

Agenda – Y Pwyllgor Plant, Pobl Ifanc ac Addysg

Lleoliad: I gael rhagor o wybodaeth cysylltwch a:
Hybrid – Ystafell Bwyllgora 4 Tŷ Hywel a Naomi Stocks
fideogynadledda drwy Zoom Clerc y Pwyllgor
Dyddiad: Dydd Mercher, 21 Chwefror 0300 200 6565
2024 SeneddPlant@senedd.cymru
Amser: 09.30

Hybrid

Rhag-gyfarfod preifat

(09.15 – 09.30)

1 Cyflwyniad, ymddiheuriadau, dirprwyon a datgan buddiannau

(09.30)

2 Craffu ar Adroddiad Blynyddol Estyn 2022 – 2023

(09.30 – 10.45)

(Tudalennau 1 – 24)

Owen Evans, Prif Arolygydd Ei Fawrhydi, Estyn

Claire Morgan, Cyfarwyddwr Strategol, Estyn

Jassa Scott, Cyfarwyddwr Strategol, Estyn

[Adroddiad Blynyddol Estyn 2022-2023](#)

Dogfennau atodol:

Briff Ymchwil

Egwyl

(10.45 – 11.00)



3 Gweithredu diwygiadau addysg – sesiwn dystiolaeth

(11.00 – 11.30)

Owen Evans, Prif Arolygydd Ei Fawrhydi, Estyn

Claire Morgan, Cyfarwyddwr Strategol, Estyn

Jassa Scott, Cyfarwyddwr Strategol, Estyn

Dyfrig Ellis, Cyfarwyddwr Cynorthwyol, Estyn

[Y system anghenion dysgu ychwanegol newydd](#)

4 Papurau i'w nodi

(11.30)

4.1 Gwybodaeth gan Randdeiliaid

(Tudalennau 25 – 27)

Dogfennau atodol:

Llythyr gan y Prif Swyddog Gweithredol, Cymwysterau Cymru

4.2 Bil Addysg Awyr Agored Breswyl (Cymru)

(Tudalen 28)

Dogfennau atodol:

Gwybodaeth ychwanegol gan Parentkind (Saesneg yn unig)

4.3 Gwybodaeth gan Randdeiliaid

(Tudalennau 29 – 32)

Dogfennau atodol:

Nodyn briffio gan Auditory Verbal (Saesneg yn unig)

4.4 Bil Addysg Awyr Agored Breswyl (Cymru)

(Tudalennau 33 – 34)

Dogfennau atodol:

Llythyr gan y Comisiwn Cydraddoldeb a Hawliau Dynol at Weinidog y Gymraeg ac Addysg

4.5 Gofal plant – ymchwiliad dilynol

(Tudalennau 35 – 36)

Dogfennau atodol:

Llythyr gan Gadeirydd y Pwyllgor Plant, Pobl Ifanc ac Addysg at Gadeirydd y Pwyllgor Cydraddoldeb a Chyfiawnder Cymdeithasol

4.6 Papur Gwyn Llywodraeth Cymru ar Roi Diwedd ar Ddigartrefedd yng Nghymru

(Tudalen 37)

Dogfennau atodol:

Llythyr gan y Gweinidog Newid Hinsawdd

4.7 Cyllideb Ddrafft Llywodraeth Cymru 2024–25

(Tudalennau 38 – 80)

Dogfennau atodol:

Llythyr gan y Gweinidog Iechyd a Gwasanaethau Cymdeithasol, y Dirprwy Weinidog Gwasanaethau Cymdeithasol a'r Dirprwy Weinidog Iechyd Meddwl a Llesiant

4.8 Cyllideb Ddrafft Llywodraeth Cymru 2024–25

(Tudalennau 81 – 83)

Dogfennau atodol:

Llythyr gan y Gweinidog Iechyd a Gwasanaethau Cymdeithasol, y Dirprwy Weinidog Gwasanaethau Cymdeithasol a'r Dirprwy Weinidog Iechyd Meddwl a Llesiant

4.9 A yw plant a phobl ifanc anabl yn cael mynediad cyfartal at addysg a gofal plant?

(Tudalennau 84 – 89)

Dogfennau atodol:

Llythyr gan Cŵn Tywys Cymru (Saesneg yn unig)

4.10 Cymorth Iechyd Meddwl mewn Addysg Uwch

(Tudalennau 90 – 107)

Dogfennau atodol:

Llythyr ar y cyd gan Weinidog y Gymraeg ac Addysg a'r Dirprwy Weinidog Iechyd Meddwl a Llesiant

4.11 Bil Addysg Awyr Agored Breswyl (Cymru)

(Tudalennau 108 – 110)

Dogfennau atodol:

Llythyr gan Sam Rowlands AS at Gadeirydd y Pwyllgor Deddfwriaeth, Cyfiawnder a'r Cyfansoddiad

4.12 Bil Addysg Awyr Agored Breswyl (Cymru)

(Tudalen 111)

Dogfennau atodol:

Gwybodaeth ychwanegol gan Gymdeithas Cyfarwyddwyr Addysg Cymru yn dilyn y cyfarfod ar 24 Ionawr (Saesneg yn unig)

4.13 Gwasanaethau i blant sydd wedi bod mewn gofal: archwilio diwygio radical

(Tudalennau 112 – 114)

Dogfennau atodol:

Llythyr gan y Dirprwy Weinidog Gwasanaethau Cymdeithasol

5 Cynnig o dan Reol Sefydlog 17.42(ix) i benderfynu gwahardd y cyhoedd o weddill y cyfarfod

(11.30)

6 Trafod y dystiolaeth a ddaeth i law yn ystod y sesiynau blaenorol

(11.30 – 12.00)

Mae cyfyngiadau ar y ddogfen hon

QW(1)300124

30 Ionawr 2024

Annwyl gydweithiwr

Heddiw, ar ôl misoedd lawer o ddadansoddi trylwyr ac ymgysylltu parhaus â'n partneriaid, rydym wedi cyhoeddi ein **hadroddiad penderfyniadau ar Y Cynnig Llawn o Gymwysterau 14-16.**

Mae eich ymatebion i'n hymgyngoriad, dros 500 ohonynt, ynghyd â llawer o sgysiau a thrafodaethau addysgiadol gyda rhanddeiliaid, wedi ein galluogi i ddod i'r penderfyniadau hyn. Rydym wedi ystyried yr holl adborth yn ofalus a gallwch ddarllen yr adroddiad **penderfyniadau llawn, crynodeb gweithredol ac adroddiad haws i'w ddarllen.**

Yn yr adroddiadau hyn, rydym yn disgrifio'r cynnig cymwysterau newydd arloesol, cyffrous, cynhwysol a heriol a fydd yn cefnogi dysgwyr i gyflawni nodau a dibenion y Cwricwlwm i Gymru.

Gan adlewyrchu egwyddorion cynnydd a phedwar diben y Cwricwlwm i Gymru, bydd y cynnig hwn yn arfogi pobl ifanc â sgiliau ar gyfer bywyd, dysgu a gwaith, gan eu helpu i fod yn gymwys ar gyfer y dyfodol.

Erbyn 2027, ynghyd â chymwysterau TGAU newydd Gwneud-i-Gymru, bydd dysgwyr 14-16 oed yn gallu dewis o:

- TAAU (Tystysgrif Alwedigaethol Addysg Uwchradd)
- Cymwysterau sylfaen
- Cymwysterau Sgiliau ar gyfer Bywyd a Sgiliau ar gyfer Gwaith
- Cymhwyster Prosiect Personol

Mae dysgwyr wedi chwarae rhan allweddol yn ein holl benderfyniadau gan ein helpu i ddisgrifio'r ystod o Gymwysterau Cenedlaethol 14-16. Bydd y cymwysterau hyn yn:



- paratoi dysgwyr ar gyfer heriau cymdeithas fodern, gan adlewyrchu amrywiaeth y byd rydym yn byw ynddo
- ymgorffori technolegau digidol i gymwysterau sy'n ddiogel i'r dyfodol
- cynnwys amrywiaeth o ddulliau asesu perthnasol, deniadol ac amrywiol
- cefnogi iechyd meddwl a lles cadarnhaol
- Hyrwyddo profiadau addysgu a dysgu cadarnhaol
- helpu dysgwyr i wneud cysylltiadau ystyrlon ar draws eu dysgu

Beth nesaf?

Byddwn yn parhau i gynnwys ymarferwyr a rhanddeiliaid yn ein gwaith gydag ymgysylltu ac ymgynghoriadau pellach wedi'u cynllunio ar gyfer 2024. Byddwn yn gweithio'n agos gyda chyrrff dyfarnu sydd am ddatblygu'r cynnig cyffrous newydd hwn. Bydd y cymwysterau newydd yn cael eu cymeradwyo erbyn mis Medi 2026, gan roi blwyddyn academiaidd lawn i ysgolion baratoi ar gyfer addysgu am y tro cyntaf ym Medi 2027.

Bydd pecyn o adnoddau addysgu a dysgu ar gael i gefnogi'r cyfnod pontio, a gellir cael mynediad at yr holl wybodaeth am y Cymwysterau Cenedlaethol 14-16 drwy ein porth [Dweud Eich Dweud](#).

Darganfyddwch fwy

Os hoffech ddysgu mwy am ganlyniadau a phenderfyniadau'r ymgynghoriad, [cofrestrwch nawr i ymuno â'n gweminar ar 1 Chwefror am 4pm](#). Mae rhagor o fanylion a chyhoeddiadau hefyd ar gael ar [ein gwefan](#).

Diolch unwaith eto am eich cefnogaeth, adborth a chyfraniad. Rydym bellach yn edrych ymlaen at gam nesaf ein gwaith diwygio Cymwys ar gyfer y Dyfodol, a byddwn yn parhau i'ch hysbysu a'ch cynnwys ar y daith wrth inni symud i bennod newydd ar gyfer addysg yng Nghymru.

Yn gywir



Philip Blaker

Prif Weithredwr

Eitem 4.2



16 Old Queen Street
London, SW1H 9HP
0300 123 5460
parentkind.org.uk
info@parentkind.org.uk

February 1, 2024

Dear Sarah,

Please find a response from Parentkind in relation to my appearance before the Committee on 24 January 2023.

The principle of an opt-out is well established as the Residential Outdoor Education Bill states that the guidance "must provide that residential outdoor education is not compulsory for pupils to attend". Section 42 of the Curriculum and Assessment (Wales) Act 2021 and related sections also confirm that schools can make exceptions and exemptions on an individual basis to typically compulsory elements of the curriculum where appropriate.

Neither the Bill or the explanatory memorandum specify how those opt-outs work in practice. However, it may not be necessary for a particular approach to implementing this to be specified in legislation. We would expect the overwhelming majority of schools to already have clear processes in place to accommodate seeking parental permission and opt-outs for school trips and similar activities, and it would be reasonable to anticipate that these will be used and adapted as necessary for residential outdoor education provided under the Bill, provided that it is clearly communicated to schools and parents that attendance is not compulsory.

Specifying a particular approach in legislation may not be desirable as it could cause additional work for schools in ensuring they are compliant with a specified approach rather than being able to use existing processes which are compliant with existing legislation and working effectively.

We would strongly encourage individual schools to adopt Parentkind's *Blueprint for Parent-Friendly Schools* - an evidence-based foundation for school leaders and staff. The Blueprint parental participation framework offers methods to embed good parental involvement and engagement and sets out how schools can effectively maximise and build upon parents' contributions, to create positive partnerships with parents for the benefit of all children.

Good quality communication can help reduce the possibility that children entitled to FSM or other potentially disadvantaged groups do not miss out on educational opportunities offered by residential outdoor education.

Frank Young

Director of Policy and Research

Auditory Verbal therapy: Transforming outcomes for deaf children in Wales



What is Auditory Verbal therapy? A specialist early intervention that supports deaf babies and children to learn to listen and talk.

What are the benefits? Deaf children can achieve the same level of spoken language and education outcomes as their hearing peers.

Can everyone access Auditory Verbal therapy? No, unfortunately 92% of deaf children in the UK who could benefit are currently unable to access Auditory Verbal therapy.

Who is Auditory Verbal UK?

- We are an award-winning charity that supports deaf babies and children to learn to listen and speak through Auditory Verbal therapy.
We are the only charity in Wales that provides this specialist, family centred, approach and equips parents/carers with the tools to support the development of their deaf child's speech and language.

What is the situation in Wales?

- There are around **270 deaf children under 5 in Wales**. These children are currently falling behind their hearing peers and are at high risk of social exclusion, bullying, poor mental health and lower employment prospects.
- **There are currently no certified Auditory Verbal therapists in Wales**. To ensure that every deaf child has the opportunity to access an Auditory Verbal programme close to where they live or via telepractice, **there needs to be 12 specialist therapists in Wales**.
- AVUK provides the internationally accredited training programme in this approach and has a proven track record of training practitioners across the UK and internationally.
- AVUK is currently working with a small number of speech and language therapists and teachers of the deaf across Wales who have begun their training in this specialist approach.

It takes 3- 5 years to train in this specialist approach whilst working with deaf children. Two professionals from South Wales recently completed our foundation course (the first six months of training) and two Teachers of the Deaf based in North Wales completed our foundation course last year.



Deaf children and their families being supported in Wales

Auditory Verbal UK currently supports three children (two families) in Wales.

Jed and Zach*, twins from Porthcawl, are almost three years old and are both on an Auditory Verbal programme thanks to a bursary from The Moondance Foundation. Jed and Zach have profound bilateral hearing loss, which was diagnosed at birth after the Newborn Hearing Screening Programme, as well as a rare genetic condition which affects their heart. The boys were fitted with bilateral cochlear implants at the age of two, with surgery delayed by a year because of the global pandemic. Their family joined an Auditory Verbal programme at AVUK in February 2022 and are currently having monthly appointments to support the development of their listening and spoken language, and together with our Family Support Manager, we have been supporting them to access the statutory services that are available to them.

Greta* joined an Auditory Verbal programme in early 2022, with her place also being funded by The Moondance Foundation. Greta, who is 3 and a half years old and lives in Cardiff, has profound hearing loss and had bilateral Cochlear Implant surgery in 2021 at Cardiff hospital. Since February 2022, Greta's family have been working with a certified Auditory Verbal therapist in monthly appointment to support Greta to use her technology to learn to listen and speak.

Auditory Verbal UK has supported a number of children from Wales who have now graduated from the programme.

Naasir* from South Glamorgan was on an Auditory Verbal programme at AVUK between 2016 and 2020. Naasir has additional needs associated with executive functioning, emotional regulation, self-monitoring, organisational and planning skills. During Naasir's time on the programme, he began to close the gap between his language age and chronological age and his final Pre-School Language Scales (PLS) assessment showed he had made 10 months' total language progress over the previous 6 months. Naasir's Mum said: "AVUK is extremely knowledgeable and helpful to parents to look outside of the box... we had full care with AVUK. I really felt supported."

Lily*, who also lived in South Glamorgan, was on the programme for 20 months between 2010 and 2011. Her first assessment on joining AVUK's family programme at the age of 3 years, showed Lily had spoken language equivalent to a child aged 2 years and 1 month. With each passing month, the gap between Lily and her typically hearing peers would have widened. However with Auditory Verbal therapy, Lily's parents were able to support accelerating Lily's spoken language development such that by 4 years old, she had a language age of 4 years and nine months, supporting her to have the same opportunities in life as her hearing peers.

*Names have been changed.

The situation

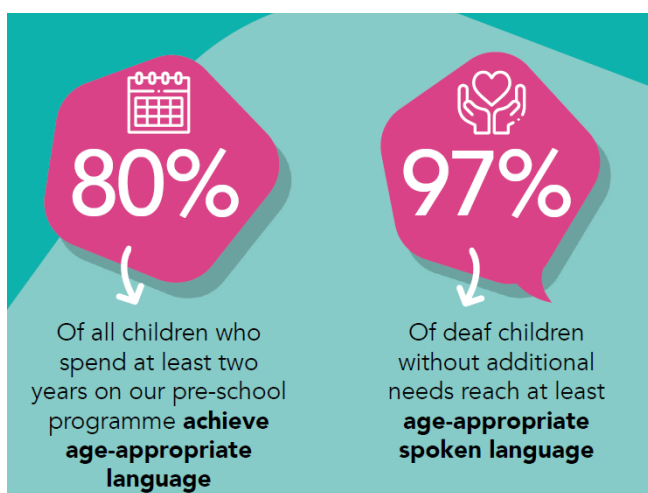
Deaf children in Wales currently face the prospect of lower academic achievement, lower employment, and are at higher risk of poor mental health, bullying and social exclusion.

But it doesn't have to be this way. When deaf children and their families have access to early and effective support opportunities are transformed. Early support should be available to all deaf children, whether their parents choose to communicate with spoken language, sign language or both.

For deaf children whose families want them to learn to listen and talk, early and effective support is vital to achieving the outcomes that we know are possible and maximise the investment already being made in newborn hearing screening and hearing technology.

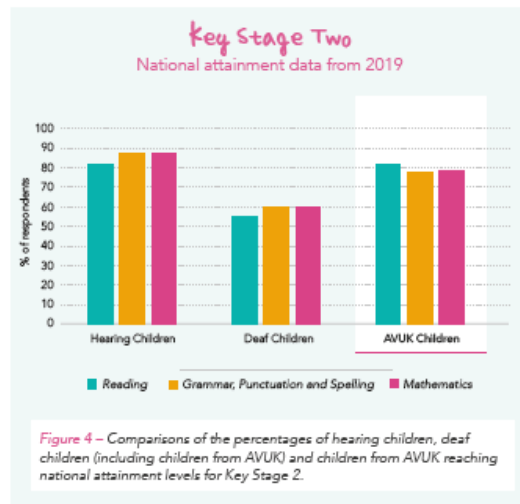
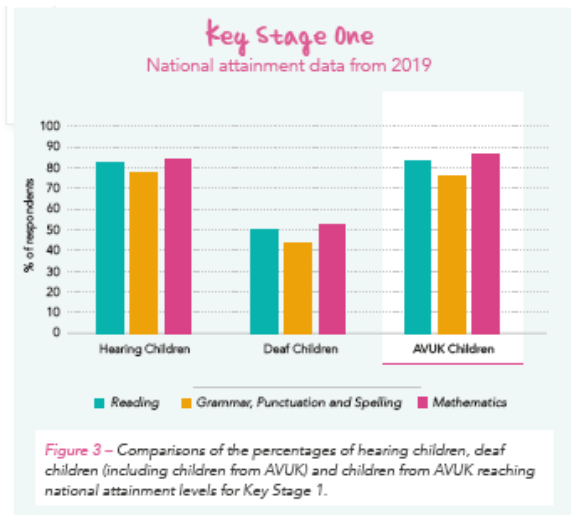
Auditory Verbal therapy

Auditory Verbal therapy is an early intervention, family-centred coaching programme which equips parents and caregivers with the tools to support the development of their child's listening and speaking. The evidence-based specialist therapy supports deaf children process the sound they get from their hearing technology, like cochlear implants and hearing aids, to develop language so they can learn to talk like their hearing friends.



The benefits of Auditory Verbal therapy are clear. Approximately **80%** of children who attend an Auditory Verbal programme for at least two years achieve the same level of spoken language as their hearing peers, rising to **97%** of children without additional needs. The majority of these children attend mainstream schools and are attaining educational outcomes on a par with hearing children (as show in graphs below). The full return on government investment in diagnosis and hearing technology is being realised for these children. They are getting an equal start at school

and the health and education benefits are lifelong.



Watch the [‘Power of Speech’](#) event in the House of Commons, celebrating what deaf children can achieve.

The mission: it’s time to end the postcode lottery for Auditory Verbal therapy and ensure it is an option for all deaf children.

Contact us: To read more about AVUK, please visit: www.avuk.org. If you are interested in contributing to our campaign or would like any further information, please contact Victoria Bishop-Rowe, Head of Communications and Engagement at Auditory Verbal UK, on victoria.bishop-rowe@avuk.org or call 0203 763 6490.



Jeremy Miles AS

Gweinidog y Gymraeg ac Addysg

Trwy e-bost

Dydd Iau 01 Chwefror 2024

Annwyl Weinidog,

Testun: Eglurhad o sylwadau'r Pwyllgor

Hoffem ddiolch ichi am ddyfynnu'r Comisiwn yn ystod y Pwyllgor Plant, Pobl Ifanc ac Addysg ar 24 Ionawr, yn ystod sesiwn dystiolaeth 8 Bil Addysg Breswyl yn yr Awyr Agored (Cymru).

Soniasoch ein bod yn datblygu dysgu ar-lein ar gyfer ymarferwyr a sut y gallant gyflawni'r dyletswyddau statudol sydd arnynt. Roeddem am egluro nad ydym yn cynhyrchu dysgu ar-lein ac efallai y bu rhywfaint o ddryswch gydag adnoddau eraill yr ydym wedi'u cyhoeddi, er enghraifft [Dyletswydd Cydraddoldeb y Sector Cyhoeddus: Canllawiau i ysgolion yng Nghymru](#).

Bydd y Comisiwn yn croesawu gohebiaeth yn y Gymraeg a'r Saesneg.

The Commission welcomes correspondence in Welsh or English.

Ff/T: 029 2044 7710

E: correspondence@equalityhumanrights.com

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Companies House (1st Floor),
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equalityhumanrights.com

Os hoffech unrhyw wybodaeth neu esboniad pellach, peidiwch ag oedi cyn cysylltu â ni.

Mae copi o'r eglurhad hwn wedi'i anfon at Gadeirydd y Pwyllgor Plant, Pobl Ifanc ac Addysg er mwyn iddo fod yn gyflawn.

Yr eiddoch yn gywir,

Ruth Coombs

Pennaeth Cymru

Ffôn uniongyrchol: 029 2044 7700

Bydd y Comisiwn yn croesawu gohebiaeth yn y Gymraeg a'r Saesneg.

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equalityhumanrights.com

**Y Pwyllgor Plant, Pobl Ifanc
ac Addysg**

**Children, Young People and
Education Committee**

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Jenny Rathbone AS

Cadeirydd y Pwyllgor Cydraddoldeb a Chyfiawnder Cymdeithasol

05 Chwefror 2024

Ymchwiliad dilynol i ofal plant a chyflogaeth rhieni

Annwyl Jenny,

Diolch am eich llythyr dyddiedig 3 Ionawr. Fel Cadeirydd y Pwyllgor Plant, Pobl Ifanc ac Addysg, byddwn yn croesawu'n fawr y cyfle i fod yn rhan o'ch ymchwiliad i ofal plant a chyflogaeth rhieni. Fel y dywedasoeh yn eich llythyr, mae dull cydweithredol y Pwyllgor ar faterion trawsbynciol wedi bod yn ddull cadarnhaol ac adeiladol iawn yn y gorffennol.

Fel y gwyddoch, mae gofal plant a chyflogaeth rhieni wedi cael ei godi fel mater yn ystod ein hymchwiliad i fynediad plant a phobl ifanc anabl at ofal plant ac addysg.

Fel rhan o'r broses o gasglu tystiolaeth, rydym wedi cwrrdd â rhieni, gofalwyr a sefydliadau, sydd wedi pwysleisio ei bod yn her i blant a phobl ifanc ag anabledau a/neu anghenion ychwanegol sicrhau a chynnal cyflogaeth â thâl. Mae nodiadau cryno o'r cyfarfodydd hyn ar gael ar y [dudalen we](#) ar gyfer yr ymchwiliad, ynghyd â [thrawsgrifiadau](#) o'r holl gyfarfodydd a gynhaliwyd, a'r [ymatebion](#) a gafwyd i'r ymgynghoriad, a allai fod yn ddefnyddiol i chi.

Byddwch hefyd yn ymwybodol ein bod ni wedi [ysgrifennu](#) at Weinidog yr Economi ar y mater hwn ac wedi cael [ymateb](#) yn ddiweddar.

Os bydd angen rhagor o wybodaeth arnoch am yr uchod, dylech gysylltu â'r tîm Clercio.

Edrychaf ymlaen yn fawr at weithio gyda'ch Pwyllgor eto, ac at gael y wybodaeth berthnasol am y cyfarfod.

Yn gywir,

Jayne Bryant



Jayne Bryant AS
Cadeirydd

Croesewir gohebiaeth yn Gymraeg neu yn Saesneg.

We welcome correspondence in Welsh or English.





Llywodraeth Cymru
Welsh Government

Julie James AS/MS
Y Gweinidog Newid Hinsawdd
Minister for Climate Change

Ein Cyf: JJ/PO/0039/2024

Jayne Bryant MS
Y Pwyllgor Plant, Pobl Ifanc ac Addysg
Senedd Cymru
Caerdydd
CF99 1SN

6 Chwefror 2024

Annwyl Jayne,

Rwy'n ysgrifennu atoch i ddiolch i chi a'ch Pwyllgor am yr ymateb ffurfiol i'r Papur Gwyn ar roi diwedd ar ddigartrefedd yng Nghymru. Rwy'n ddiolchgar am eich ymateb manwl a chynhwysfawr i'n cynigion.

Rwy'n croesawu'r naw argymhelliad a wnaed gan y Pwyllgor a bydd fy swyddogion yn eu hystyried yn ofalus fel rhan o'r dadansoddiad ehangach o'r ymatebion i'r ymgynghoriad, a ddaeth i ben ar 16 Ionawr.

Nodaf yr adborth cyffredinol gan y Pwyllgor i sicrhau amddiffyniadau cryfach i'r rhai sy'n gadael gofal yng Nghymru. Rwy'n eich sicrhau fy mod yn rhannu eich pryderon ynghylch profiad digartrefedd ymhlith pobl ifanc sy'n gadael gofal a chredaf fod y Papur Gwyn a'r ddeddfwriaeth ddilynol yn gyfle pwysig i fynd i'r afael â'r pryderon hyn a thrawsnewid profiad y bobl ifanc hyn wrth iddynt drosglwyddo o ofal tuag at fyw'n annibynnol. Bydd hyn yn cynnwys sut rydym yn gwella ein gwaith o ran rhianta corfforaethol a sut rydym yn sicrhau mynediad i lety diogel, addas i'n helpu i ddod ag unrhyw ganfyddiad neu brofiad bod gofal yn cyfateb â "llwybr rhagweladwy" tuag at ddigartrefedd ac yn dod â chylchoedd digartrefedd mynych i ben.

Edrychaf ymlaen at weithio'n agos gyda'r Pwyllgor Plant, Pobl Ifanc ac Addysg wrth i ni ddatblygu cynigion y Papur Gwyn a chyflwyno deddfwriaeth.

Yn gywir

Julie James AS/MS
Y Gweinidog Newid Hinsawdd
Minister for Climate Change

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

Bae Caerdydd • Cardiff Bay
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CF99 1SN

Gohebiaeth.Julie.James@llyw.cymru
Correspondence.Julie.James@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 4.7

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

Julie Morgan AS/MS
Y Dirprwy Weinidog Gwasanaethau Cymdeithasol
Deputy Minister for Social Services

Lynne Neagle AS/MS
Y Dirprwy Weinidog Iechyd Meddwl a Llesiant
Deputy Minister for Mental Health & Wellbeing



Llywodraeth Cymru
Welsh Government

Jayne Bryant AS
Y Pwyllgor Plant, Pobl Ifanc ac Addysg
Senedd Cymru
Bae Caerdydd
Caerdydd
CF99 1SN

7 Chwefror 2024

Annwyl Jayne

Yn dilyn sesiwn graffu'r Pwyllgor Plant, Pobl Ifanc ac Addysg ar y gyllideb ddrafft ar 11 Ionawr, rydym yn ysgrifennu atoch i rannu'r wybodaeth bellach a'r papurau y gofynnwyd amdanynt yn ystod y sesiwn.

Yn gyntaf, gwnaethom gytuno i ddarparu rhagor o wybodaeth am sut y mae fframwaith cynllunio'r GIG yn helpu i glustnodi cyllid ar gyfer gwasanaethau plant a phobl ifanc. Fel y nodwyd yn llythyr dyddiedig 23 Ionawr y Gweinidog Iechyd a Gwasanaethau Cymdeithasol, byddai'n fuddiol esbonio'r derminoleg a ddefnyddiwyd yn ystod y sesiwn wrth nodi bod gwasanaethau plant 'wedi'u clustnodi'.

Nid yw dyraniadau ar gyfer gwasanaethau plant a phobl ifanc wedi'u clustnodi o safbwynt cyllido. Yn hytrach, hoffem gadarnhau bod disgwyliadau penodol yn y fframwaith cynllunio sy'n ymwneud ag ansawdd a thegwch gwasanaethau a sut y mae hynny yn effeithio ar wasanaethau plant. Rydym yn awyddus i weld tystiolaeth o'r dulliau sydd ar waith ar draws y meysydd hyn a nodir yn naratif y cynlluniau tair blynedd.

Bydd Cynlluniau Tymor Canolig Integredig y GIG yn cael eu cyflwyno i Lywodraeth Cymru erbyn diwedd mis Mawrth. Yn rhan o'r broses asesu statudol, bydd pob Cynllun Tymor Canolig Integredig yn cael ei adolygu gan arweinwyr polisi. Bydd modd rhoi'r wybodaeth ddiweddaraf i'r Pwyllgor unwaith y bydd y broses hon wedi dod i ben ym mis Mai.

Yn ail, gweler wedi'u hatodi gofnodion o gyfarfodydd y Bwrdd Cyflawni Dull Ysgol Gyfan. Fel y trafodwyd yn ystod y sesiwn, ac yn rhinwedd eich rôl yn gadeirydd y Pwyllgor Plant, Pobl Ifanc ac Addysg, estynnwn wahoddiad ichi fod yn bresennol yn y cyfarfodydd hyn fel sylwedydd ond bydd gennych hawliau llawn i gymryd rhan i graffu a sicrhau'r gwerth mwyaf o'r trafodion hyn.

Yn drydydd, gallwn gadarnhau y byddwn yn rhannu'r wybodaeth ddiweddaraf am y gwaith modelu y mae Pwyllgor Gwasanaethau Iechyd Arbenigol Cymru yn ei wneud o ran gwasanaethau iechyd meddwl. Bydd rhagor o wybodaeth ar gael yn ddiweddarach eleni.

Nesaf, gofynnwyd inni ddarparu rhagor o wybodaeth am "*werthusiad lechyd Cyhoeddus Cymru o Raglen Atal Diabetes Cymru Gyfan ar gyfer prosiectau peilot plant a theuluoedd*". Fodd bynnag, efallai fod camddealltwriaeth wedi bod, gan nad oes cyswllt rhwng prosiectau peilot Plant a Theuluoedd a Rhaglen Atal Diabetes Cymru Gyfan. Roedd cais Rhun ap Iorwerth am ragor o wybodaeth yn seiliedig ar brosiectau peilot Plant a Theuluoedd, ac mae'r wybodaeth a ganlyn yn berthnasol i'r prosiectau hynny.

Mae'r cynlluniau peilot rheoli pwysau plant a theuluoedd, o'r enw PIPYN (Pwysau Iach Plant yng Nghymru), yn cael eu hariannu yng Nghaerdydd, Merthyr ac Ynys Môn yn rhan o strategaeth [Cymru Iach Pwysau Iach](#). Mae'r cynlluniau peilot yn cynnwys 'ymyrraeth wedi'i nythu' o gymorth rheoli pwysau ar gyfer teuluoedd â phlant rhwng tair a saith oed sydd uwchben yr 91^{ain} ganradd o ran pwysau. Mae'r rhaglen gymorth wedi'i theilwra i bob teulu yn unigol, ac mae teuluoedd yn gweithio gyda gweithiwr cymorth i deuluoedd dros gyfnod o wyth wythnos i osod a chyflawni nodau. Bydd y nodau'n gysylltiedig â'r '[10 cam i bwysau iach](#)' a nodwyd gan lechyd Cyhoeddus Cymru yn gamau pwysig i gynnal pwysau iach yn y blynyddoedd cynnar. Gallai nodau ymwneud ag arferion rhianta megis cyfyngu ar amser o flaen sgrin neu sefydlu trefn gysgu, neu gallant gynnwys sgiliau bywyd ymarferol megis cynllunio prydau bwyd neu baratoi prydau.

Ochr yn ochr â'r ymyrraeth wedi'i nythu y mae dull system gyfan sy'n ceisio gwella mynediad teuluoedd at wasanaethau a gweithgareddau sydd â'r nod o wella deiet a/neu lefelau gweithgarwch plant rhwng tair a saith oed. Mae'r dull hwn wedi cynnwys cymorth grant i ddarparwyr sy'n arbenigo mewn sesiynau gweithgarwch corfforol i blant o dan saith oed. Nod ymyrraeth wedi'i nythu y rhaglen yw helpu teuluoedd unigol i wneud newidiadau hirdymor i'w harferion rhianta, dewisiadau o ran eu deiet a'u lefelau gweithgarwch. Bydd llwyddiant yn cael ei fesur yn ôl nifer y teuluoedd sy'n cymryd rhan ac sy'n ymwneud â'r rhaglen.

Mae'r dull system gyfan yn cynnwys gwerthuso nifer y cyfleoedd hygyrch sydd ar gael i alluogi plant ifanc a'u teuluoedd gadw'n heini neu ddysgu am ddeiet iach yn y gymuned ehangach. Mae hefyd yn cynnwys cynnal cyfweiliadau manwl a dadansoddi rhwydweithiau i werthuso'r cysondeb a'r cydweithio sydd ar waith rhwng gwahanol sefydliadau a rhanddeiliaid o ran cyflawni nodau'r cynlluniau peilot plant a theuluoedd.

Mae Prifysgol Glasgow wedi cynnal asesiad cynnar cychwynnol o'r dull system gyfan sydd wedi bod ar waith yn y tair ardal beilot. Roedd yr adroddiad yn cynnwys argymhellion ar gyfer pob un o'r tair ardal beilot i gryfhau eu rhwydweithiau lleol ymhellach. Bydd yr asesiad hwn yn cael ei ailadrodd yn gyson i werthuso cynnydd.

Yn olaf, gwnaethom gytuno i rannu manylion penodol ynghylch yr ystod o ddarpariaethau y bydd y dyraniad o £19 miliwn i Fyrddau Partneriaeth Rhanbarthol yn ei sicrhau. Wedi'i atodi y mae trosolwg o weithgarwch pob Bwrdd Partneriaeth Rhanbarthol sy'n cael ei gyflawni o dan y model gofal hwn, yn ogystal â dwy enghraifft o arfer da.

Gobeithiwn fod yr wybodaeth hon yn ddefnyddiol.

Yn gywir



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

Julie Morgan AS/MS
Y Dirprwy Weinidog
Gwasanaethau
Cymdeithasol
Deputy Minister for Social
Services

Lynne Neagle AS/MS
Y Dirprwy Weinidog Iechyd
Meddwl a Llesiant
Deputy Minister for Mental
Health and Wellbeing

Health and Social Care Regional Integration Fund

Model of Care: Supporting Families to stay together safely and therapeutic support for care experienced children NEST/NYTH

Cardiff & Vale £2,084,429	
Right support, right time, right person	<ul style="list-style-type: none"> Delivering Family Group Conferencing through an independent provider. Contributing to the work of each local authority to reunify children and young people home/close to home through additional social work and leadership capacity & family support via a 3rd sector provider.
CYP with a Complexity of Need – community	<ul style="list-style-type: none"> ARC (Adolescent Resource Centre – Regional) – Delivering direct support and therapeutic interventions to young people on the edge of care at risk of becoming looked after. Delivering therapeutic support to children and young people who are looked after and adopted and supporting placements through training.
Cwm Taf Morgannwg £802,796	
Choice Project	<ul style="list-style-type: none"> Established to identify and work directly with women and their partners at risk of having their children taken into care at birth, or during infancy. Trauma informed prevention focussed service, enabling support, education and fast track access to specialist sexual health nurses who provide accessible, evidence-based services that are tailored and co-produced with our clients. The CHOICE service delivers a clinic in a box, working in partnership with allied agencies within voluntary, third sector and statutory organisations engaging directly with the most vulnerable members of our communities.
MAPSS Therapeutic Support service	<ul style="list-style-type: none"> A specialist therapy-led service that can deliver consistent and high-quality therapy intervention.
Supporting Change Systemic Practice	<p>Funding is directed to a number of service elements:</p> <p>Systemic Practice Model Systemic Therapist</p> <ul style="list-style-type: none"> Supporting the pace of change within the service systemic model of practice plan. Enhancing psychosocial case formulation space. Support from a Systemic Therapist. <p>Outreach post</p> <ul style="list-style-type: none"> Work with fathers to promote their inclusion in managing and reducing risks within their family unit.

	<ul style="list-style-type: none"> • The additional outreach resource and case formulation time will allow planned approaches to working with fathers as a strength within a family system. <p>Improved Pre-Birth Pathway</p> <ul style="list-style-type: none"> • Providing support to mums (and dads) during early pregnancy where there are social care concerns regarding potential parenting. <p>Improved packages of intervention</p> <ul style="list-style-type: none"> • Supporting children and young people safely remaining within their family and supporting reunification.
<p>Gwent £1,474,163</p>	
<p>Children's Emotional Health & Development</p>	<p>Several projects:</p> <ul style="list-style-type: none"> • Focus on a partnership-based, relationship-oriented strategy. • Emphasises collaboration across multiple agencies, including local authorities, health boards, and educational institutions. • Aims to strengthen family bonds and prevent unnecessary placement disruptions for care-experienced children. • Addressing gaps in mental health services, particularly for individuals falling into the "missing middle". <p>The Therapeutic Support for Care Experienced Children project</p> <ul style="list-style-type: none"> • To address complex mental health needs, facilitate transitions to community-based care, and provide individualised support. This project incorporates therapeutic interventions, such as Dialectical Behavioural Therapy (DBT), to enhance emotional well-being. <p>Enhanced Edge of Care (EEOC) project</p> <ul style="list-style-type: none"> • Focuses on preventive measures and early interventions to address challenges faced by families especially those at risk of breakdown. <p>Skills 4 Living</p> <ul style="list-style-type: none"> • Highlights a relationship-based, partnership approach that actively involves care experienced young people in shaping the project. • Emphasis on therapeutic support and tailored interventions. <p>MYST (My Support Team) project</p> <ul style="list-style-type: none"> • Provides therapeutic support including Dialectical Behavioural Therapy (DBT) to enhance emotional skills and confidence.

Children's Early Intervention & Resilience	Families First <ul style="list-style-type: none"> Partnership approach involving families, foster carers, and multi-agency professionals to enable a holistic understanding of the care-experienced young person's context and enhances the overall support structure.
North Wales £9,867,139	
Early intervention	<ul style="list-style-type: none"> The system is for children and young people aged 0 - 25 years and aims to get the right help to the baby, child or young person as quickly as possible. The EI model is designed to respond quickly to mental health problems and find early resolution in the community where the baby, child or young person lives, ideally without the formal involvement of mental health services. To promote mental wellbeing and recognise when a child or young person may have developmental or mental health problems through universal services. An integrated and co-ordinated service hub model that will undertake proactive outreach work.
Repatriation & prevention services	<ul style="list-style-type: none"> The model is for children and young people aged 0 - 25 years and aims to get the right help to the baby, child or young person as quickly as possible. The aim of Repatriation and Prevention is to provide co-ordinated support focusing on the needs of the family and child, to prevent the child becoming looked-after. Provides a direct therapeutic service to reduce the number of looked after children, including reducing the need for, and the number of expensive, out of County placements and to support the development of a high quality local care provision for North Wales children. Supports avoidance of family breakdown including adoption breakdowns.
Building Family resilience to prevent escalation	<ul style="list-style-type: none"> The model is for children and young people aged 0 - 25 years and aims to get the right help to the baby, child or young person as quickly as possible. Providing support to the whole family to build resilience and deliver positive outcomes for the child. The approach is focused on strengths-based practice, which build on

	<p>people's abilities, personal assets, and community resources, without ignoring difficulties.</p> <ul style="list-style-type: none"> • This work is delivered by the Strengthening Families Services, Family Conferencing Services, Child Development Centre and Multi-Systemic Therapy Teams across the region.
Intensive residential support for children with complex needs	<ul style="list-style-type: none"> • The model is for children and young people aged 0 - 25 years and aims to get the right help to the baby, child or young person as quickly as possible. • Supports children and young people with more severe mental health problems requiring specialist intervention and or a multidisciplinary approach through multi-disciplinary teams (MDT) of practitioners providing a range of interventions to children, young people and families, including teams with specific remits. • The aim of the service is to support families to stay together through the provision of intensive support in a short-term residential setting for the child. • The residential settings, or Residential Assessment Centres, will provide focused support for the child / young person on a short term basis, enabling the MDT to provide support to the families while the child is supported with the aim of moving back to their family / carer.
Specialist support for children with complex / specialist needs	<ul style="list-style-type: none"> • Forms part of the 'High risk and very complex needs - acute/ specialist including safeguarding Programme'. • Supports children and young people at the greatest risk and those with specialist needs e.g. gender dysphoria. These are generally services for a small number of children and young people who are deemed to be at greatest risk of rapidly declining their mental health, or from serious self-harm who need a period of intensive input. • This project includes small group homes, secure accommodation and effective safeguarding teams
Intensive support teams for children with complex needs	<ul style="list-style-type: none"> • This service prevents escalation of care needs and supports children and young people whatever level of support is required including through universal services. • To provide intensive co-ordinated support for the child through specialised services, which is the right support and prevents escalation.

Powys £610,000	
Edge of care	<p>Aims to safely prevent and reduce the number of children and young people entering care.</p> <p>Key areas of focus:</p> <ul style="list-style-type: none"> • Emotional resilience skills of each parent and child • Individual parent/child needs; including substance misuse issues or mental health • Attachment-based issues • Specific support on issues the child faces e.g. learning needs or mental health issues • Disengagement with education • Dissuasion from risky behaviours through youth participation
West Glamorgan £1,894,177	
MATSS (Multiagency Therapeutic Support Service) – Swansea	<ul style="list-style-type: none"> • Therapeutic service within an Edge of care provision and with a statutory organization • Referrals received by a single point of entry process. • The Swansea In house Therapy Service adopt a 4 staged model of consultation/formulation and outcomes. • Acknowledging trauma, thinking systemically with a neuro sequential lens while care planning for vulnerable and traumatized children is evidence based best practice, whether care experienced or not.
MATSS (Multiagency Therapeutic Support Service) – NPT	<ul style="list-style-type: none"> • Aims to promote secure attachment as a means of helping children/young people and their carers maintain placements or children/young people to remain with their families so that families can stay together. • Uses a team around the family approach where other services such as education and health are included
Working Together Project (Edge of Care)	<ul style="list-style-type: none"> • A referral-based service that Social Workers can access through a single point of entry process. • Aim: to understand the presenting need for children, young people and families and be able to understand what matters and offer the right service at the right time. • Work in a trauma centred way
Post adoptive children and families	<ul style="list-style-type: none"> • Support for adopted children • Virtual hub consultations • Access to direct therapy • Support for adoptive parents • Aims to support families to remain together better able to manage the challenges of parenting their children.

<p>Step up / Step down</p>	<ul style="list-style-type: none"> • Providing preventative and seamless services. • Providing Information, Advice and Assistance to the family by skilled staff. • Developing Recovery Plans for step down to Children Services or relevant agency. <p>Support includes:</p> <ul style="list-style-type: none"> • 3 specialist workers from Mind, Dyfed and West Wales Drug and Alcohol Service support children, families and women during pregnancy. • Perinatal mental health support, which provides universal and target support to families where becoming pregnant or being a new parent puts them at increased risk of mental health challenges. • Family Intervention Team parenting support. • Trauma Informed Training. • Bespoke support plans developed for young carers and parents, based on identified need.
<p>Edge of Care</p>	<p>Aim to reduce children entering care by providing specialist support and interventions to:</p> <ul style="list-style-type: none"> • Reduce numbers of children and young people entering care or enable young people to return home from care safely. • Provide short term interventions, supporting families to develop problem solving skills, build resilience and achieve sustainable behaviour change. • Support the keeping families together strategy.
<p>Complex Needs Project</p>	<ul style="list-style-type: none"> • RIF has funded one post in Carmarthenshire to work as part of the Health Board Occupational therapy team and to start to develop an integrated service model. • An integrated approach for occupational therapy.
<p>School Safeguarding and Assessment</p>	<p>Aims to improve outcomes for children through engagement in education and to ensure that all learners are safeguarded (including those who are electively home educated) and the needs of vulnerable learners are met, in line with the ACEs and wellbeing agenda.</p> <ul style="list-style-type: none"> • Improved school attendance for pupils referred to the service. • Ensure educational entitlement for learners who are home educated and those who are referred in on a Missing From Education basis.

	<ul style="list-style-type: none"> • Access to appropriate support and early intervention for vulnerable learners and their families.
Grow your own	<ol style="list-style-type: none"> 1. Increase numbers of qualified social workers in the department (reducing the vacancy rates). 2. Reduce the workload for establishment staff as a result of allocations to trainees and ultimately to them as qualified social workers. 3. Improve our ability to carry our preventative work with greater numbers of qualified staff to manage the wider workload, thereby reducing over time our crisis-led work. 4. Increase number of Welsh speaking SWs through local recruitment. 5. Develop a career progression pathway for eligible internal staff.

Good practice examples of Children’s projects funded by the RIF:

Example 1

Region: **North Wales**

Project: **Intensive residential support for children with complex needs Step up Step Down – Enhanced Foster Care model**

The project aims to promote placement stability and prevent placement breakdown, prevent escalation into residential placements for children at risk of this, and facilitate ‘stepping down’ from residential settings.

Enhanced Foster Care project is provided by CAMHS with a specific psychology element and is embedded within Children’s Services. This project includes:

- Training and development.
- Contribution to assessments or provision of complementary standalone developmental assessments to inform placement and care with particular attention to defining the kind of therapeutic input that would be appropriate.
- Developing pathways and facilitating access to CAMHS, neurodevelopmental and other services
- Integration of the network, joint casework with Social Work colleagues, supervision of relevant, specialist elements of Social Work colleagues’ casework, and provision of a psychological perspective to the network when requested although not involved in casework.
- Robust pathways have been re-established for looked after children, CAMHS and the Neurodevelopmental Team including establishing a handover model after an intensive intervention.

What is being done differently?

The total cumulative number of cases stood at 35 covering a period of 6 months. The types of work completed include: transition work into or between placements, detailed assessments supporting placement stability and screening for other support such as Play Therapy.

The psychological input has enabled a better understanding of a child's motivation for their behaviour and tailored approaches accordingly. Social Workers have gained more clarity around cases and confidence *"to be able to progress forward and be clear in terms of what may be needed – CAMHS intervention/life journey work/ understanding of behaviours and responses and how foster carers can further understand and guide their responses"*. 100% of those who took part in training delivered by the psychologist felt more informed, learned how to take an empathic approach to address issues as well as preventing escalation.

'The project has provided better insight into how we work directly with children and young people as well as being able to explore different strategies and levels of support. It has strengthened our links with health professionals and allowed a more reflective space to explore areas of need and how we manage concerns we may have within a more therapeutic way'.

Example 2

Region: **West Wales**

Project: **Edge of Care Service**

This project provides structured, evidence-based interventions that enable families to develop problem solving skills, build resilience and achieve positive, sustainable behaviour change. Trained and experienced staff provide a rapid response to children and families in crisis, enabling them to address and overcome the difficulties that have led to the family being at risk of breakdown, and prevent further escalation and referral to care proceedings. Whether it's to limit the risk of children being moved into care, to address complex multiple needs across a family unit or to support the re-unification of families post care order, this project is committed to develop and deliver innovative and impactful solutions that meet identified needs with the aim of improving the lives of children and families affected.

Each county is contributing elements of the project to implement on a regional level. In Carmarthenshire they are working with colleagues to break the intergenerational cycle of care. A clinical analysis of family history, strengths, difficulties, and common themes are explored to ensure that generational factors are tackled. The relationships that we develop helps to break down the barriers enabling a more honest approach to tackling the issues whilst also be there to recognise the strengths and achievements families make and be able to celebrate this in a meaningful way.

In Pembrokeshire they are providing intensive support with continuous in-house training and peer supervision to support families to build on their strengths to improve relationships and increase support networks to enable children to remain (or be returned to) living within their family network safely.

In Ceredigion an Edge of Care Support Worker is working within the local authority and Health Board, alongside Children and family Assessment Teams, safeguarding, Education, Community Mental Health Team, Child & Adolescent Mental Health Service, acting as a single point of contact. In the county they have developed an Edge of Care Step-up/step-down provision and is now established, and been tested as a good practice.

What is being done differently?

Carmarthenshire: From Oct 22 – March 23, **31** Families and **84** children were supported. During this period 9 became looked after with 1 being rehabilitated at home.

- **13** enjoyed family and friends' arrangements.
- **8** children were reunited with their birth family.
- **51** children were maintained with their birth family.
- A family of 6 children have exited the pre proceedings process and names removed from the Child Protection Register following intensive work.

Pembrokeshire: In the year 2022/23, **87%** of children remained (or were returned to) within their family network following Edge of Care intensive support. In reviewing the long-term outcomes 12 months after intervention (2021 to 2022) **81%** of the children remain cared for within the family network.

Feedback from children and families in Pembrokeshire is that they feel supported throughout and they formed good working relationships. Parents report they did not feel judged, and they really enjoyed having someone to talk to and having someone who really listened. They felt supported and in control of their lives to make decisions to make things better for their families.

The project continues to improve the Edge of Care service, striving to further improve bridging the gap between children's and adult services as well as partners in health and external agencies so families are getting the right support at the right time which is a critical aspect for families who are in crises.

Joint Ministerial Oversight and Delivery Board

First Meeting: 22/05/2023, 10:00

Microsoft Teams

Present

Name	Representing
Lynne Neagle, MS	Deputy Minister for Mental Health and Wellbeing
Jeremy Miles, MS	Minister for Education and Welsh Language
Kirsty Davies-Warner	Deputy Director Equity in Education, Welsh Government
Chris Parry	Secondary Headteacher, Lewis Boys School
Mark Campion	Estyn
Prof Simon Murphy	DECIPHer (schools health research network)
Rocio Cifuentas	Children's Commissioner for Wales
Paula Vaughan	Primary Head-teacher
Alex Slade	Director of Primary Care and Mental Health
Millie Boswell	NEST/NYTH Implementation Lead
Angela Lodwick	Hywel Dda UHB CAMHS Clinical and in-reach service lead
Rhian E Miller	Neath Port Talbot School Counselling Commissioner
Ed Wilson	Public Health Division
Jason Pollard	Equity in Education Division
Alexa Gainsbury (attending on behalf of Dr Julie Bishop)	Public Health Wales

Apologies:

Name	Representing
Dr Julie Bishop	Director of Health Improvement, Public Health Wales

Dr Dan Burley	Whole School Approach Research Lead KAS
Dr Dave Williams	CMO Adviser on Child and Adolescent Psychiatry
Prof Ann John	Welsh Government Adviser on Suicide and Self-harm

Minutes:

1. Welcome and Introduction	MEWL	The Minister for Education and Welsh Language (MEWL) opened the meeting and provided an overview of the role of the Oversight and Delivery Board, alongside the Whole School Approach and the expected outcomes.
2. Terms of Reference and Membership	DMMHW	<p>The Deputy Minister for Mental Health and Wellbeing (DMMHW) emphasised the importance of the Board providing challenge and scrutiny to drive forward policy.</p> <p>DMMHW asked the Board to corroborate whether the Terms of Reference (ToR) needed any alternations, and to consider whether the Board's membership required extending,</p>
	RC	Rocio Cifuentas asked to be noted as an observer, which DMMHW accepted.
	SM	Simon Murphy queried whether the group's membership covered non-mainstream education settings in terms of expertise (referral units, Pupil Referral Units)
	DMMHW	DMMHW highlighted that the Stakeholder Reference Group sits under the Oversight and Delivery Board, which has a wider membership to capture areas not directly represented on the Oversight and Delivery Board.
	JP	Jason Pollard corroborated that the Stakeholder Reference Group includes representation from PRUs and EOTAS, but there is no representation on the Oversight and Delivery Board.
	DMMHW	DMMHW observed that this reflected the fact that the Board's role is to challenge and scrutinise rather than specifically inform policy. There were no further comments on the ToR or membership.

		DMMHW handed back to MEWL to discuss the Work Programme.
3. Work programme	MEWL	<p>MEWL outlined that beneath the Board are seven workstreams which cover the key activities and issues across education which support wellbeing. Two groups in process of being convened, while others have formally met. MEWL outlined that there will be reports to this board at each meeting for each workstream, provided in a standard format. Future Oversight and Delivery Board meetings will see the bulk of the agenda focused on a deep dive into two of the seven workstreams per meeting, whilst looking at activity, progress, and how barriers to success can be addressed. MEWL expressed a desire for members to share opinions of the workstreams and use their perspective on whether the reports and their regularity provide adequate information.</p> <p>MEWL then outlined the five reports that have been completed: school and community-based counselling, whole school approach framework implementation, whole education integration, Stakeholder Reference Group and the CAMHS in-reach paper. The two groups yet to meet are the Education Workforce Group and the National Youth Stakeholder Group (managed by Children in Wales).</p>
	AG	Alexa Gainsbury raised that she sits on the Stakeholder Reference Group, and wanted to ensure that children who are not substantially attending any form of mainstream, PRU or SEN education have a place in the Board's focus.
	MEWL	MEWL agreed that it is important that those children are included.
	MC	Mark Campion stated, in relation to the work stream reports, that it is important to consider quality of services and their impact on young people.
	RM	Rhian Miller identified in the counselling report that it details school staff counselling, but not school staff supervision. RM suggested it is

		worth capturing what that looks like as a national picture.
	SmB	Sinead McBrearty commented that in terms of doing the oversight role effectively, she would find it useful if a couple of bullet points at the end of the report that highlighted the priorities for the next period, to ensure progress is tracked.
	MEWL	MEWL agreed with comments and suggested that tracking progress helps to achieve a qualitative sense of what people feel is a priority alongside the data.
	SM	SM queried how the workstreams are integrated and how the integration is overseen.
	MEWL	MEWL said that it is the group's role to draw common themes across the workstreams.
	DMMHW	DMMHW stated that in relation to SM's point, in the pre-meet the possibility of having a programme overview with a risk register was discussed, along with RAG rating individual actions within workstreams to ensure the granular details are highlighted in each report.
	MEWL	MEWL noted that when looking at the school counselling template, the reports need to allow the Board to see the scale of some of the challenges, giving detail on why barriers are preventing success to enable the Board to understand how challenges can be tackled.
	JP	JP agreed and maintained that we're keen to explore challenges with the workstreams. JP referred to AG's membership point and assured that attendance in non-mainstream schools will have a focus.
	RM	RM said that covid and the mental health issues created during this time, has increased counselling demand which is leading to longer waitlists.

	RC	RC noted that all of the sections on the reports should be completed to help better understand the need.
	RM	RM stated that in her local authority, counselling has been extended to year one as early intervention to better support children's development.
	MEWL	MEWL closed the item and maintained that by the next meeting, there will be seven reports and the two deep dive areas will have been selected.
4. Alignment of the WSA & NEST/NYTH Frameworks and Terminology	DMMHW	<p>DMMHW introduced the item and explained that some practitioners have experienced confusion as to which framework (the whole school approach and NEST/NYTH) they should be following, rather than considering the frameworks as coterminous. DMMHW noted that when followed together, they enable the whole system approach to wellbeing.</p> <p>DMMHW noted that the challenge possibly arose due to the different publication timings of the two frameworks, instead of being launched together. DMMHW highlighted the need for better alignment and communication across education with stakeholders that both frameworks seek to fulfil the same purpose.</p> <p>DMMHW asked the Board to agree the re-branding of the whole school approach to strengthen the association with NEST/NYTH. To reinforce this, DMMHW noted the suggestion of a communication strategy to support and promote the link. DMMHW maintained that having recently had the two-year anniversary of the publication of both frameworks, that provides a good opportunity to promote the message.</p> <p>DMMHW noted the need for the NEST/NYTH awareness training currently being developed, to be promoted for school staff. DMMHW invited Millie Boswell to provide further information.</p>
	MB	MB explained that when working with the regional partnership boards, which is where predominantly the NEST/NYTH framework is

		being taken forward, the awareness training should provide clarity when partners are working in conjunction with education, health, the third sector and children's services.
	DMMHW	DMMHW asked for any comments or suggestions regarding the alignment.
	AG	AG wanted to identify a potential risk, as PHW are working towards integrating the whole school approach for emotional mental wellbeing with the Healthy Schools Program, and the subsequent feedback that PHW has had from the system and schools is that clarity and understanding are paramount. AG wanted to raise caution that we don't separate the framework from that wider whole school approach to health and wellbeing work and make sure it stays both aligned to NEST/NYTH, whilst also seen as part of that overall package.
	SmB	SmB said that reading the paper, it seemed that there might be an opportunity to highlight the helpfulness of the relationship between NEST/NYTH, and the whole school approach. We're talking about levels of the system, and whilst the whole school approach delivers the education element of NEST/NYTH, there is a bidirectional relationship. The helpful part is that NEST/NYTH enables the whole school approach. The capacity and responsiveness of the wider system is a key mitigation for the issues and of stress and strain that present in schools around trying to deliver and implement this. NEST/NYTH enables the wider system to work at its best and therefore educators can focus on what they're doing and focus very much on whole school approach.
	RM	RM stated that the rebranding is very much needed. RM queried if it is possible as part of that rebranding, to highlight the school staff wellbeing element, because RM thinks that's something isn't embedded everywhere, as highlighted in the school-based counselling report. RM maintained that there is probably an opportunity to highlight the importance of that.

		RM posed that work is being undone as school staff wellbeing levels are low. RM suggested that staff wellbeing is embedded into teacher training.
	CP	Chris Parry emphasised the strength of the brand for the whole school approach and noted that sometimes it takes a long time for messages to infiltrate schools, however the whole school approach is gaining traction. CP corroborated the importance of addressing staff issues as well as the pupil's issues. CP believes the NEST/NYTH framework to be important, as is an explanation that the framework is an extra level of support, as it is equally important that colleagues don't experience confusion about different or competing frameworks.
	GB	<p>Gemma Burns wanted to comment on the NEST/NYTH framework and just how the focus of NYTH/NEST should be around normal developmental contextual frame for understanding all children's growth and development and what all children need to grow and thrive, including staff.</p> <p>GB agreed that there needs to be clarity around how the two frameworks link together. RM stated that conversations about how the ALN transformation fits within the NEST/NYTH framework, and about how all of these policies and approaches fit within this overarching vision of what we know children need to grow and to thrive.</p> <p>GB felt that there was a slight emphasis in the report that NYTH/NEST might be something used to identify children with early mental health problems or early difficulties. And whilst it can perform that function, it's absolutely for every child at every point in every interaction. RM noted that we need to be clear that we don't confuse schools, and that it becomes a deficit model.</p>
	MC	MC maintained he understood the point about rebranding and believes it's taken a little while for some schools to catch on to the branding, not because it wasn't important, but at the time of the document arriving, schools were still in that COVID operational work. MC observed that only this year we're beginning to really see schools reference the framework and use it as a basis for

		<p>some of their and improvement planning work and wouldn't want to lose that. Keeping the whole school approach in the branding is important, and MC stated he's not entirely sure about the potential for it to be a single policy document going forward.</p> <p>MC noted he sees the NEST/NYTH framework as the high-level overarching document about underlying principles that we all work to in all different sectors, working with children, young people and their families and promoting that developmental approach. The whole school approach document is specific guidance in the education sector for schools. It is important to make it very clear that the frameworks are connected and part of a consistent approach.</p>
	RC	<p>RC welcomes this discussion and the paper, because she has also shared the confusion about the different frameworks, where they overlap and how they differ, and agrees with MC's comments that they are both very different.</p> <p>The whole school approach to emotional and mental wellbeing is a school's focused framework, whereas NEST/ NYTH is a whole system approach which is not just for schools, but for other organizations and very much reflecting its origins within health and public health. They overlap, but RC wouldn't see them as the same body and I'm not sure if a single policy framework would be helpful for schools, given that's our focus today. I also have had some confusion about the other whole school approach, and I think there's a danger of having too many whole school approaches to too many things, and particularly when the shorthand terminology is just to talk about whole school approach, it can risk people not really knowing which one we're talking about.</p> <p>Although RC does think the mental health framework is the one that most people are becoming more familiar with and is becoming more recognised. Going forward it would be important to clarify where they overlap and how the NEST/NYTH framework can complement and add value, but perhaps not to make them completely the same thing.</p>

	DMMHW	<p>DMMHW thanked members for their comments and noted that we would still have the two separate frameworks because the whole school approach is statutory guidance as it's been voted on in the Senedd but observed the aim is to improve communication so that people understand in the school sector, the interconnection between NEST/NYTH and the whole school approach.</p> <p>DMMHW stated that it is important to emphasise to school staff who are under a lot of pressure and have a lot of burden of work, that this NEST/NYTH framework isn't something new, but that that relates very clearly to the work of the whole school approach.</p>
	JP	<p>JP wanted to note that yes, we have put a lot of communications to introduce the terminology, whole school approach into the collective consciousness of schools, and it is good that it has gained some traction now. With some amended communications around NEST/NYTH and the relationship with a whole school approach, particularly bringing in the points SmB made around looking at the benefits, NEST/NYTH can bring added value to the whole school approach for schools.</p> <p>JP observed that we do have a commitment in the whole school approach framework to review the document, and one of the key themes when we do undertake that review would be to look at the relationship between whole school approach, and not just NEST/NYTH, but also the healthy schools, ALN and how all the various pieces of the system are fitting together. A much broader review may suit rather than just something which focuses on the implementation of the whole school approach to mental health and emotional wellbeing.</p>
	DMMHW	<p>DMMHW reinforced RM's point about training, noting that hopefully we'll discuss the workforce at the next meeting, which isn't just about workforce wellbeing, but also about making sure the workforce has the skills to implement these policies. DMMHW stated if we can roll out a form of attachment training to the workforce, then they would naturally understand the alignment between the two frameworks.</p>

		<p>Referring to MC and RC's comment that there may be some confusion between the guidance on the whole school approach for mental health and the framework for the Welsh Network of Healthy Schools Scheme, DMMHW noted that WG have been clear that mental health and emotional wellbeing is the top priority.</p> <p>DMMHW noted the Board has reached some agreement to look at the communications around the alignment, but to be mindful of the comments that have been made about the value of the whole school approach brand and look to try and improve communication with stakeholders so that they understand it better.</p> <p>DMMHW handed over to MEWL for the final item.</p>
5. AOB and Date of Next Meeting	MEWL	MEWL asked members if they wished to raise AOB.
	MC	<p>MC stated Audit Wales are currently working on thematic work looking at young people's experiences at the point at which they require specialist CAMHS, and so are hoping to carry that work out over this financial year.</p> <p>MC noted a concern about the hundreds of young people who are waiting for specialist CAMHS and what had led them to that point. Estyn are interested in what services could have been better to prevent them getting to the point of being referred to specialist CAMHS.</p>
	RM	RM noted that the funding for the work with the local authorities has been reduced, so we will need to be aware of that when comparing data to previous years.
	MEWL	<p>MEWL acknowledged both points.</p> <p>MEWL asked members to consider the date and content of the next meeting. MEWL observed that the intention is for the Board to meet terminally but must keep in mind that this meeting has been rescheduled twice, so suggested the next meeting take place in October or November.</p>

		<p>MEWL suggested that for one of the deep dives for the next meeting, the Board should focus on the education workforce group.</p> <p>MEWL queried if there was a consensus on which workstreams should be the focus of the other deep dives slot.</p> <p>MEWL noted RC's suggestion of whole education integration, and RM's mentioning of school counselling.</p>
	DMMHW	DMMHW concurred that school-based counselling would be a good idea as the report highlighted some issues and variations between authorities.
	MEWL	<p>MEWL concurred and stated that the focus for the next meeting would be education workforce and school-based counselling and look at whole education integration in the following meeting.</p> <p>MEWL thanked members for attending and contributing to discussions.</p>

Actions:

Secretariat	Agree date for the next meeting in October/November.
Secretariat	Modify reports to include bullet points indicating priorities and progress for each workstream
Secretariat	Produce a programme overview with a risk register, along with RAG rating individual deliverables within workstreams.
Secretariat	Ensure reports allow for the capturing of the scale of challenges, and detail on why barriers are preventing success.

Joint Ministerial Oversight and Delivery Board

First Meeting: 24/10/2023, 09:30

Microsoft Teams

Present

Name	Representing
Lynne Neagle, MS	Deputy Minister for Mental Health and Wellbeing
Jeremy Miles, MS	Minister for Education and Welsh Language
Nicola Edwards	Deputy Director, Equity in Education Division
Prof Simon Murphy	DECIPHer (schools health research network)
Faye McGuinness	Director of Programmes for Education Support
Dr Gemma Burns	Clinical Psychologist at Aneurin Bevan Health Board
Rhian E Miller	Neath Port Talbot School Counselling Manager
Chris Parry	Secondary Headteacher, Lewis Boys School
Dr Julie Bishop	Director of Health Improvement, Public Health Wales
Dr Dave Williams	CMO Adviser on Child and Adolescent Psychiatry
Angela Lodwick	Hywel Dda UHB CAMHS Clinical and in-reach service lead
Kevin Palmer	Deputy Director, Pedagogy, Leadership and Professional Learning Division
Paula Vaughan	Primary Head-teacher
Matt Downton	Head of Mental Health and Vulnerable Groups
Sinead McBrearty	Chief Executive Officer for Education Support

Apologies:

Name	Representing
Mark Campion	Estyn
Rocio Cifuentas	Children's Commissioners Office
Millie Boswell	NYTH/NEST Implementation Lead
Alex Slade	Director of Primary Care and Mental Health

Minutes:

<p>1. Welcome, apologies and minutes/actions of last meeting.</p> <p>DMMHW</p>	<p>The Deputy Minister opened the meeting and read out apologies. DMMHW asked if attendees were content with the accuracy of the previous minutes.</p>
<p>RM</p>	<p>Rhian Miller noted that her title is listed as school-based counselling commissioner, when in fact she is school-based counselling manager for Neath Port Talbot.</p>
<p>DMMHW</p>	<p>DMMHW assured that RM's title will be corrected. DMMHW asked if there were any further points on accuracy. Members were content, so DMMHW recapped on the actions of the previous meeting, all of which were completed. DMMHW invited comments, none were voiced. DMMHW handed over to MEWL for item 2.</p>
<p>2. Workstream updates</p> <p>MEWL</p>	<p>MEWL noted that the reporting template now allows for RAG rating against each individual milestone, as seen in the latest workstream reported circulated ahead of the meeting. The Education and Training workstream has not been constituted, so there is no report for that group. However, the workforce workstream will feature as a substantive agenda item in the meeting.</p> <p>MEWL highlighted that one of the actions from the Stakeholder Reference Group included a suggestion to extend membership of the O&DB to include a representative of the WLGA and ADEW. MEWL welcomed comments on that proposal.</p>
<p>DMMHW</p>	<p>DMMHW maintained that the purpose of this group was to provide challenge on delivery, and it would be useful to have an ADEW representative as long as they understand that would be their role. DMMHW suggested that ADEW would cover off the role of the WLGA.</p>
<p>MEWL</p>	<p>MEWL acknowledged and asked for any further comments. None were offered. MEWL asked that we invite ADEW and explain the context of the group to the WLGA, to make sure everyone is clear on the purpose of the board. MEWL then handed over to Jason Pollard to raise pertinent issues that have arisen from the workstreams.</p>
<p>JP</p>	<p>JP thanked MEWL and reaffirmed that the reports of the meetings from each of the workstreams have been circulated on the standard reporting template. As requested, an overview was produced of the workstreams, which is now RAG rated with the deliverables and milestones for each group. This will be updated for each meeting, with RAG</p>

	<p>ratings changed as necessary, alongside milestones as they are delivered, and new ones developed.</p> <p>JP noted that in relation to the work of the Stakeholder Reference Group, we will now be looking to add a new commitment around the development of a strategy for monitoring and evaluating our whole school approach activity. This will look to pull together all the various strands of activity, both work going on locally within schools, regionally within local authorities and consortia and nationally at the strategic level, which will build on our previously published evaluability assessment.</p> <p>In relation to the current work, information provided in the overview demonstrates that activity is on course, with all except six of the milestones and deliverables being rated green. Of the six that aren't rated green, which are instead rated amber, four of them relate to the Stakeholder Reference Group. The first two relate to the governance of the group, specifically agreeing membership and clarity on links with other workstreams. So, these are short term low risk, which should be resolved in time for the next meeting.</p> <p>The last two amber items related to the development of resources and also access to those resources on the Hwb for professionals who currently only have limited access to the platform. This will require ongoing discussions for this to progress. In relation to the development of resources, that will also be impacted by future budgetary decisions. In relation to the next amber item which sits within the Cross Government Group, this relates to the need for more tailored resources to be developed for specific groups of learners, such as BAME and learners who are in hospital long term, who may need more support than the generic resources that we have developed so far. This will require us to identify some additional capacity and resource to take that forward, meaning this could be a longer-term amber action. The final amber action relates our National Youth Stakeholder Group and in particular the work on children and young people's views and awareness of the whole school approach. This is an ongoing piece of work which has been rated as amber due to the churning membership of the group, and this will need to be managed by Children in Wales on our behalf. JP welcomed any comments and questions.</p>
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JB	Julie Bishop wanted to reflect on what's been said about challenge and the role of the O&DB in challenge. JB said she wasn't certain where the milestones came from and whether they are in themselves sufficiently ambitious and clear in terms of moving the program forward. JB suggested that, with the role of this group in mind, it would be beneficial to make sure that members are clear about the milestones for each workstream, enabling us to assess where they can be challenged and stretched.
MEWL	MEWL acknowledged JB's point and noted that RAG rating has its place but if it's not measuring and capturing stretching targets, then we're left with only a partial picture.
DMMHW	DMMHW reflected on what JP raised with regards to young people's input into the whole school approach and noted that it is a concern if the voice of young people doesn't feed into the work that we're doing. On the DMMHW's Healthy Weight, Healthy Wales delivery board, there are two members of the Welsh Youth Parliament. DMMHW acknowledged that it can be challenging involving young people during the day because they've got commitments but suggested that it would be worth trying. The Welsh Youth Parliament are very good at providing challenge, so having young voices incorporated would be advantageous.
MEWL	MEWL agreed.
GB	Gemma Burns reiterated the importance of young people's voices, and wondered about the opportunity to tie that in with the work that happens around the whole school approach framework, paying attention to what the voices of young people are within their contexts. This will ensure the work done around the whole school approach is meaningful and concrete for them, and centres on their lived experience of everyday life. One of the things the framework offers is the opportunity to really think with young people within their school contexts around what works, what the impact is for them and how it is impacting on their wellbeing.
MEWL	MEWL acknowledged and invited David Williams into the discussion.
DW	David Williams maintained that it is important to have strategy and challenge at this top end, however, the services we're delivering on the ground should be using the voice of young people in that as well. If we're going to have an action plan, we must be clear about the authority they wish to give it. Those people making those decisions on the ground to deliver the services you want to see need to make sure they are getting the right information to enable them to change and adapt, and one of those key things is listening to young people. It is great that we've got a national view, but we

	absolutely need to get to the point where it's part of the way we do business on the ground locally as well.
SM	Simon Murphy noted that he will be looking at the voice of young people in the evaluation. He's already started doing a number of school Deep Dive case studies where the voice of young people will be included, so that will feed into the evaluation as well.
MEWL	<p>MEWL thanked DW and SM for their input. MEWL said that firstly, he wanted to think on the point that JB made around having a lens on the milestones to make sure they are sufficiently stretching. MEWL suggested tasking each of the workstreams with that particular challenge, to reflect on whether they have settled upon sufficiently stretching targets, and to amend or propose improved ones. As we do the deep dive into each of the workstreams, let that be a particular question that we are asking, and a particular challenge that we set: in looking at each one in depth, do we feel the milestones are in the right place. MEWL suggested letting the workstream groups have a chance to check, before we apply our own lens as a Board. MEWL asked if members had any thoughts on that cause of action or felt there was a better way of assessing the strength of the milestones. No member ventured to comment. MEWL asked that the workstreams assess their milestones, to see if that increases the level of confidence we have in the deliverables and the challenge they provide.</p> <p>Secondly, on the voice of young people, MEWL asked officials to think about how we can do that differently. MEWL drew on the suggestions in relation to the Youth Parliament and the work being done around the framework as a template. MEWL asked if by the next meeting, officials can bring a refreshed thought on how we can better involvement of young voices. MEWL then handed back to the DMMHW to introduce the next item.</p>
3. Workforce Wellbeing/Training (Deep Dive) DMHHW	<p>DMMHW introduced item 3, the deep dive on the workforce workstream. DMMHW noted that going forward, we'll have two deep dives at every meeting. The meeting will be extended to an hour and a half, otherwise there is a worry that sufficient ground won't be covered to keep up the momentum on what we're doing.</p> <p>This workstream has two parts to it. One is focused on the wellbeing of the school workforce because, as we know, if teachers aren't in a good place in school, then staff won't be</p>

	<p>in a position to support young people. DMMHW maintained that it is also about upskilling teachers, school staff and the wider school workforce to have the necessary skills, knowledge, and expertise to support children and young people with their mental health. Subsequently, this is critical to the success of what the Board is trying to achieve. If we don't get that aspect of the workforce right, then we will never be in a position where the whole school approach is a whole school approach. It will just be something where we're bolting on things, which is not where we want to be. The focus of today's deep dive is on the latter aspect, the upskilling of the workforce to support children and young people. DMMHW welcomed Kevin Palmer, Max White and Sarah Reid from Welsh government's Pedagogy, Leadership and Professional Learning division, and handed over to KP to present and take questions.</p>
<p>KP</p>	<p>KP thanked the DMMHW and said that the main focus of the slides is the workforce professional learning piece, to give members a sense of where things stand in the system. KP noted that when the slides come up, there will be three adjacent and overlapping areas to talk about in the report, and they are: ALN, neurodiversity and the whole school approach. The reason that it comes across like this is, when people go into the system and look at what other people are doing, they often wrap the whole school approach in with ALN or they wrap it in with a range of other areas. Thus, the whole school approach bubbles up in different aspects of the provision that is covered. At the end, there will be some options around how we take that bubbling up and make it an actual surface as opposed to bubbling up in indiscrete areas.</p> <p>KP began by introducing the context and noted that what was being shown focused on ALN, but said that the whole school approach will, as previously stated, bubble up into all of these different areas. KP read out the bullet points on the slide that detailed what would be covered: the ALN modules that are on Hwb, where the whole school approach is referenced in those modules, an account of what's going on in ITE, in induction and throughout the school improvement and professional learning strategic partners, where this takes place in the National Masters in Education, and what's going on with the Academy. KP noted that there is work underway by Education Support in the PL space as well.</p> <p>KP talked about context, and noted that there are pressures in the system, specifically around ALN and mandatory training. The slides show a clear understanding of what's</p>

available currently in the system, and having done this work and looked into it, KP maintained that he would characterize this as the platform for something more direct, possibly directive and more specific around the whole school approach. KP moved onto the ALN modules that are on Hwb and explained that a range of modules are available for anybody: teachers, teaching assistants, even the general public can see these because they're open access. There are a range of introductory and then specialist, more detailed and higher-level modules available across the whole range of ALN. The model has an advanced, intermediate and core section, but the core section is really built around the needs of ALN Co's and then advanced and intermediate for the more general workforce. KP showed a slide which demonstrated that the whole school approach is embedded in things like principles of inclusive practice and supportive environment. It is not an explicit unit or an explicit aspect of that provision. We may find that we want it to be presented in that way. KP moved to initial teacher education. KP showed an empty template that was sent out to all initial teacher Ed providers, and asked them three questions – one on ALN, one on neurodiversity and one about the whole school approach. KP said that they asked the following questions: 'is this taught in the core of the program and what number of hours were committed? Is it towards in as an option in the program? And what number of hours are committed?'

All but one of KP's HEI's responded. None of them said they taught any of those three items in the core, although there is a touching on ALN in the core of several of them, and none of them said that they dealt with the whole school approach in the core. All of them said that they committed hours to all three of those areas as options in their program. KP maintained that the first conclusion from that is, we probably need to strengthen that position in some guidance or initial teacher Ed providers, through the way in which they interpret the standards for initial teacher Ed and how that gets articulated in their curriculum.

It is an uneven picture. One of them in particular commits a significant amount of time to the whole school approach as a specific, but nonetheless optional item, within their curriculum. To reference induction and the professional standards. KP reflected on his description of the whole school approach as embedded in induction as opposed to specific or explicit in it. KP noted that they are currently undergoing an evaluation of the standards and how they're having an impact on the system. There is a live opportunity

there, should anyone decide to take it, to make something more specific in the professional standards and in the induction phase on the whole school approach.

KP drew out some scenes from the induction program. Specific sessions on ALN, in line with the standards, and then all the providers of induction programs, previously called regional consortia, all include coverage of the whole school approach in the one-year induction program. So just for context, induction is the one year post initial teacher education phase when you're in practice becoming a fully qualified teacher, where you have a percentage of time allocated to your professional learning and an induction program that the providers provide to cover those aspects. There's space there to make the whole school approach something more explicit in the induction program. Across our strategic partners, this is the wider PL piece. KP noted that this is a quick description of a program on strategic leadership for mental health and wellbeing and showed the members the program outline. KP maintained that as shown in the program outline, positive health and mental health and wellbeing is included. The latest figures show that we've got around 200 people through that program with a projection for a further 200 in the current school year. There is coverage in there, but again, it's in the context of a wider program on strategic leadership.

In the in the national Masters, there is not really very much covered. There are modules and inclusive classroom practice on leadership management of ALN, and then on excellence in practice. But there is nothing specific on the whole school approach. Having talked to the Masters providers, KP said that there is space there, should we choose to occupy that space by using the whole school approach, as an example of lead, a form of leadership at whole school level. It's not a vacuum, but there's space that can be made for us to push the whole school approach more, specifically in the Masters.

KP noted that there is work being undertaken in the National Leadership Academy working with two HEI's specifically on the whole school approach. That has been developed for five months now and has done some piloting but is ready to go on to the next phase if we decide to take it on to the next phase. One of the options will be to take the Academy and the HEI work and merge that with what's happening with our regional school improvement and PL providers and make a

	<p>specific program that is dedicated to the whole school approach.</p> <p>KP maintained that there are options, the first of which is a common remote asynchronous E module – a specific professional learning module that is about the whole school approach. There are three audiences for this. There's a leadership audience, a teaching audience and support professional learning audience as well. Then we have the option to strengthen that position in initial teacher Ed and seek to strengthen it in the induction phase by specifically requiring providers to the work, maybe with this module or with something else. Thirdly, it would be possible for us to provide an INSET guidance and support pack for head teachers to use at their own discretion in INSET time. The stronger version of that is to provide further guidance on INSET as to this being a priority in the context of INSET, though obviously everything wants to be a priority in the context of INSET. The other option is that we specifically commission a PL program, that could be a partnership of providers, the Academy and the HEI's, building on the work they've already done and having a specifically commissioned professional learning program that operates live in the wider community. Next option, probably on cost benefit analysis, not a favourite option, would be a unit within the Masters. However, KP maintained that it is quite expensive to develop a unit for the Masters for a relatively small number of people. The last consideration is that we make the whole school approach an element in the new NPQH. KP said that we're currently rebuilding the National Professional Qualification for Headship, which means redesigning the content and all of the learning and assessment objectives in that qualification. A simple option would be to insert the whole school approach as an element within that qualification. That would mean that going forward, every new head teacher from the point at which we launched a new NPQH would be required to have this professional learning in whole school approach, and that would happen year on year. KP then invited questions and comments.</p>
DMMHW	<p>DMMHW thanked KP. DMMHW said that she feels very strongly that we've got to get this aspect right, and it does feel like we're a long way from that. DMMHW maintained that it must be compulsory, we commissioned the ITE provision, so we shouldn't have people coming in to work with young people without that basic understanding of mental health and wellbeing. We're not talking about making</p>

	<p>teachers therapists, it's having that basic understanding. DMMHW said that she thinks we need a much more uniform offer for professional learning going forward, to work with the existing workforce. There's too much variety. DMMHW noted that we should be as prescriptive as we need to be, to make sure that we get this right, otherwise we're going to continue to drift. DMMHW invited contributions from the room.</p>
SMB	<p>Sinead McBrearty observed that one of the things she's been hearing on the ground and in other parts of the UK is around the self-awareness, ability, self-knowledge, and personal professional development the professionals need in order to be able to step into the whole school approach wholeheartedly. Pulling that back, what we found is a lot of educators are unable to take a step because they themselves are triggered by something from their own past. They don't know how to engage in a conversation safely and securely, and so there's almost a double layer of avoidance. Not only did they see something, but they can't step toward it because they haven't had the support themselves to be able to do it. There are things we have in place that are supportive of that in Wales and there's access and recourse to support for educators where they identify that. But one of the things SMB is looking at in England and also Scotland and probably will come up in Northern Ireland, is around the non-technical development that we need to wrap into the ITE and the leadership NPQH that supports people in their soft skill development that isn't explicitly mental health, but allows them themselves to develop the skills that enable them to execute the whole school approach and support others. SMB wanted to register the thought, because it could be an enabler to allow the whole school approach to be implemented, alongside the technical, 'what needs to happen and who needs to support in what ways'.</p>
DMMHW	<p>DMMHW advised that there's a lot of contribution offers, so will take them all, and then bring KP in to answer.</p>
RM	<p>RM said that KP's presentation was helpful and interesting. She observed that it seems that we're trying to drive culture change from the bottom up and the top down at the same time, which is always a challenge. RM would certainly welcome that inclusion of the whole school approach in the NPQH and the highest level of prescription we can have around any of this training is important, so that we're not reliant on individuals valuing it or not. RM thinks at teacher training level, while understanding the pressures there, it's important so that at the beginning of their career, we are embedding this cultural message and there's a value system in what we're talking about here. We need to be embedding that right at the beginning of people's careers, because once</p>

	<p>people are in, trying to get teachers out for training, is very difficult. And then they're at the mercy as well of the culture we currently have. So, we're trying to undo them rather than starting right from the beginning. RM agreed with SMB's points, and acknowledged that at the moment, we have a system whereby we put our young teachers into environments where they don't know who they are, much less what their triggers are. And then they are put in a classroom environment five times a day with 30 people at a time, where all of the triggers are being triggered. What is the impact of that on things like our exclusion figures? There needs to be an element of personal development. School based counsellors have to go through their own personal therapy around self-reflection to be able to do that work. We're at a point now where perhaps we need to introduce some of that into teaching, that self-awareness that self-development, and that's partly why in NPT, they've developed work around school staff supervision. When you have that self-knowledge, plus the theoretical understanding, plus the reflective space, then we can develop and nurture those skills in our young teachers. That softer element is really key now and without that, RM is struggling to see how we will embed this across the board.</p>
SM	<p>SM reflected about the need to integrate the professional learning in this area with professional learning in the more traditional mental health and wellbeing workforces to ensure that the implementation is integrated. For example, SM mentioned that he's been doing work with the Welsh Network of Healthy Schools workforce to promote data driven health and wellbeing work and aligning that so teachers and the schools know about it as a resource that they can draw on for that implementation. SM noted that the overview might be a useful phase we could do at some point and said that he is happy to help with that.</p>
GB	<p>GB thanked KP for the presentation. GB noted that as a psychologist, what comes to her all of the time is the importance of understanding child development. Before we even get into mental health and wellbeing, how are our teachers and staff being supported to understand that children develop through many, many phases and will have ups and downs and bumps along the way? GB observed that in terms of thinking about the training and support that we give people, it's important to understand what their role is within the system. They will all need something different depending on what their role is. We know that we need to have senior leaders on board to understand that a well-functioning system, where people are clear about what their role is, what their job is, whose work is what work, comes out of a system that functions effectively together. GB said that she's really in two minds about the fact that we should</p>

	<p>instil that the whole school approach is distinct and separate from everything else. Or should it be weaved into everything that everyone does. Sometimes when we talk to teachers, there's a sense of 'this is something else that needs to be done', rather than 'this is everything that we do all of the time, every day'. GB corroborated SMB's point in terms of thinking about the fact that it's not just about the teaching and the training, it's about the support structures, the spaces for people to feel safe, that they're heard, that they belong. Teachers understand the concepts, they just don't have enough time, resources and staff to be able to do it.</p>
<p>DW</p>	<p>DW reinforced GB's point, that actually what we want is the training on the values and principles that caused us to require the whole school approach. The whole school approach is currently the solution we've got for the gap we thought we had. Any future training needs to be done where possible together across agencies as well, because that's helpful. The whole school approach is about the relationships that allows you to deliver the impact of training. We're very good across Wales about doing the knowledge and skills aspects of the training, we're not good at following it through to support the application of those training, by creating the correct environments. The whole school approach team and the school in-reach team is about being able to feed the system and nurture the system, so we can actually apply the skills learned in theory. We sometimes remove bits of humanity from our workforce, or they think they have to behave in a different way when they are a professional.</p>
<p>CP</p>	<p>Chris Parry noted that he was interested in the presentation and maintained that he is really encouraged by the idea that the whole school approach is being embedded in all those aspects looked at today. CP would agree with everybody in saying that the more robust and prescriptive we can make that, the better. CP noted that it's important to separate out the whole school approach to the application of some of those elements to teachers themselves, in terms of the workforce and how well the workforce is, because it is not a well workforce. The workforce is overworked and there is low morale for all the reasons that we've looked at. CP observed that there are some really encouraging steps being taken to address teacher workload as a key issue, but even within that area, what we end up looking at is teachers are often very quick to look at the workplace and what's going on in the workplace. What teachers are far less good at is looking at their own health and wellbeing and applying some of those lessons that they're trying to put in place for pupils, to themselves. One of the things that we need to do a lot better is to have a really joined up approach to providing teachers with information that they need in order to manage</p>

	<p>their own health and wellbeing and make that part of their training from day one, for them to understand all the warning signs for burnout and stress and anxiety and other potential issues. What are the practical steps you can take, or the things you can do, how can you keep yourself healthy? And there are some really, really good resources out there that we can pull together, but it would almost be useful for us all if we could have a one stop shop that we can go to and begin to pull together those approaches. That's something that CP is looking at as a school, very strongly at the minute. How can we make it easy for people to flag up the resources that are out there, so people can self-manage a lot better? Unless we address the Wellness of the profession, we'll struggle to transfer that onto pupils as well.</p>
PV	<p>Paula Vaughn echoed what has been said so far. PV maintained that she welcomes the discussion and the points raised are really good points. Speaking from a ground level, PV thinks that all this training that has been talked about so far being embedded in other things, then gets lost in the system and doesn't always give value to the whole school approach. There are so many other things to consider in school, professional learning needs to be visible. The resources on Hwb can get lost, even down to the ALN - PV I didn't know those things were available until she had the agenda. Messages can be lost across the whole system, and so availability needs to be very visual to everybody. It has to get across the whole system. Some of the things that have worked well, such as the trauma informed schools has had influence across Wales, and so other modes of help need to match that level. If it is a genuine whole school approach, then any training has to be NHS and education coming together, or at least part of that training. PV does like the idea of an INSET guidance pack for every school and then maybe link into some e-modules as well. Perhaps, as with the ACES, work was launched with having an NHS professional come to school and begin that discussion. So having some face-to-face contact but also a pack and e-modules to deepen and give breath to the training are some of the things that PV thinks head teachers would be looking for.</p>
AJ	<p>Ann John observed that training packages fall on deaf ears if people don't feel it relates to the environment that they're working in. It's important to create the processes and policies within school so that the whole school approach looks real to people. AJ said she is a governor in a school, and the governors were reviewing what the school called their behaviour policy, which was all punishment focused. And as governors, AJ helped to turn it into a values policy and made it both, while including teachers in it. For certain schools, the infrastructure of applying a whole school</p>

	<p>approach isn't there. In some ways, a training and awareness module won't be enough. It's that whole structure and policy, within which people are looking at development and mental health in the whole school approach, that needs to happen to enable all those things, because the response from teachers to all that was amazing. AJ noted that the school even had things like behaviour and achievement points, and noted that the governors asked, 'why don't you just look at the ratio?' and it was one to four (behaviour points being the four) and just the change of that in an inset day training day, teachers saw the response changes. INSET days are where people are at, but you've got to have the systems within a school and the structures for any training package to mean anything.</p>
<p>JB</p>	<p>JB noted that in the work that PHW have been doing on implementation and the deep dives that the schools do, this issue is the one that comes up as the priority universally. JB observed that there's not a single school that has not identified either workforce wellbeing or the skills to support young people as being a priority. JB also noted that we need to remember that teachers are also people, and so there are wider work areas, the work for Healthy Working Wales, or supporting mental health and wellbeing in the workplace, and some of the work that we're doing to support resources for happiness are equally relevant in this context. We don't need to duplicate.</p>
<p>RM</p>	<p>RM wanted to pick up on the recent points around personal responsibility, and while RM thinks that's essential, we do need to address that with caution as well, because while that is true, we do have a system with elements of dysfunction, and we don't take a child in a dysfunctional family and say, 'what we need to do is increase the resilience of this child, so they can cope with the disfunction'. We look at the system around the child and we have to acknowledge that any human being put under the pressures that we put our teaching workforce under would respond in the ways that we're seeing, and that's why we have a situation where teacher wellbeing is lower than that of the general population, coupled with we are asking teachers to do things now that if they were in a different profession, they would have more support to action. For example, teachers are listed as tier one mental health professionals, under the Mental Health Measure Wales 2011. RM maintained that she is passionate about supervision, and every other professional who is a mental health professional would have access to supervision as a professional standard. Not because there's a deficit with an individual, but because those professions value that as a professional standard, it is mandatory. We need to be ensuring that that we are putting</p>

	<p>in the appropriate support for all the things that we're asking our teachers to do, and we need to acknowledge that any person put under these pressures would be responding in the ways we're seeing.</p>
<p>MEWL</p>	<p>MEWL added that this has been a very, very good discussion, and observed that we've had input from a range of different perspectives and there's some obvious tensions around what we are talking about, which is inevitable. On the one hand, we don't want this to feel like yet another thing which teachers have to do, and yet it needs to feel sufficiently distinctive for it to be given the value that PV was talking about. It needs to feel expected, but not imposed – rather, organic. It's quite a complex thing and as a result it'll be responded to in different ways. The point RM made at the end is a much broader point and is fair. It's not simply about wellbeing interventions, it's about workload, impacts and broader context. MEWL maintained that it seemed to be applying a common-sense lens to what he's been listening to. MEWL wondered whether we should think about the following: the workstream obviously hasn't yet been set up, but it seems the first order is to get the workstream set up and to make this the top priority for the workstream and for there to be some fast milestones for developing some detailed suggestions and how to resolve some of things we've talked about today. The second thing is more conceptual but feels important. The sort of issues we're talking about, the whole school approach and separately and in a different way, but equally, except it tells us something about an overall approach, the work that we're doing in the ALN space, feels that there are a set of concerns which perhaps in the past we would regard as additional, but in schools today, they are absolutely at the core of the experience of learners. Things have changed and that's an important lens to bring to how we address some of these areas. It seems there are aspects of what we've been talking about from a whole school approach capacity and competence and training perspective, which are so fundamental that we would expect every practitioner to have a grasp of them. It may not be the whole school approach, but it may be aspects of development. MEWL acknowledged that there'll be people more expert than him who can draw that distinction. There'll be some things which are at the absolute core of what we would expect all practitioners to know, and we would need to have quite a high level of expectation that they are leaving ITE or certainly induction, having got that. There's a separate set of skills dispositions which would be additional to that which are less prescriptive, but we would recognize that practitioners with those extra things are particularly skilled at</p>

	<p>this. MEWL added it would be useful to find a way of differentiating between the course aspect where we really have a high level of expectation, and the less course-based things which we would encourage, but probably fits into a more permissive context. Having the workstream grapple with that is probably the next step.</p>
DMMHW	<p>DMMHW thanked MEWL for encapsulating a lot from a complex discussion. DMMHW invited KP back in to provide answer to contributions.</p>
KP	<p>KP said he wanted to give every contribution a place in the feedback but would write his notes down and provide them in written form. KP said he understood the compulsory and ITE message, that is very clear from the group, KP also acknowledged the uniform offer message, that everybody should have access to the same thing according to where they are in in the school system. KP answered to SMB's point on what he called 'mindset shift'. KP said he's often having this conversation about professional learning as mindset shift, whether that's realizing the new curriculum or understanding that the school system has changed in terms of the wellbeing of its participants, and that means a kind of professional learning design that takes account of supervision, from RM, coaching and mentoring, something that not an instructional one-day thing, but is somewhat more embedded. What we're looking at is culture change based on values and principles. KP noted that the Minister would expect him to use DARPLE as an example of this. KP maintained that we've got examples of where this works, so we can transfer those examples. KP also drew from the general conversation and noted that we've got to engage people at key points in their careers. We've got to get them at ITE, we've got to get them at induction, and we've got to get them somewhere before they reach leadership in general practice. And then we've got to get them as they come into leadership as well. That's structurally very simple. KP then answered to CP's point, about linking this with the wider environment for what we do in schools. The Minister will know we're working on a workload and wellbeing charter as part of our work with unions. It must fit in with that. We're fitting it into the school improvement and inspection environments as well, so it's taken account of there, and KP said he is attracted by the idea of a wellbeing one stop shop and needs to talk to CP a little bit more about that. Background to DW and the multi-agency approach, yes, absolutely. We need a multi-agency approach to letting our workforce in on this, and said that to the point GB made, child development is an all-age issue. Children develop from the time they're born to the time they're 20 and we don't take account of that in the later years. In adolescence especially,</p>

	<p>we don't take sufficient account of that in professional learning, but we do have a health and wellbeing area of learning. We have a link in with the curriculum so that there are ways of making those links. To SM's point, on the integrated PL approach, KP thinks that both SM and GB gave us that sense that the whole school approach to health, environment, the curriculum environment, can be more integrated in a way that doesn't make this a new job, but the job, and that's a significant message. KP thanked PV for her comment and noted that getting that balance between embedded, discreet but most importantly visible, is a message he's got very clearly and is part of the design work. KP came back to AJ's point about making this relevant to school life, so it's not an additional thing, it's our job as a professional practitioner, it's relevant to our school lives and that brought governors into play. We need to think about what we do for governors in the PL space as well. KP maintained that MEWL's notion of, we put it in the work stream, we think about a core experience and core knowledge, skills and attitudes that every practitioner must have, and then we think about those who are who are working on the area of learning in health and wellbeing, those who are working in support and mentoring positions in schools. There are different roles in schools where you need to know different things. KP observed that MEWL's point is beginning to design the PL program. KP said he can take that away, write it down and work with the team of officials and some experts to give us a design for a PL program that meets the kind of demands that you've just articulated.</p>
DMMHW	<p>DMMHW added that we've got lots of expertise in Wales to help with this development. DMMHW mentioned the Gwent attachment team and said we've got people who can help us put this together in an exciting way. DMMHW summarized on the back of what MEWL said by way of actions:</p> <ul style="list-style-type: none"> • the workforce group will be established as a matter of urgency. • a work program will be put together based on the discussion that we've had today with milestones that we can consider. <p>DMMHW thanked the group for the productive discussion and handed back to MEWL.</p>
4. AOB and Close of Meeting	<p>MEWL introduced the AOB and noted that, as mentioned earlier, we're looking to try to extend the meetings from the hour that we have to maybe an hour and a quarter or perhaps an hour and a half, so that we can do two deep dives rather than one. We've just seen that one has taken</p>

MEWL	<p>up the larger part of the hour and that's absolutely as it should be because it's been a substantive discussion. MEWL said it would be ambitious to try and get through one at a time. We need to do it more quickly than we otherwise could in the hour. We aim to do two deep dives and MEWL maintained that he would be grateful for comments on what two areas you think should be the focus of the next meeting.</p> <p>MEWL added, as part of the evaluation of the whole school approach earlier in the summer, we did a survey of school leaders and wellbeing leads to ascertain take up and thoughts on the framework and supporting the guidance and supporting materials. We had 136 schools respond to the survey. The result will be published mid-November and members will be provided with a copy of the final report when it's been published. A date has not been set for the next meeting, but we'll look for a slot early in the New Year and then send an invite around. MEWL asked for any reflections on what two areas might be the focus of the next meeting and said that comments could also be taken after the meeting had ended.</p>
DMMHW	DMMHW highlighted we were going to do school counselling as the second deep dive for this meeting, but obviously workforce has been a major deep dive. DMMHW said she would be keen to cover school counselling at the next meeting.
MEWL	MEWL noted, and asked members to send comments through to us after this meeting on what the second deep dive should be. MEWL thanked members for their participation and for the reflections that were shared.

Actions:

Secretariat	Correct RM's title on ToR and minutes.
Secretariat	Invite an ADEW representative to sit on the board.
Secretariat	Ensure the short-term amber deliverables in the Stakeholder Reference Group relating to governance are resolved by the date of the next meeting.
Secretariat	Officials to bring a refreshed thought on how we can better involvement of young voices and incorporate them into our work to the next meeting.
Secretariat	Ensure each of the established workstreams reflect on whether they have settled upon sufficiently stretching targets, and to amend or propose improved ones by the date of the next meeting.
KP	Summarise feedback in written form and circulate to members.

KP	Establish the workforce group as a matter of urgency.
KP	A work program should be be put together based on the discussion had, with milestones that we can consider.
Secretariat	Prepare deep dives into the school counselling workstream and take comment from members on what the second deep dive should be.

Lynne Neagle AS/MS
Y Dirprwy Weinidog Iechyd Meddwl a Llesiant
Deputy Minister for Mental Health and Wellbeing

Eich cyf/Your ref
Ein cyf/Our ref
Russell George AS
Cadeirydd
Y Pwyllgor Iechyd a Gwasanaethau Cymdeithasol



Llywodraeth Cymru
Welsh Government

Copïau at:

Y Pwyllgor Cydraddoldeb a Chyfiawnder Cymdeithasol
Y Pwyllgor Plant, Pobl Ifanc ac Addysg
Y Pwyllgor Deddfwriaeth, Cyfiawnder a'r Cyfansoddiad

07 Chwefror 2024

Annwyl Russell,

Yn ystod fy ymddangosiad yn y Pwyllgor Iechyd a Gwasanaethau Cymdeithasol ar 17 Ionawr, cytunais i roi manylion am y cyllid camddefnyddio sylweddau a ddarperir gan Lywodraeth Cymru.

Hon fu'r gyllideb fwyaf heriol ers datganoli, ond serch hynny rwyf wedi blaenoriaethu ein buddsoddiad mewn gwasanaethau camddefnyddio sylweddau rheng flaen hanfodol er mwyn sicrhau bod rhai o'r bobl fwyaf agored i niwed yn ein cymdeithas yn parhau i gael mynediad at wasanaethau a chymorth. Fodd bynnag, mae hyn wedi golygu y bu'n rhaid gwneud nifer o benderfyniadau anodd.

Er gwaethaf y gyllideb heriol, rwyf wedi parhau i ddiogelu ein cyllid camddefnyddio sylweddau, ac mae'r cyllid hwnnw, yn gyffredinol, wedi codi i ychydig dros £67m. Rhoddir Cyllid Gweithredu ar Gamddefnyddio Sylweddau yn uniongyrchol i'n Byrddau Cynllunio Ardal, a bydd hwn yn codi £2m yn 2024/25 i £41m. Bydd y cynnydd hwn o £2m yn ein cyllid yn cael ei ddyrannu i'r dyraniadau sydd wedi'u clustnodi ar gyfer plant a phobl ifanc a chyllid anghenion cymhleth, y ddau yn cynyddu £1m, i £6.25m a £4.5m yn y drefn honno. Yn ogystal â hynny, o fewn y £41m byddwn yn parhau i gefnogi'r defnydd hynod lwyddiannus o buprenorffin (Buvidal) i'w chwistrellu, drwy ddarparu £3m y mae dros hanner ohono yn mynd tuag at gefnogi rhagnodwyr cyfiawnder troseddol yn y gymuned. Mae Byrddau Iechyd yn cael cyllid ar gyfer eu gwasanaethau trin camddefnyddio sylweddau drwy eu llythyrau dyrannu, a bydd hyn yn cynyddu £812k i ychydig dros £22.9m yn 2024-25. Mae manylion y penderfyniadau ariannu hyn i'w gweld yn Atodiad A.

Gofynnodd y pwyllgor am gael manylion unrhyw gymorth a ddarperir gennym ar gyfer Brynawel. Nid yw Llywodraeth Cymru yn ariannu Brynawel yn uniongyrchol drwy roi cyllid

Canolfan Cyswllt Cyntaf / First Point of Contact Centre:
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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth Gymraeg sy'n dod i law 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.

refeniw, gan fod lleoliadau'n cael eu hariannu naill ai gan awdurdodau lleol neu drwy'r £2m sydd wedi ei glustnodi ar gyfer triniaeth breswyl a roddir i Fyrddau Cynllunio Ardal. Mae lleoliadau'n cael eu gwneud, o dan arweiniad dewisiadau defnyddwyr gwasanaeth, drwy ein fframwaith Rehab Cymru. Fodd bynnag, rwy'n falch o allu dweud ein bod wedi dyfarnu £795,000 o gyllid cyfalaf i Frynawel ym mis Chwefror 2023 ar gyfer ehangu ei gwasanaeth trwy brynu ac adnewyddu eiddo cyfagos.

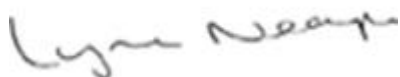
Yn ogystal â'n cyllid ar gyfer gwasanaethau camddefnyddio sylweddau, rydym hefyd yn parhau i gefnogi ein Gwasanaeth Mentora Cymheiriaid Di-Waith. Mae'r gwasanaeth hwn yn helpu pobl sy'n gwella o gamddefnyddio sylweddau a/neu salwch meddwl trwy ddarparu cymorth cymheiriaid, ac fe'i hariennir gyda £5.4m yn 2024-25. Nod y gwasanaeth yw cefnogi hyd at 10,000 o bobl, gan gynnwys 3,000 o bobl ifanc, ledled Cymru rhwng ei ddechrau ym mis Hydref 2022 a mis Mawrth 2025. Mae'r gwasanaeth hwn yn olynu'r gwasanaeth blaenorol a ariannwyd gan gyllid Ewropeaidd rhwng 2016-2022.

Cyfeiriais at Raglen yr Heddlu ar gyfer Ysgolion Cymru yn y Pwyllgor. Ar hyn o bryd, mae'r rhaglen yn cael ei hariannu drwy'r gyllideb camddefnyddio sylweddau, ond yn wyneb toriadau posibl i wasanaethau rheng flaen rwyf wedi penderfynu blaenoriaethu ein buddsoddiad camddefnyddio sylweddau mewn modd sy'n sicrhau mynediad at wasanaethau a chymorth hanfodol. O ganlyniad, bu'n rhaid i mi dynnu cyfraniad cyllid Llywodraeth Cymru o £1.98m bob blwyddyn ariannol yn ôl oddi wrth y rhaglen, a hynny o 31 Mawrth eleni. Mae'r sefyllfa o ran ystod o faterion pwysig yn y dirwedd llesiant dysgwyr wedi newid yn sylweddol ers cyflwyno'r rhaglen. Mae llawer o feysydd bellach yn destunau a fyddai'n cael eu hystyried fel rhan o'r dysgu iechyd a llesiant gorfodol sy'n digwydd yn ysgolion Cymru. Mae Addysg Cydberthynas a Rhywioldeb (RSE) yn cwmpasu nifer o feysydd, gan gynnwys camddefnyddio sylweddau, diogelwch ar-lein, a thrais domestig. Bwriedir datblygu mwy o adnoddau i ysgolion ar gyfer llywio dysgu mewn perthynas ag ystod o faterion iechyd a llesiant, ac mae fy swyddogion yn gweithio gyda chydweithwyr mewn addysg i sicrhau bod y rhaglen yn darparu'r profiad dysgu mwyaf buddiol posibl.

Bydd fy swyddogion yn parhau i weithio gyda'r Heddlu er mwyn gweithio drwy oblygiadau'r ffaith bod cyllid cyfatebol Llywodraeth Cymru wedi ei dynnu yn ôl oddi wrth y rhaglen. Bydd Llywodraeth Cymru yn parhau i gynnal ein cysylltiadau â'r pedwar Comisiynydd Heddlu a Throsedd ac mae'r Comisiynydd hyn yn bartneriaid gwerthfawr.

Rwy'n anfon copïau at Gadeiryddion y Pwyllgor Cydraddoldeb a Chyfiawnder Cymdeithasol, y Pwyllgor Deddfwriaeth, Cyfiawnder a'r Cyfansoddiad, a'r Pwyllgor Plant, Pobl Ifanc ac Addysg.

Yn gywir



Lynne Neagle AS/MS

Y Dirprwy Weinidog Iechyd Meddwl a Llesiant
Deputy Minister for Mental Health and Wellbeing

Atodiad A.

	2023–24	2024–25	Newid
Y Gronfa Weithredu ar Gamddefnyddio Sylweddau	£39.063m	£41.063m	+£2m
Rhaglen yr Heddlu ar gyfer Ysgolion Cymru	£1.980m	£0	-£1.980m
Cyffuriau ac Alcohol*	£1.542m	£1.022m	-£520k
Cyfalaf	£2.5m	£2.5m	£0
Cyllid wedi'i glustnodi y Bwrdd Iechyd	£22.102m	£22.912m	+£812k
Cyfanswm cyffredinol	£67.187m	£67.497m	+£312k

*Mae'r Gyllideb Cyffuriau ac Alcohol yn cefnogi gwasanaethau a gweithgarwch canolog allweddol. Mae'r rhain yn cynnwys Iechyd Cyhoeddus Cymru, WEDINOS, Naloxone a gwerthusiadau o MUP a Buvidal.

Eitem 4.9



17 January 2024

Dear Sarah

We are writing as Third Sector members of the Wales Partnership for Children and Young People with a Vision Impairment.

We work together with the shared aim of improving access to education and life skills for those children, from birth and through transition to higher education and adult life.

We have received an update to the Senedd Children Young People and Education Committee's inquiry into access to education and childcare for disabled children and we note a final session with the Advisory Group will take place this month.

In the written and oral evidence to the inquiry submitted by RNIB and Guide Dogs, we highlighted areas of great concern, but we are writing now to seek your reassurance that our evidence clearly reflected the issues which amount to a crisis in the educational process in Wales for young vision impaired people.

RNIB and Guide Dogs explained this in detail in our evidence to the Committee, but we wish to further highlight our specific concerns about the shortage of Qualified Habilitation Specialists (QHS) and Qualified Teachers of Vision Impaired (QTVI), both essential for learning and development inside and outside the school gates.

There is only one local authority in Wales where habilitation support is provided for vision impaired children by a Vision Rehabilitation Specialist, who is qualified to work with children and paid for from within social care. Habilitation Specialists are employed within education, but it is critical that vision impaired children are referred to them at the earliest possible age so



that parents and families can be shown how to support their child's development.

A child with sight learns by observing others, but spacial awareness, physical co-ordination and daily living skills such as eating with cutlery, dressing and moving around safely have to be developed through teaching and learning. Habilitation specialists support this development.

It is critically important that a vision impaired child is assessed by a qualified teacher of children with a vision impairment (QTVI) who will recommend individual strategies which will support the child to access the curriculum.

The RNIB's FOI research (2023, (1), reflects a patchwork of specialist support -

- VI services providing support across 12 local authorities reported having no strategic lead with the mandatory qualification for QTVI or a lead QTVI. This represents provision for over half the local authorities in Wales.

Children and young people in some areas are missing out on vital support.

The level of specialist support available varies widely across authorities:

- Ten local authorities confirmed having over fifty children or young people with a visual impairment per QTVI.
- The ratio of QTVI to children and young people ranges from 1:13 to 1:85.
- The time between referral and an initial visit from a QTVI ranges from 2 weeks to 2-3 months.

Habilitation



- The percentage of children and young people on VI service active caseloads who are accessing habilitation support ranges from below 9% to 48%.
- Waiting times for habilitation support vary from 1 week to 12 months.



We note that a meeting with stakeholders was held as part of the enquiry on 27 September and that the National Deaf Childrens Society raised this lack of specialist support. We did not have that opportunity so we very much hope you will include this representation in evidence.

We have a best practise model in Wales which could be extended into a regional working approach rather than the postcode lottery we have now. A South East Wales regional service offers specialist support to families and vision impaired children and young people from birth through school years, as well as those vital skills for everyday life. They are managed by an experienced Vision Impairment Specialist, support is matched to the child and family's needs, in the classroom and outside school. This service works across five local authorities who provide regionally funded support.

It is our experience that Regional Partnership Boards have a poor understanding of the importance of specialist support for vision impaired children of any age. This, along with a failure to take a long-term robust approach to recruiting and training a specialist work force has led to a critical shortage. The Welsh Government's commitment to future generations and the rights of the child requires us to find strategic solutions which directly address this without further delay.

Recommendations

That the Committee commissions evidence of the gaps in specialist support currently available for children with a vision impairment and multi-sensory impairment across Wales; (this could include children who are deaf or have hearing impairments)

That when Regional Partnership Boards conduct the next Population Needs Assessment, they are required to assess what specialist support is needed.



- That immediate action is taken to boost the numbers of Qualified Teachers for Vision Impairment (QTVIs) and Registered Qualified Habilitation Specialists (RQHSs). This should include a clear and fully funded plan of action to improve recruitment and opportunities to qualify into the profession.
- To ensure that there is adequate and protected high needs funding for local authorities to develop effective VI team structures and deliver a consistent level of specialist education services across Wales to meet the needs of children and young people with VI no matter where they live.

1. RNIB Freedom of Information Report, Wales, 2023
[Freedom of Information Reports | RNIB](#)

Signatories

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Eitem 4.10 Jeremy Miles AS/MS

Gweinidog y Gymraeg ac Addysg
Minister for Education and Welsh Language

Lynne Neagle AS/MS
Y Dirprwy Weinidog Iechyd Meddwl a Llesiant
Deputy Minister for Mental Health and Wellbeing



Llywodraeth Cymru
Welsh Government

Jayne Bryant AS
Cadeirydd
Y Pwyllgor Plant, Pobl Ifanc ac Addysg
Senedd Cymru
Bae Caerdydd
CF99 1SN

8 Chwefror 2024

Annwyl Jayne,

Yn ystod 2023 cynhaliodd y Pwyllgor Plant, Pobl Ifanc ac Addysg ymchwiliad i Gymorth Iechyd Meddwl mewn Addysg Uwch. Roedd yr adroddiad terfynol (Mawrth 2023) yn argymhell, ymhlith pethau eraill:

'Bod Llywodraeth Cymru yn rhoi i ni wybodaeth reolaidd ac unrhyw ddata sydd ar gael am gyflwyno'r dull system gyfan yn maes addysg ôl-16. Dylid darparu'r wybodaeth hon ddwywaith y flwyddyn a dylai roi i ni'r wybodaeth i ddeall yr effaith y mae cyflwyno'r system yn ei chael ar les emosiynol a meddyliol plant a phobl ifanc, yn ogystal â'r graddau y mae'n magu gwydnwch'.

Ar 26 Mai, anfonwyd ymateb gennym, gan nodi ein bod wedi cytuno ar ein trefniadau llywodraethu ac adrodd mewn perthynas â Dull Ysgol Gyfan ar gyfer Llesiant Emosiynol a Meddyliol, agwedd addysg y dull gweithredu system gyfan NYTH/NEST ehangach.

Roedd ein hymateb hefyd yn nodi y byddem yn darparu un adroddiad blynyddol (yn cwmpasu'r flwyddyn academaidd) tua diwedd 2023, dechrau 2024 ac rydym yn falch o ddweud bod yr adroddiad cyntaf o'r fath ynghlwm wrth y llythyr hwn. Mae'r adroddiad yn adeiladu ar yr wybodaeth a ddarparwyd yn y llythyr gan y Dirprwy Weinidog Iechyd Meddwl a Llesiant mewn ymateb i'ch llythyr dyddiedig 15 Medi ynghylch cyflwyno, gweithredu a rhwystrau rhag symud ymlaen at Ddull Ysgol Gyfan. Fodd bynnag, mae darparu gwybodaeth yn ôl blwyddyn academaidd wedi bod yn anodd oherwydd gwahanol amserlenni a ddefnyddir wrth adrodd agweddau ar ein gwaith, rhywbeth y byddwn yn ceisio ei gysoni ar gyfer y dyfodol.

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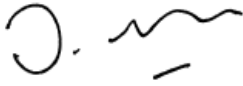
Rydym yn croesawu derbyn gohebiaeth yn y Gymraeg. Bydd gohebiaeth sy'n dod i law yn Gymraeg yn cael ei hateb yn Gymraeg, ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

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

Tudalen y pecyn 90

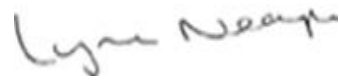
Gobeithiwn y bydd yr adroddiad yn fuddiol ac yn ddefnyddiol i'ch gwaith parhaus mewn perthynas â llesiant emosiynol a meddyliol plant a phobl ifanc.

Yn gywir,



Jeremy Miles AS/MS

Gweinidog y Gymraeg ac Addysg
Minister for Education and
Welsh Language



Lynne Neagle AS/MS

Y Dirprwy Weinidog Iechyd Meddwl a
Llesiant
Deputy Minister for Mental Health and
Wellbeing

Diweddariad ar y Dull Ysgol Gyfan ar gyfer Llesiant Emosiynol a Meddyliol ar gyfer Y Pwyllgor Plant, Pobl Ifanc ac Addysg

Cyflwyniad

Ym mis Mawrth 2021, cyhoeddodd Llywodraeth Cymru y canllawiau statudol, Fframwaith ar Sefydlu Dull Ysgol Gyfan ar gyfer Llesiant Emosiynol a Meddyliol¹ (y Dull Ysgol Gyfan), yn erbyn cefndir pandemig COVID-19. Ers hynny, credwn ein bod wedi gwneud cynnydd cyson i roi gofynion y canllawiau ar waith. Cafodd y broses gychwynnol o roi'r gofynion ar waith ei llesteirio gan bandemig COVID-19 a'r gwaith o adfer ar ei ôl, pan oedd adnoddau ysgolion a thimau iechyd y cyhoedd lleol yn canolbwyntio ar reoli lledaeniad y feirws a sicrhau parhad dysgu yn ystod blwyddyn academaidd 2021/22. Cyflymodd y broses weithredu yn ystod blwyddyn academaidd 2022/23 ac mae'n parhau i wella. Cafodd y pandemig effaith andwyol ar lesiant plant a phobl ifanc a hefyd ar allu gwasanaethau i adfer a rheoli'r ôl-groniad o unigolion yr oedd angen cymorth arnynt. Hefyd, mae cost ddilydol yr argyfwng costau byw bellach yn effeithio ar lesiant plant a phobl ifanc; ac rydym yn ymwybodol o'r effaith y gall tloedi ei chael ar lesiant emosiynol unigolion, teuluoedd a chymunedau ehangach.

Trefniadau llywodraethu

Fel y nodwyd yn llythyr y Dirprwy Weinidog Iechyd Meddwl a Llesiant at Gadeirydd y Pwyllgor Plant, Pobl Ifanc ac Addysg ar 9 Tachwedd, mae gan Lywodraeth Cymru drefniadau llywodraethu ac adrodd ar waith ar gyfer y Dull Ysgol Gyfan, gyda Bwrdd Trosolwg a Chyflawni, wedi'i gynnull ar y cyd gan Weinidog y Gymraeg ac Addysg a'r Dirprwy Weinidog.

Mae'r Bwrdd yn cwrdd bob tymor (cynhelir y cyfarfod nesaf ar 21 Chwefror) gan ganolbwyntio'n benodol ar graffu a herio (bydd cyfarfod mis Chwefror yn ystyried gwaith y ffrwd waith cwnsela mewn ysgolion) er mwyn sicrhau bod ein Fframwaith a'r gwaith cysylltiedig yn cael eu rhoi ar waith mewn modd cyson ac effeithiol.

O dan y Bwrdd, mae saith ffrwd waith yn adrodd ar y gweithgareddau allweddol sy'n ofynnol i gyflawni ein hamcanion llesiant yn llwyddiannus, sef:

- rhoi'r Fframwaith ar waith;
- cyflwyno gwasanaeth mewngymorth i ysgolion CAMHS;
- ehangu a gwella'r ddarpariaeth cwnsela mewn ysgolion;
- llesiant a hyfforddiant y gweithlu addysg;
- grŵp addysg cyfan, sy'n ystyried llesiant ar draws y sector cyfan o'r cyfnod sylfaen i addysg uwchradd;
- grŵp cyfeirio rhanddeiliaid sy'n ystyried materion fel adnoddau, monitro a gwerthuso;
- ein Grŵp Rhanddeiliad Ieuenctid Cenedlaethol sy'n sicrhau bod llais plant a phobl ifanc yn llywio gweithgarwch.

¹ [WG42005 \(llyw.cymru\)](#)

Cyflwyno'r Dull Ysgol Gyfan

1. Rhoi'r Fframwaith ar waith

Fel y nodwyd yn ymateb Llywodraeth Cymru i lythyr Cadeirydd y Pwyllgor Plant, Pobl Ifanc ac Addysg ar 15 Medi, rydym wedi darparu £670,000 yn 2023-24 i gefnogi'r broses o roi'r canllawiau statudol ar waith. Mae hyn wedi galluogi lechyd Cyhoeddus Cymru i recriwtio saith cydlynedd gweithredu (cyfwerth ag amser llawn), gan weithio yn rhanbarthau'r saith bwrdd iechyd ac ochr yn ochr â Rhwydwaith Cynlluniau Ysgolion Hybu Iechyd Cymru (WNHPSS).

Mae'r cynnydd a wnaed i roi'r Fframwaith ar waith mewn ysgolion a gynhelir yng Nghymru yn parhau i wella, yn enwedig ymysg ysgolion â dysgwyr oedran uwchradd.

Mae pob un o'r byrddau iechyd wedi nodi bod 100 y cant o'r ysgolion a gynhelir yn eu hardal yn ymwybodol o'r canllawiau statudol ac wedi cael cynnig cymorth gan Gydlynwyr Gweithredu neu Gydlynwyr WNHPSS i fynd ati i'w roi ar waith. Ar 23 Tachwedd 2023, mae 95 y cant o'r ysgolion uwchradd a gynhelir wedi ymgysylltu â Chydlynwyr, gan fynd i sesiwn frifio er mwyn deall y broses o gynnal hunanwerthusiadau o leiaf. Mae hyn yn cynnwys defnyddio pecyn cymorth safonol a ddatblygwyd gan lechyd Cyhoeddus Cymru sy'n helpu'r ysgol i asesu cryfderau, gwendidau ac ymgysylltu â chymuned yr ysgol i ddatblygu cynllun gweithredu o gryfderau a meysydd i'w gwella mewn perthynas â gweithredu (cofnodwyd fel "wedi ymrwymo"), y mae'r mwyafrif ohonynt wedi dechrau eu hunanwerthusiad. Mae hyn yn cynrychioli cynnydd sylweddol dros flwyddyn academiaidd 2022/23, gyda'r broses gyflwyno yn parhau i wella yn nhymer yr hydref (gweler tabl 1)

Ym mis Medi 2022, roedd 15 y cant o'r holl ysgolion a 31 y cant o'r ysgolion uwchradd yn cynnal hunanwerthusiadau ac roedd gan 6 y cant o'r holl ysgolion a 12 y cant o'r ysgolion uwchradd gynlluniau gweithredu i fynd i'r afael â meysydd i'w gwella. Ers mis Tachwedd 2023, mae 59 y cant o'r holl ysgolion ac 82 y cant o'r ysgolion uwchradd yn cynnal hunanwerthusiadau ac mae gan 33 y cant o'r holl ysgolion a 57 y cant o'r ysgolion uwchradd gynlluniau gweithredu ar waith.

Tabl 1

Math ysgol	Medi 2022			Gorffennaf 2023			Tachwedd 2023		
	Wedi cysylltu ^[1]	Wedi dechrau hunanwerthuso ^[2]	Cynlluniau gweithredu ^[3]	Wedi cysylltu	Wedi dechrau hunanwerthuso	Cynlluniau gweithredu	Wedi cysylltu	Dechrau hunanwerthuso	Cynllunio camau gweithredu
Cynradd	18% (220)	12% (141)	5% (55)	59% (731)	48% (579)	24% (285)	66% (795)	54% (650)	28% (341)
Uwchradd	48% (99)	31% (45)	12% (24)	86% (176)	73% (150)	46% (94)	95% (195)	82% (168)	57% (116)

Ysgolion Arbennig ac UC Dau	34% (21)	31% (19)	15% (9)	77% (48)	73% (45)	47% (29)	86% (53)	86% (53)	60% (37)
Pob ysgol	23% (340)	15% (223)	6% (88)	63% (951)	52% (774)	28% (408)	71% (1045)	59% (868)	33% (494)

^[1] **Wedi ymrwymo** – mae'r ysgolion wedi cymryd rhan mewn sesiwn friffio gyda Chydlynwyr Gweithredu/Cydlynwyr WNHPSS ac wedi nodi eu bwriad i ddechrau hunanwerthuso o leiaf.

^[2] **Hunanwerthuso** – mae'r ysgolion wedi dechrau eu hunanwerthusiad o gryfderau ac anghenion yn erbyn Fframwaith Llywodraeth Cymru neu wedi'i gwblhau

^[3] **Cynlluniau gweithredu** – mae gan yr ysgolion gynlluniau gweithredu ar waith ar gyfer gwella yn erbyn blaenoriaethau a nodwyd yn eu hunanwerthusiad

Er bod dangosyddion perfformiad ar gyfer rhoi'r Dull Ysgol Gyfan ar waith yn parhau i wella, rhoddir blaenoriaeth i fynd i'r afael ag amrywiadau o ran ymgysylltu rhwng meysydd awdurdodau lleol. Eir i'r afael â hyn ochr yn ochr â chynnal momentwm gydag ysgolion yr ymgysylltwyd â nhw eisoes er mwyn sicrhau eu bod yn rhoi camau gweithredu ar gyfer gwella ar waith yn eu Cynlluniau Datblygu Ysgol. Blaenoriaeth arall yw atgyfnerthu'r broses o sicrhau cysondeb rhwng y Dull Ysgol Gyfan a gweithgareddau Mewngymorth i ysgolion CAMHS, gan alluogi ysgolion i wella cymorth ar gyfer y plant a'r bobl ifanc hynny nad ydynt yn cyrraedd y trothwy ar gyfer CAMHS arbenigol.

Rydym am i'r momentwm barhau a chododd Gweinidog y Gymraeg ac Addysg a'r Dirprwy Weinidog Iechyd Meddwl a Llesiant y pwynt hwn gydag Iechyd Cyhoeddus Cymru yn ystod eu cyfarfod ym mis Medi 2023. Mae Iechyd Cyhoeddus Cymru wedi pennu uchelgais y bydd 80 y cant o ysgolion â dysgwyr oedran uwchradd wedi nodi camau gweithredu yn eu Cynlluniau Datblygu Ysgol erbyn mis Mawrth 2024, gan gynyddu i 90 y cant o leiaf erbyn mis Mawrth 2025.

2. Arolwg o ysgolion

Cynhaliodd Llywodraeth Cymru arolwg o arweinwyr ysgolion ac ymarferwyr yn nhymor yr haf 2023 er mwyn deall cynnydd ysgolion a lleoliadau addysg wrth ddatblygu a chyflawni eu Dull Ysgol Gyfan yn eu lleoliadau dysgu. Roedd yr arolwg yn gwahodd ymatebion gan arweinwyr ysgolion (aelod o uwch-dîm rheoli'r ysgol gan gynnwys penaethiaid, penaethiaid cynorthwyol, neu ddirprwy benaethiaid) ac arweinwyr llesiant ar ran eu lleoliadau dysgu. Nodau ymchwil yr arolwg oedd:

- Mapio cynnydd ysgolion wrth ddatblygu eu Dull Ysgol Gyfan a'i roi ar waith,
- Archwilio maint y cymorth y mae ysgolion wedi ei gael i ddatblygu eu dull a'i roi ar waith,
- Archwilio defnydd ysgolion o adnoddau perthnasol,
- Deall i ba raddau y mae cynnydd ysgolion, ynghyd â'r cymorth y maent wedi ei gael a'u defnydd o adnoddau, yn amrywio yn seiliedig ar nodweddion yr ysgolion.

Cafwyd cyfanswm o 152 o ymatebion, er bod rhai ysgolion wedi cyflwyno mwy nag un ffurflen, a chafwyd ymatebion gan gyfanswm o 136 (9 y cant) o ysgolion.

Cyhoeddwyd y canfyddiadau fel bwletin Ymchwil Gymdeithasol y Llywodraeth ar 16 Tachwedd 2023².

Ar y cyfan, nododd yr ymatebwyr fod eu hysgolion ar gamau amrywiol o'r broses o ddatblygu eu dull ysgol gyfan, gydag ysgolion cynradd ac uwchradd yn nodi amlaf eu bod wedi cyrraedd y cam cynllunio camau gweithredu (ychydig yn llai nag un o bob tair ysgol gynradd ac un o bob tair ysgol uwchradd), ac yna'r cam gwelliant parhaus a'r cam gweithredu (tua un o bob pum ysgol gynradd ac uwchradd ar gyfer y ddau gam). Nododd grŵp bach o ysgolion (5 y cant) nad oeddent wedi dechrau datblygu eu dull ysgol gyfan.

Nododd ychydig yn llai na hanner yr ysgolion (47 y cant) fod eu Cydlynnydd Gweithredu penodedig neu eu WNHPSS lleol wedi cysylltu â nhw i'w helpu i ddatblygu eu dull unwaith y tymor neu'n amlach, er bod cyfran uwch o'r ysgolion uwchradd wedi nodi eu bod wedi cael cymorth amlach o gymharu ag ysgolion cynradd (tua dwy o bob tair ysgol uwchradd o gymharu â dwy o bob pum ysgol gynradd). O ran yr ymatebwyr y cysylltwyd â nhw, nododd tri chwarter (75 y cant) eu bod yn 'Eithaf bodlon' neu'n 'Fodlon iawn' ar ansawdd eu cymorth, nododd 13 y cant eu bod yn fodlon 'I raddau', a nododd 4 y cant eu bod 'Ddim yn fodlon o gwbl'.

Nododd y rhan fwyaf o'r ymatebwyr (86 y cant) fod eu hysgol wedi defnyddio'r fframwaith statudol i ryw raddau, ond nododd 10 y cant o'r ymatebwyr nad oeddent yn ymwybodol o'r fframwaith. Ymysg yr ysgolion a oedd wedi defnyddio'r fframwaith, roedd ymatebwyr o ysgolion uwchradd ychydig yn fwy tebygol o nodi bod y fframwaith yn 'Ddefnyddiol iawn' neu'n 'Eithaf defnyddiol'.

Bwriedir gwneud rhagor o waith gydag arweinwyr ysgolion ac ymarferwyr, drwy gyfweiliadau a grwpiau ffocws er mwyn archwilio rhai o'r materion a gododd o'r arolwg ymhellach. Bydd y gwaith hwn yn mynd rhagddo yn ystod 2024.

3. Rhaglen Mewngymorth i Ysgolion CAMHS

Mae gwasanaeth Mewngymorth i Ysgolion CAMHS, lle mae ymarferwyr iechyd meddwl a llesiant penodedig mewn ysgolion yn cynnig ymgynghoriad, cyswllt, cyngor a hyfforddiant i staff yr ysgol, yn dal i fod yn elfen bwysig o'n rhaglen waith ar gyfer y Dull Ysgol Gyfan. Yn ystod 2023-24, rydym yn darparu mwy na £5m i gefnogi'r gwasanaeth mewn byrddau iechyd lleol.

Ar hyn o bryd, mae 136 o ymarferwyr cyfwerth ag amser llawn wedi'u rhannu ymysg y timau. Mae pob tîm wedi meithrin hunaniaeth gref gyda'i ysgolion a'i bartneriaid, yn meddu ar wybodaeth leol fanwl (mewn perthynas â gwasanaethau lleol, ysgolion a darpariaeth trydydd sector) ac yn gweithio i ddylanwadu ar ddiwylliant ysgolion a sefydliadau partner a'u ffyrdd o weithio.

Mae Llywodraeth Cymru yn ariannu Iechyd Cyhoeddus Cymru i oruchwylio a chydlynu'r gwasanaeth Mewngymorth yn genedlaethol, ac mae Iechyd Cyhoeddus

²[Dull Gweithredu Ysgol Gyfan ar gyfer Llesiant Emosiynol a Meddyliol: Bwletin ymchwil \(llyw.cymru\)](#)

Cymru wedi nodi themâu cyffredin yn nhimau Mewngymorth CAMHS o ran 'sut mae'r gwasanaeth yn gweithio' ledled y wlad, sef:

- cydweithio ag eraill,
- dull perthynol,
- galluogi ysgolion,
- arweinyddiaeth gref,
- ategu gwasanaethau eraill,
- mynd i'r afael â systemau o amgylch y plentyn.

Hefyd, y themâu cyffredin o ran 'beth mae'r gwasanaeth yn ei wneud' yw:

- uwchsgilio staff yr ysgol,
- datrys problemau mewn modd creadigol yn yr ysgol,
- dylanwadu ar y diwylliant a systemau,
- bod yn ddeallus yn lleol,
- pontio gwasanaethau,
- atal sefyllfaoedd rhag gwaethygu
- Normaleiddio (gan gynnwys lleihau stigma).

Dyma ganfyddiadau cychwynnol dadansoddiad Iechyd Cyhoeddus Cymru o'r ymgysylltu â thimau mewngymorth a chaiff y themâu hyn eu dilysu ymhellach dros yr ychydig fisoedd nesaf er mwyn llywio naratif terfynol yr hyn a gynigir ledled Cymru.

Hefyd, bydd Iechyd Cyhoeddus Cymru, ynghyd â Llywodraeth Cymru a phartneriaid, yn paratoi Adroddiad Dysgu Mewngymorth CAMHS (i'w gyhoeddi yn ystod Hydref 2024). Nod yr adroddiad hwn yw nodi gwaith Mewngymorth CAMHS hyd yma, adolygu'r ddamcaniaeth newid bresennol, adolygu dulliau casglu data ac adrodd ar werth/effaith y gwasanaeth hwn yn gyfnewid am y buddsoddiad gydag argymhellion.

Mae Iechyd Cyhoeddus Cymru yn dwyn arweinwyr clinigol ac arweinwyr tîm ynghyd o bob un o'r gwasanaethau Mewngymorth ar gyfer cyfleoedd rhwydweithio trawsranbarthol rheolaidd, er mwyn rhannu arferion da ac adolygu a gwella data monitro a gasglwyd gan dimau lleol, gan gynnwys atgyfnerthu data ar effaith a gasglwyd yn lleol.

Hefyd, adroddir ar wasanaethau Mewngymorth CAMHS unigol yn uniongyrchol i Lywodraeth Cymru fel rhan o Fframwaith Perfformiad y GIG. Adroddir ar gynnydd ddwywaith y flwyddyn ym mis Hydref (gan gwmpasu'r cyfnod rhwng mis Ebrill a mis Medi) a mis Ebrill (gan gwmpasu'r cyfnod blaenorol rhwng mis Hydref a diwedd mis Mawrth). Mae'r wybodaeth a gyflwynir yn amrywiol ac yn gwneud cymariaethau ar draws meysydd anodd gan ddarparu amrywiaeth o wybodaeth ansodol a meintiol. Y flaenoriaeth ar gyfer y misoedd i ddod yw gweithio gydag Iechyd Cyhoeddus Cymru a byrddau iechyd i adolygu'r broses o gasglu data a safoni'r amrywiaeth o wybodaeth a ddarperir er mwyn cysoni a chymharu. Rydym yn gobeithio y gellir cwblhau'r gwaith hwn er mwyn llywio cyfnod adrodd mis Hydref 2024.

Hefyd, un o brif argymhellion yr adolygiad CAHMS a gynhaliwyd gan y Tîm Perfformiad a Sicrwydd oedd adolygu'r canllawiau presennol a datblygu manyleb gwasanaeth CAMHS ar gyfer Cymru a fydd yn helpu i sicrhau mynediad teg, mesur ansawdd a chanlyniadau a lleihau amrywiadau. Mae Gweithrediaeth y GIG wedi

gweithio gyda nifer o bartneriaid, gan gynnwys clinigwyr, rheolwyr, sefydliadau yn y trydydd sector, rhieni a gofawyr, i ddatblygu dogfen sy'n cyd-fynd â deddfwriaeth, canllawiau clinigol a blaenoriaethau cenedlaethol. Mae'r ddogfen hon yn destun ymgynghoriad â swyddogion Llywodraeth Cymru a phartneriaid, gan gynnwys y Byrddau Iechyd, ar hyn o bryd a bydd yn cynnwys y gwasanaeth Mewngymorth o fewn ei chwmpas.

Er gwaethaf y broses adrodd anghyson hyd yma, mae'r cyfnod adrodd diwethaf wedi dangos y cynnydd canlynol ar draws y byrddau iechyd.

BIPAB – Mae'r mwyafrif o ysgolion yng Ngwent wedi ymgysylltu â'r gwasanaeth mewngymorth drwy ymgynghori, gwaith grŵp a hyfforddiant. Dim ond ychydig o ysgolion cynradd a darpariaethau amgen nad ydynt wedi ymgysylltu o gwbl, ond anfonwyd gwybodaeth atynt.

Mae slotiau bob pythefnos wedi'u neilltuo i ysgolion uwchradd ar gyfer ymgynghori ac mae slotiau misol ar gael i ysgolion cynradd a darpariaethau amgen. Rhwng mis Medi 2022 a mis Gorffennaf 2023, cwblhaodd BIPAB 3,116 o ymgynghoriadau ym mhob ysgol. Cynigiwyd 2,033 o sesiynau grŵp i bobl ifanc mewn ysgolion uwchradd. Cafodd 1,418 o staff hyfforddiant ar-lein a chafodd 92 o ysgolion hyfforddiant wyneb yn wyneb.

BIPBC – Ar y cyd â Chyfarwyddwr Addysg Sir Ddinbych a Phrif Swyddog Addysg Conwy, darparwyd cymorth ariannol i hyrwyddo Arweinyddiaeth Dosturiol yng nghynadledau penaethiaid y ddwy sir ym mis Mehefin 2023 a'r broses o gyflwyno rhaglen FRIENDS Resilience yn y ddwy sir. Mae tîm y Dwyrain yn darparu cymorth i ddatblygu gwasanaeth Mewngymorth meddygon teulu yn Wrecsam/Sir y Fflint, gyda'r nod o'i ddatblygu gydag Ymarferwyr Llesiant Teulu meddygon teulu. Mae Rheolwr y Gwasanaeth Clinigol a'r Uwch-ymarferwyr Iechyd meddwl Addysg wedi cwrdd â holl Swyddogion Addysg yr ALI i hyrwyddo'r gwasanaeth.

BIPCTM - Mae SHINE (Mewngymorth CAMHS) wedi gweithio'n agos gydag arweinwyr gweithredu'r Dull Ysgol Gyfan i roi rhaglen beilot ar waith. Mae SHINE wedi cwblhau'r cam cyntaf mewn mwy na 50 o ysgolion. Mae tîm Shine wedi trefnu gweithdai cyd-gynhyrchu amlasiantaethol rheolaidd ym mhob ardal leol. Mae fforymau amlasiantaethol bellach ar waith yn yr ardaloedd gyda lefelau ymgysylltu da. Mae'r gwasanaeth Mewngymorth wedi darparu mewnbwn sylweddol i tua 80-85 y cant o'r ysgolion yng Nghwm Taf Morgannwg.

BIPHDD – Mae'r grŵp llywio amlasiantaethol wedi'i sefydlu'n dda ers 2021, cynhelir cyfarfodydd chwarterol ac mae'r aelodau'n cynnwys cynrychiolwyr o bob grŵp rhanddeiliaid gan gynnwys partneriaid ALI, SACDA ADY, arweinwyr gweithredu'r Dull Ysgol Gyfan a staff ysgolion. Mae'r Bwrdd Iechyd Lleol yn parhau i ymgysylltu â'r grwpiau blaenoriaeth/partneriaid perthnasol gan gynnwys Cydlynwyr ADY, Fforymau Penaethiaid a'r Grŵp Iechyd a Llesiant Emosiynol. Mae Arweinwyr Tîm yn parhau i fynychu cyfarfodydd TAPPAS (y tîm o amgylch y disgybl, y rhiant a'r lleoliad) ar gyfer pob ysgol uwchradd er mwyn cynnig cyngor a chymorth. Mae cysylltiadau da wedi'u meithrin â Mind ac Adferiad ar eu prosiectau Noddfa Plant a Phobl Ifanc.

Bwrdd Iechyd Addysgu Powys – Mae'r Gwasanaeth yn parhau i ddatblygu ac mae wedi gweld newidiadau mewn staff a heriau oherwydd absenoldeb staff, a all fod wedi effeithio ar gydberthnasau ag ysgolion, ond rhoddwyd blaenoriaeth i waith ymgynghori ac nid effeithiwyd ar yr ymateb i atgyfeiriadau na pherfformiad o ran amserlenni.

Mae'r staff yn cysylltu ag ysgolion ddwywaith o leiaf mewn hanner tymor ysgol ac mae wedi meithrin cydberthnasau ag ysgolion penodedig a rhanddeiliaid allweddol, gan gynnig hyfforddiant staff, dysgu dysgwyr ac ymgynghoriad. Mae gan y Gwasanaeth rif ffôn a chyfeiriad e-bost canolog, felly gall ysgolion gysylltu ag aelod o'r tîm yn ystod oriau swyddfa, a cheir hefyd gyfrif Twitter/X i rannu gwybodaeth berthnasol am iechyd a llesiant emosiynol mewn ysgolion. Caiff calendr llesiant blynyddol Powys ei ddatblygu a'i rannu ag ysgolion.

BIPBA – Cymryd rhan yn y Fforwm Iechyd a Llesiant Emosiynol misol, sef cyfarfod sy'n galluogi nifer o asiantaethau o gymunedau ysgolion i gasglu a rhannu statws presennol eu gwasanaethau. Er mwyn meithrin cydberthnasau, gwahoddod y Bwrdd Iechyd Lleol bennaeth ac arweinydd cwnsela mewn ysgolion i fod yn rhan o'r panel cyfweld ar gyfer arweinydd tîm Mewngymorth.

Mynychu cyfarfodydd â phenaethiaid ysgolion cynradd ac ymgysylltu ag arweinwyr llesiant mewn Ysgolion Uwchradd yn rheolaidd. Teilwra rhaglenni hyfforddiant i ddiwallu anghenion penodol yr ysgol a chyfrannu'n weithredol at raglen hyfforddi'r AALI. Cymryd rhan weithredol mewn digwyddiadau fel Dydd Mercher Llesiant a gweithdai i rieni er mwyn annog sgysiau am iechyd meddwl. Defnyddio'r cyfryngau cymdeithasol, dosbarthu cylchlythyrau tymhorol ac anfon holiaduron blynyddol at ysgolion.

BIPCF – Mae'r arweinydd clinigol Mewngymorth wedi parhau i ymgysylltu â phartneriaid rhanbarthol. Dros y flwyddyn ddiwethaf, sefydlwyd cyfarfod misol â Gwasanaethau Addysg Caerdydd er mwyn datblygu'r cynnig llesiant emosiynol craidd ar y cyd ar gyfer ysgolion ac archwilio cyfleoedd ar gyfer datblygu partneriaeth bellach. Mae'r arweinydd clinigol wedi ymuno â Chyfarfod Arweinwyr Llesiant y Fro yn ddiweddar.

Gweithio gyda phartneriaid ALI ac addysg i ddatblygu ffyrdd o feddwl am bynciau sy'n berthnasol i ysgolion fel Hunan-niweidio ac Osgoi'r Ysgol ar Sail Emosiynol/Osgoi'r Ysgol ar Sail Gorbryder. Dechreuwyd cynnal sgysiau ag arweinwyr o ysgolion cynradd (drwy gymryd rhan mewn Fforwm Penaethiaid a thrwy anfon negeseuon e-bost at ysgolion yn gwahodd cynrychiolwyr i gymryd rhan mewn grŵp ffocws) a bwriedir iddynt barhau er mwyn deall anghenion a chymorth. Anfonir cylchlythyr tymhorol at fwy na 500 o ymatebwyr. Mae hyn yn cynnwys y wybodaeth ddiweddaraf am waith, newyddion, a manylion datblygiadau mewn gwasanaethau a hyfforddiant sydd ar ddod.

4. Y Defnydd o'r Grant Datblygu Disgyblion i gefnogi llesiant

Mae'n ofynnol i Gonsortia Addysg Rhanbarthol / Awdurdodau Lleol gyflwyno Cynllun Cymorth i Lywodraeth Cymru yn nodi sut y bydd yn sicrhau y gwneir defnydd effeithiol o'r Grant Datblygu Disgyblion yn unol ag wyth maes allweddol *Safonau a*

Dyheadau Uchel i Bawb, y mae un ohonynt yn cynnwys lechyd a Llesiant Plant a Phobl Ifanc. Tynnodd dadansoddiad o'r cymorth a ddarparwyd gan ddefnyddio'r Grant Datblygu Disgyblion ar Lesiant yn 2022/23 sylw at gyfraniad allweddol y cyllid hwn at gefnogi ein hagenda lesiant. Gall enghreifftiau o gymorth gynnwys:

Y Gwasanaeth Cyflawni Addysg

- Cafodd pob ysgol grant penodol gan y GCA i ariannu aelod allweddol o'r staff i fod yn Arweinydd Llesiant ar gyfer yr ysgol honno.
- Caiff y Dull Ysgol Gyfan ei hyrwyddo ym mhob digwyddiad dysgu proffesiynol.
- Mae dogfen benodol ar gyfer pob ALI wrthi'n cael ei datblygu i'w rhannu â phob un o'i ysgolion yn mapio'r hyn a gynigir yn genedlaethol, yn rhanbarthol ac yn lleol er mwyn helpu pob ysgol i roi'r Dull Ysgol Gyfan ar waith.

Consortiwm Canolbarth y De

- Cwrdd bob mis ag Arweinwyr Gweithredu lechyd Cyhoeddus Cymru sy'n gyfrifol am y rhanbarth i drafod blaenoriaethau allweddol a meysydd ffocws a chefnogi pob digwyddiad ymgysylltu'n uniongyrchol ag ysgolion sy'n cwmpasu'r tri awdurdod lleol.
- Gweithio gydag Arweinwyr Gweithredu lechyd Cyhoeddus Cymru i nodi cyfleoedd Dysgu Proffesiynol a fyddai'n cefnogi'r Dull Ysgol Gyfan a gwaith ehangach ar degwch a llesiant ledled y rhanbarth.

Partneriaeth

- Gweithio gyda'r Timau Cynghorwyr Gwella Ysgolion ym mhob ALI i wella dealltwriaeth ac ymwybyddiaeth o'r Dull Ysgol Gyfan a'r cyswllt â'r Grant Datblygu Disgyblion er mwyn sicrhau bod proses cynllunio strategol yr ysgol yn gadarn ac yn gyson â'r holl ddisgwyliadau.

ALI Castell-nedd Port Talbot

- Mae Swyddogion Cymorth Addysg wedi ymgysylltu a'r holl arweinwyr ysgolion i feithrin dealltwriaeth o'r Dull Ysgol Gyfan.
- Mae pob ysgol wedi cymryd rhan mewn dwy sesiwn hyfforddiant ar Becyn Cymorth Hunanasesu'r Dull Ysgol Gyfan gydag lechyd Cyhoeddus Cymru.
- Mae llawer o ysgolion yn parhau i ddefnyddio'r Grant Datblygu Disgyblion i gefnogi ymyriadau llesiant, e.e. ELSA, chwarae sy'n seiliedig ar gydberthnasau, cwnsela yn yr ysgol. Mae'r Gwasanaeth Cynhwysiant yn parhau i ddarparu dysgu proffesiynol a chymorth i ysgolion sy'n cydnabod yr angen i gefnogi ieuchyd a llesiant emosiynol disgyblion.

ALI Ceredigion

- Mae'r mwyafrif o'r ysgolion yn yr awdurdod lleol yn nodi eu bod yn gwario eu Grant Datblygu Disgyblion ar ieuchyd a llesiant ac mae'r mwyafrif o'r ysgolion yn nodi mai ar ieuchyd a llesiant y gwnaethant wario'r mwyafrif o'u Grant Datblygu Disgyblion.

ALI Powys

- Caiff y broses o rannu arferion sy'n dod i'r amlwg ei chefnogi gan y defnydd o gyllid i sicrhau dull cydlynus. Mae canllawiau clir yn cael eu datblygu i gefnogi llesiant pob dysgwr. Mae gwaith partneriaeth wedi'i ddatblygu'n dda ond

mae'n cael ei atgyfnerthu ymhellach gydag amrywiaeth o bartneriaid, gan gynnwys y Tîm Ysgolion Iach, sy'n cefnogi nifer o leoliadau ac ysgolion.

5. Dysgu a datblygiad proffesiynol

Y peth pwysicaf y gallwn ei wneud i roi'r Dull Ysgol Gyfan ar waith yw uwchsgilio ein gweithlu ysgolion. Rydym wrthi'n comisiynu ymateb dysgu proffesiynol a phhecyn cymorth a fydd yn cefnogi staff addysgu, eu datblygiad a'u dysgu parhaus mewn perthynas â'r Dull Ysgol Gyfan. Yn gysylltiedig â hyn bydd hefyd yn mynd i'r afael â'r angen i ddysgu am ddatblygiad plant a niwroamrywiaeth, gan gydnabod y rhyngddibyniaethau. Mae hwn yn newid sylweddol i'r ddarpariaeth dysgu proffesiynol a bydd yn cymryd amser i'w datblygu ond mae Llywodraeth Cymru yn ymrwymedig i wneud cynnydd cyflym yn y maes hwn oherwydd ei bwysigrwydd i ategu ein hymrwymiad i lesiant.

Effaith y Dull Ysgol Gyfan

Nid yw mesur effaith ein gwaith yn y maes hwn yn syml gan fod llawer o ryngddibyniaethau yn effeithio ar lesiant plant a phobl ifanc ac mae'r rhain yn digwydd o fewn amgylchedd yr ysgol a thu hwnt. Nid oes ateb cyflym ac mae'n cymryd amser i newid diwylliannau. Fodd bynnag, mae amrywiaeth o weithgareddau ar waith i fesur a gwerthuso ein gwaith ar lefel strategol, leol ac ysgol. Mae hyn yn cynnwys rhywfaint o'r gwaith a amlinellir yn yr adroddiad hwn, fel monitro cynnydd y broses o roi'r Dull Ysgol Gyfan ar waith fel mater o drefn, gweithgarwch gwerthuso a arweinir gan lechyd Cyhoeddus Cymru a Llywodraeth Cymru a gwerthusiad annibynnol gan Ganolfan Wolfson.

Yn 2022, gwnaethom gyhoeddi'r asesiad o werthusadwyedd³ ar gyfer y Dull Ysgol Gyfan er mwyn helpu i'w roi ar waith a'i werthuso. Roedd yr adroddiad hwn yn awgrymu y dylid adolygu'r model rhesymeg wrth i'r rhaglen waith fynd rhagddi. I'r perwyl hwn, aeth lechyd Cyhoeddus Cymru ati i gynnull rhanddeiliaid perthnasol ym mis Tachwedd 2023, i ystyried sefydlu'r naratif gwerthuso cyffredinol ar gyfer y Dull Ysgol Gyfan gan ddilyn dull model rhesymeg. Arweiniodd hyn at bennu'r nodau canlynol ar gyfer y dyfodol:

1. Cyfathrebu rhwng pob ymchwilydd/gwerthuswr bob chwarter.
2. Egluro'r cwestiynau ymchwil a gaiff eu hateb ar gyfer y rhaglen lawn a nodi unrhyw fylchau mewn gweithgarwch gwerthuso y bydd angen mynd i'r afael â nhw.
3. Creu naratif cyffredinol gan ddwyn ynghyd pob un o'r llinynnau gwerthuso a model rhesymeg wedi'i ddiweddarau.
4. Integreiddio'r cynnydd dros y flwyddyn nesaf yn rhaglen waith newydd Ysgolion Hybu lechyd.

³ [Dull Gweithredu Ysgol Gyfan mewn perthynas â lechyd Meddwl a Lles Emosiynol: asesiad o werthusadwyedd | LLYW.CYMRU](#)

Bydd eitem 3 uchod yn rhoi trosolwg o'r holl weithgareddau ymchwil a gwerthuso. Bydd y cynllun hefyd yn anelu at amlinellu sut y gellir monitro'r broses o roi'r Dull Ysgol Gyfan ar waith a'i effaith yn yr hirdymor fel rhan o raglen waith ysgolion Hybu Iechyd.

Yn ogystal â hyn, mae llawer o waith eisoes yn mynd rhagddo y gellir adeiladu arno ac sy'n rhoi cipolwg inni ar lesiant ein plant a'n pobl ifanc a meincnod ar ei gyfer.

Ym mis Ebrill, cyhoeddodd y Rhwydwaith Ymchwil Iechyd mewn Ysgolion adroddiad ar Arolwg Iechyd a Lles Myfyrrwyr 2021/22⁴. Cwblhawyd yr arolwg ar-lein yn yr ystafell ddosbarth gan 123,204 o fyfyrwyr o flynyddoedd 7 i 11 mewn 202 o ysgolion (196 o ysgolion a gynhelir a chwe ysgol annibynnol), a dangosodd yr adroddiad y canlynol:

- Symptomau iechyd meddwl 'ychydig yn uwch' ymysg bron hanner y dysgwyr (46 y cant) a symptomau 'uchel iawn' ymysg bron chwarter (24 y cant) gan ddefnyddio'r Holiadur Cryfderau ac Anawsterau. Cynnydd o 39 y cant a 19 y cant, yn y drefn honno, yn 2019.
- Roedd y ganran â symptomau iechyd meddwl uwch (h.y. o leiaf 'ychydig yn uwch') yn codi gydag oedran. Fodd bynnag, rhwng 2019 a 2021, cododd y ganran yn anghymesur yn y grwpiau oedran iau (blynyddoedd 7 ac 8) o gymharu â'r grwpiau oedran hŷn (blynyddoedd 9-11).
- Roedd symptomau uwch yn fwy cyffredin ymysg merched na bechgyn, gyda'r bwlch hwn yn ehangu gydag oedran. Rhwng 2019 a 2021, cododd y ganran â symptomau uwch hefyd ymysg merched (o 44 y cant i 53 y cant) o gymharu â bechgyn (o 34 y cant i 36 y cant).
- Roedd symptomau uwch yn fwy cyffredin ymysg dysgwyr o'r teuluoedd lleiaf cyfoethog, ond nid oedd unrhyw dystiolaeth bod y bwlch hwn wedi ehangu rhwng 2019 a 2021.
- Ar y cyfan, roedd 62 y cant o'r dysgwyr yn cytuno bod cymorth iechyd meddwl ar gael yn eu hysgol, i lawr o 67 y cant yn 2019. Roedd merched yn llai tebygol o gytuno bod cymorth ar gael o gymharu â bechgyn (59 y cant o gymharu â 66 y cant), gan ddangos mwy o ostyngiad ers 2019. Roedd y rheini mewn grwpiau oedran hŷn hefyd yn llai tebygol o gytuno bod cymorth ar gael.

Er bod yr arolwg yn dangos bod y rhan fwyaf o bobl ifanc yn iach ac yn hapus â'u bywydau, dangosodd fod gostyngiad mewn canlyniadau cadarnhaol ar sawl dangosydd iechyd meddwl a llesiant, yn ogystal â bywyd ysgol, teulu a chymdeithasol, o gymharu â data a gasglwyd yn 2019, cyn pandemig COVID-19. Ar sawl un o'r dangosyddion hyn, roedd y gostyngiad mewn canlyniadau cadarnhaol yn fwy amlwg ymysg merched na bechgyn.

Mae Llywodraeth Cymru yn awyddus i ehangu Rhwydwaith Ymchwil Iechyd mewn Ysgolion a'r Arolwg Iechyd a Lles Myfyrrwyr i ysgolion cynradd ac mae wedi bod yn ariannu gwaith treialu i archwilio sut y gellir cyflawni hyn yn effeithiol. Cyhoeddwyd yr adroddiad ar yr arolwg cyntaf i ysgolion cynradd a gynhaliwyd ar draws

⁴ [Data Cenedlaethol - Rhwydwaith Ymchwil Iechyd mewn Ysgolion \(shrn.org.uk/cy/\)](https://shrn.org.uk/cy/)

blynyddoedd ysgol 3-6 (h.y. disgyblion 7-11 oed) ym mis Hydref⁵. Casglwyd data hunangofnodedig ar-lein gan fyfyrwyr yn yr ystafell ddosbarth. Mae'r cyfartaleddau cenedlaethol yn seiliedig ar 32,606 o ymatebion gan 354 o ysgolion cynradd yng Nghymru, a gasglwyd rhwng mis Medi 2022 a mis Mawrth 2023. Cymerodd ysgolion mewn 21 allan o'r 22 o awdurdodau lleol ran. Roedd fersiwn derfynol yr arolwg yn cynnwys 19 o gwestiynau ar gyfer blynyddoedd 3 a 4, 28 o gwestiynau ar gyfer blwyddyn 5, a 33 o gwestiynau ar gyfer blwyddyn 6.

Mae'r adroddiad yn cyflwyno canlyniadau cyffredinol, ynghyd â chanlyniadau yn ôl blwyddyn ysgol, rhywedd a chyfoeth teuluol (dim ond i ddysgwyr ym mlynyddoedd ysgol 5 a 6 y gofynnwyd iddynt), ynghyd â chrynodeb naratif byr. Dyma ddetholiad byr o'r canfyddiadau mewn perthynas ag iechyd meddwl a llesiant:

- Mae *Holiadur Fi a Fy Nheimpladau* yn adnodd wedi'i ddilysu sy'n cynnwys 16 o gwestiynau, gan asesu anawsterau emosiynol ac ymddygiadol. Ar y cyfan, nododd mwy na chwarter y dysgwyr (27 y cant) anawsterau emosiynol uwch, gyda 13 y cant yn nodi anawsterau emosiynol clinigol arwyddocaol posibl. Nododd tua 14 y cant o'r dysgwyr anawsterau ymddygiadol uwch, gydag 8 y cant yn nodi anawsterau ymddygiadol clinigol arwyddocaol posibl.
- Ar gyfartaledd, roedd merched yn fwy tebygol o nodi anawsterau emosiynol o gymharu â bechgyn, ac roedd bechgyn yn fwy tebygol o nodi anawsterau ymddygiadol o gymharu â bechgyn. Fodd bynnag, dysgwyr a nododd nad oedd yr un gair yn eu disgrifio oedd fwyaf tebygol o nodi anawsterau emosiynol ac ymddygiadol.
- Roedd dysgwyr o deuluoedd llai cyfoethog yn fwy tebygol o nodi anawsterau emosiynol ac ymddygiadol o gymharu â'r rheini o deuluoedd mwy cyfoethog. Roedd y patrwm yn ôl oedran yn llai clir.

Dangosodd yr arolwg fod y rhan fwyaf o blant 7-11 oed yn iach ac yn hapus â'u bywydau. Fodd bynnag, nododd lleiafrif sylweddol anawsterau emosiynol a/neu ymddygiadol; profiad o fwlio; ymgysylltiad llai cadarnhaol â'r ysgol, staff a/neu ddysgwyr eraill; a phryderon ynghylch pontio i'r ysgol uwchradd.

Bydd mynd i'r afael â rhai o'r materion hyn yn yr ysgol yn ffocws allweddol i wasanaethau cymorth cwnsela mewn ysgolion. Mae cwnsela yn agwedd bwysig ar y cymorth a ddarparwn fel rhan o'r Dull Ysgol Gyfan. Mae'n ofynnol i awdurdodau lleol gynnig darpariaeth resymol o wasanaethau cwnsela annibynnol ar gyfer plant a phobl ifanc rhwng 11 a 18 oed ar safle pob ysgol uwchradd a gynhelir ganddynt ac ar gyfer disgyblion ym Mlwyddyn 6 yr ysgol gynradd. Dros y blynyddoedd diwethaf, rydym hefyd wedi gofyn i gomisiynwyr a darparwyr gwasanaethau cwnsela ehangu'r cymorth islaw'r trothwy blwyddyn 6 presennol i blant iau. Mae Llywodraeth Cymru yn casglu data blynyddol gan awdurdodau lleol ar y gwasanaethau cwnsela a ddarperir ac yn cyhoeddi'r data hyn. Cyhoeddwyd yr adroddiad diwethaf o'r fath ym mis Mawrth 2023 ar gyfer blwyddyn academaidd 2021/22 (caiff yr adroddiad ar flwyddyn academaidd 22/23 ei gyhoeddi ym mis Mawrth 2024). Dangosodd y canlynol:

⁵ [Data Cenedlaethol - Rhwydwaith Ymchwil Iechyd mewn Ysgolion \(shrn.org.uk/cy/\)](https://shrn.org.uk/cy/)

- Bod 12,522 o blant neu bobl ifanc wedi cael gwasanaethau cwnsela yn 2021/22, sef cynnydd o gymharu â'r 10,601 a gafodd gymorth yn y flwyddyn flaenorol.
- Staff mewn ysgolion a staff addysg eraill oedd y math mwyaf cyffredin o atgyfeiriad, gan gyfrif am fwy na hanner yr holl atgyfeiriadau (56 y cant).
- Roedd tua dwy ran o dair o'r plant a'r bobl ifanc a gafodd wasanaethau cwnsela yn 2021/21 yn ferched, ac roedd un rhan o dair ohonynt yn fechgyn.
- Roedd 20 y cant o'r holl blant a phobl ifanc a gafodd wasanaethau cwnsela ym Mlwyddyn 10.
- Gorbryder a phroblemau teuluol oedd y math mwyaf cyffredin o broblem ar gyfer plant a phobl ifanc a gafodd wasanaethau cwnsela.
- Nid oedd angen i 87 y cant o'r plant a'r bobl ifanc gael atgyfeiriad pellach ar ôl cwblhau'r sesiynau cwnsela.

Defnyddir YP Core (mesur deg eitem yw Young Person's CORE sydd wedi'i ddylunio i'w ddefnyddio gyda phobl ifanc 11-18 oed) i fesur gofid seicolegol a adroddir gan bobl ifanc, cyn ac ar ôl cael gwasanaethau cwnsela. Roedd y gwelliant cyfartalog yn sgôr YP Core ymysg plant a phobl ifanc a gafodd wasanaethau cwnsela yn 2021/22 yn amrywio o 3.8 yng Ngheredigion i 11.8 yng Nghastell-nedd Port Talbot.

Rydym hefyd wrthi'n ystyried gwerthusiad ffurfiol o effaith gwasanaethau cwnsela, gan gynnwys datblygu papur sy'n crynhoi tystiolaeth allweddol o effeithiolrwydd ac effaith gwasanaethau cwnsela statudol mewn ysgolion ac yn y gymuned ar gyfer plant a phobl ifanc. Bydd y papur hwn yn dwyn ynghyd ymchwil a gomisiynwyd yn flaenorol gan Lywodraeth Cymru sy'n cynnwys ffocws ar werthuso effaith gwasanaethau cwnsela ar blant a phobl ifanc, ynghyd â dadansoddiad ystadegol sy'n monitro gwybodaeth a ddarperir gan awdurdodau lleol am eu gwasanaethau cwnsela.

Hefyd, mae ALLau yn darparu amrywiaeth o wybodaeth reoli i Lywodraeth Cymru i gefnogi'r cyllid grant uniongyrchol ar gyfer cymorth cwnsela (£2.1m yn 2023-24) y maent yn ei gael fel rhan o'r Dull Ysgol Gyfan. Dangosodd y wybodaeth reoli hon fod 111,800 o sesiynau wedi'u darparu ar gyfer disgyblion ym mlwyddyn academaidd 2022/23. Mewn 12 o'r ALLau, mae cyfanswm o 3,092 o sesiynau wedi'u darparu i staff.

Hefyd, darparodd pob un o'r 22 o ALLau gyfanswm y cwnselwyr (CALI) a oedd mewn swydd ar ddiwedd blwyddyn academaidd 2022-23. Roedd cyfanswm o 159.14 o gwrselwyr (CALI) mewn swydd. Mae'r nifer hwn wedi cynyddu ers yr adroddiad ar adolygiad 2019, pan oedd 110.7 o gwrselwyr mewn swydd.

Mae nifer y disgyblion ar restrau aros ar ddiwedd blwyddyn academaidd 2022-23 wedi gostwng 17% ers 2019.

Ym mis Gorffennaf 2023, yr amseroedd aros cyfartalog ar gyfer disgyblion ysgol gynradd oedd pedair wythnos neu lai yn naw o'r ALLau ac roeddent yn fwy na phedair wythnos mewn 11 o ALLau, ac nid oedd gan ddau ALI restrau aros. Ar gyfer disgyblion ysgol uwchradd, roedd yr amseroedd aros cyfartalog ar gyfer cwnsela yn bedair wythnos neu lai mewn 11 o ALLau ac yn fwy na phedair wythnos mewn 11 o ALLau.

Yr amser aros hiraf oedd 60 wythnos a'r byrraf oedd wythnos. Nododd 13 o ALLau leihad yn yr amseroedd aros hiraf ac nododd 5 gynnydd o gymharu ag adolygiad 2019.

Rydym hefyd yn darparu cyllid i gefnogi'r broses o ddarparu ymyriadau llesiant cyffredinol ac wedi'u targedu mewn ysgolion; hyfforddi athrawon ac aelodau eraill o staff ysgolion ar lesiant; a darparu cymorth ymroddedig i UC Dau a phlant mewn Addysg Heblaw yn yr Ysgol, gan gydnabod ei bod yn debygol bod gan y garfan hon fwy o anghenion llesiant. Yn ystod y flwyddyn bresennol, rydym wedi darparu £1.1m ar gyfer ymyriadau a hyfforddiant a £350,000 ar gyfer cymorth UC/ Addysg Heblaw yn yr Ysgol.

Mae'r wybodaeth reoli a ddarparwyd gan ALLau ar gyfer blwyddyn academaidd 2022/23 yn dangos bod amrywiaeth eang o hyfforddiant ac ymyriadau (gan gynnwys mewn UC Dau, ysgolion ar gyfer disgyblion sydd ag Anawsterau Cymdeithasol, Emosiynol ac Ymddygiadol, ysgolion sy'n Seiliedig ar Adnoddau Arbenigol a darpariaethau eraill ar gyfer Addysg Heblaw yn yr Ysgol wedi cael eu defnyddio yn yr ALLau. Ymysg y rhaglenni mwyaf amlwg a ariannwyd gan ALLau gan ddefnyddio arian grant Llywodraeth Cymru mae:

- Cynorthwyr Cymorth Llythrennedd Emosiynol
- Rhaglen Osgoi'r Ysgol ar Sail Emosiynol
- Ysgolion sy'n Ystyriol o Drawma
- Ardal neu weithgareddau awyr agored (gan gynnwys gardd, rhandiroedd, ysgolion coedwig)
- Cymorth Cyntaf Iechyd Meddwl neu Seicolegol
- Chwarae Datblygiadol/Therapi Chwarae
- Therapi ar sail Lego/Clwb Lego
- Tymhorau Twf (rhaglenni addysg galar)
- Gweithgarwch corfforol/chwaraeon

Yn 2022/2023, aeth Iechyd Cyhoeddus Cymru ati i ddwyn ynghyd yr hyn a ddysgwyd o amrywiaeth o ddata i ddisgrifio camau cynnar rhoi'r Dull Ysgol Gyfan ar waith. Mae'r hyn a ddysgwyd hyd yma yn cynnwys y canlynol:

- Mae ysgolion a rhanddeiliaid proffesiynol yn rhoi gwerth uchel i'r Dull Ysgol Gyfan.
- Mae'r adborth gan Gydlynwyr Gweithredu yn awgrymu bod y broses o gyflwyno'r rhaglen wedi cyfrannu at waith i atgyfnerthu partneriaethau lleol ar draws sectorau.
- Mae ysgolion wedi cydnabod y buddiannau posibl y mae'r dull yn ei gyflwyno o ran hybu iechyd meddwl a llesiant cadarnhaol i ddysgwyr a staff.
- Roedd ysgolion yn teimlo eu bod yn cael cefnogaeth gan eu Cydlynwyr Gweithredu yn ystod y broses o hunanwerthuso a chynllunio camau gweithredu.
- Nododd ysgolion fod galwadau croes ar gyfer eu blaenoriaethau gwahanol yn heriol.

Yn 2023/2024, cyhoeddwyd adroddiad⁶ dysgu yn archwilio sut a pham y mae ysgolion wedi ymgysylltu â'r broses hunanwerthuso; gan ymchwilio i'r ffordd y defnyddiwyd y canllawiau a'r adnoddau ac i ba raddau yr oedd y gymuned ysgol gyfan wedi'i chynnwys. Y pethau y mae'n ymddangos eu bod yn gwneud gwahaniaeth i'r gallu i ymgorffori proses hunanwerthuso yn llwyddiannus yw:

- Meithrin diwylliant sy'n gwerthfawrogi'r broses o nodi neu lle y gellir cymryd camau ategol i sicrhau'r effaith fwyaf a lleihau baich.
- Cael arweinyddiaeth gref sy'n rhoi dull hunanwerthuso strwythuredig ar waith sy'n cyd-fynd â chynlluniau datblygu a gwella ysgolion.
- Datblygu gweithgarwch ymgysylltu i ysgolion sy'n diwallu anghenion grwpiau gwahanol yng nghymuned yr ysgol.
- Ystyried yr holl safbwyntiau wrth bennu blaenoriaethau ar gyfer gwella.
- Pan gaiff blaenoriaethau eu nodi, gweithio drwy'r maes perthnasol cyfan fel cymuned ysgol cyn cytuno ar weithgarwch ymyrryd neu geisio cymorth allanol.
- Datblygu gwelliant parhaus drwy gyfnewid gwersi a ddysgwyd a phrofiadau ag ysgolion eraill i feithrin dealltwriaeth a rennir o ddulliau hunanwerthuso.

Cyhoeddir yr adroddiad dysgu diweddaraf yn 2023/2024 ac mae wedi archwilio'r modd y mae ysgolion wedi cynllunio camau gweithredu i amddiffyn a hybu llesiant meddyliol ac wedi eu rhoi ar waith. Mae'r canfyddiadau sy'n dod i'r amlwg yn dangos sut mae ysgolion wedi goresgyn heriau i lywio eu ffordd drwy doreth o ymyriadau a mentrau i ddewis yr hyn sydd orau iddynt. Hefyd, caiff y rolau, y cyfrifoldebau a'r adnoddau amrywiol sy'n cyfrannu at y gwaith o ddethol camau gweithredu, eu rhoi ar waith a'u deall, eu harchwilio, ynghyd â dylanwad diwylliant yr ysgol.

Bydd y gwerthusiad yn parhau yn 2024/25 a bydd ei gam nesaf yn canolbwyntio ar archwilio'r Dull Ysgol Gyfan fel rhan o'r system ehangach ar lefel leol, ranbarthol a chenedlaethol, gan ddisgrifio rôl partneriaethau amlasiantaethol, gan gynnwys gwasanaeth Mewngymorth CAMHS.

Wrth fesur effaith yn y dyfodol, mae sawl maes gweithgarwch yn mynd rhagddo neu wedi'i gynllunio y gallwn fanteisio arno, gan gynnwys:

- Mae Iechyd Cyhoeddus Cymru yn cynnal gwerthusiad dulliau cymysg sy'n canolbwyntio ar y broses o roi'r Dull Ysgol Gyfan ar waith dros sawl cam, gan gynnwys hunanasesu anghenion a chryfderau; llunio cynllun gweithredu; a rhoi proses o weithio ym mhob rhan o'r system ar waith. Mae'r gwaith hwn yn defnyddio adborth gan ysgolion amrywiol ledled Cymru sydd eisoes wedi bod yn ymgysylltu â chydlynwyr gweithredu a'r gweithlu sy'n cefnogi'r ysgolion hyn. Mae'n datgelu'r hyn sy'n gweithio i bwy ac mewn pa amgylchiadau, er mwyn llywio'r broses barhaus o wella gweithgarwch ar lefel ysgol a gwneud unrhyw addasiadau sy'n angenrheidiol i gefnogi adnoddau.
- Mae Canolfan Wolfson ar gyfer Iechyd Meddwl Plant yn cynnal gwerthusiad o'r Dull Ysgol Gyfan. Nod y gwerthusiad hwn yw archwilio cyfraniad y framwaith statudol at wella iechyd meddwl a llesiant emosiynol pobl ifanc yng

⁶ <https://phw.nhs.wales/topics/promoting-individual-and-community-wellbeing/whole-school-approach-to-emotional-and-mental-wellbeing-learning-report-welsh/>

Nghymru, ac ystyried y broses o adfer ar ôl pandemig COVID-19. Bydd y gwerthusiad hefyd yn nodi i ba raddau y mae'r fframwaith wedi cyfrannu at newidiadau i'r system o arferion iechyd meddwl a llesiant o fewn ac o gwmpas ysgolion. Bydd y gwerthusiad yn mynd rhagddo hyd at 2025 ac mae'n cynnwys amrywiaeth o ddulliau ymchwilio i brosesau casglu data ar draws tair ffrwd waith:

- Cyd-destun ymarfer presennol cyn y fframwaith ac ar ei ôl,
- Y broses weithredu dros amser mewn ysgolion unigol,
- Data ar iechyd meddwl a llesiant dysgwyr dros amser.

Mae'r gwerthusiad wedi cwblhau'r cam cyntaf ac mae data o bob pecyn gwaith yn cael eu hadolygu er mwyn ystyried cyfraniad y fframwaith. Mae dau bapur ymchwil yn cael eu llunio:

1. Papur yn archwilio data meintiol ar lesiant dysgwyr hyd at 2021 i ddarparu llinell sylfaen ar gyfer cyd-destun cyflwyno'r Fframwaith.
2. Papur yn archwilio ymatebion cychwynnol y system i'r Fframwaith, gan amlinellu lle y gwelir a lle nas gwelir newidiadau cynnar a pham.

Casgliad

Rydym yn gobeithio y bydd yr adroddiad hwn yn ddefnyddiol i'r Pwyllgor a'i fod yn ategu ymrwymiad Llywodraeth Cymru yn y maes hwn.

Mae llesiant yn rhan ganolog o 'Genhadaeth ein Cenedl: safonau a dyheadau uchel i bawb'⁷. Mae'n ategu pob agwedd ar ddysgu a thrwy fynd i'r afael ag effaith llesiant gwael, meithrin cydnerthedd a chefnogi ein plant a'n pobl ifanc pan fo angen, gallwn gael effaith ehangach o lawer gan gynnwys ar ymddygiad, presenoldeb a chyrhaeddiad.

O ran ymddygiad, mae angen i bolisi gael ei fframio yn nhermau cefnogi'r unigolyn ac ystyried problemau ymddygiadol fel un o symptomau problemau llesiant sylfaenol. Y consensws cyffredinol yw bod achosion o ymddygiad heriol (ac ymosodol weithiau) wedi cynyddu ers y pandemig. Mae gan fwy o bobl ifanc broblemau iechyd meddwl neu lesiant ac ni allant hunanreoli. Felly, mae'n bwysig bod dulliau cefnogol o wella ymddygiad disgyblion yn cael eu hystyried yn hanfodol i wella llesiant a dysgu dysgwyr a staff yn ein hysgolion. Maent yn elfennau allweddol o'r diwygiadau i fynd i'r afael ag anghydraddoldebau addysgol a oedd eisoes ar waith yng Nghymru cyn y pandemig.

Mae llesiant hefyd yn rhan ganolog o'n canllawiau newydd ar bresenoldeb – Perthyn, Ymgysylltu a Chyfranogi, sy'n nodi dulliau i helpu ymarferwyr a phartneriaid i wella ymgysylltiad a phresenoldeb dysgwyr. Maent yn cydnabod yr achosion sy'n gorgyffwrdd sy'n sail i absenoldeb dysgwyr a/neu eu hymddieithriad o addysg, gan gynnwys iechyd meddwl a llesiant. Dyna pam y bydd angen i'r Tasglu Presenoldeb Cenedlaethol amlasiantaethol, a gyhoeddwyd gan Weinidog y Gymraeg ac Addysg ym mis Hydref, ynghyd â'r canllawiau cyhoeddedig, sicrhau bod llesiant yn rhan

⁷ [Cenhadaeth ein Cenedl: safonau a dyheadau uchel i bawb \[HTML\] | LLYW.CYMRU](#)

ganolog o'i waith wrth iddo geisio darparu cyfeiriad strategol, pennu blaenoriaethau a nodi camau gweithredu pendant er mwyn sicrhau gwelliannau i gyfraddau presenoldeb ac ailennyn diddordeb dysgwyr.

Yn 2023, gwnaethom hefyd ddarparu cyllid ar gyfer prosiect peilot Hyrwyddwyr Cyrhaeddiad a ddarparwyd gan yr Academi Genedlaethol ar gyfer Arweinyddiaeth Addysgol. Nod y peilot oedd archwilio ffyrdd o leihau effaith tlodi ar gyrhaeddiad dysgwyr drwy fanteisio ar y wybodaeth a'r profiad sy'n bodoli yn ein hysgolion ac ymysg ein harweinwyr ysgolion sydd wedi cyflawni llwyddiant parhaus yn y maes hwn i gefnogi arweinwyr eraill sydd ar gam cynharach o'r daith. Dangosodd y gwerthusiad o'r prosiect fod dysgu proffesiynol cydweithredol wedi cael effaith sylweddol ar arweinyddiaeth, darpariaeth ac ymarfer ac, yn bwysig, bod llesiant staff a phlant yn cael ei gefnogi'n well drwy'r dull hwn.

Wrth gloi, mae hefyd yn werth nodi, er bod yr ysgol yn bwysig, mai dim ond un rhan ydyw o system ehangach o lawer y mae angen iddi weithredu'n effeithiol er mwyn sicrhau bod plant a phobl ifanc y mae angen cymorth arnynt yn gallu cael y cymorth hwnnw mewn modd priodol ac amserol. Mae hefyd yn werth nodi bod ysgolion yn fannau prysur lle rhoddir blaenoriaeth i addysg. Nid canolfannau 'trin iechyd meddwl' ydynt ac ni ddylid rhoi'r baich hwnnw arnynt felly, ond yn hytrach maent yn un o'r manau gwerthfawr hynny ym mywyd plentyn sy'n darparu amgylchedd llesiant ac sy'n lle i feithrin cydberthnasau da, llawn ymddiriedaeth.

Mewn perthynas â hyn, mae fframwaith NYTH/NEST⁸ yn ategu'r Fframwaith gyda'r nod o ymgorffori dull system gyfan ar gyfer gwasanaethau iechyd meddwl a llesiant i fabanod, plant a phobl ifanc. Nod ein proses o lywodraethu NYTH/NEST yw meithrin egwyddorion system gysylltiedig. Rydym yn datblygu proses o adrodd yn flynyddol ar NYTH/NEST a fydd yn rhoi'r wybodaeth ddiweddaraf am y broses o weithredu NYTH/NEST yn genedlaethol ac yn rhanbarthol.

Mae adnodd Hunanasesu a Gweithredu NYTH/NEST wedi'i lunio ar y cyd a chaiff ei dreialu gan ddeg sefydliad a'i gwblhau'n derfynol ar ôl cael adborth ganddynt. Cynhelir y digwyddiad lansio ym mis Chwefror. Hefyd, mae hyfforddiant ar NYTH/NEST a hawliau plant wedi'i lunio ar y cyd â swyddfa Comisiynydd Plant Cymru, BIPAB a phobl ifanc. Mae'n cael ei dreialu ar hyn o bryd a chaiff ei gwblhau'n derfynol ar ôl cael adborth. Bydd ar gael i bob sector ar wefan Y Tŷ Dysgu AaGIC.

Chwefror 2024

⁸ [Fframwaith NYTH \(iechyd meddwl a lles\): cyflwyniad | LLYW.CYMRU](#)

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Cadeirydd y Pwyllgor Deddfwriaeth, Cyfiawnder a'r Cyfansoddiad,
Senedd Cymru,
Bae Caerdydd,
CF99 1SN

12 Chwefror 2024

Annwyl Huw,

Bil Addysg Awyr Agored Breswyl (Cymru)

Hoffwn achub ar y cyfle i ddiolch unwaith eto i'r Pwyllgor am yr amser y mae wedi'i dreulio'n ystyried manylion y Bil Addysg Awyr Agored Breswyl (Cymru).

Ysgrifennaf mewn ymateb i gais Adam Price AS i mi ddarparu enghreifftiau o ddarpariaethau deddfwriaethol sy'n gorfodi cynnwys rhai elfennau mewn canllawiau. Rwyf wedi cynnwys yn yr Atodiad i'r llythyr hwn ddetholiad o enghreifftiau diweddar sy'n ymdrin â'r pwynt hwn, o Ddeddfau Senedd Cymru a Deddfau Senedd y DU.

Rwyf hefyd yn anfon copi o'r llythyr hwn at Gadeirydd y Pwyllgor Plant, Pobl Ifanc ac Addysg, a Chadeirydd y Pwyllgor Cyllid.

Yn gywir,



Sam Rowlands AS
Aelod o Senedd Cymru dros Ogledd Cymru

Atodiad

Deddf	Adran	Nodyn esboniadol
Deddf yr Amgylchedd Hanesyddol (Cymru) 2023	196(1) Rhaid i Weinidogion Cymru ddyroddi canllawiau i'r cyrff a restrir yn is-adran (2)— (a) ar sut y gall y cyrff gyfrannu tuag at lunio cofnodion amgylchedd hanesyddol a chynorthwyo i gynnal y cofnodion, a (b) ar y defnydd o gofnodion amgylchedd hanesyddol wrth arfer swyddogaethau'r cyrff.	Mae adran 196 yn ei gwneud yn ofynnol i Weinidogion Cymru ddyroddi canllawiau i awdurdodau lleol, awdurdodau Parciau Cenedlaethol a Cyfoeth Naturiol Cymru ar sut y gallant gyfrannu at y gwaith o lunio a chynnal a chadw'r cofnodion amgylchedd hanesyddol ac ar y defnydd o'r cofnodion amgylchedd hanesyddol wrth gyflawni eu swyddogaethau.
Deddf Diogelu'r Amgylchedd (Cynhyrchion Plastig Untro) (Cymru) 2023	2(3) Rhaid i Weinidogion Cymru baratoi a chyhoeddi canllawiau ynghylch— (a) y cynhyrchion plastig untro sydd wedi eu gwahardd o dan y Ddeddf hon; (b) cymhwyso unrhyw esemptiadau a restrir yng ngholofn 2 o'r Tabl ym mharagraff 1 o'r Atodlen.	Mae'r adran hon hefyd yn ei gwneud yn ofynnol i Weinidogion Cymru baratoi a chyhoeddi canllawiau ynghylch y cynhyrchion plastig untro sy'n cael eu gwahardd o dan y Ddeddf, a sut y dylid cymhwyso unrhyw eithriadau sy'n cael eu rhestru o dan golofn 2 yn y Tabl.
Deddf Partneriaeth Gymdeithasol a Chaffael Cyhoeddus (Cymru) 2023	9(5) Rhaid i Weinidogion Cymru ddyroddi canllawiau ynghylch cyfansoddiad yr is-grŵp caffael cyhoeddus (gan gynnwys at ddiben sicrhau aelodaeth sydd â chynrychiolaeth briodol), a rhaid i'r CPG roi sylw i'r canllawiau hynny.	Mae'r adran hon yn ei gwneud yn ofynnol i'r CPG gymryd pob cam rhesymol i sefydlu is-grŵp penodol sy'n ymwneud â chaffael cyhoeddus o fewn chwe mis i adran 9(1) ddod i rym. Mae'n ei gwneud yn ofynnol hefyd i Weinidogion Cymru bennu a chyhoeddi'r cworwm ar gyfer cyfarfodydd yr is-grŵp caffael cyhoeddus, llunio canllawiau y mae'n rhaid i'r CPG roi sylw iddynt wrth benodi aelodau, gan gynnwys canllawiau at ddiben sicrhau bod gan yr aelodaeth gynrychiolaeth briodol a'r gweithdrefnau i'w dilyn yn ystod cyfarfodydd. Mae'r adran hefyd yn nodi materion penodol y mae'n

		rhaid i'r gweithdrefnau sydd i'w cyhoeddi gan Weinidogion Cymru ymdrin â nhw; mae'r rhain yr un fath â'r rhai yr ymdrinnir â nhw yn y gweithdrefnau a bennir ac a gyhoeddir mewn perthynas â'r CPG llawn.
Deddf Addysg Drydyddol ac Ymchwil (Cymru) 2022	Adran 134(5) Rhaid i Weinidogion Cymru gyhoeddi canllawiau ynghylch ffactorau i'w hystyried wrth benderfynu pa un ai i gymeradwyo corff neu unigolyn at ddibenion yr adran hon.	Rhaid i Weinidogion Cymru gyhoeddi canllawiau sy'n nodi'r ffactorau a fydd yn cael eu hystyried wrth gymeradwyo corff neu unigolyn y caniateir i'r wybodaeth gael ei rhannu ag ef.
Deddf Diogelu Data 2018	12(2) Caiff yr Ysgrifennydd Gwladol nodi drwy reoliadau...yr hyn y mae'n rhaid i'r canllawiau ei gynnwys.	Mae'r Ysgrifennydd Gwladol yn gallu pennu'r hyn y mae'n rhaid i'r canllawiau ei gynnwys.



Additional information from the Association of Directors of Education in Wales following the meeting on 24 January

ADEW agreed to provide more detail on a potential opt out option under section 42 of the Curriculum and Assessment (Wales) Act 2021.

The process for the disapplication of pupils from the curriculum is a complex one and the legislation is set out on HwB.

<https://hwb.gov.wales/curriculum-for-wales/summary-of-legislation>

It would be my view that it would be a cumbersome mechanism to use and not necessarily appropriate for every young people who did not want to participate in a residential trip if that was made a mandatory by way of this Bill.

Eitem 4.13

Julie Morgan AS/MS
Y Dirprwy Weinidog Gwasanaethau Cymdeithasol
Deputy Minister for Social Services



Llywodraeth Cymru
Welsh Government

Jayne Bryant AS
Cadeirydd
Y Pwyllgor Plant, Pobl Ifanc ac Addysg
Senedd Cymru
Bae Caerdydd,
Caerdydd
CF99 1SN

15 Chwefror 2024

Annwyl Jayne,

Diolch ichi am eich llythyr dyddiedig 19 Rhagfyr yn ceisio eglurder am y camau a arweiniodd at gau rhaglen beilot y Llys Teulu Cyffuriau ac Alcohol ym mis Tachwedd y llynedd.

Rwyf wedi atodi yn **Atodiad A**, ymateb i'r cwestiynau sydd wedi'u cynnwys yn eich llythyr. Pan lanswyd y rhaglen beilot ddwy flynedd y llys ym mis Tachwedd 2021, roedd bob amser yn fwriad gennym brofi sut y gallai'r dull gweithredu hwn weithio yng Nghymru. Bydd y Pwyllgor yn deall y bydd angen inni ystyried canlyniadau'r peilot yn ofalus cyn ymrwymo i unrhyw wasanaeth hirdymor. Ar ôl inni gwblhau'r dadansoddiad hwn, byddwn yn gallu penderfynu ai cyflwyno Llysoedd Teulu, Cyffuriau ac Alcohol fydd y model mwyaf addas a chost-effeithiol ar gyfer darparu cefnogaeth gynaliadwy i deuluoedd lle mae pryderon ynghylch camddefnyddio sylweddau.

Byddaf yn ysgrifennu eto at y Pwyllgor ynghylch ein cynlluniau yn y dyfodol ar gyfer peilot y Llys Teulu Cyffuriau ac Alcohol, ar ôl ystyried y gwerthusiad o'r peilot yn fanwl gyda rhanddeiliaid allweddol.

Yn gywir,

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

Julie Morgan AS/MS
Y Dirprwy Weinidog Gwasanaethau Cymdeithasol
Deputy Minister for Social Services

Cwestiwn 1

A allwch chi gadarnhau bod swyddogion Llywodraeth Cymru wedi bod yn bresennol yng nghyfarfodydd Grŵp Llywio Strategol FDAC yn rheolaidd a'u bod felly'n gwybod cyn y sesiwn dystiolaeth ar 14 Medi y byddai cynllun peilot FDAC yn dod i ben (neu'n debygol iawn o ddod i ben) ym mis Tachwedd 2023 o ystyried na fyddai Llywodraeth Cymru yn rhoi cyllid i ymestyn y cynllun nes y gellid cwblhau'r gwaith gwerthuso?

Gallaf gadarnhau bod swyddogion Llywodraeth Cymru wedi bod yn bresennol yn rheolaidd yng nghyfarfodydd Grŵp Llywio Strategol FDAC. Pan lanswyd y rhaglen Beilot ym mis Tachwedd 2021, bu inni ddweud o'r cychwyn cyntaf y byddai'r peilot yn para am ddwy flynedd ac yn dod i ben wedyn ym mis Tachwedd 2023.

Adeg y sesiwn dystiolaeth graffu ar 14 Medi 2023, roeddem yn dal i geisio dod o hyd i gyllid i ymestyn y peilot nes i'r gwerthusiad gael ei gwblhau. Ni chawsom wybod am benderfyniad awdurdod lleol Caerdydd i gau'r peilot ond ar ôl iddo gael ei gyfleu i aelodau staff.

Cwestiwn 2

Yn ystod y sesiwn dystiolaeth ar 14 Medi, pam na soniwyd am y cais am gyllid i ymestyn y cynllun peilot, a'r posibilrwydd y byddai'r cais hwnnw'n cael ei wrthod, a goblygiadau hynny?

Ni chafodd ei godi yn ystod y sesiwn dystiolaeth ar 14 Medi am ein bod ni, fel yr amlinellwyd uchod, yn dal i weithio i ddod o hyd i gyllid ac roeddem yn obeithiol y gellid sicrhau hynny.

Cwestiwn 3

Cyn y sesiwn dystiolaeth ar 14 Medi, a gawsoch chi drafodaethau ag aelodau o'r farnwriaeth, a staff allweddol eraill a oedd ynghlwm wrth gynllun peilot FDAC, ynghylch eich penderfyniad i wrthod cais y cynghorau am gyllid ac i ddod â'r cynllun peilot i ben ym mis Tachwedd 2023? Os felly, pa drafodaethau oedd y rhain?

Cyn y sesiwn dystiolaeth ar 14 Medi, nid oedd cais y cyngor am gyllid wedi cael ei wrthod ac fel yr amlinellwyd uchod roeddem yn dal i ystyried y cais am gyllid ac yn ceisio dod o hyd i gyllid posibl o fewn ein cyllidebau. Daeth y cais hwn am gyllid ychwanegol i law yn hwyr yn y dydd.

Cwestiwn 4

A ydych chi'n credu bod y modd y gwnaeth Llywodraeth Cymru ac arweinwyr y cynghorau gyfathrebu â rhanddeiliaid ynghylch dod â'r cynllun peilot i ben wedi effeithio ar ewyllys da gweithwyr proffesiynol a oedd ynghlwm wrth FDAC, gan gynnwys aelodau o'r farnwriaeth ac, os felly, a yw wedi cael effaith niweidiol ar y siawns i'r cynllun lwyddo yn y dyfodol?

Fel yr amlinellwyd yn yr ymateb i gwestiwn 1, ni chawsom wybod am benderfyniad awdurdod lleol Caerdydd i gau'r peilot ond ar ôl iddo gael ei gyfleu i aelodau staff. Rydym yn cytuno y gallem fod wedi ymdrin â hyn yn well.

Cwestiynau 5 – 7 – Dyfodol FDAC yng Nghymru

Mae ein hymateb i argymhelliad 9 y Pwyllgor yn dal heb newid “Bydd Llywodraeth Cymru yn adolygu’r gwerthusiad o gynllun peilot Caerdydd a Bro Morgannwg i ystyried modelau cyflawni cynaliadwy ar gyfer cyflwyno cynllun o’r fath yn genedlaethol. Byddwn yn gweithio gydag awdurdodau lleol, aelodau o’r farnwriaeth a rhanddeiliaid perthnasol eraill i sicrhau bod partneriaid allweddol yn rhan o’r gwaith o gyngori ar y Llysoedd Teulu Cyffuriau ac Alcohol (FDAC) yng Nghymru yn y dyfodol, a phennu eu cwmpas”.

Bydd y Pwyllgor yn deall y bydd angen inni ystyried canlyniadau gwerthuso'r peilot yn ofalus cyn ymrwmo i unrhyw wasanaeth hirdymor. Ar ôl inni gwblhau'r dadansoddiad hwn, byddwn yn gallu penderfynu ai cyflwyno Llysoedd Teulu, Cyffuriau ac Alcohol fydd y model mwyaf addas a chost-effeithiol ar gyfer darparu cefnogaeth gynaliadwy i deuluoedd lle mae pryderon ynghylch camddefnyddio sylweddau. Mae cynaliadwyedd yn hanfodol wrth ystyried cyflwyno hyn ac unrhyw wasanaeth yn y dyfodol a dyna pam yr oedd yn un o'r gofynion allweddol pan wnaethom wahodd datganiadau o fuddiant i ddatblygu'r cynllun peilot. Yn unol â'n hymateb, byddwn yn bwrw ymlaen â'r camau nesaf gan weithio gyda'n partneriaid, nid lleiaf y Bwrdd Cyfiawnder Teuluol Lleol.

Un ystyriaeth allweddol ar gyfer darparu gwasanaethau yn y dyfodol fydd rôl Timau Integredig Cymorth i Deuluoedd (IFSTs). Mae'r gwasanaeth IFST yn ddarpariaeth sy'n unigryw i Gymru sy'n ceisio cefnogi anghenion teuluoedd sy'n agored i niwed mewn argyfwng lle mae camddefnyddio sylweddau gan rieni yn cael effaith ar les plant.