

CHILDREN AND LEARNING SCRUTINY PANEL

MENTAL HEALTH IN SCHOOLS - ACTION PLAN

SCRUTINY RECOMMENDATION	PROPOSED ACTION	UPDATE
a) That the members of the Children and Young People's Learning Scrutiny Panel are informed of the outcome of the trailblazer bid.	The bid was unsuccessful. A Multiagency Strategic group will meet to discuss the forward plan and to plan for the next bidding round.	The next trailblazer submission date is likely to be March/April 2021 and will be focussed on behaviour/parenting.
b) That local data collection processes are reviewed, and a measurement tool is developed, to gather data/information across all schools and services to report prevalence figures for mental health needs in children and young people and the effectiveness of provision.	Local children and young people's mental health profile to be developed to combine routinely available data and information as well as service access figures. Data will be collected on the number of young people in receipt of HeadStart support and outcome measures gathered through evidence based metrics.	Our local providers collate information on demand and access to services as well as service user feedback. This is used to inform service delivery. Outcome measures have been gathered for all group interventions. Currently this is Covid recovery sessions and transitions.
c) That data is collected and reported on an annual basis, in respect of children and young people's mental health, to establish an overview of the needs of local children and determine trends, identify effective practice and highlight any gaps in provision.	Annual data collated at local authority level and published by public health England. This is monitored for trends to inform need and service gaps for further improvement.	PHE has developed a children and young people's mental health profile at local authority level that is updated annually. This is monitored for trends to inform need and service gaps for further improvement.
d) That members of the Children and Young People's Learning Scrutiny Panel are informed of the progress made with establishing the free school for pupils with social, emotional and mental health (SEMH) needs.	Engagement events have taken place to attract an appropriate provider using DfE advice, guidance and support. The work is being coordinated through Redcar and Cleveland LA	Provider has been identified and work is underway. The school should be open in 2022.
e) That the vital training, outreach work and alternative provision provided by Holmwood School continues and receives further investment.	Current outreach provision is well received by schools. 10 additional assessment places are available for KS1 pupils. Further investment not possible within current budget.	Assessment centre is working well. School continue to offer outreach support to settings.

<p>f) That, as current alternative provision places are being utilised to support those with high-level SEMH and learning difficulties, additional places are commissioned from Holmwood School that specifically offer preventative/early intervention support to those with low-level needs.</p>	<p>AP places are not usually appropriate for those with SEMH needs because the providers do not have the requisite skills or training to meet need. However, the current lack of availability of suitable places at a cost manageable by the Council means that AP provision may be the only affordable option.</p>	<p>The LA continue to work closely with Holmwood to offer and develop a range of support for young people.</p>
<p>g) That all schools are made aware of the support and expertise offered by Holmwood School.</p>	<p>Holmwood offer outreach support and schools are generally aware of this – however additional awareness raising may be of value.</p>	<p>Schools are regularly made aware of the offer of support via Holmwood. This can be through primary cluster meetings, school website, Alternative Provision Service and Inclusion and Assessment Team.</p>
<p>h) That, in respect of the prevention/early intervention support (currently provided by HeadStart) and therapeutic services (currently provided by Reach) accessed by schools, the Local Authority works directly with schools and the local health service to:</p> <ul style="list-style-type: none"> • evaluate current provision • determine an alternative delivery model; • allocate future funding; and • address capacity issues that are causing delays in pupils receiving vital external support in a timely manner. 	<p>Headstart programme is in its final year of funding and there maybe future funding opportunities through the, children’s mental health and emotional well-being green paper, NHS Long Term Plan and Wave 3 Trailblazer. For the final year of the Headstart programme the following actions have been put in place</p> <ul style="list-style-type: none"> • multi-agency planning to ensure readiness for any of the national funding through NHS Long term plan, Wave 3 trail blazer and other external bodies • developing a sustainability plan to mainstream a number of the school based approaches that will not require additional investment • A new model for in-school support for emotional well being and mental health has been developed within reduced financial parameters. The model builds upon the early help provided in schools and responds to the needs 	<p>The HeadStart programme is now funded across South Tees until March 2022. HeadStart is delivered an all schools and colleges. This is Future in Mind funding allocated via ST CCG. The team has been strengthened to allow for expansion into Redcar and Cleveland. Work in Middlesbrough schools will continue to be universal access with a targeted response for transitions and behaviour.</p>

	<p>of priority cohorts.</p> <ul style="list-style-type: none"> Additional external funding has been secured to deliver HeadStart in colleges which will be delivered by the core HeadStart programme Management team. 	
<p>i) That collaborative working between public health and schools is further enhanced to:</p> <ul style="list-style-type: none"> assist in ensuring that access to services is continuously reviewed to meet demand; and enable school staff to receive support, expertise and advice from public health professionals. 	<p>The HeadStart CPD pathway for the school workforce will continue in 2019/20 and is currently being accredited by Teesside University. This will facilitate the development of 'mental health leads' in schools and colleges. Academic Resilience training will continue to be rolled out – complementing Restorative Practice and ACEs training.</p>	<p>Discussions with Teesside University were at an advanced stage. However the lead within the University has taken up a new position. Work will re-commence this academic year. ARA training will be provided on a rolling basis. Initially this will be virtually and linked to the DfE 'Well-being for Return' training.</p>
<p>j) That a marketing campaign is developed in respect of the Middlesbrough Psychology Service to promote and publicise the key features of the service.</p>	<p>We are looking at a wider model of Educational Psychology and CAMHS working together and further marketing will be built around the new offer. We already send out information regularly to all schools for the current service.</p>	<p>A wider model of support of Educational Psychology and CAMHS was explored but through wider discussions within CAMHS this was not taken forward at this stage,</p> <p>The Middlesbrough Psychology Service has information on the Local Offer, which includes our legal agreements, service specification and promotional material. The Local Offer also has information for families. The Service also has a communication cycle with schools and settings around the traded offer.</p> <p>The information on the Local Offer will be subject to a plain English / accessibility exercise in September. Advice has been sought from the council's marketing department and a number of actions have been proposed to improve the promotion of the service. Those suggestions are under consideration.</p>

<p>k) That work is undertaken to:</p> <ul style="list-style-type: none"> • ensure that all schools are aware of the CAMHS crisis service; and • encourage schools to access CAMHS training, which aims to create effective multi-agency working and improve outcomes for children and young people. 	<p>All schools are aware of the CAHMS crisis services and the referral process. Schools to be proactively encouraged access CAHMS as required.</p>	<p>Schools updated during covid-19 lockdown.</p>
<p>l) That research is conducted to determine whether those cases not accepted into treatment by CAMHS have been assigned appropriately to low-level support, or whether it is later determined that the child or young person requires specialist CAMHS. Upon completion, there is a need to analyse findings, report outcomes and determine trends to establish whether future improvements to working practices are required.</p>	<p>Undertake an audit of a sample of referrals to CAHMS and utilise the findings to make improvements in delivery.</p>	<p>TEWV undertake an ongoing review of referrals into CAHMS. This information is used to inform service improvements and to ensure that CYP are able to access relevant services to address need. A CYP IAPT pathway has been developed as a result to offer support to those who do not meet the CAHMS threshold.</p>
<p>m) That all schools are invited to become involved with the work being undertaken to examine the CAMHS referral process and referral criteria.</p>	<p>The Director of Education will work with schools and CAMHS to ensure that changes to the referral process and services provided by CAMHS are consulted upon with all schools asked to participate.</p>	<p>A number of development meetings took place with CAMHS and representatives from Schools. CAMHS have a new pathway but this has not been implemented as yet. SPOC has now launched and a steering group established.</p>
<p>n) That, to improve/develop a multi-agency response to children's and young people's mental health, work continues to provide an integrated pathway of support by introducing:</p> <ul style="list-style-type: none"> • a single referral route for schools; and • joint assessments between key workers, school nurses and CAMHS. 	<p>For the 2019/20 academic year a new model is being finalised to ensure coordinated working between HeadStart key workers, school nurses and TEWV emotional help practitioners will form a single referral route for early help in schools.</p>	<p>This work has been replaced by SPOC – TEWV initiative</p>

<p>o) That, with the reconfiguration of local health services:</p> <ul style="list-style-type: none"> • specific support is commissioned to improve the mental health, wellbeing and resilience of vulnerable families; and • the impact of parents' and carers' difficulties on children is considered and strongly embedded in practice. 	<p>At a multi-agency meeting has been held to develop a new model providing tier 2 support to schools.</p> <p>Further work will be carried for coproduction of the models with children, young people and families' voices through focus groups and consultations.</p>	<p>Public mental health support includes an element of grassroots funding to VCS organisations to provide lower tier interventions to improve mental health, wellbeing and resilience of vulnerable families.</p>
<p>p) That all schools are encouraged to:</p> <ul style="list-style-type: none"> • seek support, advice and guidance from the Parenting Support Coordinator; and • improve engagement with parents and families by appointing designated and accessible staff and developing a parental engagement policy. 	<p>We have a Parenting Strategy which involves a range of professionals who can give support to parents. Parent Support Advisor (PSA) network is led by Middlesbrough Achievement Partnership (MAP) and helps PSAs to support parents effectively. They will discuss parental engagement policies in the new academic year.</p>	<p>PSA support network has now been set up; Graeme Alison is leading on this.</p>
<p>q) That the Children and Young People's Learning Scrutiny Panel writes to the Secretary of State for Education and the Secretary of State for Health and Social Care to:</p> <ul style="list-style-type: none"> • convey concerns associated with bids and limited funding; and • request funding for targeted and specialist services, which is not time-limited. 	<p>In consultation with the Chair of the scrutiny panel, a letter was written and replies were received from both the Secretary of State for Education and the Secretary of State for Health and Social Care. The replies acknowledged that funding is key in supporting local areas carrying out work to support children and young people's mental health and made reference to the Green Paper and the NHS Long Term Plan, which announced the goal of an extra 345,000 children and young people up to the age of 25 receiving support through NHS-funded mental health services by 2023/24 and mental health receiving at least another £2.3 billion a year by 2023/24.</p>	<p>N/A</p>

<p>r) That, to reduce financial pressures, schools consider collectively commissioning specialist support for pupils with mental health needs.</p>	<p>School budgets are significantly stretched due to changes to the funding formula and increasing demands. Many schools employ support staff and specialist staff such as counsellors, play therapists either individually or as trusts. High Needs budgets are currently overspent with a recovery plan to address this.</p>	<p>As a result of COVID there is a great deal of work on going with schools to look at the range of support required to get children and young people back into school. This is through a range of agencies, HeadStart and the LA Educational Psychology service A multi-agency response (co-ordinated by the HeadStart team) to the pandemic is in place providing Covid recovery sessions to pupils in all schools and colleges. This offer also includes training to school based staff.</p>
<p>s) That a comprehensive directory is developed, which:</p> <ul style="list-style-type: none"> • is designed specifically for schools; • includes the range of effective, evidence-based local services and support that have been proven to work and demonstrate best practice; and • details the organisations that can provide universal, targeted and specialist services. 	<p>A therapeutic framework detailing providers has been produced. All organisations included on the framework have been subjected to the relevant checks. This will be available for schools in September 2019.</p>	<p>The framework was circulated to schools in 2019 and has been re-circulated in August 2020.</p>
<p>t) That, to encourage parental engagement, arrangements are put in place to hold CAMHS appointments in school settings.</p>	<p>CAMHS appts in school settings are already offered to individuals and is arranged as per child/young person/family preference</p>	<p>CAHMS appointments are offered in school settings already.</p>
<p>u) That school-based CAMHS clinicians are introduced in all of Middlesbrough's schools to:</p> <ul style="list-style-type: none"> • improve efficiency of referrals to external, specialist mental health support; • build strong relationships with the schools by integrating with the school's culture and developing an understanding of each school's needs; • equip schools to better support their pupils internally; 	<p>Forming an element of HeadStart school delivery CAMHS clinicians have been placed in Trinity Catholic College, UCA and Ormesby school to provide case management and supervision. This will be rolled out from September 2019. A trial in two secondary schools will begin in September to evaluate a Team Around the School approach. This will involve a range of professionals including CAMHS clinicians in triage meetings at the schools with appropriate</p>	<p>The Team Around the School approach pilot was dependent on securing funding from TVCA, which was targeted at projects designed to increase inclusion in schools. Unfortunately TVCA chose not to support this pilot so it was unable to proceed. Work is continuing around TAS although delayed by the pandemic. A HeadStart offer around early pupil support and family IAPT is being developed.</p>

<ul style="list-style-type: none">• assist in developing school provision; and• develop positive relationships with parents/carers.	sign-posting and support for young people. The model will be evaluated with regard to KPIs around efficiency and impact for the young person.	
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