

NICCY Summary: Written Assembly Questions weeks ending 2 December 2016

Funding allocations under Social Investment Fund

<p>AQO 699/16- 21</p>	<p>Mr Patsy McGlone (SDLP - Mid Ulster)</p>	<p>To ask the First Minister and deputy First Minister for an update on funding allocations made under the Social Investment Fund.</p> <p>All £80 million of the Social Investment Fund has now been allocated. The budgets have been allocated to the 69 projects prioritised by the nine Social Investment Fund Steering Groups. The project funding information is available on the Department's website at https://www.executiveoffice-ni.gov.uk/articles/social-investment-fund-projects</p>
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Publishing PfG indicators data

<p><u>AQW 7343/16- 21</u></p>	<p>Dr Stephen Farry (APNI - North Down)</p>	<p>To ask the First Minister and deputy First Minister whether they intend to create a website for publishing the most recent data relating to indicators used in the Programme for Government, similar to 'Scotland Performs'.</p> <p>Yes. In the consultation document on the Programme for Government, we have given a commitment to transparency through the publication of the data supporting each outcome for public scrutiny. We have also committed to invest in the development of our data.</p> <p>The 'Scotland Performs' model is one of several that we have examined – our ambition is to take the best from the existing models of reporting, and to build a system that will best support progress on achievement of our outcomes.</p>
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Payment of Tax Credits

<p><u>AQW</u> <u>8074/16-</u> <u>21</u></p>	<p>Ms Nichola Mallon (<i>SDLP</i> - <i>North</i> <i>Belfast</i>)</p>	<p>To ask the Minister for Communities to outline (i) whether he is aware of any cases in Northern Ireland where Tax Credits haven't been paid accurately to families with a disabled child/children due to a lack of proper information exchange with the social security agency; and (ii) what action his Department has taken with HMRC to (a) identify how many cases are affected; and (b) to resolve those cases. [<i>Priority Written</i>]</p> <p>Administration of Tax Credits is not a matter for my Department. It is the responsibility of Her Majesty's Revenue and Customs (HMRC). The Department for Communities uses Department for Work and Pensions (DWP) systems to administer Disability Living Allowance, which can enable families to get a higher award of Child Tax Credit (CTC). Since becoming aware of an issue regarding the data-feed between DWP and HMRC, both have worked to address the issue and ensure the relevant information sharing process is working effectively going forward.</p>
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Extending the '20's Plenty' road safety programme

<p><u>AQW</u> <u>6999/16-</u> <u>21</u></p>	<p>Mr Ross Hussey (<i>UUP</i> - <i>West</i> <i>Tyrone</i>)</p>	<p>To ask the Minister for Infrastructure (i) whether he proposes to extend the '20's Plenty' programme; (ii) to outline how the programme areas will be selected; (iii) whether he has had any consultations with local councils and other interested parties; (iv) has he any plans for a wider public consultation; and (v) has he any plans for '20's Plenty' to reach throughout Northern Ireland and to include (a) rural areas; (b) schools; (c) play areas; and (d) housing estates/developments.</p> <p>My Department has a statutory duty to promote road safety and within the context of the Road Safety Strategy does this by</p>
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supporting road safety schemes and providing road safety teaching resources free to schools.

Regrettably over 95% of road traffic collisions where someone dies or is seriously injured are due to human error. As young children are amongst the most vulnerable people using our roads, we need to give them extra time, be patient but mostly we need to expect the unexpected from them as they continue to develop their road safety awareness and skills. Therefore, in addition to my Department's portfolio of educational activities, we also help improve safety by encouraging drivers to reduce their speed and reminding them of school children in the area through engineering initiatives.

My Department encourages and supports 20 mph limits and zones in situations where there is a particular risk to vulnerable road users especially in residential areas. Successful 20 mph zones employ 'self enforcing' engineering measures such as road humps, central islands and other traffic calming measures to reduce traffic speeds resulting in substantial reductions in injury collisions. Almost 500 of this type of traffic calming scheme have been installed to date.

'20's Plenty' is the name of an organisation that campaigns for the introduction of default, area wide signed-only 20 mph speed limits on all residential and urban roads. Several local authorities in Britain have introduced such schemes however results are mixed. The Department for Transport in England has initiated a research project to determine what impact these reduced speed limits are having.

Evidence shows that signed-only 20 mph speed limits generally lead to only small reductions in traffic speeds and are therefore most appropriate for areas where vehicle speeds are already low. If average speeds are already around 24 mph on a road, introducing a 20 mph speed limit through signing alone, is more likely to lead to general compliance with the new speed limit. My

Department is currently piloting the effectiveness of this type of signed-only scheme at five sites, including one in Belfast City Centre. These will be monitored to determine their effectiveness at reducing vehicle speeds and in reducing the number and severity of collisions. On completion of the pilots a decision will be taken as to whether there would be merit in rolling out further signed-only 20 mph speed limits.

All speed limits, other than those on Restricted Roads, are made by order under Article 38 of the Road Traffic Regulation (NI) Order 1997. These are advertised in the local press and members of the public can make representations about them during the consultation process. The PSNI, local councils, the emergency services and other interested parties are also consulted whenever a change of speed limit is being proposed or traffic calming measures are to be introduced.

I can confirm that my Department will introduce 20 mph limits and zones in situations where there is a particular risk to vulnerable road users especially in residential and commercial areas. I am particularly keen to see more part-time 20mph speed limits outside schools, especially where the school is on a road where the national speed limit applies. I have asked my officials to consider further refinements to the policy for this measure that would facilitate an increased provision, subject to available funding. There are no proposals to introduce 20 mph speed limits on other sections of the rural road network.

I am committed to continuing to work towards reducing deaths and serious injuries on our roads. I recognise the continuing challenges of preventing road deaths and serious injuries and will continue to ensure that my Department uses the tools at its disposal to address the issues.

Tackling rural poverty and social isolation

<p>AQW 7284/16- 21</p>	<p>Mr Oliver McMullan (SF - East Antrim)</p>	<p>To ask the Minister of Agriculture, Environment and Rural Affairs whether her Department has a long term commitment to the actions linked to Tackling Rural Poverty and Social Isolation that could make a valuable contribution to the Programme for Government outcomes.</p> <p>The new Tackling Rural Poverty and Social Isolation (TRPSI) Framework, entitled 'Supporting Rural Communities', was launched in March 2016 and continues to support and develop initiatives to address the three key TRPSI Framework priorities of access poverty, financial poverty and social isolation. An opening budget of £4m was allocated to fund the TRPSI Programme for the current year (2016/17) and is on target to be fully invested.</p> <p>Once the Executive agrees the parameters for the Budget 2016 exercise, my Department will firm up our proposals for all programmes including this one.</p>
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Assistance for schools for pupils to access suicide prevention campaigns

<p>AQW 7423/16- 21</p>	<p>Mrs Jo- Anne Dobson (UUP - Upper Bann)</p>	<p>To ask the Minister of Education what assistance is provided to (i) primary; and (ii) post-primary schools to provide pupils with in-school access to suicide prevention and awareness campaigns.</p> <p>The Department of Education is very aware of the pressures facing young people today and works closely with schools to promote positive mental health and wellbeing of pupils and has provided a range of support. This includes: Suicide prevention guidance for schools was published in March 2016 which focuses on supporting schools in reducing the incidence of suicide and self-harm. Additional resources on suicide and self harm have also been developed and issued to</p>
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schools in September 2016.

A “Guide to Managing Critical Incidents in Schools” along with a supporting DVD was published on 10 February 2014 to help schools be prepared for a critical incident and to ensure effective management and support before, during and after the event. The Independent Counselling Service for Schools (ICSS) offers support for pupils of post primary age and provides in excess of 39,000 counselling sessions annually.

The Revised Curriculum for primary and post-primary schools has elements designed to develop the young person as an individual and to make them aware of the stressors in their lives and help build their capacity to deal with them.

The “iMatter” Programme includes resources intended to support the entire school community to be engaged in promoting resilient emotional health for all pupils. The resources are designed for young people in post-primary school and provide hints and tips on coping with emotional issues, including useful telephone numbers, websites and details of organisations that can provide assistance for particular problems.

The Department of Education is a member of and funds the local Anti-Bullying Forum (NIABF) which brings together local statutory and voluntary organisations to help schools and organisations working with young people to develop appropriate strategies to prevent and deal with bullying behaviours.

Measuring impact of Sure Start Services

<p>AQW 7382/16- 21</p>	<p>Mrs Sandra Overend (UUP - Mid Ulster)</p>	<p>To ask the Minister of Education to detail how his Department measures the impact of Sure Start Services.</p> <p>The Department of Education (DE) has overall responsibility for policy and funding of the Sure Start Programme. The Health and Social Care Board (HSCB) has operational responsibility for the delivery of Sure Start, through the Childcare Partnerships in each of the Trust areas.</p> <p>The DE Sure Start Outcomes Framework was developed during 2014/15 which established a set of high level objectives for the Programme. The Outcomes Framework provides the basis for measuring the effectiveness and impact of Sure Start in terms of:</p> <ul style="list-style-type: none"> Improved Language Skills Early Identification of Developmental Delay Enhanced Parenting Skills Improved Access to Services Effectively Integrated Services. <p>Targets are agreed between DE and HSCB at the beginning of each financial year related to achievement of the outcomes. HSCB is required to provide six monthly updates to DE on progress.</p> <p>DE provides funding to the HSCB for the Sure Start database 'Sure Start Play'. This facilitates effective monitoring of activity and service delivery within Sure Start projects, on a consistent and regional basis.</p>
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EA gateway reviews

<p><u>AQW</u> <u>7342/16-</u> <u>21</u></p>	<p>Mr Chris Lyttle (APNI - East Belfast)</p>	<p>To ask the Minister of Education how many gateway reviews have been completed into the Education Authority.</p> <p>A Gateway review of the Education Authority Implementation Programme was completed in March 2015. It is intended that there will be a further review early in the New Year.</p>
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Legal cases relating to SEN

<p>AQW 7341/16- 21</p>	<p>Mrs Jenny Palmer (UUP - Lagan Valley)</p>	<p>To ask the Minister of Education to detail how many legal cases relating to Special Educational Needs are currently (i) in progress; or (ii) pending against the Education Authority.</p> <p>The number of legal cases against the Education Authority, relating to the Special Educational Needs and Disability Tribunal (SENDIST), are as follows: 36 cases are in progress, i.e. registered with SENDIST but not yet heard; and 15 cases are pending, i.e. cases have been heard and awaiting outcome.</p>
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Addressing non-attendance in post primary schools

<p><u>AQW</u> <u>7310/16-</u> <u>21</u></p>	<p>Mrs Sandra Overend (UUP - Mid Ulster)</p>	<p>To ask the Minister of Education to detail what his Department is doing to address non-attendance in post-primary schools.</p> <p>Departmental Circular 2015/02 Attendance Guidance & Absence Recording by Schools sets out guidance for schools on the management of pupil attendance. This circular includes a sample school attendance policy and good practice advice for schools.</p>
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		<p>Within each school's attendance policy, it is recommended that they clearly document their approach to managing absenteeism. This will allow them to take account of the individual circumstances of each school. In circumstances where a school's efforts are unsuccessful in improving the attendance record of a pupil with a high level of absenteeism, they are able to refer the pupil to the Education Authority's Education Welfare Service.</p> <p>The Department funds the Education Welfare Service(EWS) through the Education Authority to provide assistance and support to schools, pupils and parents on attendance matters. The EWS are involved in the delivery of a number of pro-active interventions to assist pupils in making the transition to post primary schools.</p> <p>The Department are currently developing an Improving Pupil Attendance Strategy and it is anticipated that it will be published in the coming weeks. The Department also continues to promote school attendance with a new leaflet being issued to all pupils/parents in the coming weeks and will continue to engage with other Departments and Agencies to promote pupil attendance.</p>
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Academic achievement of visually impaired young people

<p><u>AQW</u> <u>7258/16-</u> <u>21</u></p>	<p>Mr Trevor Clarke (DUP - South Antrim)</p>	<p>To ask the Minister of Education for a breakdown of statistics on the academic achievement of visually impaired young people compared to sighted young people relating to (i) passing GCSE at grade C or above; and (ii) progression to further/higher education, over the last five years.</p> <p>My Department collects information on the qualifications and destinations of all school leavers in Northern Ireland. The below tables provide attainment and destination data for school leavers from mainstream schools whose special educational need</p>
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was 'Blind' or 'Partially Sighted'. Data for all other school leavers is also included.

**(i) Number and percentage of school leavers achieving at least 1 GCSE Grade C or above (including equivalent qualifications),
2010/11– 2014/15(1)(2)(3)**

Year	School leavers achieving at least 1 GCSE Grade C or above (including equivalent qualifications)			
	Blind or Partially Sighted pupils		All other pupils	
	Number	%	Number	%
2014/15	32	94.1	21769	97.5
2013/14	24	92.3	21828	96.5
2012/13	32	97.0	21876	95.2
2011/12	29	87.9	21226	94.2
2010/11	29	80.6	21225	91.8

(ii) Number and percentage of school leavers whose main destination was Higher or Further Education, 2010/11 – 2014/15(1)(2)(3)

Year	School leavers whose main destination was Higher or Further Education	
	Blind or Partially Sighted pupils	All other pupils

	Number	%	Number	%
2014/15	29	85.3	17265	77.3
2013/14	17	65.4	17457	77.2
2012/13	23	69.7	17706	77.1
2011/12	26	78.8	17339	76.9
2010/11	28	77.8	17175	74.3

Source: School Leavers survey
Excludes special and independent schools.
School leavers detailed in the above tables may have other special educational need types in addition to, or in isolation of, visual impairment.
Percentages derived from base numbers of less than 100 should be viewed with caution to avoid drawing unwarranted conclusions from the data.

Implementation of Addressing Bullying in Schools Act

AQW 7249/16- 21	Ms Catherine Seeley (SF - Upper Bann)	<p>To ask the Minister of Education for an update on the implementation of the Addressing Bullying in Schools Act 2016.</p> <p>The Addressing Bullying in Schools Bill received Royal Assent on 12 May 2016, becoming the Addressing Bullying in Schools Act (NI) 2016.</p> <p>This legislation will:</p> <ul style="list-style-type: none"> Provide a common definition of bullying; Require all schools to centrally record incidents of bullying, their motivation and their outcome; and Require the Board of Governors collectively to take
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		<p>responsibility to the development, implementation, monitoring and periodic review of the school's anti-bullying policies and procedures</p> <p>Before these provisions can be brought into force, several pieces of additional work must be undertaken. These are:</p> <p>The preparation of supporting guidance for schools, Boards of Governors, parents, and pupils clarifying how the new duties will be applied and what can be expected from schools in response to an incident or complaint.</p> <p>Training for school staff and Governors in how they discharge their duties and record each incident; and</p> <p>The creation of a new standardised recording system to be made available to all schools via the Classroom 2000 SIMS system.</p> <p>My officials are working to meet these commitments and we currently expect the new provisions to be in force in time for the commencement of the 2017-18 academic year.</p>
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Addressing bullying and work carried out by NI Anti-Bullying Forum

<p>AQW 7247/16- 21</p>	<p>Ms Carla Lockhart (DUP - Upper Bann)</p>	<p>To ask the Minister of Education (i) to outline his commitment to addressing bullying; and (ii) whether he will endorse the work carried out by the NI Anti-Bullying Forum.</p> <p>The Department of Education has always been fully committed to tackling bullying in any form and whatever its motivation. This commitment is illustrated by the funding we have provided for the last 10 years to support the Northern Ireland Anti-Bullying Forum (NIABF), helping it to raise awareness of bullying and provide a range of practical support, resources and guidance to schools, parents and pupils. It can also be seen in our efforts to bring forward and complete the passage of the Addressing Bullying in Schools Act 2016 during the last Assembly mandate.</p>
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		<p>The new Act had its origins in one of the recommendations of the NIABF’s 2013 review of anti-bullying practice in Northern Ireland. This review was undertaken at the request of the then Education Minister and our willingness to assign this task to the Forum, and to subsequently pursue primary legislation as a direct result of its recommendations, reflects the value we attach to the Forum and the expertise of its member organisations.</p> <p>My confidence in the Forum is illustrated by my recent decision to commit core funding for the Forum for 2017/18. This commitment was crucial in allowing it to successfully conclude the recruitment of a new Regional Co-ordinator for its activities.</p>
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Spend on SEN over last 5 years

<p><u>AQW</u> <u>7221/16-</u> <u>21</u></p>	<p>Mr Gordon Lyons (DUP - East Antrim)</p>	<p>To ask the Minister of Education to detail his Department’s spend on Special Educational Needs provision in each of the last five years.</p> <p>The table below provides the total departmental spend on Special Education Needs provision in each of the last five years.</p> <table border="1" data-bbox="544 1323 1366 1585"> <thead> <tr> <th></th> <th>2011- 12 £m</th> <th>2012- 13 £m</th> <th>2013- 14 £m</th> <th>2014- 15 £m</th> <th>2015- 16* £m</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>196</td> <td>214</td> <td>231</td> <td>243</td> <td>252</td> </tr> </tbody> </table> <p>*The 2015-16 Resource Accounts for the EA are yet to be finalised and as such may be subject to change.</p> <p>The above figures include spend on statemented pupils in mainstream schools, pupils in special schools and home to school transport for statemented pupils attending primary, post-primary and special schools. The table also includes funding provided for Middletown Centre for Autism and a number of capacity building initiatives within the Review of SEN and Inclusion.</p>		2011- 12 £m	2012- 13 £m	2013- 14 £m	2014- 15 £m	2015- 16* £m	Total	196	214	231	243	252
	2011- 12 £m	2012- 13 £m	2013- 14 £m	2014- 15 £m	2015- 16* £m									
Total	196	214	231	243	252									

		<p>Schools are also responsible for meeting any additional needs of pupils within the first three states of the Code of Practice on the Identification and Assessment of SEN. Such funding is not separately identified from within the overall delegated budget distributed to schools, nor is it separately reported on. The level of spend by schools for these pupils cannot be disaggregated from the schools' overall expenditure.</p>
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Access to the Big Bedtime Read resources

<p>AQW 7218/16- 21</p>	<p>Ms Catherine Seeley (SF - Upper Bann)</p>	<p>To ask the Minister of Education how parents who have not secured a pre-school place for their child can access the Big Bedtime Read resources.</p> <p>The Early Intervention Transformation Programme (EITP) is a NI Executive / Atlantic Philanthropies Delivering Social Change Signature Programme. The programme aims to improve outcomes for children and young people across Northern Ireland. Workstream 1 of the EITP utilises the strength of universal midwifery, health visiting and pre-school education services to equip all parents with the skills needed to give their child the best start in life.</p> <p>The 'Big Bedtime Read' is one of four themes within 'Getting Ready to Learn' (GRtL). GRtL is an application-based programme open to all funded pre-school settings, and reception classes delivering the pre-school curriculum. The Education Authority (EA) manages the implementation of GRtL and whilst the Department and the EA encourage applications from all eligible settings, it is not compulsory. The EA will actively promote and encourage the uptake of the GRtL over the next few years, but not all settings may choose to offer the 'Big Bedtime Read' theme. The EITP overall will deliver key messages to parents about the important role they play in their children's development and offer support to parents</p>
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		<p>through the delivery of 'Getting Ready for Baby and 'Getting Ready for Toddler'.</p> <p>Officials will continue to work with colleagues in the Public Health Agency and Libraries NI to ensure that parents can access support and resources outside of the DSC programmes. Although pre-school is non-compulsory over 92% of parents avail of the offer of a funded pre-school education place. With regard to the 2016/17 academic year, 99.9% of children whose parents stayed with the admissions process received the offer of a funded pre-school place in a setting of their parents' preference by the end of the pre-school admissions process. The Education Authority advised that there were places remaining available in all areas at the end of the pre-school admissions process and parents can apply for these if they wish by contacting those settings directly</p>
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Impact of closure of four outdoor pursuit centres

<p>AQW 7183/16- 21</p>	<p>Mrs Jo- Anne Dobson (UUP - Upper Bann)</p>	<p>To ask the Minister of Education , further to the decision to close four outdoor pursuit centres, for his assessment of impact this would have on the general fitness and health opportunities afforded to school children, especially for children with (i) autism; (ii) attention deficit hyperactivity disorder; (iii) medical conditions and (iv) behavioural difficulties.</p> <p>The Education Authority's (EA) Review of Residential and Outdoor Education Centres provides proposals, rather than decisions, which are subject to public consultation.</p> <p>The EA has confirmed, should the recommendation to close four Outdoor Education Centres proceed, that there will not be a negative impact on schools given that adequate provision and places will be provided in the remaining statutory and voluntary centres.</p>
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		<p>The EA has also outlined that the proposed increase of peripatetic services will be targeted within local communities and schools, to ensure that outdoor learning is more accessible, with increased opportunities for the participation of children and young people.</p>
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Educating Boards of Governors on SEN provision in schools

<p>AQW 7100/16- 21</p>	<p>Mrs Jenny Palmer (UUP - Lagan Valley)</p>	<p>To ask the Minister of Education to detail what steps his Department is taking to (i) educate; and (ii) protect school boards of governors with regards to their rights and responsibilities for special educational needs provision in schools.</p> <p>Articles 8 and 9 of the Education (NI) Order 1996, as amended by the Special Educational Needs and Disability (NI) Order 2005, provide for the statutory duties of Boards of Governors in regard to special educational needs (SEN) provision in schools. The Code of Practice on the Identification and Assessment of SEN and the Supplement to the Code provides guidance to Boards of Governors on their roles and responsibilities towards pupils with SEN.</p> <p>The Code also advises that schools and the Education Authority should consider the particular training needs of, among others, Boards of Governors in the light of the Code. School Boards of Governors are corporate bodies in their own right and as such are legally liable for their actions. A school governor who acted honestly or in good faith will not incur any personal liability arising from his or her duties and responsibilities as a member of a school's Board of Governors.</p>
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Status of the Childcare Strategy 2015-25

<p>AQW 7019/16- 21</p>	<p>Mrs Jenny Palmer (UUP - Lagan Valley)</p>	<p>To ask the Minister of Education for an update on the status of the Childcare Strategy 2015-25.</p> <p>I hope to bring forward the final version of the Childcare Strategy to my Executive colleagues in the coming months, having taken account of the many consultation responses received, the Programme for Government and the new opportunities that now exist to align childcare and Early Years initiatives.</p> <p>The budget for the final Childcare Strategy will be determined in the context of this process, along with the Executive's agreement of the overall 2017-18 Budget. When agreed by the Executive, the Strategy may include further funding opportunities for a range of childcare provision to be supported</p>
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Waiting times in Northern Trust for mental health services

<p>AQO 754/16- 21</p>	<p>Mr Maurice Bradley (DUP - East Londonderry)</p>	<p>To ask the Minister of Health, in light of the recent BBC investigation into waiting time targets for people with mental health problems, how many additional staff are required in the Northern Health and Social Care Trust to meet the demand for treatment.</p> <p>A recent review of the provision of psychological therapy services found that an additional 312 whole time equivalent staff are needed across the region in order to address the current levels of unmet need across Primary Care, Paediatrics, Adult Health, Learning Disability, Child and Adolescent Mental Health Services and Adult Mental Health Services.</p> <p>This would indicatively mean around 70 whole time equivalent staff would be needed for the Northern Trust area. The draft delivery plan for the Programme for</p>
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		<p>Government Improving Mental Health indicator is out to consultation until 23 December. It recognises that psychological therapies is an area that needs further investment.</p> <p>The Executive faces a very challenging budgetary situation and whilst I am actively making the case for more money for mental health, I am also looking at ways to get the very best out of current resources. For example, the Health and Social Care Board is working up proposals for a managed care network to better utilise existing expertise across Trusts and promote uniformity and better continuity of care across the region. This also demonstrates why fundamental reshaping of the health and social care service is so vital to enable money to be released across the system so that it can be targeted to those areas that need it most.</p> <p>I am fully aware of the significant challenges that face us with regard to mental health in the North of Ireland. I am committed to improving services. This will be a long-term effort and given the current budgetary position, there will be a need to prioritise. The time associated with recruiting and training large numbers of specialist staff is also not to be underestimated.</p>
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All island solution to mental health issues

AQO 753/16- 21	Mr Philip McGuigan (SF - North Antrim)	<p>To ask the Minister of Health for her assessment of all-island solutions to mental health issues.</p> <p>My Department has submitted a paper to the North South Ministerial Council with a view to agreeing a health and social care work programme. Mental health is included as an area for consideration.</p>
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Specifically, I consider that perinatal mental health and eating disorders services are potential key areas for all-island collaboration.

There is no comprehensive regional perinatal mental health service in the North and, I understand, a similar position in the South. I am currently considering options to establish a service in the North, and I consider that this presents a good opportunity to look at options for all-island collaboration. Eating disorders services in the North and the South are delivered using similar service models, primarily in community services with specialist in-reach to inpatient settings where necessary. My Department is leading a study on the feasibility of establishing a specialist unit in the North, and this will report to me in December.

I will be happy to share the findings with Ministers in the South in order to determine whether an all-island service might be an option. The work of organisations such as Cooperation and Working Together, which have progressed a number of mental health-related projects such as the cross-border eating disorders project under INTERREG IV, is also instructive for the future.

One issue to bear in mind in all-island mental health service development is that mental health legislation differs in the two jurisdictions, which could complicate issues such as compulsory admission for assessment or treatment, and patient transfer between jurisdictions. This would be an issue for discussion in the future.

There are also opportunities for all-island staff training and development opportunities across the range of mental health services.

		<p>Suicide prevention continues to be a key priority both North and South. Simon Harris and I launched the joint Concerned About Suicide leaflet at the November 2016 North South Ministerial Council meeting. There has also been recent collaborative working in relation to the Flourish! churches suicide prevention initiative; and roll out of the GAA Health and Wellbeing project which has a focus on the promotion of mental health awareness.</p> <p>Senior officials from my Department and the Department of Health in the South are scheduled to meet in January 2017 to discuss areas of mutual interest.</p>
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Acute mental health services in Omagh

<p>AQW 5467/16- 21</p>	<p>Mr Barry McElduff (SF - West Tyrone)</p>	<p>To ask the Minister of Health when she will outline her commitment to the future of acute mental health services in Omagh; and to outline her Department's vision for the future configuration of acute mental health services in the Western Health and Social Care Trust. [Priority Written]</p> <p>The business case for a second acute mental health facility in the Western Health and Social Care Trust area remains under consideration by my Department alongside other capital investment priorities, and timing will be dependent on future budget availability, value for money and affordability. As such I have made no decisions on the future configuration of acute mental health services, but I hope to give an indication as soon as possible.</p>
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Health inequalities experienced by ethnic minorities and newcomer patients

<p>AQW 4934/16- 21</p>	<p>Mr Barry McElduff (SF - West Tyrone)</p>	<p>To ask the Minister of Health to outline her Department's strategy for overcoming health inequalities experienced by ethnic minorities and newcomer patients, with particular reference to training provision for relevant health professionals accessing interpreting services for appointments.</p> <p>Health and Social Care Trusts have a range of regional and trust-specific initiatives and good relations strategies dedicated to overcoming health inequalities experienced by ethnic minorities and newcomer patients. These include:</p> <ul style="list-style-type: none"> Mandatory equality and human rights training for staff; Development of a multi-cultural and beliefs handbook – a regional resource designed to assist staff in ensuring they provide culturally sensitive services in their day to day work; Translated welcome packs for inpatients and training for staff on how to use the packs; Development of Communication Support guidelines which provide detail on all interpreting options and providers as well as information on how to obtain interpreters/translations; and NI New Entrants Service (Southern HSC Trust) – this is a nurse-led service for new entrants offering screening, health education and signposting to other services. <p>In addition HSC organisations have in place a regional contract for translation of the written word into other languages. Management of the face to face and telephone interpreting service is carried out by the Business Services Organisation.</p>
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Asylum families assessed under Children Order

<p>AQW 4583/16- 21</p>	<p>Ms Paula Bradshaw (APNI - South Belfast)</p>	<p>To ask the Minister of Health for a breakdown of the number of children from families refused asylum that underwent assessment under the Children (NI) Order 1995 in each Health and Social Care Trust in the (i) 2010/11; (ii) 2011/12; (iii) 2012/13; (iv) 2013/14; (v) 2014/15; and (vi) 2015/16 financial year.</p> <p>The requested figures are not centrally available and to provide them would require a manual trawl of hundreds of files. They therefore cannot be provided due to disproportionate cost.</p>
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Effectiveness of Anti Social Behaviour Orders

<p>AQO 801/16- 21</p>	<p>Mr Maurice Bradley (DUP - East Londonderry)</p>	<p>To ask the Minister of Justice, given that over 270 crimes in the Causeway area were recorded as anti-social behaviour in September 2016, for her assessment of the effectiveness of Anti Social Behaviour Orders.</p> <p>As Minister of Justice, I am committed to doing all I can to help reduce behaviours which people consider inconsiderate or nuisance. To that end, addressing anti-social behaviour is a commitment in the Community Safety Strategy and a strategic objective for all Policing and Community Safety Partnerships.</p> <p>Alongside the PSNI and PCSPs, a wide range of statutory agencies, such as the Housing Executive, local councils and others have a role to play in addressing anti-social behaviour and the Department continues to work closely with these partner organisations at regional and local level. The approach of these agencies is designed to include intervening early to prevent anti-social behaviour from escalating, and effective enforcement where required.</p>
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		<p>Where enforcement is required, powers such as Anti-Social Behaviour Orders (ASBOs) are available with the aim of protecting the public from behaviour that causes or is likely to cause harassment, alarm or distress.</p> <p>The recent reviews by Criminal Justice Inspectorate of how the criminal justice system deals with anti-social behaviour (of which Anti-Social Behaviour Orders are but a part) noted that a sensible approach has been taken locally and that the overall trend in levels of anti-social behaviour is down. That said, I acknowledge that within some communities such behaviour continues to be a challenge.</p> <p>To consider if more can be done I have asked my officials to scope out, in association with relevant stakeholders, how a holistic review of anti-social behaviour can be taken forward. Any new powers to address anti-social behaviour will be considered on the basis of what is effective, proportionate and appropriate for Northern Ireland.</p>
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Impact of Brexit on addressing human trafficking

<p>AQW 7517/16- 21</p>	<p>Mr Alex Attwood (SDLP - West Belfast)</p>	<p>To ask the Minister of Justice to outline the consideration given to the impact of Brexit on the efforts to address human trafficking.</p> <p>My officials are engaged in ongoing discussions with PSNI and other organisations, including UK Border Force, to explore the operational implications of Brexit for Northern Ireland. This includes consideration of the potential impact of Brexit on organised crime, including human trafficking and organised immigration crime.</p> <p>It also includes consideration of the European Arrest Warrant which we will wish to see retained post the UK's departure from</p>
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		<p>the EU.</p> <p>I am satisfied that we currently have effective links and strong partnership arrangements in place for cross-border co-operation with Ireland and I am committed to ensuring that this continues to be the case in the future.</p>
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Raising awareness on the rights of young people regarding stop and search procedures

<p>AQW 7474/16- 21</p>	<p>Mr Barry McElduff (SF - West Tyrone)</p>	<p>To ask the Minister of Justice whether her Department plans to work with her Executive Colleagues, and the PSNI, to raise awareness on the rights of young people regarding stop and search procedures.</p> <p>NI Direct provides information to the public on stop and search procedures in Northern Ireland.</p> <p>Stop and search powers, by their very nature, are intrusive so it is important that people are aware of their rights when these powers are being exercised by police officers.</p> <p>As these are operational policing powers, the primary responsibility for ensuring that individuals are aware of their rights rests with the Police Service of Northern Ireland in the first instance. Exercise of these powers by the PSNI is closely scrutinised and monitored by the Policing Board.</p>
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