

NICCY Summary: Written Assembly Questions week ending 23 September 2016

Rural Needs Bill and closing of rural schools

<p><u>AQW 3213/16-21</u></p>	<p>Mr Richie McPhillips (SDLP - Fermanagh and South Tyrone)</p>	<p>To ask the Minister of Education whether his Department must take account of the Rural Needs Bill when considering the closure of rural schools.</p> <p>Any proposal to close or make a significant change to a school requires the bringing forward of a Development Proposal (DP) which initiates a statutory process that involves extensive consultation with all those who may be affected by the proposal.</p> <p>Any published DP to close a school, including a rural school, is set within the context of Area Planning for education provision, the process by which the Department's Sustainable Schools Policy (SSP) is implemented. This policy was assessed against the Rural Development Council's rural proofing checklist set out in its report, <i>Striking the Balance</i>, before publication in 2009 and no adverse impact was identified.</p> <p>The SSP recognises the needs of rural communities and this is reflected in a lower enrolment threshold for rural primary schools, an accessibility criterion which provides guidance on home to school travel times and a 'strong links with the community' criterion which recognises the central place a school has for many communities, both urban and rural. My Department will continue to meet its legal obligations to give due regard to rural needs when reviewing the SSP and Area Planning process</p>
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Partnership application in developing an early intervention

<p>AQW 3200/16- 21</p>	<p>Ms Clare Bailey (GPNI - South Belfast)</p>	<p>To ask the Minister for Communities to detail the network of organisations working on a partnership application for the Fresh Start programme. [Priority Written]</p> <p>Representatives from the organisations listed below have been assisting my officials from the Voluntary and Community Division in developing an early intervention under the Fresh Start Agreement.</p> <p>Department of Justice; Probation Board for Northern Ireland; The Executive Office; Community Foundation for Northern Ireland; Co-operation Ireland; Womens Resource and Development Agency; Foyle Women’s Information Network; Intercomm; Training for Women Network; Women’s Support Network; Rural Community Network; Northern Ireland Rural Women’s Network.</p>
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Percentage of pupils attending grammar schools entitled to Free School Meals

<p><u>AQW 3199/16- 21</u></p>	<p>Mr Danny Kennedy (UUP - Newry and Armagh)</p>	<p>To ask the Minister of Education what percentage of pupils attending selective grammar schools are entitled to free school meals.</p> <p>In 2015/16, 13.9% of pupils in grammar schools were entitled to free school meals. Source: NI school census</p> <p>Notes: The data provided is based on grammar schools only. It is not possible to fairly and equally classify schools as being either</p>
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		<p>selective or non-selective. The schools do not nominate themselves as being selective or non-selective; this information could only be derived via their admissions criteria. While academic selection would be part of the admissions criteria for most grammar schools (and vice-versa), this is not true in all cases. It is also not possible to categorise selection on a pupil level. The Department does not hold data as to which pupils sat transfer tests or which pupils were academically selected (as this only occurs if the number of applications exceeds approved enrolments).</p>
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Percentage of pupils attending non selective schools entitled to Free School Meals

<p>AQW 3198/16- 21</p>	<p>Mr Danny Kennedy (UUP - Newry and Armagh)</p>	<p>To ask the Minister of Education what percentage of pupils attending non-selective secondary schools are entitled to free school meals.</p> <p>In 2015/16, 39.9% of pupils in non-grammar schools were entitled to free school meals.</p> <p>Source: NI school census</p> <p>Notes: The data provided is based on non-grammar schools only. It is not possible to fairly and equally classify schools as being either selective or non-selective. The schools do not nominate themselves as being selective or non-selective; this information could only be derived via their admissions criteria. While academic selection would be part of the admissions criteria for most grammar schools (and vice-versa), this is not true in all cases. It is also not possible to categorise selection on a pupil level. The Department does not hold data as to which pupils sat transfer tests or which pupils were academically selected (as this only occurs if the number of applications exceeds approved enrolments).</p>
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School leavers

<p>AQW 3174/16- 21</p>	<p>Mr Steve Aiken OBE (UUP - South Antrim)</p>	<p>To ask the Minister of Education what percentage of school leavers went on to Higher Education in 2015-16.</p> <p>Information on the attainment of school leavers in 2015/16 will be available in May 2017.</p> <p>Figures for 2014/15 are available in the publication below. Table 14 of the publication indicates that, in 2014/15: the main destination of 42.3% of school leavers was Higher Education, and the main destination of 35.0% of school leavers was Further Education.</p> <p>https://www.education-ni.gov.uk/publications/school-leavers-201415-statistical-bulletin</p>
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% of school leavers leaving school with no qualifications

<p>AQW 3172/16- 21</p>	<p>Mrs Sandra Overend (UUP - Mid Ulster)</p>	<p>To ask the Minister of Education what percentage of school leavers left school with no formal qualification in 2015-16.</p> <p>Information on the attainment of school leavers in 2015/16 will be available in May 2017.</p> <p>Figures for 2014/15 are available in the publication below. Table 1 of the publication indicates that 0.4% of school leavers left school with no formal qualifications in 2014/15.</p> <p>https://www.education-ni.gov.uk/publications/school-leavers-201415-statistical-bulletin</p>
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Strule Shared Education Campus completion date

<p>AQW 3136/16- 21</p>	<p>Mr Ross Hussey (UUP - West Tyrone)</p>	<p>To ask the Minister of Education what date the Strule Shared Education Campus is expected to be completed.</p> <p>Based on the latest available procurement timetable the Strule Shared Education Campus is expected to be completed in summer 2020 and come into operation in September 2020.</p>
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% of non-selective school pupils who stayed on after GCSEs

<p>AQW 3132/16- 21</p>	<p>Mrs Sandra Overend (UUP - Mid Ulster)</p>	<p>To ask the Minister of Education what percentage of pupils attending a non-selective secondary school stayed in school after GCSE in each year from 2009 to 2016.</p> <p>The following table shows the percentage of pupils attending non-grammar schools that were doing a level 2 qualification (GCSE or equivalent) in the previous year and remained in the school system to study a level 3 qualification (A Level or equivalent) in the year stated.</p> <table border="1" data-bbox="671 1249 1294 1850"> <tr> <td>2015/16</td> <td>47.8</td> </tr> <tr> <td>2014/15</td> <td>47.2</td> </tr> <tr> <td>2013/14</td> <td>46.8</td> </tr> <tr> <td>2012/13</td> <td>47.4</td> </tr> <tr> <td>2011/12</td> <td>43.4</td> </tr> <tr> <td>2010/11</td> <td>43.5</td> </tr> <tr> <td>2009/10</td> <td>38.6</td> </tr> </table> <p>Source: NI school census Notes:</p>	2015/16	47.8	2014/15	47.2	2013/14	46.8	2012/13	47.4	2011/12	43.4	2010/11	43.5	2009/10	38.6
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Pupils counted to calculate staying on rates for pupils in year 13 in 2015/16 are those that were in the final year of a level 2 qualification in 2014/15 and were in the first year of a level 3 qualification in 2015/16. This is divided by the number of pupils in the final year of a level 2 qualification in 2014/15. Pupils that repeat GCSEs are not counted as 'staying on'.

Pupils that move schools between these years are counted as 'staying on'.

% of grammar school pupils who stayed on after GCSEs

<p>AQW 3080/16- 21</p>	<p>Mrs Sandra Overend (UUP - Mid Ulster)</p>	<p>To ask the Minister of Education to detail what percentage of pupils attending a selective grammar school remained at the school post GCSE, broken down by year since 2009.</p> <p>The following table shows the percentage of pupils attending grammar schools that were doing a level 2 qualification (GCSE or equivalent) in the previous year and remained in the school system to study a level 3 qualification (A Level or equivalent) in the year stated.</p> <table border="1" data-bbox="671 853 1294 1451"> <tr> <td>2015/16</td> <td>88.5</td> </tr> <tr> <td>2014/15</td> <td>88.5</td> </tr> <tr> <td>2013/14</td> <td>89.1</td> </tr> <tr> <td>2012/13</td> <td>89.3</td> </tr> <tr> <td>2011/12</td> <td>89.2</td> </tr> <tr> <td>2010/11</td> <td>88.8</td> </tr> <tr> <td>2009/10</td> <td>87.4</td> </tr> </table> <p>Source: NI school census</p> <p>Notes: The data provided is based on grammar schools only. It is not possible to fairly and equally classify schools as being either selective or non-selective. The schools do not nominate themselves as being selective or non-selective; this information could only be derived via their admissions criteria. While academic selection would be part of the admissions criteria for most grammar schools (and vice-versa), this is not true in all cases. It is also not possible to categorise selection on a pupil level. The Department does not hold data as to which pupils sat</p>	2015/16	88.5	2014/15	88.5	2013/14	89.1	2012/13	89.3	2011/12	89.2	2010/11	88.8	2009/10	87.4
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% of grammar school pupils who stayed on after GCSEs

AQW 3131/16- 21	Mrs Sandra Overend (UUP - Mid Ulster)	<p>To ask the Minister of Education what percentage of pupils attending a selective grammar school attained 5 GCSEs grades A* to C in each year from 2009 to 2016.</p> <p>My Department collects information on the qualifications and destinations of all school leavers in Northern Ireland. Figures for 2015/16 will be available in May 2017.</p> <p>The table below details the proportion of school leavers who attained at least 5 GCSEs A* - C (including equivalent qualifications) between 2009/10 and 2014/15, by those who attended grammar and non-grammar post-primary schools.</p> <p>Percentage of school leavers achieving at least 5 GCSEs A*-C (including equivalent qualifications), 2009/10 – 2014/15(1)(2)</p> <table border="1" data-bbox="676 1720 1289 1935"> <thead> <tr> <th>Year</th> <th>Percentage achieving at least 5 GCSEs A*-C (including equivalent qualifications)</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	Year	Percentage achieving at least 5 GCSEs A*-C (including equivalent qualifications)		
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	Grammar	Non-Grammar
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2013/14	97.3	65.2
2012/13	97.4	65.2
2011/12	97.2	61.3
2010/11	96.8	57.3
2009/10	97.0	54.8

Notes:

Excludes special and independent schools

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% of non-selective school pupils who stayed on after GCSEs

<p>AQW 3130/16- 21</p>	<p>Mrs Sandra Overend (UUP - Mid Ulster)</p>	<p>To ask the Minister of Education what percentage of pupils attending a non-selective secondary school attained 5 GCSEs grades A* to C in each year from 2009 to 2016.</p> <p>My Department collects information on the qualifications and destinations of all school leavers in Northern Ireland. Figures for 2015/16 will be available in May 2017.</p> <p>The table below details the proportion of school leavers who attained at least 5 GCSEs A* - C (including equivalent qualifications) between 2009/10 and 2014/15, by those who attended grammar and non-grammar post-primary schools.</p> <p>Percentage of school leavers achieving at least 5 GCSEs A*-C (including equivalent qualifications), 2009/10 – 2014/15(1)(2)</p> <table border="1" data-bbox="676 1104 1289 1877"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="2">Percentage achieving at least 5 GCSEs A*-C (including equivalent qualifications)</th> </tr> <tr> <th>Grammar</th> <th>Non-Grammar</th> </tr> </thead> <tbody> <tr> <td>2014/15</td> <td>98.0</td> <td>69.3</td> </tr> <tr> <td>2013/14</td> <td>97.3</td> <td>65.2</td> </tr> <tr> <td>2012/13</td> <td>97.4</td> <td>65.2</td> </tr> <tr> <td>2011/12</td> <td>97.2</td> <td>61.3</td> </tr> <tr> <td>2010/11</td> <td>96.8</td> <td>57.3</td> </tr> </tbody> </table>	Year	Percentage achieving at least 5 GCSEs A*-C (including equivalent qualifications)		Grammar	Non-Grammar	2014/15	98.0	69.3	2013/14	97.3	65.2	2012/13	97.4	65.2	2011/12	97.2	61.3	2010/11	96.8	57.3
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Schools preparing for academic selection

AQW 3119/16- 21	Ms Carál Ní Chuilín (SF - North Belfast)	<p>To ask the Minister of Education to detail (i) how many schools will be preparing pupils for academic selection; and (ii) how many will not.</p> <p>My Department does not hold data on the number of schools who will and will not prepare pupils for academic selection.</p>
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Segregation in education

AQW 3108/16- 21	Mr Chris Lyttle (APNI - East Belfast)	<p>To ask the Minister of Education to outline how he will action the Fresh Start Panel Report on the Disbandment of Paramilitary Groups in Northern Ireland recommendation that ambitious targets and milestones be set to achieve measurable progress as quickly as possible to reduce segregation in education.</p> <p>The Panel's report acknowledges that there are numerous factors that lead some young people to consider joining paramilitary</p>
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		<p>groups, including educational underachievement, but that more complex factors are also at play.</p> <p>A number of DE's policies, along with their associated targets and milestones, are aimed at tackling the complex factors at play, including reducing educational underachievement, citizenship education and providing a more inclusive education system. Ambitious targets are already in place in relation to improving educational outcomes and reducing educational inequality as set out in the draft Programme for Government 2016/21.</p> <p>In response to your correspondence of 1 July on the same question, I provided further detail on a range of policies that contribute to the panel's recommendation on segregation in my reply of 20 July.</p>
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Responses to Childcare Strategy

<p>AQW 3075/16- 21</p>	<p>Mr Steven Agnew (GPNI - North Down)</p>	<p>To ask the Minister of Education to outline when an analysis of responses to the Childcare Strategy will be made available.</p> <p>Public consultation on a draft version of the Childcare Strategy took place from July to November 2015. An analysis of all responses received will be published on the Departmental website following the launch of the final Childcare Strategy. I hope to bring forward the full version of the Childcare Strategy to my Executive colleagues in the coming months, having taken account of the many consultation responses received, the agreed Programme for Government and the new opportunities that now exist to align childcare and Early Years initiatives.</p>
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Preparing to Learn (part of Early Intervention Transformation Programme) update

<p>AQW 3071/16- 21</p>	<p>Mr Steven Agnew (GPNI - North Down)</p>	<p>To ask the Minister of Education (i) for an update on Preparing to Learn which is part of the Early Intervention Transformation Programme; and to detail (ii) actions undertaken to date; (iii) the outcomes that have been achieved; (iv) was there an evaluation; (v) what budget was allocated; and (vi) how much has been spent to date and on what.</p> <p>The Early Intervention Transformation Programme (EITP) is a Northern Ireland Executive / Atlantic Philanthropies Delivering Social Change Signature Programme. The Department of Health (DoH) leads on EITP Workstream 1 and the Department of Education (DE) leads on 'Getting Ready to Learn' (GRtL) as part of Workstream 1.</p> <p>GRtL is focused on improving outcomes for children in pre-school by engaging and empowering parents to help them create and sustain positive home learning environments. It seeks to transform pre-school practice by using the skills of early years teachers and practitioners to support all parents to develop the confidence and skills they need to do this. GRtL is an application based programme available to all pre-school education settings with DE funded places. The Education Authority (EA) is responsible for managing and administering the programme and a Programme Manager has been appointed to implement the programme over the next three years. DE in conjunction with the EA held information sessions during January and February for pre-school settings to raise awareness of the programme and encourage participation. The first call for applications launched on 18 March 2016 and there was a second call on 29 June which closes on 30 September. Settings can choose to apply for up to four themes, with a focus on the importance of parent child relationships, attachment, childhood education and learning, and healthy</p>
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		<p>lifestyles. Further information on the themes can be found on the EA website (http://www.eani.org.uk/schools/getting-ready-to-learn/). The programme will run for three academic years (2016/17, 2017/18, 2018/19) with an investment of approximately £3m over the three years. The EA will issue the first funding allocations to settings (in line with their approved applications) by the end of September.</p> <p>As the programme is in the early stages of implementation, it is too early for an evaluation. As with other EITP programmes, GRtL will use an outcomes based approach to monitoring and evaluation.</p>
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Cost of issuing all school children with Translink passes

AQW 3059/16- 21	Ms Michaela Boyle (SF - West Tyrone)	<p>To ask the Minister of Education to detail how much it would cost to provide all school children with Translink passes so they can avail of Translink buses before 6pm on weekdays free of charge.</p> <p>The cost of providing Translink sessional tickets to all primary and post-primary school pupils would be approximately £219m.</p>
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Early Years funding applications

<u>AQW 3057/16- 21</u>	Mr Robin Swann (UUP - North Antrim)	<p>To ask the Minister of Education to detail the names of the independent panel members that moderated Early Years funding applications; and their relevant knowledge and experience.</p> <p>The panel that moderated the applications for the Early Years Pathway Fund comprised the following members:</p> <p><i>Billy Gamble (Chairperson)</i> – an Equality Commissioner and board member of the International Fund for Ireland.</p>
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Previously Director of Equality in the Office of the First Minister and Deputy First Minister with responsibility for developing the 10 year strategy for children and young people.

Dr Marleen Collins – previously employed with the Education and Training Inspectorate, now undertakes consultancy work in the field of early childhood care and education. She has specialist knowledge in the field of work with children with additional needs.

Deirdre McAliskey – National Children’s Bureau. She has overall responsibility for a varied portfolio of evidence based programmes for children, young people and families. Previously worked with BELONG NI (the interagency family support programme promoting a sense of belonging amongst Black Minority Ethnic children and young people in Northern Ireland), NI Human Rights Commission and Amnesty International.

Teresa Canavan – Chief Executive of the Northern Ireland Rural Development Council (RDC) – expert in rural development policy, planning and implementation at national and EU level.

Evelyn Curran – Health and Social Care Board. Manager of the South Eastern Childcare Partnership with responsibility for strategic development of Sure Start projects, allocation of funding, including capital funding to the Early Years sector; support to the Early Years sector with training, quality, information and promoting of childcare and early years provision to parents.

Siobhán Fitzpatrick – Chief Executive, Early Years – the Organisation for Young Children. Siobhán has responsibility for policy and strategic development, relationships with the Childcare Partnerships, and Pre-school Education Advisory Groups. She also manages Cross Border relationships and International partnerships.

Administration of the Pathways Fund

<p>AQW 3055/16- 21</p>	<p>Mr Robin Swann (UUP - North Antrim)</p>	<p>To ask the Minister of Education whether he will consider multiyear funding as opposed to the current annual funding system in any proposed alteration to the Pathways Fund.</p> <p>The Pathway Fund was introduced from 1 April 2016, replacing the former Early Years Fund. As you are aware in its first year of operation, applications for funding were for one year only. The Department, with input from Early Years - the Organisation for Young Children, will review the outcome of the first year of the Pathway Fund in order to inform future funding rounds, including the appropriateness of annual funding.</p>
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Statemented children in North Down primary schools

	<p>AQW 3039/16- 21</p>	<p>Mr Gordon Dunne (DUP - North Down)</p>	<p>To ask the Minister of Education to detail the number of statemented children at the start of the current academic year in primary schools in North Down.</p> <p>Finalised information for pupils with statements of special educational needs for the current academic year will not be available until March 2017.</p> <p>The number of pupils in primary schools situated in North Down that have a statement of special educational needs in 2015/16 was 194 (2.5% of all primary school pupils in North Down). This figure include nursery and reception pupils. (Source: NI school census)</p>
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Promoting healthy living values to children and young people

<p>AQW 3034/16- 21</p>	<p>Mr Barry McElduff (SF - West Tyrone)</p>	<p>To ask the Minister of Education (i) to outline how the revised school curriculum imparts healthy living values to children and young people, including approaches to diet, exercise and mindfulness; and (ii) whether there is a specific health promoting scheme in which schools are invited to express an interest.</p> <p>Physical Education (PE) is a compulsory part of the curriculum for all pupils at every Key Stage from the ages of 4 to 16. My Department has recommended that schools provide pupils with at least 2 hours of PE a week.</p> <p>My Department recognises that a healthy, balanced diet is vital for children’s growth and development and that good nutrition makes a positive contribution to children’s learning, concentration and educational performance. Through the “Healthy Food for Healthy Outcomes – Food in Schools Policy”, the Department has proactively sought to improve the quality of food in our schools to complement the healthy eating messages delivered through the curriculum.</p> <p>My Department currently provides funding for the Curriculum Sports Programme (£1.3m in 2016-17) which is delivered by the IFA and GAA. The Programme aims to enhance the physical literacy skills of pupils at Foundation Stage and Key Stage 1. I am aware of other programmes/schemes that promote healthy living to our young people; however, it is entirely a matter for individual schools to determine which resources or programmes they wish to use to support their delivery of the curriculum. As regards emotional health and well-being, the Department’s ‘I-Matter’ programme is about addressing how the entire school community should be engaged in promoting resilient emotional health and well-being for all pupils.</p>
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Operation of Strule Shared Education Campus

<p>AQW 3027/16- 21</p>	<p>Mr Chris Lyttle (APNI - East Belfast)</p>	<p>To ask the Minister of Education to outline how Strule Shared Education Campus will facilitate contact between pupils from different schools and backgrounds.</p> <p>My Department’s Shared Education Policy delivers opportunities for children and young people from different community, social and economic backgrounds to learn together in an inclusive environment. It aims to deliver educational benefits to learners and promotes inclusion in terms of equality of opportunity, good relations, equality of identity, respect for diversity and community cohesion.</p> <p>The Strule Shared Education Campus (SSEC) is an innovative programme involving the provision of six core schools, alongside purpose built shared education and shared sports facilities. The Campus is being designed to encourage cohesion, collaboration and partnership and will offer opportunities for students of all ages and abilities from mixed religious backgrounds and different cultures. The configuration will allow each of the schools to retain their individuality and ethos, whilst availing of the opportunities provided through collaboration and sharing.</p> <p>The shared sports facilities, which will be available to all pupils on the campus, will include a sports centre and synthetic and grass pitches.</p> <p>Pupils will also have opportunities to learn together within the Shared Education Centre. This building will provide collaborative education opportunities and experiences across the STEAM (Science, Technology, Engineering, Arts, and Mathematics) area of the curriculum which will enable a more flexible cross curricular and cross school approach to learning with enhanced curriculum choices, particularly at post-16 stage.</p>
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		<p>The close proximity of the schools on the campus will also facilitate further opportunities for sharing within core school buildings.</p> <p>Pupils attending schools not situated on the SSEC will also be able to avail of campus facilities, through the Omagh Learning Community's partnership arrangements.</p> <p>Working jointly with the Education Authority, a campus education strategy which supports this culture of sharing will be designed and developed in close consultation with the schools.</p> <p>It should be noted that we believe shared education is vital to building a successful education system. Nevertheless, this should not be to the detriment of a school's individual value and ethos.</p>
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Development of Childcare Strategy

	<p>AQW 2964/16- 21</p>	<p>Mr Steven Agnew (GPNI - North Down)</p>	<p>To ask the Minister of Education to outline (i) when the key stakeholders forum for childcare will be meeting again; and (ii) how will they be involved in the next stage of development of the childcare strategy.</p> <p>The Childcare Strategy has been developed on a co-design basis. This has included one-to-one meetings between officials and the main childcare stakeholders and the establishment of a Stakeholder Advisory Forum which has met four times.</p> <p>The draft Childcare Strategy that issued for consultation in 2015 included proposals for a Stakeholder Panel that would have a formal, scrutiny role in respect of the delivery of the Strategy. I hope to bring forward the full version of the Childcare Strategy to my Executive colleagues in the coming months, having taken account of the many consultation responses received, the agreed Programme for Government</p>
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Acquired Brain Injury assessments in schools

AQW 2950/16- 21	Ms Catherine Seeley (SF - Upper Bann)	<p>To ask the Minister of Education to outline the tests and assessments in place in schools to test for Acquired Brain Injury.</p> <p>The statutory responsibility for securing provision for pupils with Special Educational Needs (SEN) rests with schools and the Education Authority (EA) who are responsible for identifying, assessing and, in appropriate cases, making provision for children with SEN.</p> <p>The Education Authority has confirmed that the Education Psychology Service is not aware of any neuropsychological tests that a SENCO could be trained to use in school to identify ABI. A diagnosis in this complex area would require an assessment undertaken by those professionals with a medical qualification.</p>
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Developing a SEN category for Acquired Brain Injury

AQW 2949/16- 21	Ms Catherine Seeley (SF - Upper Bann)	<p>To ask the Minister of Education to outline what consideration his Department has given to developing an SEN category for Acquired Brain Injury.</p> <p>My Department is currently reviewing the process of how schools record pupils with SEN; with consideration being given to the SEN categories, including those pupils with an Acquired Brain Injury (ABI).</p>
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Coaching for Transfer Tests

<p>AQW 2929/16- 21</p>	<p>Mr Barry McElduff (SF - West Tyrone)</p>	<p>To ask the Minister of Education to outline (i) how his Department will determine the wishes of parents to allow their children to be coached for unregulated Transfer Tests during school hours; and (ii) how this complies with the statutory rights of all children to access teaching and learning at a level appropriate to their needs and abilities.</p> <p>Responsibility as to how learning and teaching is delivered in the classroom is for teachers to make, based on their professional judgement. My expectation is that all pupils will be supported to reach their full potential.</p>
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Collective worship in school assemblies

<p>AQW 2928/16- 21</p>	<p>Mr Barry McElduff (SF - West Tyrone)</p>	<p>To ask the Minister of Education whether his Department plans to allow pupils at post-GCSE level of study to opt out from collective worship in school assemblies.</p> <p>Parental consent is required in order for pupils to opt out of collective worship in school assemblies. I have no plans to change this.</p>
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Impact of Welfare Reform mitigation

<p>AQW 2916/16- 21</p>	<p>Mr Andy Allen (UUP - East Belfast)</p>	<p>To ask the Minister for Communities to outline what work his Department has or intends to undertake to examine the impact of Welfare Reform post mitigation.</p> <p>As part of the Fresh Start Agreement, the approach agreed by the main political parties in Northern Ireland to implement welfare reform, there was a commitment to review welfare arrangements in 2018-19.</p> <p>Department for Communities officials have now developed and</p>
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		<p>refined a composite Welfare Reform evaluation strategy. This strategy has been designed to specifically evaluate each of the key reforms as well as the associated mitigations. It will be central in assessing and monitoring the impacts of Welfare Reform in Northern Ireland and will help to inform implementation and future strategy.</p>
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Update on the Childcare Strategy

<p>AQW 2770/16- 21</p>	<p>Ms Catherine Seeley (SF - Upper Bann)</p>	<p>To ask the Minister of Education for an update on the Childcare Strategy.</p> <p>The Executive’s Childcare Strategy is being delivered on a phased basis. The first phase was launched in September 2013. This first phase included 15 Key First actions designed to address the priority childcare needs identified through research and during an initial consultation with parents, children and childcare stakeholders.</p> <p>School Age Childcare (such as breakfast clubs, after school clubs and summer schemes) was identified as a key area of unmet childcare need. The School Age Childcare Grant Scheme, launched March 2014, is the most ambitious of the Strategy’s initial interventions. It has, to date, allocated approximately £6 million to support more than 3,000 low cost childcare places. Disadvantaged families and families living in rural areas are among the principal beneficiaries. In addition, the first phase of the Strategy has supported the development of childcare services for children with special needs, including supporting a summer scheme for children for the past four years. The first phase has also made information on local childcare services better and more readily available to parents.</p>
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		<p>Development of the full Childcare Strategy began in 2014 and has involved ongoing engagement with the main childcare stakeholders as well as further, extensive consultation in the second half of last year. The findings of this consultation exercise will help shape the content of the final version of the Childcare Strategy, which I plan to finalise in the coming months.</p>
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Lessons on mental wellbeing

<p>AQW 2731/16- 21</p>	<p>Ms Catherine Seeley (SF - Upper Bann)</p>	<p>To ask the Minister of Education to outline his plans to enhance the primary school curriculum by requiring schools to deliver lessons on mental wellbeing.</p> <p>The statutory curriculum clearly states that pupils should be taught about the importance of learning about mental health and wellbeing.</p> <p>In the primary school curriculum, managing feelings and emotions is a compulsory element of Personal Development and Mutual Understanding and provides opportunities for pupils to better understand their own feelings and the feelings of others, as well as how to sustain their health, growth and wellbeing.</p> <p>Also, you may be aware of the Department’s ‘I-Matter’ programme, which is about addressing how the entire school community should be engaged in promoting resilient emotional health and well-being for all pupils. The materials produced to date under the Programme include subjects such as ‘stress and anxiety’ and ‘feelings’ and are widely used by schools, across the youth sector, local libraries, GP surgeries and parent organisations. The Department intends to review the materials available over the coming months with a view to adding additional material on promoting positive emotional health and well-being.</p>
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Welfare Reform Mitigations Working Group Report

<p>AQW 2715/16- 21</p>	<p>Mr Andy Allen (UUP - East Belfast)</p>	<p>To ask the Minister for Communities for an update on the allocation of funding outlined in the specific advice in the Welfare Reform Mitigations Working Group Report.</p> <p>As part of the Fresh Start Agreement, £8m funding was committed over four years to put additional independent advice services in place for Welfare Reform.</p> <p>The Department is currently in the final stages of agreeing a contract with the Welfare Reform Advice Services Consortium (Citizens Advice, AdviceNI and the Law Centre NI) to provide a freephone helpline and additional frontline advisers. And I have recently announced that the Department will also be providing £800k of additional funding, inclusive of £600k to local councils to help them support and prepare existing frontline services in advance of the new services being put in place.</p>
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Childcare integration

<p>AQW 2706/16- 21</p>	<p>Mr Steven Agnew (GPNI - North Down)</p>	<p>To ask the Minister of Education whether (i) there is any co-ordination of childcare and education within the Department; and (ii) childcare is fully integrated within the new departmental structures in terms of policy and unit co-ordination.</p> <p>Policy responsibility for childcare transferred to the Department of Education (DE) on 9 May 2016.</p> <p>Childcare is fully integrated in DE. It is part of the Youth, Early Years and Childcare Directorate. The new arrangements provide an opportunity to align childcare with the suite of DE Early Education and learning programmes to ensure we maximise the complementarity of these services in the interest of children and families. The Childcare Strategy is currently being finalised in</p>
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		<p>the context of this wider Departmental remit, the emerging Programme for Government and the responses received during consultation on the draft Childcare Strategy.</p>
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Childcare Strategy implementation

<p>AQW 2590/16- 21</p>	<p>Mrs Sandra Overend (UUP - Mid Ulster)</p>	<p>To ask the Minister of Education whether the Childcare Strategy Management Forum has been established; and if so to detail its analysis of how the key first actions of the Childcare Strategy are being implemented.</p> <p>The Management Forum proposed in the first phase of the Childcare Strategy is known as the Childcare Strategy Programme Board. It comprises representatives of those Government Departments with a policy interest in childcare along with a representative from the Childcare Partnerships. Since September 2013, there have been fourteen meetings of the Programme Board. These have monitored the progress of the Strategy's Key First Actions (KFAs). Good progress has been made on implementing the KFAs with most regarded as being on track for delivery or completion.</p> <p>One of the KFAs, relating to rural childminding, has not been taken forward. The responsible department, the Department for Agriculture, Environment and Rural Affairs, subsequently developed alternative proposals which were included in the draft Childcare Strategy issued for consultation in July 2015.</p>
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Programme for Affordable and Integrated Childcare

<p>AQW 2588/16- 21</p>	<p>Mrs Sandra Overend (UUP - Mid Ulster)</p>	<p>To ask the Minister of Education to outline the improvements that have been made to the Family Support website as detailed in the Executive’s Programme for Affordable and Integrated Childcare.</p> <p>The first phase of the Childcare Strategy supported a range of improvements to the Family Support NI website to enhance it as a central source of information on childcare and childcare providers operating at local levels. This included creating a new childcare specific search facility. The facility enables parents to search for childcare services in their area and filter the results by a number of relevant categories including types of childcare available and current vacancies.</p> <p>A social media App was also developed. This enables parents to search for childcare services using their smart phones. The website and App have been receiving in the region of 40,000 hits per month.</p>
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1000 school age childcare place in rural areas

<p>AQW 2587/16- 21</p>	<p>Mrs Sandra Overend (UUP - Mid Ulster)</p>	<p>To ask the Minister of Education to outline what progress has been made in supporting up to 1000 school age childcare places in rural areas through social enterprises as detailed in the Executive’s Programme for Affordable and Integrated Childcare.</p> <p>The Childcare Partnerships, the managing agent for the School Age Childcare Grant (SAC) Scheme, have advised that, as at 16 September 2016, the Scheme is supporting approximately 3,000 childcare places.</p> <p>44 settings (40%) are located in a disadvantaged area, creating or sustaining approximately 1,100 places.</p>
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		<p>50 settings (45%) are located in a rural area creating or sustaining approximately 1,500 places.</p> <p>The same funded setting might be located in an area categorized as disadvantaged and as rural.</p>
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3000 places for school age childcare for families in need

<p>AQW 2586/16- 21</p>	<p>Mrs Sandra Overend (UUP - Mid Ulster)</p>	<p>To ask the Minister of Education to outline what progress has been made on the creation of 3,000 places for school age childcare targeted at families in need, as detailed in the Executive’s Programme for Affordable and Integrated Childcare.</p> <p>The Childcare Partnerships, the managing agent for the School Age Childcare Grant (SAC) Scheme, have advised that, as at 16 September 2016, the Scheme is supporting approximately 3,000 childcare places.</p> <p>44 settings (40%) are located in a disadvantaged area, creating or sustaining approximately 1,100 places.</p> <p>50 settings (45%) are located in a rural area creating or sustaining approximately 1,500 places.</p> <p>The same funded setting might be located in an area categorized as disadvantaged and as rural.</p>
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Special School places

<p>AQW 2549/1 6-21</p>	<p>Ms Catherine Seeley (SF - Upper Bann)</p>	<p>To ask the Minister of Education to detail (i) the number of applications to special schools; (ii) the number of places allocated; and (iii) the number of places not utilised, in each of the last 3 years.</p> <p>The information requested is as follows:</p> <table border="1" data-bbox="491 712 1437 1317"> <thead> <tr> <th>Education Authority</th> <th>2013/20</th> <th>2014/20</th> <th>2015/20</th> <th>2016/20</th> </tr> </thead> <tbody> <tr> <td></td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> </tr> <tr> <td>No of Applications*</td> <td>259</td> <td>291</td> <td>314</td> <td>Not yet available</td> </tr> <tr> <td>No of Allocations</td> <td>255</td> <td>285</td> <td>300</td> <td>Not yet available</td> </tr> <tr> <td>No of places not utilised**</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> </tbody> </table> <p>* Placement is not based on application, but on assessment of need and parental preference.</p> <p>** The number of children will be dependent on the needs of the group in a class. In this regard, the number of places not utilised cannot always be specified.</p>	Education Authority	2013/20	2014/20	2015/20	2016/20		14	15	16	17	No of Applications*	259	291	314	Not yet available	No of Allocations	255	285	300	Not yet available	No of places not utilised**	-	-	-	-
Education Authority	2013/20	2014/20	2015/20	2016/20																							
	14	15	16	17																							
No of Applications*	259	291	314	Not yet available																							
No of Allocations	255	285	300	Not yet available																							
No of places not utilised**	-	-	-	-																							

Number of young people under 18 subject to Social Services intervention

<p>AQ W 252 5/16 -21</p>	<p>Lord Morro w of Clogh er Valley (DUP - Ferm anagh and South Tyron e)</p>	<p>To ask the Minister of Justice whether she will conduct a review or assessment, in conjunction with the Minister of Health, to ascertain the numbers of people under 18 that are in care, regarded as at risk, looked after, or in any other way subject to Social Services intervention, that become involved in criminality and the judicial system; to establish (i) if prevention and / or determent is possible; (ii) if adequate safeguarding is in place to address the risks connected to criminality including non-association with negative influences; and (iii) to develop more stringent but streamlined safeguards in the best interests of the young person, in line with risk assessments, health and safety and child protection policies and procedures.</p> <p>It is often the most troubled and vulnerable children who find themselves caught up in the justice system. Many of these, including looked after children, have complex needs which no single Department can meet unilaterally. Addressing this was a key tenet of the cross-departmental Scoping Study on children, launched by my predecessor with a view to improving outcomes for all children in, or on the fringes of, the youth justice system.</p> <p>You will be aware that overall responsibility for looked after children and those subject to Social Services intervention lies with the Department of Health. The Youth Justice Agency does not collect consolidated data on the number of these children who become involved in criminality and the judicial system, however the Department of Health has produced that information in their statistical bulletin, “Children in Care in Northern Ireland 2014-15”.</p> <p>From our own analysis, we know that looked after children represent, on average, nearly one-third of all children admitted to custody at Woodlands Juvenile Justice Centre:</p> <div data-bbox="427 1854 1439 1937" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Young People in Custody by Looked After Status, 2008/09 to</p> </div>
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2014/15									
Year	Total Young People	Looked After Status							
		Subject to Care		Voluntary		Not in Care		Unknown	
		Number	%	Number	%	Number	%	Number	%
2008/09	153	31	20	1	1	120	78	1	1
2009/10	172	49	28	4	2	117	68	2	1
2010/11	214	43	20	34	16	135	63	2	1
2011/12	207	28	14	27	13	150	72	2	1
2012/13	211	38	18	25	12	145	69	3	1
2013/14	196	37	19	33	17	125	64	1	1

		201 4/15	199	35	1 8	31	1 6	132	6 6	1	1
<p>Source: Youth Justice Agency Annual Workload Statistics 2014-15</p> <p>Addressing the multiple problems faced by looked after children, and how best to support and guide those responsible for their care, were discussed as part of the Scoping Study. Many of the proposals arising from the first phase of this work will require closer working with the Department of Health and I intend to hold discussions with Minister O’Neill to agree on how we best take this work forward.</p> <p>In relation to the issues around safeguarding and child protection, all Youth Justice Agency front-line staff are fully trained and compliant with the strict policies and procedures that are in place across both custody and community provision. The Agency also sits as a key partner on the Safeguarding Board NI, and is working alongside other Departments to address the recommendations in the Marshall Report on Child Sexual Exploitation in Northern Ireland.</p>											

Monitoring of children with type 1 diabetes

AQW 2509/16- 21	Ms Caoimhe Archibald (SF - East Londonderry)	<p>To ask the Minister of Health whether consideration is being given by her Department to make available continuous monitoring for children with type 1 diabetes; and when this will be introduced.</p> <p>The Health and Social Care Board is planning to introduce Continuous Glucose Monitoring (CGM) in line with NICE guidance (NG18) from 1 January 2017 for children and young people with Type 1 diabetes who meet the criteria for CGM described by NICE.</p>
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Special Educational Needs and Disability Tribunals

[AQW](#)
[2502/16-](#)
[21](#)

Ms
Catherine
Seeley
(*SF -
Upper
Bann*)

To ask the Minister of Justice to detail (i) how many appeals were lodged with the Special Educational Needs and Disability Tribunal; (ii) what were the grounds of the appeal in each case; and (iii) in how many of these cases was the position of the Education Authority/ Education and Library Board upheld by the Tribunal, broken down by calendar year since 2013.

The following tables provide details of the appeals lodged with the Special Educational Needs and Disability Tribunal; the grounds for appeal; and the appeal outcome including cases disposed of prior to hearing. The information is provided for each financial year. To present the information in calendar year format would require a manual review at disproportionate cost.

Table 1 - Number of appeals received by the Special Educational Needs and Disability Tribunal

	2013/14	2014/15	2015/16
Appeals Received	121	121	145

Table 2 - Grounds for Appeal

	2013/14	2014/15	2015/16
Refusal to Assess (Parent)	45	43	56
Refusal to Assess	22	16	27

			(School)			
			Refusal to Statement	15	11	8
			Refusal to Re-Assess (Parent)	1	1	2
			Refusal to Re-Assess (School)	-	1	-
			Refusal to Change School Name	7	7	3
			Cease to Maintain Statement	2	3	2
			Failure to Name School	1	-	-
			Content of Statement – Pt 2 & 3 or both	21	33	41

Content of Statement – Pt 2,3 & 4	5	4	5
Content of Statement – Pt 4	2	2	1
TOTAL	121	121	145

Table 3 – Appeal Outcome including cases disposed of prior to hearing

Appeal Outcome	2013/14	2014/15	2015/16
Granted at hearing	7	9	20
Partially Granted at hearing	1	1	1
Dismissed at hearing	5	5	4
Settled at hearing	1	1	0
Withdrawn at hearing	0	1	0

			Cases conceded by Education Authority/Library Board before hearing	77	57	56
			Cases withdrawn by parent before hearing	23	32	38
			TOTAL	114	106	119

Child Poverty Strategy update

AQW 2500/16- 21	Ms Catherine Seeley (SF - Upper Bann)	<p>To ask the Minister for Communities for an update on the Child Poverty Strategy.</p> <p>The Executive's Child Poverty Strategy 2016-19 was laid in the Assembly on 25 March 2016.</p> <p>My Department is specifically responsible for the development of a Social Strategy to complement the Programme for Government. Work to tackle child poverty will be integral to the development of this strategy.</p> <p>Consultation on the Social Strategy will issue following Executive agreement in the coming weeks.</p>
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Social Housing Enterprise Awards

<p><u>AQW 2455/16- 21</u></p>	<p>Mr Jim Allister (TUV - North Antrim)</p>	<p>To ask the Minister for Communities , pursuant to AQW 1510/16-21, to outline the rationale, in relation to value for money, in providing Social Housing Enterprise Awards to extend an organisation's childcare service, when the organisation is already in receipt of funding from the Bright Start scheme to extend its childcare provision.</p> <p>The Housing Executive has advised that when they consider awarding funding through the Social Housing Enterprise scheme various checks are conducted:</p> <p>On the application form, the organisations applying are asked "Have you received or applied for any other funding or other resources including in-kind support for your initiative? If so please provide details".</p> <p>A further search is also made on the Government database for other sources of funding and for large awards, as well as requesting business plans including the assessment of full financial details.</p>
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Children's mental health consultants in each Health Trust

AQW 2426/16- 21	Mr Alex Easton (DUP - North Down)	<p>To ask the Minister of Health how many children's mental health consultants are employed in each Health and Social Care Trust.</p> <p>Information on the number of children's mental health consultants employed in each Health and Social Care (HSC) Trust is detailed in the table below.</p> <p>Children's Mental Health Consultants Employed</p> <table border="1" data-bbox="699 801 1311 1496"> <thead> <tr> <th>HSC Trust</th> <th>Headcount</th> <th>Whole Time Equivalent</th> </tr> </thead> <tbody> <tr> <td>Belfast & South Eastern</td> <td>13</td> <td>12.5</td> </tr> <tr> <td>Northern</td> <td>6</td> <td>5.4</td> </tr> <tr> <td>Southern</td> <td>6</td> <td>4.7</td> </tr> <tr> <td>Western</td> <td>6</td> <td>3.7</td> </tr> <tr> <td>Total</td> <td>31</td> <td>26.3</td> </tr> </tbody> </table> <p>Source: HSC Trusts</p>	HSC Trust	Headcount	Whole Time Equivalent	Belfast & South Eastern	13	12.5	Northern	6	5.4	Southern	6	4.7	Western	6	3.7	Total	31	26.3
HSC Trust	Headcount	Whole Time Equivalent																		
Belfast & South Eastern	13	12.5																		
Northern	6	5.4																		
Southern	6	4.7																		
Western	6	3.7																		
Total	31	26.3																		

Children's mental health outpatient appointments in last 2 years

<p>AQW 2425/16- 21</p>	<p>Mr Alex Easton (DUP - North Down)</p>	<p>To ask the Minister of Health to detail the number of children's mental health outpatient appointments in the last two years.</p> <p>During 2014/15 there were 77,291 child and adolescent mental health outpatient appointments scheduled within the North of Ireland. In 2015/16, there were 79,542 outpatient appointments scheduled.</p>
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Funding for children's mental health services

<p>AQW 2424/16- 21</p>	<p>Mr Alex Easton (DUP - North Down)</p>	<p>To ask the Minister of Health how much funding is available annually for children's mental health services.</p> <p>The investment for 2015/16 in CAMHS totalled £19,574,861. This investment covered all CAMHS community-based provision, the regional in-patient unit at Beechcroft and regional specialist services including the Gender Identity service, the Forensic CAMHS service and the Family Trauma Centre.</p> <p>There was a further £50k investment for CAMHS training in psychological therapies.</p> <p>In addition to these investments, it should be noted that the Public Health Agency also invests in drug and alcohol service provision and suicide prevention services for children and young people.</p>
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Number of child mental health beds

<p>AQW 2423/16- 21</p>	<p>Mr Alex Easton (DUP - North Down)</p>	<p>To ask the Minister of Health to detail the number of child mental health beds.</p> <p>At 31st July 2016, there were 33 mental health beds available regionally for young people aged 18 years and under.</p>
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Children sent to England for treatment for mental health issues

<p>AQW 2422/16- 21</p>	<p>Mr Alex Easton (DUP - North Down)</p>	<p>To ask the Minister of Health how many children have been sent to England for treatment for mental health issues over the last two years; and at what cost.</p> <p>Information on the number of children aged under 18 that have been sent to England for treatment for mental health issues, and the costs over the last two years is detailed in the table below:</p> <table border="1" data-bbox="671 1193 1278 1451"> <thead> <tr> <th>Year</th> <th>Number*</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>2014/15</td> <td>10</td> <td>£1.78m</td> </tr> <tr> <td>2015/16</td> <td>6</td> <td>£1.60m</td> </tr> </tbody> </table> <p>Source: HSCB</p> <p>*It is not possible to add figures for both years together, as a number of children received treatment in both 2014/15 and 2015/16.</p>	Year	Number*	Cost	2014/15	10	£1.78m	2015/16	6	£1.60m
Year	Number*	Cost									
2014/15	10	£1.78m									
2015/16	6	£1.60m									

Plans to establish a single post primary transfer test

<p>AQW 2400/16- 21</p>	<p>Mrs Sandra Overend (UUP - Mid Ulster)</p>	<p>To ask the Minister of Education to outline his plans to establish a single post primary transfer test.</p> <p>I have tasked my officials to engage with relevant stakeholders to make swift progress to improve the current arrangements. I do not wish to pre-empt the conclusion of that engagement but it is in the best interests of children to find a way forward in good time.</p>
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Children's mental health admissions at Beechcroft

<p>AQW 2335/16- 21</p>	<p>Mr Alex Easton (DUP - North Down)</p>	<p>To ask the Minister of Health what plans she has to increase the number of beds for children's mental health admissions at Beechcroft, Belfast.</p> <p>There are no plans at present. Of the total number of young people who are treated by CAMHS, approximately 3-4% require an admission and Beechcroft has sufficient capacity to meet this need.</p> <p>The Health and Social Care Board (HSCB) commissioned an independent review of Beechcroft and Acute Child and Adolescent Mental Health Services (CAMHS) which reported in 2014 and which confirmed that no additional in-patient beds were required, but that the current level should be sustained with the further strengthening of Crisis Resolution and Home Treatment services. The HSCB invests £2.5M recurrently to maintain fully operational Crisis Resolution and Home Treatment teams in all Trusts.</p>
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Children's mental health beds other than at Beechcroft

<p>AQW 2334/16- 21</p>	<p>Mr Alex Easton (DUP - North Down)</p>	<p>To ask the Minister of Health to detail the (i) number; and (ii) location of beds available for children's mental health admissions other than those at Beechcroft.</p> <p>At 31st July 2016, there were no beds available for children's mental health admissions other than those in Beechcroft.</p>
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