the establishment of a Family Drug and Alcohol Court Pilot (FDAC) in Wales, running from 2020-23 and supported by the Centre for Justice and Innovation. Following expressions of interest the South East Wales Local Family Justice Board has been awarded the pilot.

The pilot will be evaluated with a view to using the lessons from the pilot to support the extension of the FDAC model to other areas. There is robust evidence that the FDAC model has a positive effect on family reunification, substance misuse cessation, the avoidance of repeat proceedings for the same child or subsequent children, and the reduction of the need for care.

Work is at a planning stage with activity and cases due to commence in autumn 2021. This will instigate a problem-solving court approach to care proceedings that parents can choose to enter, rather than going through standard care proceedings. The latest research including engagement with the Wales Centre for Public Policy and the Nuffield Family Justice Observatory continues to inform the ongoing work to reduce the numbers of looked after children in Wales.

Recommendation 28 - Corporate parenting: Paying specific attention to the corporate parenting support for care experienced children, with a specific focus on working across Welsh Government portfolios to reflect care experienced children's need for support with their education and mental health

Accept

A Cabinet Paper was presented and agreed in 2019, setting out our aim to strengthen corporate parenting by local authorities and widen responsibilities across all public services. To help implement the proposals a Task and Finish Group, chaired by David Melding MS and including members of the Improving Outcomes for Children Ministerial Advisory Group, was established. The Group met twice and held a stakeholder event, involving care-experienced children, in January 2020.

A clear way forward was agreed, however COVID-19 has impacted on planned work. It was broadly agreed that it was not the right time to hold engagement events and ask public bodies to take on additional corporate parenting responsibilities during the pandemic. We are, however, looking to restart this work with renewed energy in the new Senedd Term. Activity is proposed in three areas:

- Voluntary Charter - We are looking to co-produce a voluntary charter that organisations can sign up to setting out their commitment and unique offer to care experienced children. This charter will enable all stakeholders to sign up to a common statement of improved support and action when working with care experienced children. The charter will allow signatories to set out how they engage with care experienced children and what they propose to do differently or offer in addition to care experienced children in the future. The charter will set out core principles, to be underpinned by revised codes of practice where needed. It should define expectations of commitment and engagement by each partner organisation.
- National Conversation - To inform the development of the voluntary charter a 12 week stakeholder engagement exercise is planned to raise the profile of corporate parenting across public services and senior leaders. To raise the profile of corporate parenting across different sectors there are planned targeted engagement events with local authorities, the NHS, housing partners and others.
- Statutory Guidance - We will use our existing legislative powers to strengthen statutory guidance, clarify roles and responsibilities and extend duties across the public sector.

In addition, a new senior leadership group has also been established within Welsh Government by the Permanent Secretary, to help deliver a new ambition and vision for care experienced children and a common sense of ownership across all policy portfolios. It is intended that this will drive better multi-disciplinary, cross-departmental working by those who provide services to them, based on better universal and targeted support, less risk adverse decision making, strong professional practice and clear local leadership.

Recommendation 29 - Care leavers: Supporting care-leavers and monitoring the economic impact of the pandemic on this group of young people

Accept

From the early days of the pandemic, Welsh Government has collected weekly data from local authorities in respect of support for care leavers in order to understand the impact of COVID-19 on these young people, particularly in relation to financial hardship and accommodation issues. The data has shown small numbers of young people across Wales requesting help and that help has been provided via the recurring St David's Day Fund (SDDF - £1m) and in 2020-21, the Care Leavers COVID-19 Hardship Fund (CLCHF - £1m). The weekly data collection is planned to continue.

Welsh Government guidance for allocating SDDF funding to care leavers was amended during the pandemic to focus on COVID-related expenditures such as rent, bills, food, support for children, laptops and mobile telephones, broadband and phone credit connectivity. This guidance remains in place. The recurring and additional funding recognises that care leavers are often employed in the sectors which have been hardest hit by the lockdown restrictions and those in education or training have been similarly impacted.

We know from the SDDF grant reports received from local authorities that the funding has been used as per requirements, providing a necessary safety net to keep these young people accommodated and supported. We will soon know from the grant reports to be received from local authorities in relation to the CLCHF, how this money has been spent and how it has benefited these young people.

Welsh Government officials continue to meet regularly with our statutory and third sector partners to stay updated about how care leavers are being supported. For example, we worked with Voices from Care to develop social media messaging about staying safe during the pandemic and about accessing the SDDF. The weekly data we receive and our formal Welsh Government statistics provide us with a good range of evidence from which we continue to develop our policy responses.

Recommendation 30 - Babies and early years: Ensuring that the youngest children in our society, and the perinatal mental health of their parents and carers, is supported and prioritised as part of recovery planning

Accept

Our Early Childhood Education and Care vision is aimed at all children from 0-5 with provision being flexible and responsive to individual circumstances.

We have commissioned Swansea University to undertake a Delphi study to harness the knowledge of experts. The study is designed to gain a consensus on the methods early years practitioners can use to help identify, mitigate or address any adverse impacts of COVID-19 on children under age 5. This will report this summer and inform policy going forward.

In 2021/22 we have also committed an additional £42m funding into mental health support in Wales, this includes £7m of service improvement funding in which perinatal mental health services will be one of the key priority areas.

This is in addition to the spend that we have previously committed to perinatal mental health services since the establishment of community services across Wales in 2015, which is now supported by nearly £3m per annum.

Recommendation 31 - Care experienced children: Reviewing and documenting the primary impacts of COVID-19 specific to care experienced children and young people, with a view to ensuring any concerns are swiftly addressed

Accept

The Welsh Government continues to collect weekly data from local authorities in respect of care and support for care experienced children. From this data, we learned about various pressures in the system and sought assurances as necessary from sector partners holding the statutory duties for these children. This weekly data collection is planned to continue. In addition, the Children's Commissioner for Wales led two 'Coronavirus and Me' surveys which have been useful sources of information in respect of how children and young people in general are feeling and work undertaken by CASCADE and Voices from Care has been equally informative.

We continue to meet regularly with our statutory and third sector partners to stay updated about how care experienced children are being supported. Responding to the COVID-19 pandemic has been a consistent item on meeting agendas at our range of meetings with the sectors including the Improving Outcomes for Children Ministerial Advisory Group, the Children's Residential Care Task and Finish Group and the Family Justice Network.

Following the Senedd elections, arrangements are now being developed and decided by the new Ministers regarding how we continue this type of engagement work with our partners. Regular meetings, the weekly data we receive and our formal Welsh Government statistics provide us with a good range of evidence from which we continue to develop our policy responses.



Llywodraeth Cymru
Welsh Government

Eluned Morgan AS/MS
Y Gweinidog Iechyd Meddwl, Llesiant a'r Gymraeg
Minister for Mental Health, Wellbeing and Welsh Language

Lynne Neagle MS
Caedeirydd
Y Pwyllgor Plant Pobl Ifanc ac Addysg

31 March 2021

Annwyl Lynne,

Yn dilyn fe niweddariad am lechyd meddwl amenedigol, ysgrifennaf gyda gwybodaeth bellach. Ymddiheuraf am unrhyw ddryswch ac oedi wrth ymateb i'r cwestiynau hyn.

Gwybodaeth bellach am y trefniadau sydd ar waith i fonitro atgyfeiriadau i wasanaethau lechyd Meddwl a gallu'r gwasanaethau hynny i ddiwallu anghenion, gan gynnwys gwybodaeth am rol y Grŵp Digwyddiadau Iechyd Meddwl a sefydlwyd gan Lywodraeth Cymru

Gwybodaeth ychwanegol am y grŵp newydd y byddwch yn ei sefydlu a gyfeirwyd ato yn eich tystiolaeth lafar.

Ar ddechrau'r pandemig, fe wnaethom symud yn gyflym (ym mis Mawrth 2020) i gynnwll Grŵp Digwyddiadau Iechyd Meddwl y GIG/Llywodraeth Cymru (y Grŵp), i helpu gwasanaethau iechyd meddwl i reoli a darparu gwasanaethau yn ystod y cyfnod anodd hwn. Mae'r Grŵp hwn, sy'n cael ei arwain gan Lywodraeth Cymru, yn cynnwys uwch gynrychiolwyr o'r GIG, Gofal Cymdeithasol Cymru, Arolygiaeth Iechyd Cymru ac Arolygiaeth Gofal Cymru, ac mae wedi bod yn cwrdd yn rheolaidd ers dechrau'r argyfwng. Yn bwysig iawn, mae'r Grŵp hefyd yn cynnwys swyddogion o'r Gwasanaethau Gwybodaeth a Dadansoddi i sicrhau bod penderfyniadau neu argymhellion y Grŵp wedi cael eu llywio, ac yn dal i gael eu llywio, gan y dystiolaeth ddiweddaraf.

I gefnogi gwaith y Grŵp, rydym yn parhau i gwrdd ddwywaith y mis ag arweinwyr Iechyd Meddwl y byrddau Iechyd yng nghyswllt Covid-19 ac arweinwyr clinigol CAMHS, a hefyd yn cwrdd yn rheolaidd iawn â Chynghrair Iechyd Meddwl Cymru. Mae'r trefniadau hyn yn rhoi darlun cyflawn i'r Grŵp o faterion yn ymwneud â gwasanaethau, pwysau, profiad defnyddwyr gwasanaeth a gwybodaeth ehangach.

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1SN

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

Gohebiaeth.Eluned.Morgan@llyw.cymru
Correspondence.Eluned.Morgan@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.

Tudalen y pecyn 76
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.

Ym mis Rhagfyr 2020, cyhoeddodd y Gweinidog Iechyd Meddwl, Llesiant a'r Gymraeg y byddai Bwrdd Cyflawni a Goruchwylio Gweinidogol Llaw yn Llaw at Iechyd Meddwl i Gymru yn cael ei sefydlu. Bydd y Bwrdd yn gwella'r cyd-drefnu ac yn cyflymu'r gwaith hwn, yn ogystal ag egluro rolau a chyfrifoldebau'n well, gan greu agwedd 'rheoli rhaglen' dynnach tuag at y trefniadau cyffredinol.

Yn bwysig iawn, bydd swyddogaethau'r bwrdd yn cynnwys holl strategaeth drawslywodraethol Llaw yn Llaw at Iechyd Meddwl, Siarad â fi 2 – Strategaeth Atal Hunanladdiad a Hunan-niwed, a'r ymateb sydd ei angen ym maes iechyd meddwl ar gyfer ein hadferiad yn dilyn Covid-19.

Un o nodweddion cryf y Bwrdd fydd ei allu i ystyried y dystiolaeth ddadansoddol ac ehangach ddiweddaraf o'r mesurau sydd eu hangen i atal a chynnig cymorth ar gyfer problemau iechyd meddwl ar lefel y boblogaeth, ac mewn gwasanaethau iechyd meddwl. Felly bydd aelodau'r bwrdd yn cynnwys cydweithwyr ym maes gwybodaeth a dadansoddi, a bydd cysylltiad clir rhwng y bwrdd â'r byd academiaidd er mwyn sicrhau bod ein dull gweithredu yn ystod y pandemig, ac ar ôl hynny, yn dal yn seiliedig ar dystiolaeth.

Mae'r Bwrdd wedi cyfarfod ddwywaith, ar 24ain o Chwefror ac yn fwyaf diweddar ar 24ain o Fawrth. Amgaeaf yr Amodau Gorchwyl er gwybodaeth.

Yr eiddoch,



Eluned Morgan AS/MS

Y Gweinidog Iechyd Meddwl, Llesiant a'r Gymraeg
Minister for Mental Health, Wellbeing and Welsh Language

Terms of Reference

Summary
<p>This Board has been established to:</p> <ul style="list-style-type: none"> • Oversee the continued response to the mental health impact of Covid-19; • Strengthen oversight and assurance for the delivery of '<i>Together for Mental Health</i>' strategy and associated delivery plan; and • Monitor evidence to inform the future programme of work and the successor to the Together for Mental Health Strategy.

Introduction

1. The new Board will be known as the Together for Mental Health Ministerial Delivery and Oversight Board for Wales (the D&O Board). The rationale for establishing the Board is to strengthen the current governance arrangements for the overarching Together for Mental Health (TfMH) Strategy, the 2019-22 Delivery Plan and associated programmes of work, in order to provide greater clarity on roles and responsibilities and to create a tighter 'programme management' approach to these arrangements.
2. As well as making governance and accountability arrangements clearer, the aim is to reduce the complexity of the current arrangements as well as ensuring that longer term arrangements are in place to provide oversight, guidance and expert advice.

Scope

3. The scope of the Board's work covers the entirety of the TfMH Strategy, including the mental health response to Covid-19. This includes:
 - The continued response to, and impact of, Covid-19 on mental health, particularly as we transition from the emergency arrangements put in place
 - The Together for Mental Health Strategy and current Delivery Plan (including the Mental Health Act 1983, The Mental Capacity Act 2005 and Deprivation of Liberty Safeguards (DoLs) / Liberty Protection Safeguards (LPS), Mental Health (Wales) Measure 2010 and the mental health prevention work led by Public Health Wales
 - Talk to Me 2 – the suicide and self-harm strategy
 - The Mental Health Crisis Concordat and associated Delivery Plan
 - Analysis of the impact of the current strategy, to inform the shape of the successor to *Together for Mental Health*.

It does not include issues of learning disability or neurodiversity.

4. The D&O Board has a performance management role in relation to the delivery of commitments in the TfMH Delivery Plan and related Senedd Committee reports. Its scope excludes individual LHB service performance issues, which would continue to be picked up as part of the routine Joint Executive Team meetings (including mental health-specific pre-JET meetings) and the Quality, Safety and Delivery Board. However, the Board will play an important role in understanding the context of any performance issues and supporting improvements at a national level.

Role of the Project Board

5. The role of the Board is to:

- provide assurance to the Minister/NHS Chief Executive on the work within the scope of the Board
- strengthen and systemise the analytical input into future mental health policy development, as well as take a stronger role in driving the necessary mental health service improvements as set out in the refreshed Delivery Plan
- provide oversight for the continued mental health response to Covid-19 (for the period of time that the pandemic continues to impact on mental health services)
- provide analysis of the impact of current strategy to inform the future strategy for mental health
- link with academia to ensure our approach is based on evidence.

Membership

6. The Board is to be chaired by the Minister for Mental Health, Wellbeing and the Welsh Language. Membership will include senior representation for the key work streams reporting into the Board, including:

- Together for Mental Health Delivery Plan (cross-Government Officials Group and NPB)
- Talk to Me too – suicide and self-harm prevention programme
- Mental Health Core Data Set
- Mental Health Workforce Strategy development
- Mental Health Crisis Care Assurance Group
- Mental Health Network Board (adult, CAMHS sub-group and perinatal work programmes)
- Implementation of the Liberty Protection Safeguards
- Response to the UK Government White Paper
- Provision of services through the medium of Welsh
- Public Health Wales programmes for mental health prevention

7. Membership also includes the following key senior roles and partners with responsibility for mental health:

- Vice Chair representative
- The National Mental Health Programme Director (also representing T4CYP and All Age Mental Health Network Board)
- Director of the National Collaborative Commissioning Unit
- NHS Delivery Unit
- Welsh Health Specialised Services Committee
- Association of Directors of Social Services
- Welsh Government Officials (Health and Social Care)
- Knowledge and Analytical Services (Welsh Government)
- Academic experts (on an ad hoc basis)
- Third Sector

8. Other officials and stakeholders will be asked to attend the Project Board meetings to provide advice when appropriate. For example, additional policy colleagues, representatives from Knowledge and Analytical Services and colleagues from the HSS Legislation Team and Legislative Programme and Governance Unit may attend as required.

9. Because this is designed to be a delivery and oversight board, service users will not be represented directly on the Board. However the Board will have a role in ensuring that reporting workstreams include service user representation as appropriate. The National Partnership Board will remain the main mechanism for service user and stakeholder engagement.

Governance Arrangements

10. The Board is directly accountable to the Minister for Mental Health, Wellbeing and Welsh Language and the Director General for HSS.
11. The following groups will have a line of accountability to the Board:
- The National Mental Health Partnership Board (*which would become the main stakeholder/service user group*)
 - The Mental Health Incident Group (Covid-19: time limited)
 - The Mental Health Crisis Concordat
 - The Mental Health Programme in the NHS Collaborative led by the National Programme Director
 - Mental Health (and Substance Misuse) cross-Government Officials Group
 - The Liberty Protection Safeguards Strategic Implementation Group for Wales
 - Mental Health Core Dataset Group
12. The Board will consider and take account of the latest analytical and wider evidence of the measures needed to prevent and support mental health at both a population level and within mental health services. In doing so, it will be supported by Knowledge and Analytical Services to monitor and analyse the latest evidence to support the work programme.
13. Project Board meetings will be held monthly. If a member is unable to attend they may nominate a colleague to attend on their behalf. The agenda and supporting papers will be circulated 5 days prior to Project Board meetings. Regular papers will include a detailed working timetable, a monthly progress and highlights report, a risk register and an issues log.
14. Secretariat support is to be provided by Welsh Government officials.

Review

15. These Terms of Reference will be reviewed on a regular basis to ensure they remain fit for purpose and that appropriate membership is maintained.

Kirsty Williams AS/MS
Y Gweinidog Addysg
Minister for Education

Ein cyf: MA/KW/1536/21

Llinos Madeley
Clerc y Pwyllgor Plant, Pobl Ifanc ac Addysg
Y Senedd
Bae Caerdydd.
CF99 1SN.



Llywodraeth Cymru
Welsh Government

31 Mawrth 2021

Annwyl Llinos

Ysgrifennodd Lynne Neagle AS ar 23 Mawrth yn rhinwedd ei swydd fel Cadeirydd y Pwyllgor Plant, Pobl Ifanc ac Addysg ynghylch ymchwiliad y Pwyllgor i addysg heblaw yn yr ysgol (EOTAS).

Nododd ei llythyr fod yn rhaid i waith y Pwyllgor ddod i ben oherwydd etholiad y Senedd. Fodd bynnag, darparodd rai egwyddorion allweddol, o'r dystiolaeth a gasglwyd hyd yma, y mae'n credu eu bod yn sylfaen ar gyfer adeiladu gwaith yn y dyfodol.

Hoffwn ddiolch i'r Cadeirydd ac Aelodau'r Pwyllgor am eu gwaith yn y maes hwn ac am ddarparu'r wybodaeth bellach hon. Credaf fod Llywodraeth Cymru yn rhannu'r egwyddorion a amlinellir yn llythyr y Cadeirydd, a'u bod yn sail i'n dull presennol o ymdrin ag EOTAS. Er enghraifft, rwyf wedi cytuno i'm swyddogion weithio mewn partneriaeth â'r Uned Atal Trais ar brosiect cysylltu data er mwyn cael gwell dealltwriaeth o'r cysylltiadau rhwng ffactorau risg addysgol a gweithgarwch troseddol. Nod y prosiect yw cysylltu data addysg a throseddu er mwyn adnabod newidynnau sy'n dangos bod plentyn neu berson ifanc mewn mwy o berygl na'i gyfoedion o gymryd rhan mewn trosedd neu o gael ei ecsbloetio gan gangiau troseddol cyfundrefnol.

Fodd bynnag, fel y noda'r Cadeirydd, mater i chweched Llywodraeth Cymru a'r Gweinidog Addysg newydd fydd cytuno ar fanylion a'i dull o ymdrin ag EOTAS yn y dyfodol, yn unol â blaenoriaethau strategol y Llywodraeth honno. Serch hynny, rwy'n siŵr y bydd yr wybodaeth a ddarperir gan y Pwyllgor yn werthfawr o ran helpu i lywio polisi ac arferion yn y maes hwn yn y dyfodol.

Yn gywir

Kirsty Williams AS/MS
Y Gweinidog Addysg
Minister for Education

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

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1SN

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

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

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

Eitem 5

Yn rhinwedd paragraff(au) ix o Reol Sefydlog 17.42

Mae cyfyngiadau ar y ddogfen hon

Mae cyfyngiadau ar y ddogfen hon

Mae cyfyngiadau ar y ddogfen hon