

Early Intervention – Children’s Mental Health

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Proud to be part of

Overview

- The THRIVE Model
- County Council: Current investment
- Future investment
- Mental Health Support Teams
- Future planning

The THRIVE Model

The THRIVE Framework is an approach to delivering mental health services for children, young people and their families which is:

- integrated
- person centred
- needs led

The THRIVE model conceptualises need in five categories with emphasis placed on prevention and also the promotion of mental health and wellbeing across the whole population.



County Council: Current Investment

- Children and Family Wellbeing
- School Nurse – School Health Needs Assessment
- Chat Health
- We Are With You – Young People Drug and Alcohol Service with Mental Health support
- Child Action North West Partnership

Supporting Schools and Colleges

Further Investment

- Staff wellbeing – Compassionate Leadership, Headteacher Support
- Kooth 16-18 year old
- Self-harm Mind and Body
- Colleges and Sixth Form
- Mental Health Support Teams (MHST)

Lancashire and South Cumbria Mental Health Support Teams:

Lancashire and South Cumbria
Integrated Care Board

Wave 2 – 2 x Morecambe Bay
Provider: Barnardo's

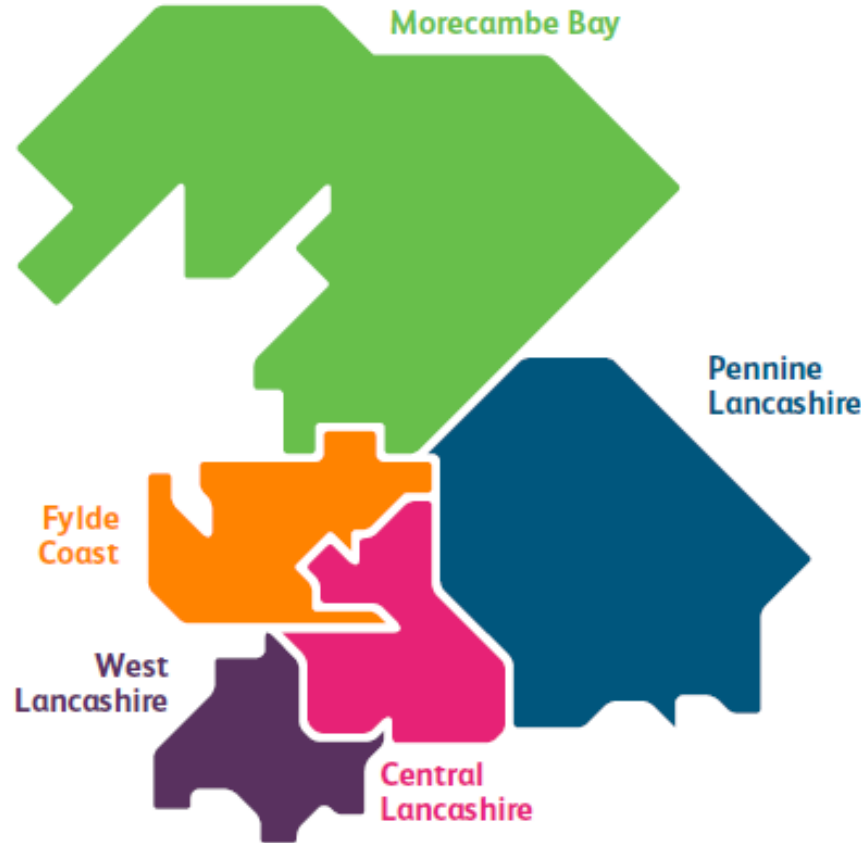
Wave 7 – 1 x Morecambe Bay
Provider: Barnardo's

Wave 5 – 1 x Blackpool
Provider: Blackpool Teaching Hospitals

Wave 5 – 1 x Wyre
Provider: Blackpool Teaching Hospitals

Wave 6 – 1 x West Lancs
Provider: Compass

Additional Support - Fylde
Provider: Blackpool Teaching Hospitals



Wave 2 – 2 x BwD
Provider: East Lancashire Hospitals Trust

Wave 3 – 4 x EL
Provider: East Lancashire Hospitals Trust

Wave 4 – 2 x BwD
Provider: East Lancashire Hospitals Trust

Wave 9 – 1 x East Lancashire
Provider: East Lancashire Hospitals Trust

Additional Support - Greater Preston inc. Myerscough College
Provider: Compass

Wave 6 – 1 x Greater Preston
Provider: Compass

Wave 6 – 2 x Chorley South Ribble
Provider: Compass

Mental Health Support Teams

- Mental Health Support Teams are a key element of the ambitions set out in the NHS Long Term Plan. Teams are supervised by NHS children and young people's mental health staff, to provide specific extra capacity for early intervention and ongoing help within a school and college setting
- Mental Health Support Teams deliver 3 core functions:
 - Delivering evidence-based interventions for children and young people with mild-to-moderate mental health problems
 - Supporting the senior mental health lead in each education setting to introduce or develop their whole school/college approach
 - Giving timely advice to school and college staff, and liaising with external specialist services, to help children and young people to get the right support and stay in education

Moving Mindsets

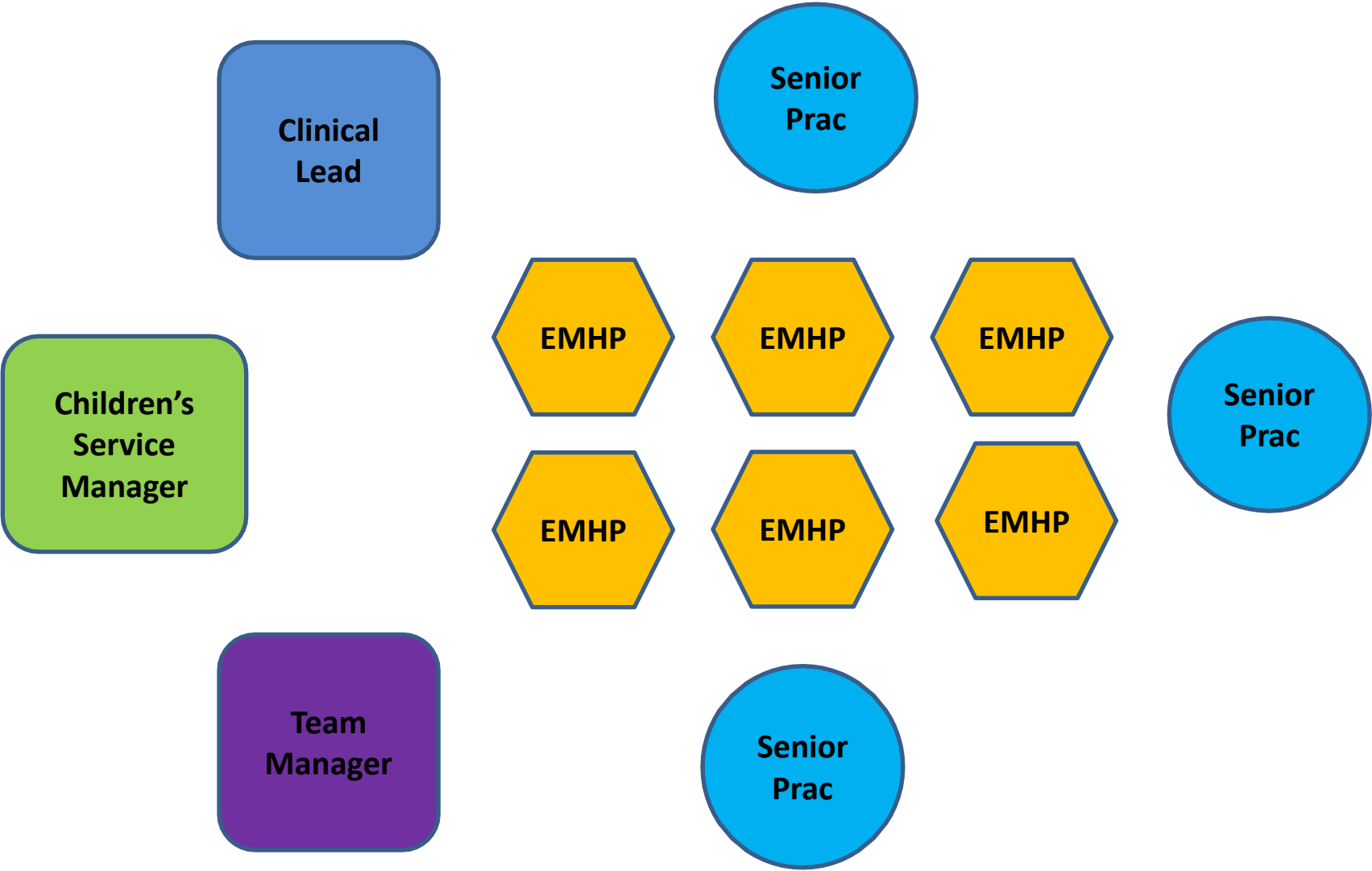
Mental Health
Support Teams
(MHST's)

North Lancashire

Emma Akrigg
Children's Service Manager



Who we are:



*EMHP - Education
Mental Health
Practitioner*

Education settings we work with in North Lancashire -

1 College, 6 Secondary's, 1 PRU, 1 HHT, 3 Special Schools, 15 Primary's

Total – 27 settings

What we do:

1. To provide **direct therapeutic support** to children and young people with **mild** to **moderate** mental health issues
2. To support educational settings (Senior Mental Health Leads) to introduce or develop their **whole school** or college **approach** to mental health and wellbeing
[Promoting children and young people's mental health and wellbeing - GOV.UK](https://www.gov.uk/government/collections/promoting-children-and-young-people-mental-health-and-wellbeing)
3. To help **advise staff** in educational settings and liaise with external **specialist services** to help CYP get the right support and **stay in education**

Promoting children and young people's emotional health and wellbeing

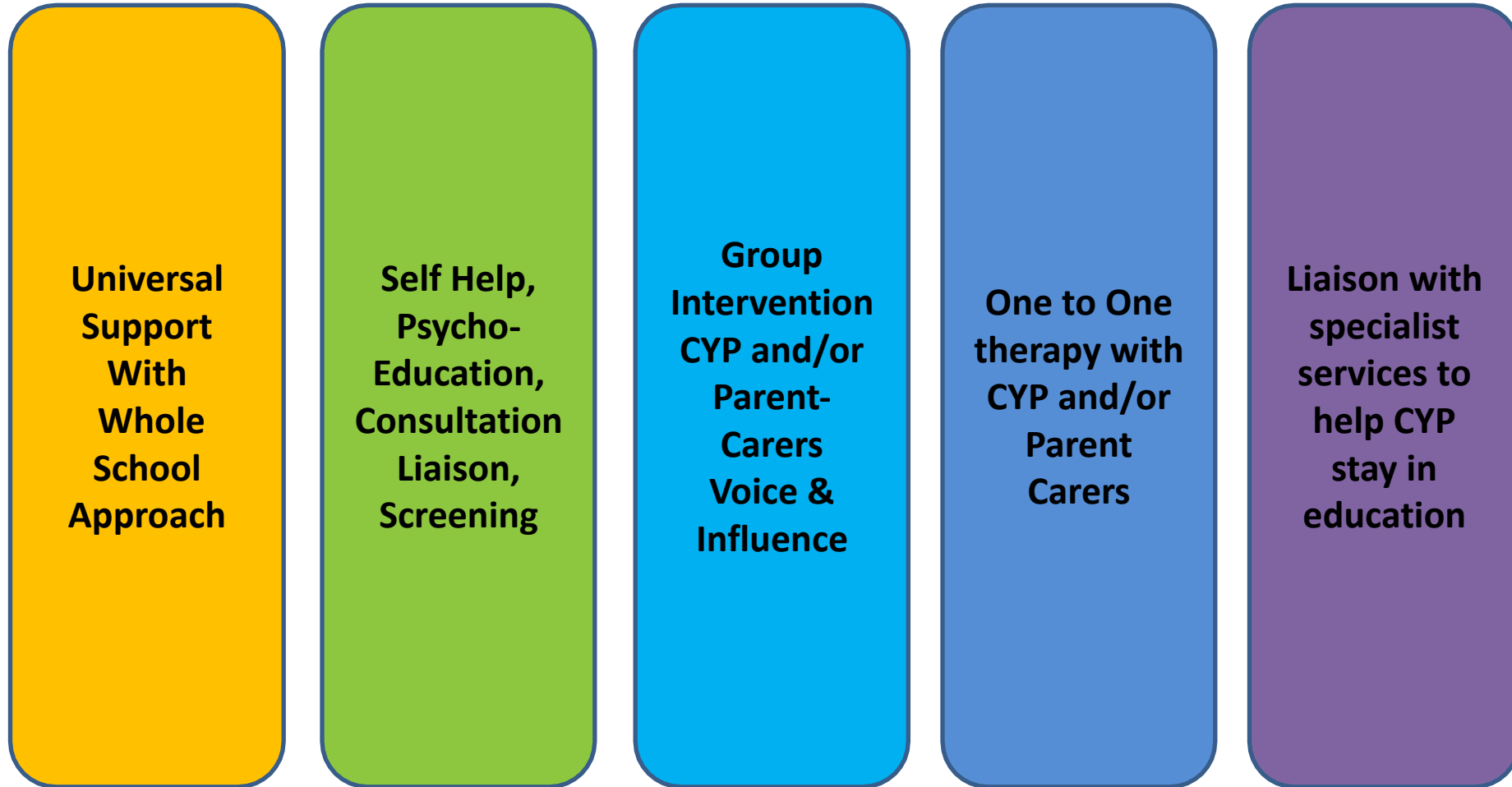
A whole school and college approach



Mental Health Support Team Partners

- School Nursing
- Early Help – Child and Family Wellbeing Service
- CAMHS and Primary Mental Health Workers (PMHWs)
- Family Safeguarding Teams
- Education Psychology
- SEND and the Inclusion Service
- Hospital and Home Education
- Lancashire Emotional Health Support in Schools

Thrive Flow of Provision:



Who we support:

We support children and young people with mild to moderate emotional and mental health needs.

We accept requests for support for CYP in school years **1-13**.

For example: low mood, anxiety, behavioural and interpersonal challenges, sleep difficulties, worry management, self esteem and confidence.

We work with children, young people, their parents/carers and their school to help improve resilience, problem-solving skills and develop coping strategies to support mental health.





MHST Data

- **Referrals received** – 2,518
- **CYP supported by service** – 1,914

- **CYP seen for therapy since April 2022** – 661

- **Current waiting times:**
 - 0 - 8 weeks 96 CYP
 - 8 - 20 weeks 18 CYP

- **Busiest referral months** – March, May, June, July and November
- **Busiest contact activity months** – April, May, June, July and November (over 1000 appointments)

- **Intervention period per referral:**
 - 0 – 10 weeks – 46% CYP
 - 10 – 20 weeks – 37% CYP
 - 20 – 30 weeks – 17% CYP

Outcome Orientated:

- MHSTs use Routine Outcome Measures (ROMS), including goal based and experience measures on a session by session basis. Data on these outcomes and experience measures are recorded in the Mental Health Services Data Set (MHSDS). As part of the ongoing development and evaluation of the teams, it's important for local systems to understand the clinical impact of the teams on children and young people's mental health, and measuring outcomes and experience is one way this can be achieved.
- There are a range of outcome tools available for use which support routine outcome monitoring (ROM) and shared decision making between services users and clinicians to identify and use the appropriate tools.
- The following tools can be used to measure and explore CYP improvement; self report, parent report and practitioner report tools



Outcomes Data – April to December 2022



Referrals that have ended with paired scores by measurable change
Barnardos MHST Morecambey

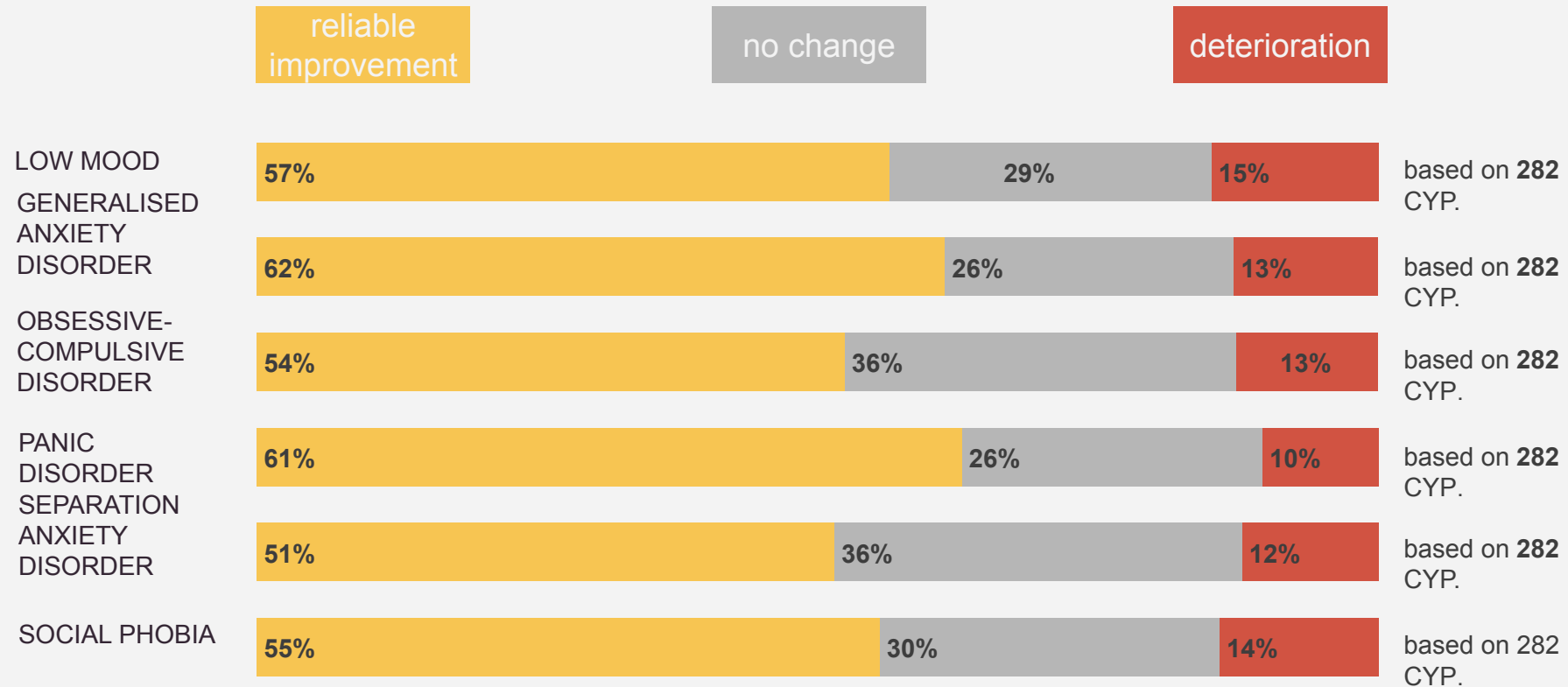


Period start date: 01/04/2022 | Period end date: 29/12/2022 | Number or percentage: Number | Age band at discharge: (All) | MDS indicator: MDS records | + filters | [Eye icon]



RCADS (SELF-REPORT)

The Revised Children's Anxiety and Depression Scale (RCADS) assesses symptoms of anxiety and depression in children and young people across six subscales. Below is the proportion of CYP who had improved/deteriorated or made no change.

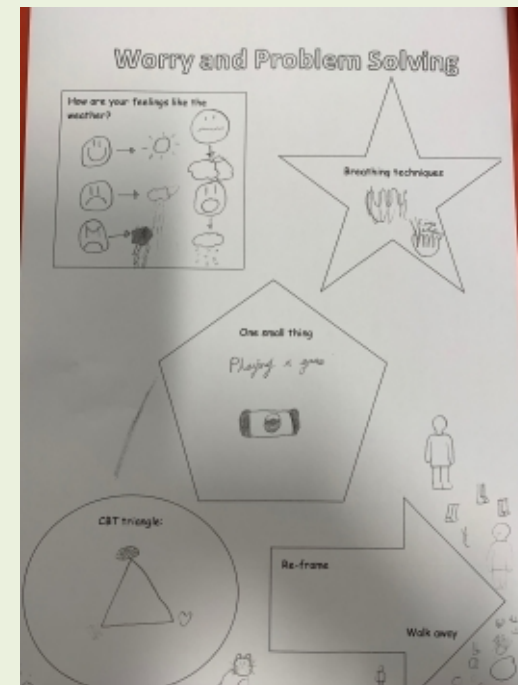
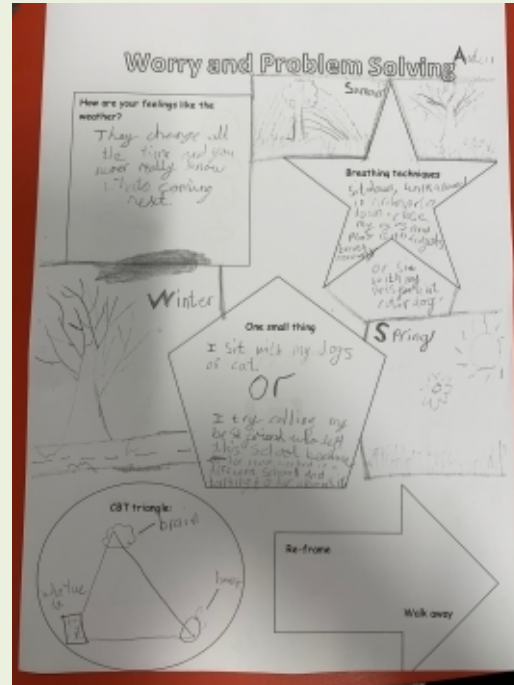
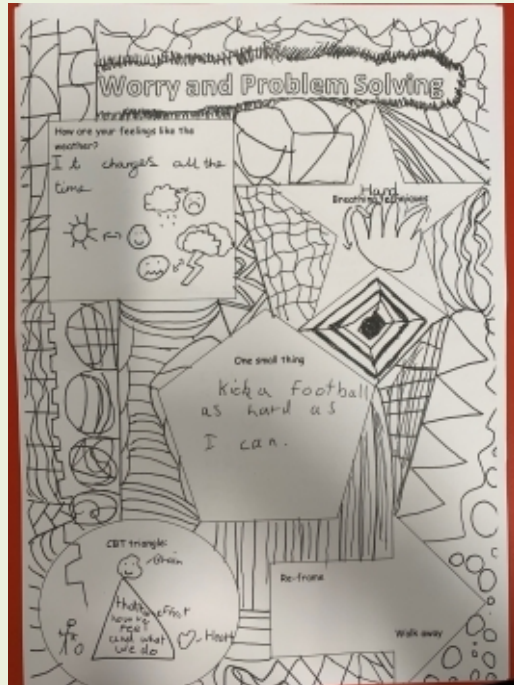


Overall **57%** children have **improved**, **30%** made **no change** and **13%** have **deteriorated**.

Eight Principles of Whole School Approach (WSA)



Whole School Approach (WSA) Primary – Worry Management



Whole School Approach in a Primary School - Mental Health Workshops

Mental health workshops were undertaken with Years 5 & 6 and aimed to help children understand mental health and to learn strategies when needed.

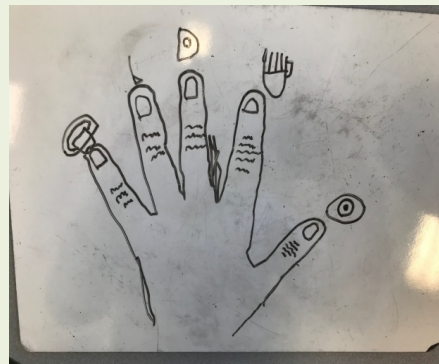
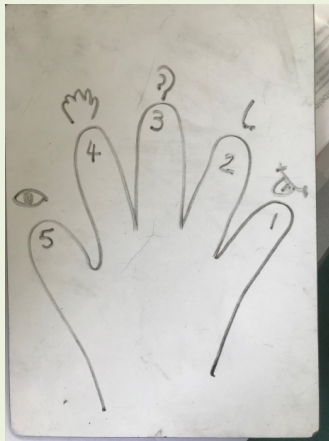
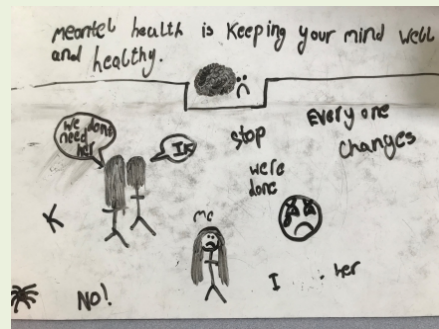
Both year groups engaged fully and were integral to the workshop. Children were asked 3 questions at the beginning and end of the workshop and the results below demonstrate their increased understanding:

- **Q1, I know what mental health is and how it can be impacted**
- - *Before*: 4.6/10 *After* 8.6/10
- **Q.2 I can think of ways to help myself and feel better in the moment**
- - *Before* 7.2/10 *After* 8.7/10
- **Q.3 I know the important activities that matter to my wellbeing**
- - *Before* 5.3/10 *After* 8.7/10

The MHST team then followed up the workshops in assemblies to embed the children's learning. The class teacher of the year groups who participated in the workshops subsequently set up Mental Health and Wellbeing areas within their classrooms.

The school have since identified other WSCA activities to support their school community including Parent workshops and peer support, CYP mental health peer ambassadors and CYP group work focusing on themes identified from the mental health workshops.

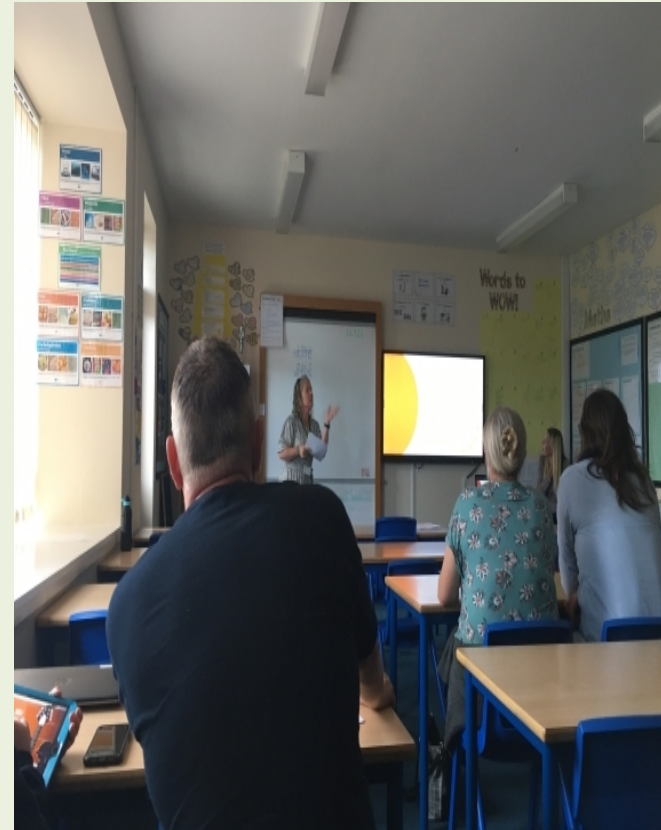
WSA Primary School



WSA Staff Workshops

One of the parents who attended a Teenage Brain workshop is a teacher at another primary school and asked their Head Teacher for the workshop to be shown in their school to staff.

The staff engaged well and reflected together on the information shared. They thought about their practice in school and how to adapt their responses to situations to ensure children are held in mind at all times. They have fed back since that staff are thinking differently when dealing with difficult situations and are having better outcomes.



WSA – Coffee Mornings

The MHST team have been encouraging schools to provide more opportunities for parent engagement. Schools recognise Covid has stopped many parents coming into the school environment. Parents have reported feeling worried about coming into schools so we wanted to create an informal space and time that allowed parents to come into school and meet other parents and ask questions. We thought coffee mornings or information sessions would be a good start in engaging parents.

Schools have utilised the sessions to share resources with parents, for example Zones of Regulation, that they were introducing across school. The MHST staff were there to offer advice /guidance when needed and help parents feel welcome. The Children and Family Wellbeing Service also attended to promote community working where families could ask questions in a safe and calm environment.



Open Evenings

We attended both the Morecambe Bay Academy and Bay Leadership Academy Open Evenings.

Both were a success as CYP that we have worked with in local primary schools came to say hello and new CYP came to see what we do within schools.

Parents we have worked with felt calmer knowing that we were in the secondary schools and those that have not worked with us were eager to see what we do and were able to talk about their CYP and what needs and what worries they have about moving to secondary schools.

Parents and CYP were able to take away self help guides to support themselves.





Voice and Influence

- **No Decision About Me Without Me**
- Effective outcomes improve when services combine involving children, young people and their parents/carers in shared decision making with treatment that follows the evidence base.
- Future in Mind described a mental health system where children, young people, families and carers are involved with community services, and in decisions about their own treatment plans. It stressed the importance of positive service cultures that promote effective participation and inclusive care.
- Students can illuminate problems and solutions that may otherwise not have been obvious to staff, positioning students as active participants in the wellbeing of their school or college community
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Feedback from Children and Young People

"..they listened to me and took my feelings seriously and gave me methods to cope with and get rid of those negative feelings"

"They never gave up trying to help me when I was pushing them away"

"..it was very helpful to see other peoples perspective on mental health and well-being and how others deal with it...it was nice to get a professional perspective on it too" College Student within a workshop

"I was listened to. Had an opinion in things and I felt comfortable talking about my situations"

"I just wanted to let you know I applied for my college course last night I'm doing public services level 3 when I have passed that I will go straight to the military police. I'm really excited and thank you so much for everything, I wouldn't be here if it wasn't for your help ♥ x"

"Thank you for being a kind and understanding CBT Practitioner. You have helped me with many things I thought I couldn't do. I am very thankful for your sessions"

Future Planning

- Self harm
- Mobilisation of additional Mental Health Support Team support
- Children and Young People's Emotional Wellbeing and Mental Health Framework
- Evaluate additional mental health support within Primary Care Networks as part of a pilot scheme
- Introduction of Youth Intensive Psychological Practitioner roles across Lancashire and South Cumbria



**Lancashire and
South Cumbria**
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