

Lancashire County Council

Education and Children's Services Scrutiny Committee

Tuesday, 7th December, 2021 at 10.30 am in Committee Room 'A' - The Tudor Room, County Hall, Preston

Agenda

Part I (Open to Press and Public)

No.	Item	
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1.	Apologies	
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2.	Disclosure of Pecuniary and Non-Pecuniary Interests	
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Members are asked to consider any Pecuniary and Non-Pecuniary Interests they may have to disclose to the meeting in relation to matters under consideration on the Agenda.

3.	Minutes of the meeting held on 9 November 2021	(Pages 1 - 8)
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4.	Emotional Wellbeing and Mental Health Services - Children and Young People	(Pages 9 - 44)
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5.	Education and Children's Services Scrutiny Committee Work Programme 2021/22	(Pages 45 - 52)
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6.	Urgent Business	
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An item of urgent business may only be considered under this heading where, by reason of special circumstances to be recorded in the Minutes, the Chair of the meeting is of the opinion that the item should be considered at the meeting as a matter of urgency. Wherever possible, the Chief Executive should be given advance warning of any Member's intention to raise a matter under this heading.

7.	Date of Next Meeting	
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The next meeting of the Education and Children's Services Scrutiny Committee will be held on Tuesday 18 January 2022 at 10.30am in Committee Room 'A' County Hall, Preston.

County Hall
Preston

L Sales
Director of Corporate Services

Agenda Item 3

Lancashire County Council

Education and Children's Services Scrutiny Committee

Minutes of the Meeting held on Tuesday, 9th November, 2021 at 10.30 am in Committee Room 'A' - The Tudor Room, County Hall, Preston

Present:

County Councillor Andrea Kay (Chair)

County Councillors

N Aziz	S Malik
J Berry	M Salter
S Barnes	J Shedwick
A Cheetham	A Sutcliffe
S Hind	R Swarbrick
T Hurn	R Woollam
S Jones	B Yates
N Khan	

Co-opted members

Daniel Ballard, Representing CE Schools
Mr John Withington, Representing Parent Governors
(Primary)

County Councillors Noordad Aziz and John Shedwick replaced County Councillors Jennifer Mein and Stephen Clarke respectively.

Also welcomed to the meeting were Mairead Graham and Mariam Hassouna, representing the Youth Council.

1. Apologies

Apologies were received from Mrs Janet Hamid, Co-Optee Voting Member, representing Parent Governors (Secondary).

2. Disclosure of Pecuniary and Non-Pecuniary Interests

None were disclosed.

3. Minutes of the meeting held on 5 October 2021

Resolved: The minutes from the meeting held on 5 October 2021 were confirmed as an accurate record.

4. Draft Education Strategy 2022-2025

The Chair welcomed to the meeting Delyth Mathieson, Head of Service Education Improvement.

The report to the committee presented the draft Lancashire Education Strategy 2022-25 for consideration. The Strategy was due to be reported to a future meeting of Cabinet for approval.

The Education Strategy set out the authority's priorities for Education for the next three years. It was anticipated that an annual report would be presented to the Education and Children's Services Scrutiny Committee against the key priorities within the Strategy.

The Strategy linked with the following Corporate Priorities which were agreed at Cabinet on 7 October 2021:

- Delivering better services
- Caring for the vulnerable
- Protecting our environment
- Supporting economic growth

The ambition of the Strategy was to support integration across services so that barriers to learning could be overcome, particularly in vulnerable groups.

The Strategy focused on five priorities aligned to the four corporate priorities. These were:

- Improved outcomes in early years
- Further reduce exclusions, both permanent and suspensions
- Address risks associated with rising numbers of Elective Home Education (EHE) where this was not in the best interests of the child
- Improve outcomes for vulnerable groups including those eligible for Free School Meals, Children in Need, children with a Care Plan, and Children Looked After, as well as those with SEN support and those with an EHCP
- Increase the number of children and young people in Education, Employment or Training (EET)

In terms of delivering improvement it was important that the county council works in collaboration with its partners including locality boards. The county council also had to work proactively with its district councils and governor services.

A current recommendation as part of this Strategy was for an annual report to be submitted to the committee. Once this Strategy had been approved at Cabinet, it was confirmed that the annual report would be included as part of the committee's work programme.

Comments and questions raised were as follows:

- It was pointed out that mental health and wellbeing was highlighted in the report but was not mentioned in the five priorities. Members were assured that mental health and wellbeing was threaded through everything that the county council was doing. It was also discussed at locality boards and through the Integrated Care Partnerships (ICPs).
- Members were informed that there would be an ongoing development of the Strategy and plans would be driven by the locality boards as each locality board had a different set of needs for their area.
- There was concern about what success would look like regarding suspended and excluded pupils. It was highlighted that there were a series of development programmes in place for staff in schools in terms of exclusions and suspensions. In addition, there were behaviour hubs and inclusion hubs in place to provide support and guidance. Schools had their own behaviour policies which they set. The county council provided a model policy but it was a decision for the school whether to use it.
- There had been an initial rise in Elective Home Education (EHE) when the pandemic started but these numbers were reducing slightly now. The committee enquired if there were certain groups in the community or particular areas where the rise had increased.
- Members enquired if the pandemic had opened up opportunities for children studying at home. Members were informed that there were a number of online learning provisions available. There were also networks available which provided support and guidance for parents. However for parents who have elected to home educate, remote learning was not available.
- Lancashire County Council had worked proactively with all of its schools during the pandemic regardless if they were maintained schools, academies or independent schools. Advice and guidance had been given to all schools. The county council had worked in partnership with the Department for Education and had also worked proactively with children's services teams, facilities teams and health teams.
- Members enquired about what level of authority the county council had regarding academies. There were academy chief executives and head teachers who sat on the authority's locality boards. The county council worked in partnership with all of Lancashire's schools including academies. Partnership boards had representatives from academies and maintained schools as well as other partners. The locality boards fed into the partnership boards.
- High quality of nursery provision was of paramount importance to Lancashire County Council. The authority worked proactively with private nursery owners as well as maintained nurseries.
- It was important that the county council worked collaboratively with its partners, including locality boards, so that it could support children in making the right choices.
- In terms of how the Strategy would deliver improvement there was a collaboration between the services within the county council combined

with the services and partners within the Team around the Schools and Settings and Locality Boards which would deliver the aspirations articulated within the Strategy and realise the shared ambition for all children and young people set out within the vision statement.

- The locality boards were part of the mechanism around how the authority delivered the Strategy. It was important to bring together the right people and sharing data information.
- There was concern over preparation for adulthood. It was highlighted that the county council worked proactively with Further Education colleges to ensure there were lots of different routes available for young people other than university. They were looking at traineeships and apprenticeships.
- Members felt that career guidance should be provided by schools and the curriculum content should be reviewed.
- The committee enquired about the duty of schools regarding equality and diversity. It was confirmed that equality and diversity underpinned everything that was embedded in all of the Education Act.

The following actions were agreed:

- Committee members to receive a copy of the model behaviour policy provided by the county council.
- Tracking data from the districts on the number of children in EHE would be provided to members.
- A Bite Size Briefing or information to members around different levels of authority the county council has with maintained schools and academies with a request for clarity on the local authority's statutory duties to be included in the Strategy.
- To identify a package of data to be provided to committee members to include EHE numbers, areas and levels of deprivation.

Resolved: That the;

- i. Draft strategy be considered, and priorities supported.
- ii. Request for an annual reporting cycle through the Education and Children's Services Scrutiny Committee be supported.

5. Draft School Place Planning Strategy 2022-25

The Chair welcomed to the meeting Mel Ormesher, Head of Asset Management.

The report presented explained that as an education authority for Lancashire, the county council had a range of statutory duties to fulfil. The county council's ambition to provide good access, quality and outcomes in education was set out in the Lancashire Education Strategy 2022-25.

The School Planning Strategy 2022-25 delivered on this ambition with the aim to provide the right number of school places, in the right areas, at the right time to

meet need. It set out a series of priorities for improvement, areas of growth and reduction in the need for school places, and areas for future action.

The Strategy supported the Corporate Priorities for 2021-2025:

- Delivering better services
- Caring for the vulnerable
- Protecting our environment
- Supporting economic growth

Lancashire County Council had a strategic responsibility for commissioning education provision in the county. It was its statutory duty to provide a school place for every Lancashire child who wanted one. The focus of the Strategy was the provision of mainstream school places for children and young people aged between 4 and 16 and aligned closely with the Inclusion Strategy for children with special education needs and also the Alternative Provision Strategy.

There were 628 schools in Lancashire of which 482 were primaries and 82 were secondaries which provided mainstream school places across the county. This Strategy was primarily concerned with ensuring that there enough places at primary and secondary schools, identifying where more were needed and where in some cases a planned reduction was necessary.

Lancashire had a mixed economy of schools (academy, voluntary aided, voluntary controlled, foundation, grammar, etc) where many determined their own admission arrangements. This relied on effective collaboration with and between maintained schools and academies in the county to ensure sufficiency of places.

An increasing number of schools were becoming academies which operated independently from the county council. New academies had to be part of an academy trust, which were operated by not-for-profit companies and were funded directly by the DfE. The county council would cooperate with the conversion of any school which was becoming an academy, whether this was a conversion directed by the Secretary of State for Education, or where the governing body of a school chose to do so.

Comments and questions raised were as follows:

- The county council would reduce the number of children missing education by improving the time taken to secure a place for in-year admissions. This would be managed through a new pupil access system that came in to effect in November 2021, to quicken the pace at which pupils were able to secure a place in a Lancashire school.
- Learning from success in other parts of the country, the authority would adopt a cultural relocation model of support for families, to gain a sense of belonging and the opportunity to settle. Through the principle of warranted variation, the authority has implemented this way of working in East Lancashire initially, to reduce the cultural shock of relocation and its wider

impact on a whole family and effects that could hinder educational achievement and wider aspects of wellbeing. This new provision came into place in November 2021.

- Members were informed that the area in which a child or young person had priority for a school was known as a Geographical Priority Area (GPA). Living within the GPA did not guarantee a place within a particular school but offered a degree of priority. GPA reviews were carried out annually to reflect changes in an area.
- The county council had committed to an ambitious carbon reduction strategy. In developing school sufficiency projects it would identify opportunities for decarbonising buildings and delivering sustainable school accommodation.
- In terms of protecting the environment there was concern over the expansion of schools and more parents driving their children to work. There were emerging problems outside schools regarding car parking. This had an impact on the surrounding neighbourhoods as well as air pollution.
- There was an opportunity for schools to green their car parks by putting in electric charging points. This would show that Lancashire's education sites were doing something positive.
- Opportunities to deliver traditional models of school expansion were limited by site constraints or the operation of Private Finance Initiative (PFI) contracts to deliver building services. The county council would consider the implications of such constraints and identify the conditions which might mean a greater focus on the delivery of new schools.
- If the county council wanted to expand a school in a PFI setting it would have to work within the mechanism of the PFI contracts.
- It was felt there needed to be a clear plan around innovation projects.
- Regarding school planning areas, the committee was informed that they were reviewed annually, and revisions shared with the DfE for approval. Most recently this had resulted in changes to planning areas in Burnley and Lancaster. The authority also considered places across district and planning area borders to ensure viability of existing schools, as well as a number of places taken up by pupils out of the county and vice versa.
- Concerns were raised around the viability of planning applications and whether Lancashire County Council should be a statutory consultee particularly given that the county council had the statutory obligation to ensure sufficiency of school places. It was highlighted that there was a planning reform underway, and this was an opportunity for the authority to bid to be a statutory consultee.
- Concerns were raised that Section 106 monies did not apply to the refurbishment of older school establishments. It was highlighted that the monies were about sufficiency of places and not suitability. However, capital money was available for the maintenance of schools.

The following actions were agreed:

- Information on the annual review of GPAs to be provided to members.

- There was a request for ensuring school data, showing the challenges around school place assessments, was readily available for members twice a year.
- The committee asked for a possible Bite Size Briefings on the policy around Lancashire County Council's retention of its education assets and their disposal and on school parking provision.
- Information on the reorganisation of education estates to be made available for councillors.

Resolved: That the;

- Report presented be considered and noted.
- Information on Geographical Priority Areas be presented annually and data be made available on school place assessments twice a year.

6. Education and Children's Services Scrutiny Committee Work Programme 2021/2022

The Committee received a report which provided information on the work programme for the Education and Children's Services Scrutiny Committee.

The topics included in the work programme were identified at the work planning workshop held on 5 July 2021 and at subsequent meetings.

Members were informed that the following topics were added as potential items to be included on the work programme:

- Child Poverty (date TBC)
- PHSE and life planning in schools (date TBC)
- Education catch up funding (February 2022)

It was noted that the Lancashire Youth Council had been working on a child poverty campaign for quite a while and would be interested in working with the county council regarding this.

Also a request was made to look at the financial budgets for children and young people in care of the authority when they started to look ahead regarding education and apprenticeships. It was agreed that this could form part of the item on looked after children due to come to the January meeting of the committee.

Resolved: That;

- The report presented be noted.
- Additional topics identified be included in the work programme.

7. Urgent Business

There were no items of Urgent Business.

8. Date of Next Meeting

The next meeting of the Education and Children's Services Scrutiny Committee will be held on Tuesday 7 December 2021 at 10.30am at County Hall, Preston.

L Sales
Director of Corporate Services

County Hall
Preston

Education and Children's Services Scrutiny Committee

Meeting to be held on Tuesday, 7 December 2021

Electoral Division affected:
(All Divisions);

Corporate Priorities:
Caring for the vulnerable;

Emotional Wellbeing and Mental Health Services – Children and Young People (Appendices 'A' and 'B' refer)

Contact for further information:

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sam.parker@lancashire.gov.uk

Brief Summary

This paper seeks to provide members of the Education and Children's Services Scrutiny Committee with an overview of current service demand in services such as Mental Health, Early Help and Eating Disorders (as set out in Appendix 'A').

Further to this, at Appendix 'B' is a Lancashire Youth Council report 'A Study on Mental Health from the viewpoint of Young People'.

Recommendation

The Education and Children's Services Scrutiny Committee is asked:

- i. Consider the information presented on emotional wellbeing and mental health services.
- ii. Where necessary, make recommendations to the relevant Cabinet Member(s) to further support emotional wellbeing and mental health services for children and young people in Lancashire.

Detail

The meeting of the Education and Children's Services Scrutiny Committee seeks to provide members with an overview of the current position in Lancashire around the mental health and emotional wellbeing of children and young people.

Attached as part of this report is a presentation (Appendix 'A') from NHS partners on the following:

- Service demand – Mental Health, Early Help and Eating Disorder services
- Response to the Covid-19 pandemic
- Lancashire Emotional Health in Schools and Colleges
- Update on the Mental Health Support teams

- Transformation phase
- Future plans

This presentation will be delivered by:

Fleur Carney, Director of Mental Health, Learning Disability and Autism, NHS Lancashire and South Cumbria
 Helen Rimmer, Service Redesign Manager, NHS Midlands and Lancashire Commissioning Support Unit
 David Keenan, Counselling Psychotherapist, Supervisor and Trainer MBACP

The Committee will hear the views from young people with representatives from the Lancashire Youth Council (Mairead, Mariam and Amba) who will present the findings on mental health from the viewpoint of young people (report attached at Appendix 'B').

There will also be an update on the Lancashire County Council commissioned services from Marie Demaine, Senior Public Health Practitioner and Dave Carr, Director of Policy, Commissioning and Children's Health.

Consultations

NA

Implications:

This item has the following implications, as indicated:

Risk management

NA

**Local Government (Access to Information) Act 1985
 List of Background Papers**

Paper	Date	Contact/Tel
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NA

Reason for inclusion in Part II, if appropriate

NA



Lancashire & South
Cumbria Children
and Young People's
Emotional Wellbeing
and Mental Health
Transformation Plan

Lancashire Education and Children's Services Scrutiny Committee

December 2021



Overview

- Service Demand
 - Mental Health, Early Help, and Eating Disorder services
- Response to COVID-19
- Lancashire Emotional Health in Schools and Colleges
- Mental Health Support Teams
- Transformation Phase
- Plans Moving Forward



National Access Rates – Rolling 12 Month Position

The 12-month rolling position (August 2020 –July 2021) demonstrates L&SC is achieving a 55% target overall which continues to exceed the National target set for 2020/21 of 35% by 20%.

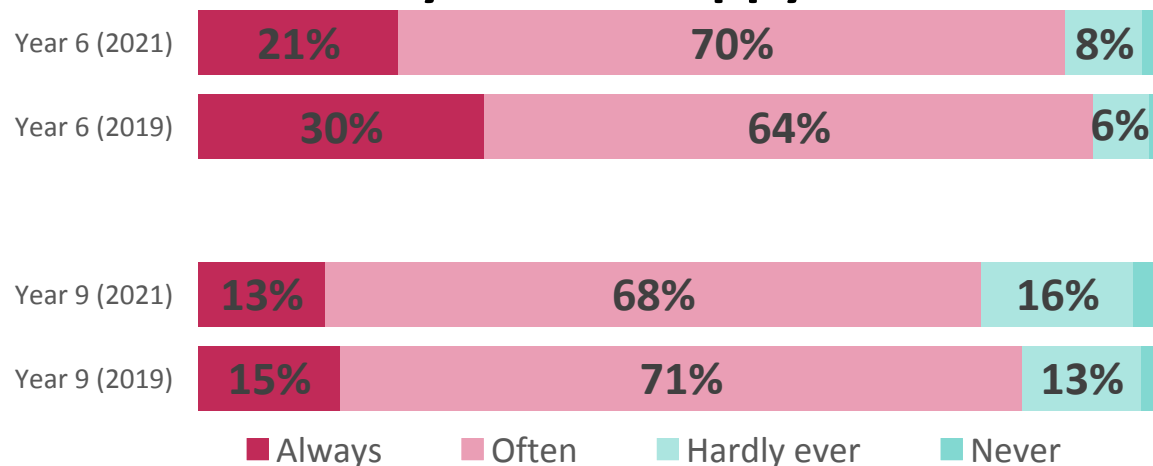
Aug'20 -Jul'21 National Data (All Providers)			
	12 Month National Rolling Position	Prevalence	% Achieved
Blackburn with Darwen CCG	1,960	3,871	51%
Blackpool CCG	1,930	2,952	65%
Chorley & South Ribble CCG	1,745	3,227	54%
East Lancashire CCG	3,750	8,115	46%
Fylde & Wyre CCG	1,885	2,702	70%
Greater Preston CCG	1,860	3,975	47%
Morecambe Bay CCG/Bay Partnerships	3,400	6,084	56%
West Lancashire CCG/WCP	1,450	2,040	71%
Lancashire & South Cumbria Total	17,980	32,966	55%
Central Lancashire	3,605	7,202	50%
Fylde Coast	3,815	5,654	67%
Pennine Lancashire	5,710	11,986	48%

Data source: MHMDS published by NHS Digital
 Number of CYP aged under 18 supported through NHS funded mental health with at least one contact (12 month rolling)



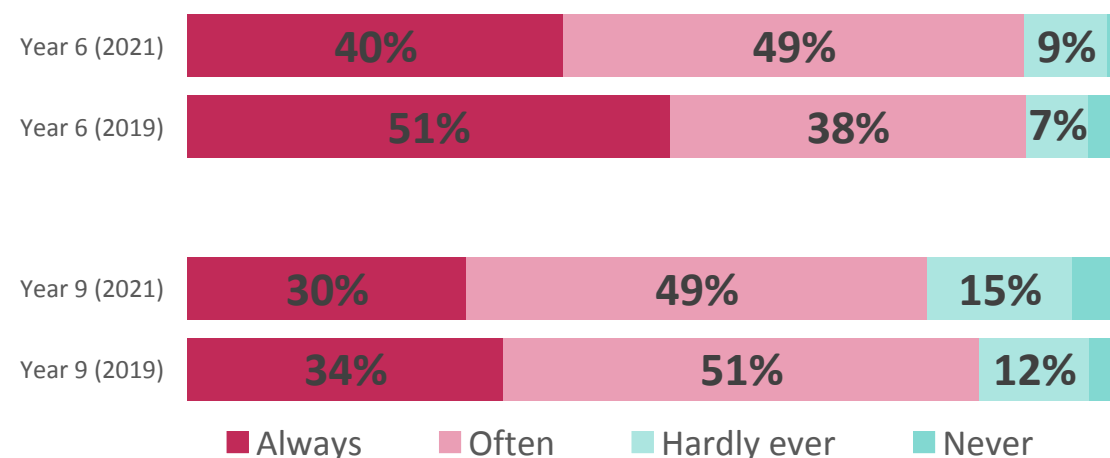
What Children and Young People locally are telling us

How often do you feel happy?



- **91%** of year 6s always or often feel happy.
- **81%** of year 9s often or always feel happy. This is **lower than in 2019 (86%)**.
- **Year 9:** girls, those eligible for FSM, those from a white or other ethnic background, or those in most deprived areas are **more likely to hardly ever or never feel happy**.

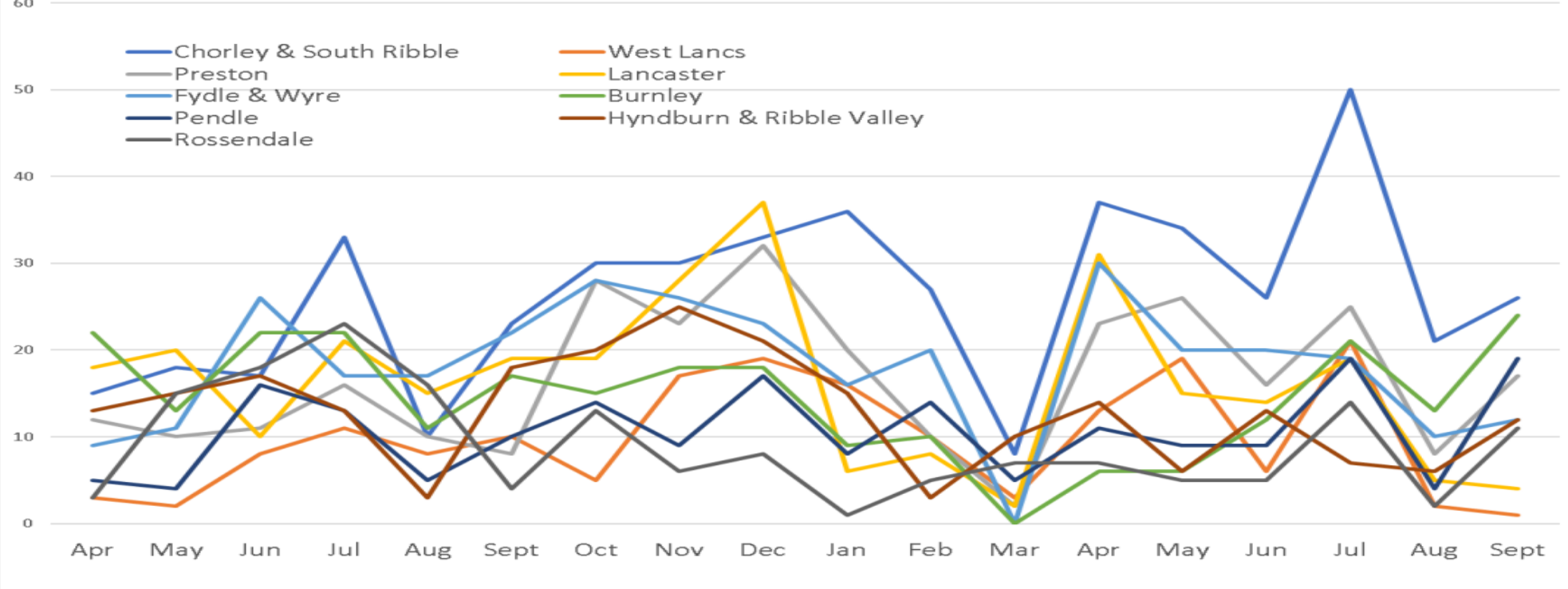
Do you feel hopeful about your future?



- **89%** of year 6s always or often feel hopeful about their future.
- **21%** of year 9s hardly ever or never feel hopeful about their future. This is higher than in 2019 (15%).
- **Year 9:** girls, those eligible for FSM or those from a white ethnic group are **more likely to hardly ever or never feel hopeful about their future**.

Service Demand – Early Help

Referrals to Early Help Emotional Health and Welbeing Service
Apr 2020 - Sept 2021

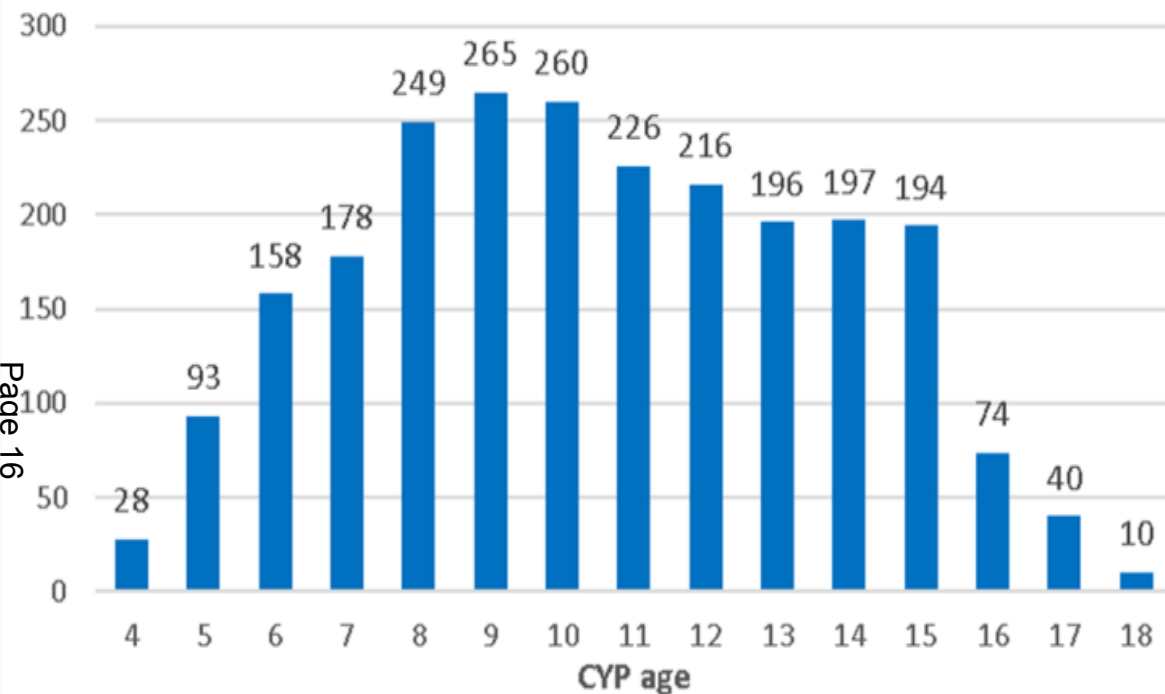


- Dip in Mar 2021 is due to the fact that the annual capacity had been fully utilised by Feb 21.
- Increase of 10.5% of referrals received at Sept '21 YTD compared with Sept '20 YTD.



Service Demand – Early Help

Referrals to Early Help Emotional Health and Wellbeing Service by age Apr 2020 to Sept 2021



- Peak demand for CYP aged 8-10.
- Waiting times greatest across Central Lancashire. Issues affecting waiting times include demand for specialist intervention, family circumstances and staffing issues.
- Referrals are not what would have been traditionally identified as early help. Increasing need for more complex interventions and no low level preventative support delivered under this service.

Number of referrals on the waiting list at 30 Sept 21

District	Referrals received Apr 21	Referrals received May 21	Referrals received Jun 21	Referrals received Jul 21	Referrals received Aug 21	Referrals received Sept 21
Chorley & South Ribble	1	2	4	15	17	20
West Lancs	3	8	6	9	1	1
Preston		1	3	9	4	11
Lancaster	9	7	11	11	5	4
Fyde & Wyre						4
Burnley				2	2	5
Pendle			1	1	1	2
Hyndburn & Ribble Valley					1	2
Rosendale			1	3	0	7
Total	13	18	26	50	31	56



Service Demand – Eating Disorder Services

CCG	Number of New Referrals	Number of New Referrals - Female	Number of New Referrals - Male	Number of Urgent Referrals Received	Number of Routine Referrals Received
Blackburn with Darwen	4	4	0		4
Blackpool	9	8	1		9
Chorley & South Ribble	14	13	1		14
East Lancashire	23	22	1		23
Fylde & Wyre	13	11	2		13
Greater Preston	6	6	0		6
Morecambe Bay	14	14	0	1	13
West Lancashire	13	8	5		13
Total	96	86	10	1	95

- 96 new referrals received in August 2021 (a 61% increase on the previous month) from patients aged under 19 for the Eating Disorder service.
- 1 was an urgent requirement and 95 were a routine requirement.

Service Demand – Eating Disorder Services

2021/22 Aug - Actual

<u>Urgent</u>				
CCG	Target	Aug '21 Actuals (%)	No's Seen Within 1 Week	No's Started Treatment
Blackburn with Darwen	95%	100%	1	1
Blackpool	95%	-	0	0
Chorley & South Ribble	95%	100%	2	2
East Lancashire	95%	100%	4	4
Fylde & Wyre	95%	-	0	0
Greater Preston	95%	100%	1	1
Morecambe Bay	95%	100%	2	2
West Lancashire	95%	-	0	0
Total	95%	100%	10	10

2021/22 Aug - Actual

<u>Routine</u>				
CCG	Target	Aug '21 Actuals (%)	No's Seen Within 4 Weeks	No's Started Treatment
Blackburn with Darwen	95%	50%	1	2
Blackpool	95%	-	0	0
Chorley & South Ribble	95%	50%	1	2
East Lancashire	95%	100%	4	4
Fylde & Wyre	95%	50%	1	2
Greater Preston	95%	-	0	0
Morecambe Bay	95%	100%	3	3
West Lancashire	95%	100%	1	1
Total	95%	73%	11	14

Response to Covid 19

- Lancashire and South Cumbria Healthy Young Minds Website expanded to include COVID-19 specific resources
- New Self-referral pathway to the Child and Adolescent Mental Health Services (CAMHS) across Lancashire and South Cumbria established
- New All-Age Mental Health Crisis Line established 24 hours a day, 7 days a week, staffed by trained mental health professionals
- Newly implemented 'Safe Space' pathway at the Cove to ensure that CYP presenting out of hours at A&E are not placed in a paediatric bed inappropriately
- School Improvement Teams developed guidance promoting positive emotional wellbeing and mental health for schools
- Team Around the School and Settings approach developed for county council footprint
- Lancashire Emotional Health in Schools and Colleges Service – additional resources and support to workforce
- VCFSE partnerships continued to work with young people but much moved online during lockdown, currently gradually increasing face to face access.
- Kooth expanded free access to online support and counselling for young people 10-18 years of age

Lancashire Emotional Health in Schools and Colleges

- Commissioned by LCC Public Health to provide training to staff to support their own wellbeing and the young people they work with, both online and face-to-face.
- Team of clinical psychologists based at Lancaster University delivering to primary, (75%) secondary (90%) and colleges (96%).
- COVID: Online information portal accessed **24,634** times since May 2019
- COVID: Developed bereavement training, parents support understanding mental health
- COVID: Delivering 1-2-1 consultation sessions to school staff (rated 10/10)
- Core areas of delivery: Understanding Trauma, Anxiety Management, Communicating with children in distress, Attachment theory and Low mood
- Senior MH Leads Training (DfE approved) working with LCC Educational Psychologists
- Links to Inclusion and Support Team – supporting school staff to support pupils who have Special Education Needs and Disabilities, also those who are at risk of exclusion.
- ***Feedback making positive changes; I have found the staff wellbeing sessions that I attended extremely helpful and I devised a Wellbeing presentation based on the content and principles you shared, and delivered it to our middle leaders. I got a great response – as they really opened up and it allowed us to make so ‘real changes’***



Mental Health Support Teams

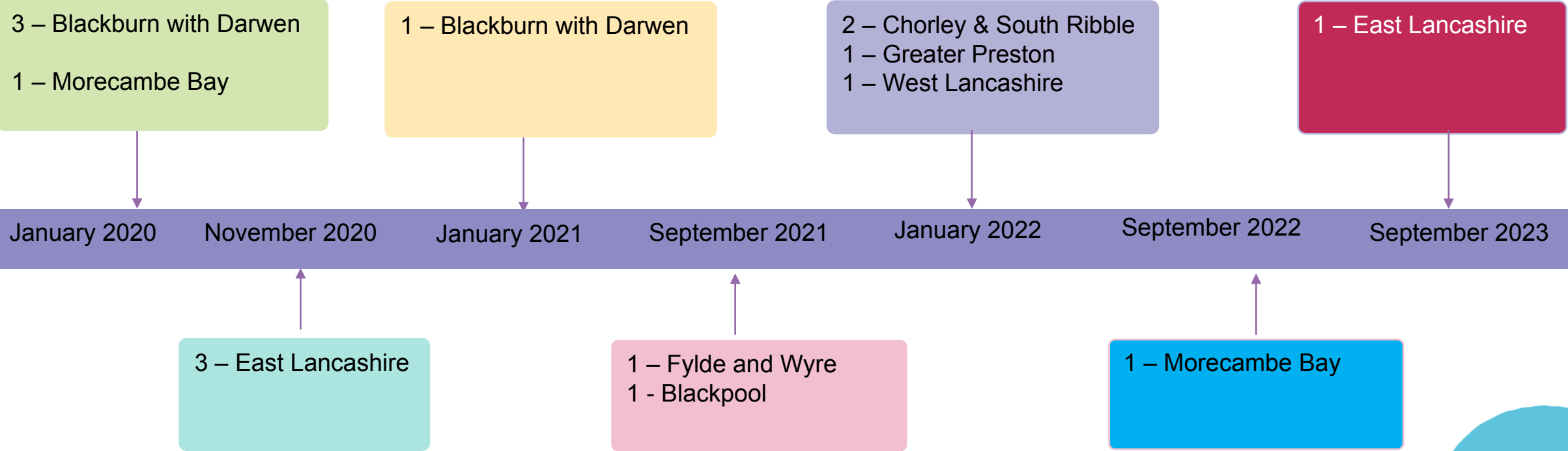
- In January 2019 Mental Health Support Teams (MHSTs) started to work within schools and colleges to deliver evidence-based interventions using CBT modality in one to one, group and whole school approach.
- The MHSTs work alongside education settings to support CYP, staff, parents, carers and families.
- Each MHST is additional to existing provisions so as not to create duplication. Site selection has recognised deprivation, need and inequalities:
 - Delivering training, workshops for schools and parents.
 - Improving access to mental health support and services for CYP.
 - Consultations with schools recognising individual and broader issues across the school community.
 - Creating a new Mental Health workforce.



Mental Health Support Teams

- January 2019 - the first MHST teams were trailblazers and teams consisted of 4 or more education mental health practitioners (EMHPs) with a supervisor and management structure.
- September 2019 (Wave 1) an MHST was formalised to the financial structure of 4 EMHPs, training in the first year alongside two band 6s, one band 7, 0.5 band 8a and a 0.5 band 4 administrator. The senior positions must include two supervisors per team and a management structure.
- It is essential that every team has 4 EMHPs. A new workforce in the NW of 260 EMHPs will have been created by 2023/24.
- Supervision in a CBT modality is required for the EMHPs (this can be a challenge within some localities and the structure allows for variability to achieve this).
- Whole school/college approach should be created to enable each education setting to gain a wider insight into mental health, support, reduction in stigma, family parent/carer engagement, teaching staff and the wider school/college team.

MHST Training Timeline



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Training takes 12 months to complete before MHSTs are fully operational



Lancashire & South Cumbria Children and Young People's Emotional Wellbeing and Mental Health Transformation Plan



Transformation Phase

- ICS wide review of current and future capacity of mental health services for children and young people undertaken by Niche Health and Social Care Consulting. A robust statistical modelling exercise was completed and translated into a sustainable financial model across the ICS with an additional £10.8m investment over the next 3 years agreed to meet capacity and demand across all ICP areas.
- The Strategic Commissioning Committee approved to progress a large-scale transformation programme within an agreed financial envelope in April 2021.

NICHE capacity available through funding envelope	BTH FT	ELHT	LSCFT	Total
WTE	15	31	88	133
£000	£991	£2,023	£5,784	£8,798

- Year 1 2021/22 is focussing on improving access to services, implementation of SPoA, phased implementation of RAIS and Risk support Clinical Lead Recruitment

Transformation Phase

- The ICS Provider Collaborative Board in July 2021 approved LSCFT hosting the ICS C&YP transformation as Senior Responsible Officer.
- An ICS pathway redesign project plan aligned to the THRIVE model is in development to monitor delivery against Year 1 agreed priorities:
 - increase access to CYP services through an all-age Front Door (Initial Response Service) incorporating the plans developed during the THRIVE redesign to strengthen our Single Point of Access (SPoA) for all children and young people's referrals.
 - Development of a crisis, risk support and home treatment offer at Place
 - Implementation of the workforce model which will deliver the transformed new model of care
 - Enhance the Voluntary, Community, Faith and Social Enterprise (VCFSE) through investment and partnership working
- A transformation team has been endorsed to include representation from each NHS provider and a Programme Manager who will be accountable for delivery to the ICS.
- The transformation programme governance structure has been agreed with a CYP Transformation and Delivery Board to be established which will report into the newly formed All-Age Mental Health Transformation Board.

Initial Response Service (IRS)

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Pennine
Lancashire



January 2022

Central
Lancashire



February 2022

Wyre and
Morecambe Bay



August 2022

- 24/7 responsive single point of access for urgent and routine requests for help and advice through a single triage based trusted assessment model
- Once triaged if an urgent face to face is required there will be a 1-hour response



Lancashire & South Cumbria Children and Young People's
Emotional Wellbeing and Mental Health Transformation Plan



Plans Moving Forward

- Further mobilise resource to meet demand – in line with NICHE modelling
- Develop plans for Year 2 and Year 3 of the NHS funded Child and Adolescent Mental Health Service (CAMHS) THRIVE service redesign.
- Continue to commit to increase £ with VCFSE partners year on year
- Mental health support for children and young people embedded in schools and colleges
- Meet new national waiting time standards for all children and young people who need specialist mental health services.
- Investing in early and appropriate interventions, to prevent escalation in to crisis
- Investing in approaches which will build and maintain resilience in young people and the workforce
- Greater focus on the longer term development of digital services.
- Co-production with children and young people, including of primary age and those in more vulnerable groups
- Clear signposting so people know what's on offer and how to access it

If you need help

- Information on services and self-help resources is published on the Lancashire and South Cumbria Healthy Young Minds Website <https://www.healthyyoungmindslsc.co.uk/home>
- Lancashire and South Cumbria NHS Foundation Trust (LSCFT) Mental Health Crisis Line. www.lscft.nhs.uk/Crisis | Telephone: 0800 953 0110 | Available: 24 hours a day, every day of the year
- Chat Health is provided by school nurses in Lancashire for young people age 11-19. This facility provides a confidential service which can be messaged for support and advice on many topics including emotional wellbeing, self-harm and other issues - 077507330510
- For advice on local authority early help services email talkzone@lancashire.gov.uk or contact your local children and family wellbeing service.

A Study on Mental Health from the viewpoint of young people.

2021

Children and Family Wellbeing Service

Lancashire Youth Council

Hyndburn, Ribble Valley and Rossendale

Lancashire County Council

Staff involved in the project

Lancashire Youth Council Hans Mundry

Youth workers – Kerry Scrivener Hyndburn, Daisy Welsh Ribble Valley

Lisa Spencer Rossendale.

Youth Workers – Lynne Farr, Danielle Jones, Anwar Kapadi,

Safeur Rahman, Jo Riding and Lucy Robinson

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Introduction

Youth work staff are aware of reports of mental health young people have shared with staff over time.

Youth workers have a wide range of experience of working with young people individual and in groups.

The young people involved in this study have varied knowledge and experience of mental health mainly with friends and family but have made it known to the staff in this project that it does take place in other places to.

Young people were happy to take part and hope to make a difference with their involvement.

Young people are from various areas of Rossendale, Hyndburn and Ribble Valley.

Methodology

Our team are aware of a number of different types of research methods and look at these before deciding on our favoured method.

The ethnographic approach, inducting reasoning from the particular to the general, building up cases, letting hypotheses emerge.

Thematic analysis was used conceptual schemes arise from the information bottom up, not top down approach. Progressive focusing concepts develop and become narrower as the work proceeds.

Theoretical sampling with groups from age, genders, religion, and geographical location study weekly sessions.

The method of social research we chose to use were observation, group debate in a safe place where young people were at ease and happy to share, helping to bring out their views and thoughts.

Ethic approach

All young people involved in this project asked for this work into Mental health to be completed as they consider it to be important to them and other young people.

Youth workers responded to the request from young people. (the project is young people led)

Young people were made aware that the completed work will be shared with other youth agencies. Young people were happy with this. Young people were made aware that they may be asked to present their work to other agencies and other groups of young people. Only if they feel confident with doing this.

Young people wanted their full names on the acknowledgement but the group talked about how this work would be shared and it would be better to only use their first name so that they could keep ownership and make it more difficult for them to be identified (it was made clear that if young people did not want their name on the acknowledgments they could take their name off). Young people can use the report in their personal record of achievements.

All young people (parents/ carers on behalf of young people) involved with the project have consented and filled in registration forms giving consent for their work to be presented by Lancashire youth council on the Web, Facebook and other youth agencies. In compliance with Lancashire Youth Work, working practice. (some have given image consent also).

With this being a sensitive subject and young people may open up some personal memory's experiences.

Extra staff were on the session to open up break out rooms to invite young people who need extra support can move too and talk to staff in privet staff can give support and advice and sign post young people to professional agencies if needed.

We have full time staff on 24/7 safeguarding stand by and Lancashire Talk Zone which offers support to young people with any issues from 10am till 10pm 7 days a week.

Different types of people who suffer from mental health issues.

Soldiers in the army suffered from PTSD (post-traumatic stress disorder)

And they were called 'cowered' s and shot.

No matter who you are you can suffer with these issues

Billy Eilish - PTSD for some parts of her life, anxiety and depression.

Steve Young - social anxiety disorder

Demi Lovato - suffer with bipolar disorders.

Leonardo DiCaprio - OCD

Justin Bieber - ADHD

Gymnastics says they suffer with mental health issues as they are put under so much stress

Jessica Alba - OCD

Prince Harry - says he suffers with mental illnesses but never specified any

Jim Carrey - depression

Dwayne Johnson - depression

Hailie Mardel - OCD

Zain Malik - eating disorder, anxiety and depression

Selena Gomez - depression

Jacob Motonomy - anxiety

Kendall Jenner - panic disorders and anxiety

Dylan O'Brian - self harm and depression

Lewis Capaldi - depression and anxiety

Katy Perry - depression

Dominic Harrison - anxiety depression and Suicidal thoughts

Ian Johnson - anxiety

Friends of Charli - one of them has depression, another has anxiety and depression and the last one suffers from suicidal thoughts and depression.

School children and adults from all ages suffer from all ranges of mental health issues.

New-born baby mothers (and sometimes fathers) are more susceptible to a form of depression called postnatal depression, where they feel unable to care for their baby.

- Vulnerable people who grow up in unstable or possibly abusive homes
- People with low self-esteem are more likely to suffer from anxiety
- Celebrities such as Avicci and Caroline Flack (she received lots of online hate and then committed suicide, which gained lots of media attention, but people didn't seem to care before she committed suicide.)
- Men are less likely to own up to their problems or be willing to get help because of the societal view that showing emotion is not masculine.
- Unemployed people-when they don't have something to occupy them are more likely to suffer from depression and anxiety from money problems. (Especially after COVID)
- Many famous footballers and sport stars have opened up about mental health issues, usually due to being under intense scrutiny and always being in the limelight.
- Old people often get very lonely when their spouses and friends die.
- Young people get lots of anxiety from school pressure, social media and bullying.
- Front line workers such as doctors, nurses, paramedics and police officers who deal with lots of tragedy and death.
- Princess Diana opened up about her eating disorders and depression.
- People with SEN who often struggle to communicate with people.
- Overall anyone can suffer from mental health disorders.

A further discussion was had during this session that leads nicely to our other sections. This was around the actions that could be taken to support young people with mental health.

- Share with friends/ask a friend to talk to someone
- Seek advice from Teachers
- Talk to Parents
- Talk to care worker or youth worker

Causes of Youth Mental Health?

We spoke about the recent Megan Markle interview with Oprah where she shared she had suffered with mental health issues and sadly she has been challenged by Piers Morgan and the public who have said she is making it up. We discussed how sometimes people think that if you have money, status/power you can't be affected by mental health. Tahira said that you can't say that someone isn't suffering with emotional/mental health because that is not for you to say. We all said that if someone shares they are struggling we should allow them to own their own situation and feelings and be kind.

Jay spoke about how sometimes people don't know how to respond when you say you are struggling, they might say 'oh it's just a bad day'. We discussed how this is lack of education/understanding of how to support or respond to someone.

Jay also said she feels that schools/education provisions are scared to talk about mental health.

We discussed how mental health can affect anyone, it doesn't matter who you are sometimes in life people can find them having struggles.

Why?

- Stress
- Environment
- Work
- Money/bills
- Diagnosed conditions that develop over time
- Bullying
- Parents separating/divorce
- Arguments in the home
- Abusive relationships
- Covid/lockdown
- Childhood trauma or traumatic experiences

Daisy explained to the group what trauma is and how it impacts people differently. Daisy shared with the group a story of her grandma once fell when walking home and this has since impacted her emotional health and made her scared/anxious to leave her house. We spoke about how if Daisy had experienced that fall it would not have impacted her the same as her Grandma.

What sort of young people will suffer from mental health issues?

Anyone no matter of age more likely groups

Students in exam years

Young people who have poor relationships with parents

Family relationships problems

People who are LGBTQ communities from parents, peers

People who are ethnic minorities, low income families

People who have lost family members

Youtubers – added stress

Social media on- line hate

A lot of footballers receiving racial abuse

People who are bullied, or do not stand up for themselves and become an easy target

Bullied for her birth name, nicknames

People with insecurities

People with physical disabilities

People with disability

People with hidden disabilities

People who have got behind with schoolwork due to not having the technology needed to do home learning

Boys -lot less to talk emotions -Boys don't cry

Young people who do not know how to deal with emotions

The reasons why people suffer from mental health

All the above

Stress and worries contribute to mental health

Tiredness

People trying to hold a job as well as studying

Bullied

Health problem

Eating disorder not just about losing weight but also about gaining weight

Photo shopped photos of people on tv (not real)

Friendships break down and become toxic

Home life

In high school more people to become friends with

The impacts of youth mental health

The group were asked to think about the impacts mental health can have on young people –

Young people said depression. We then explored this and looked at how someone might present who is struggling with depression such as –

- Withdrawn and isolated
- Some people start neglecting themselves in respect of self-care.
- Being sad all the time
- Being tired all the time and we discussed how it can impact physical health.
- Lack of appetite
- Said lack of self-esteem/confidence
- Stop caring about themselves or others
- It is likely they will experience loneliness
- It can lead to addiction
- It can lead to eating disorders and Han's shared some material he had been reading.
- Poor sleep
- Present with different behaviour
- Young people may experience feelings of anger or guilt
- Scared it could impact education
- Messy rooms
- Young people become angry, cry for no apparent reason.
- Self-harm-suicide, hurt themselves
- No motivation
- Low energy level
- Mixed moods very unhappy to very happy spending too much time on electronics
- Become reclusive and not want to socialise
- Depending on the individual they may find it hard to talk about mental health
- Downward grades which then make you feel worse and in a vicious circle
- Distant with their own family
- Don't want to get out of bed
- Depressed and tired all the time
- Don't want to wash and wash their hair, clean their teeth
- Distracted at school
- Don't feel understood
- Feel alone
- Feel as though they are left out even when they are included
- Loose interest in their hobbies that they enjoy
- Dark or negative mindset
- Start to use alcohol or drugs to block out the pain
- Try anything to numb the pain.

Next, we discussed suicide and how this is sometimes a severe impact of poor mental health. We chatted about how sometimes people don't want to die, they just don't want to be in the present moment because of the emotional/mental pain they are experiencing.

We spoke about how some people cover it up because of negative stigma.

Information shared from (Youth MHFA Course Manual 2017)

Evidence suggests a complex range of factors and individual vulnerabilities rather than one single factor leading to a young person attempting or completing suicide. Suicide can be the result of a build-up of stressors in someone who is vulnerable and has limited protective and resilience factors.

Self-harm is an act of survival, not a final act. However, with repeated self-harm comes a greater risk of attempted suicide. When factors such as the increase of stressors, breakdown of support networks, fearlessness, and disconnection are present, self-harm can overlap with suicidal ideation and even completion. Nevertheless, hopelessness alone does not predict attempts.

It is essential that those engaging in self-harm receive professional help and monitoring and on-going emotional support from their community.

According to the (Youth Mental Health First Aid (MHFA) Course Manual 2017)

A young person developing mental health illness (psychotic disorder) will often not reach out for help. Someone who is experiencing profound and frightening changes such as psychotic symptoms will often try to keep them a secret. If you are concerned about someone, approach them in a caring and non-judgemental manner to discuss your concerns. Let the young person know that you are concerned about them and want to help. Understand that the young person you are trying to help might not trust you or might be afraid of being perceived as "different", and therefore may not open with you.

If possible, you should approach the young person privately about their experiences in a place that is free from distractions.

Try to tailor your approach and interaction to the way the young person is behaving (e.g. if the person is suspicious and avoiding eye contact, be sensitive to this and give them the space they need). Don't touch the person without their permission, as they may feel intimidated or threatened by this, especially if they are already feeling suspicious. If the young person is unwilling to talk with you don't try to force them to talk about their experiences. Rather, let them know that you will be available if they would like to talk in the future.

People you can go to for support

School- mentor in school, nurture room, seek advice

Friends ask them to talk to some on your behalf.

Family

Youth worker, care worker.

Form teacher and other teachers you have a relationship

GP

Government funded system is CAMHS – Not many young people feel failed by CAHMS

Therapist

Mind Mental health charities

Kooth

Mind matters

Papyrus -positive

Young minds

NSPCC website

Children's society

NHS

Child line

MOMO mind of my own the mental health work

talk phone.

Its help's talking about it with someone.

Don't force it on people such as others.

Don't share gossip.

Don't have random friends and be supportive.

talk up about their mental.

prompt them.

do actives.

teacher see them first and depends on family.

parents might notice something or staff.

get a solution together.

Mind.

Papyrus

topic.

things to search for like help.

find Pro help

encourage people for help.

giving people advise.

talk slow.

talk calmly.

body language.

make a thought that people look small and yourself as big.

the way you come across.

quite down.

have a funny side

- One young person suggested that schools could hold clubs at lunch times and breaks where young people who fear they are feeling anxious have a safe space to go away from the crowd where young people can discuss the issues they are having and create friendships with other young people in similar situations.
- Have somewhere for them to go and get support in a quiet and chilled out space
- Have peer support groups so vulnerable young people have the opportunity to talk to someone nearer their own age
- Support could come from within the school but maybe a teacher who students may relate too and build up a sense of safety.

(Supporting information from Youth MHFA Course Manual 2017)

Additional supports are important factors in improving a young person's chances of recovery from mental health. Living in a stable and secure social environment with decent housing. Support from family and friends, and opportunities to stay in school or college, or in suitable work, and play a meaningful role in society, all play their part in promoting wellbeing for young people experiencing mental health-just as they do for the rest of us.

Family and friends are very important source of support for a person with a mental health condition. A person is likely to recover more quickly and to do better if they have a good relationship with their family. Family and friends can help by:

Listening to the young person without judging or being critical Keeping the person's life as stress free as possible, at least in the early stages, to get appropriate professional help

Checking if the person is feeling suicidal and taking immediate action if they are, providing the same support as they would for a mentally ill person.

Gaining an understanding of mental health to help the young person come to terms with their diagnosis.

Helping young people to plan for the future.

- Build a positive self-image
- Increase control and responsibility over your life
- Supporting self-advocacy
- Giving the young person information
- Enabling participation in service provision

- Helping the young person to find creative options
- Helping young people to plan for the future.
- Safeguarding the young person's rights.

Approach the young person, assess, and assist with any crisis.

Listen and communicate non-judgementally

Give support and information

Encourage the person to get appropriate professional help

Encourage other supports.

Acknowledgement

Rossendale

Mairead
Jess
Harley
Jack
Daiton
Tahira
Rory
Shelby

Hyndburn

Aaizah
Juhaym
Lauren
Oliver

Ribble Valley

Dulcie
Millie
Luke

Education and Children's Services Scrutiny Committee

Meeting to be held on Tuesday, 7 December 2021

Electoral Division affected:
(All Divisions);

Education and Children's Services Scrutiny Committee Work Programme 2021/22

(Appendix 'A' refers)

Contact for further information:

Samantha Parker, Tel: (01772) 538221, Senior Democratic Services Officer,
sam.parker@lancashire.gov.uk

Executive Summary

The draft work programme for the Education and Children's Services Scrutiny Committee is attached at Appendix 'A'.

The topics included in the work programme were identified at the work planning workshop held on 5 July 2021 and subsequent scrutiny committee meetings.

Recommendation

The Education and Children's Services Scrutiny Committee is asked to:

- i. Discuss and agree the work programme as set out in Appendix 'A'.
- ii. Consider key lines of enquiry for future meeting topics.
- iii. Discuss any additional representation required from key officers/partners.

Background and Advice

A draft statement of the work to be undertaken by the Education and Children's Services Scrutiny Committee for the 2021/22 municipal year is set out at Appendix 'A'.

The work programme will be presented to each meeting for consideration by the Committee.

Members are requested to discuss and agree the current work programme, consider key line of enquiry for future meeting topics and representation.

Consultations

NA

Implications:

This item has the following implications, as indicated:

Risk management

This report has no significant risk implications.

Local Government (Access to Information) Act 1985

List of Background Papers

Paper	Date	Contact/Tel
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NA

Reason for inclusion in Part II, if appropriate

NA

Education and Children's Services Scrutiny Committee

Work Programme 2021-22

The Education and Children's Services Scrutiny Committee Work Programme details the planned activity to be undertaken over the forthcoming municipal year through scheduled Committee meetings, task group, events and through use of the 'rapporteur' model.

The items on the work programme are determined by the Committee following the work programming session at the start of the municipal year in line with the Overview and Scrutiny Committees terms of reference detailed in the County Councils Constitution. This includes provision for the rights of County Councillors to ask for any matter to be considered by the Committee or to call-in decisions.

Coordination of the work programme activity is undertaken by the Chair and Deputy Chair of all of the Scrutiny Committees to avoid potential duplication.

In addition to the terms of reference outlined in the [Constitution](#) (Part 2 Article 5) for all Overview and Scrutiny Committees, the Education and Children's Services Scrutiny Committee will:

- Scrutinise matters relating to education delivered by the authority and other relevant partners.
- Fulfil all the statutory functions of an Overview and Scrutiny Committee as they relate to education functions of a Children's Services Authority.
- Scrutinise matters relating to services for Children and Young People delivered by the authority and other relevant partners.
- Review and scrutinise any matter relating to the planning, provision and operation of the health service in the area and make reports and recommendations to NHS bodies as appropriate
- Invite interested parties when reviewing any matter relating to the planning, provision and operation of the health service in the area, to comment on the matter and take account of relevant information available, particularly that provided by the Local Healthwatch
- Review and scrutinise any local services planned or provided by other agencies which contribute towards the health improvement and the reduction of health inequalities in Lancashire and to make recommendations to those agencies, as appropriate
- Take steps to reach agreement with NHS body, in the case of contested NHS proposals for substantial service changes

- Refer a matter to the relevant Secretary of State in the case of contested NHS proposals for substantial service changes where agreement cannot be reached with the NHS
- Refer to the relevant Secretary of State any NHS proposal which the Committee feels has been the subject of inadequate consultation
- Scrutinise the social care services provided or commissioned by NHS bodies exercising local authority functions under Section 31 of the Health Act 1999
- Draw up a forward programme of health scrutiny in consultation with other local authorities, NHS partners, the Local Healthwatch and other key stakeholders
- Acknowledge within 20 working days to referrals on relevant matters from the Local Healthwatch or Local Healthwatch contractor, and to keep the referrer informed of any action taken in relation to the matter
- Require the Chief Executives of local NHS bodies to attend before the Committee to answer questions, and to invite the chairs and non-executive directors of local NHS bodies to appear before the Committee to give evidence
- Invite any officer of any NHS body to attend before the Committee to answer questions or give evidence

The Work Programme will be submitted to and agreed by the Scrutiny Committees at each meeting and will be published with each agenda.

The dates are indicative of when the Education and Children's Services Scrutiny Committee will review the item, however they may need to be rescheduled and new items added as required.

Topic	Scrutiny Purpose	Lead Officers/organisations	Proposed Meeting Date
School Place Planning	'How to' guide on school place planning ahead of the updated School Place Provision Strategy 2021-2026 release	Director of Strategy and Performance/Head of Asset Management/Admissions Manager	1 September 2021
Maintained Nurseries	Update on the local authority's engagement with maintained nurseries	Acting Director of Education, Culture and Skills/Interim Head of Early Years	5 October 2021
School Place Provision Strategy 2022-25	Review of the draft School Place Provision Strategy 2022-25 prior to Executive decision taken	Director of Strategy and Performance/Head of Asset Management	9 November 2021
Lancashire Education Strategy 2022-25	Review of strategy prior to Executive decision taken	Head of Service Education Improvement 0-11	9 November 2021
Children and Young People's Mental Health	Post Covid impact and progress update on CAMHS redesign	Director of Policy, Commissioning and Children's Health/NHS/Youth Council reps/School reps	7 December 2021
Children Looked After	Housing, EET, services/schools' transitions	Director of Children's Services/Head of Service Looked After Children Leaving Care	18 January 2022
Children's Health	Update on children's health in Lancashire post covid	Director of Public Health	18 January 2022
Lancashire Schools Attainment Outcomes	Annual report on attainment outcomes in schools across Lancashire. To include impact of the catch up funding on attainment.	Acting Director of Education, Culture and Skills/Head of Service Education Improvement 0-11/Finance	22 February 2022
School Travel (TBC)	Review of current travel schemes and potential initiatives (walking school buses, mums for lungs, school streets, shared rides, community bus schemes, road safety, update on the SEND home to school transport policy review	TBC	16 March 2022

Topic	Scrutiny Purpose	Lead Officers/organisations	Proposed Meeting Date
	Air pollution, bus service redesign, new homes – joint session with other scrutiny committees TBC		
Employment, Education or Training (EET)	Review of measures in place and lessons learned - data trends, CLA, young carers, alternative provision colleges	Director of Education, Culture and Skills Alternative Provision	20 April 2022
EET (ctd)	Review of apprenticeships data, work based training, district data link, accessibility	Lancashire Enterprise Partnership District Council leads	17 May 2022

Bite size briefings for Councillors:

Subject	Delivered by	Date of session/recording
Responsibilities of the County Council and School Governing Bodies for Schools	Sarah Callaghan	21 September View and Review (lancscc.net)
SEND sufficiency	Sally Richardson	21 September View and Review (lancscc.net)
School Place Planning	Mel Ormesher	13 October View and Review (lancscc.net)
SEND Overview and APP Update	Sally Richardson	24 November 10am
Early Years	Andrew Cadman	6 December 11.15am
Children's Performance Service	Brendan Lee	26 January 2pm
Alternative School Provision	Sally Richardson	2 February 2022, 10am

Additional topics identified:

- SEND – covid recovery, in house ed psych and assessors vs costs to external agencies, auditory and sensory disorder, costs, short breaks
- Cabinet work on low carbonisation – education/waste renewables
- Provision in Lancashire schools for bilingual children
- PHSE and life planning in schools
- Maintained nurseries update to Cabinet
- Child poverty

Task Group recommendation updates:

- Schools Causing Concern
- Pupils in Special Schools with Medical Conditions

