



Mental Health and Emotional Wellbeing

SENCO Network Inclusion Meetings
November 2017

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Educational Psychology Service

Session aims

- To update SENCOs regarding mental health and emotional wellbeing support offered by the Educational Psychology Service (EPS) in conjunction with the Targeted Education Support Service (TESS) and the Child and Adolescent Mental Health Service (CAMHS).
- To provide an example of how a 'plan do review' approach can be used to support the mental health of children and young people (CYP) in Wigan.

Importance of supporting mental health and emotional wellbeing

- **20%** of adolescents may experience a mental health problem in any given year.¹
- **50%** of mental health problems are established by age 14 and **75%** by age 24.²
- **10%** of children and young people (aged 5-16 years) have a clinically diagnosable mental problem.³
- **1 in 7** children have less severe problems that interfere with their development and learning.⁴

ENGAGE THE WHOLE COMMUNITY

- Engage pupils through encouraging pupil voice, authentic involvement in learning, decision-making, and peer-led approaches
- Engage parents/carers and families in genuine participation, particularly those of pupils in difficulties whose families may feel blamed and stigmatised

Adopt whole-school thinking

- Use a 'whole school approach', which ensures that all parts of the school organisation work coherently together
- Provide a solid base of positive universal work to promote well-being and help prevent problems
- Develop a supportive school and classroom climate and ethos which builds a sense of connectedness, focus and purpose, the acceptance of emotion, respect, warmth, relationships and communication and the celebration of difference
- Start early with skills based programmes, preventive work, the identification of difficulties and targeted interventions. Work intensively, cohesently, and carry on for the long term
- Promote staff well-being, and particularly address staff stress levels

Prioritise professional learning and staff development

- Understand the risk factors to well-being, and help pupils develop the resilience to overcome adverse circumstances
- Raise staff awareness about mental health problems and the school's role in intervening early
- Base their response on a sound understanding of child and adolescent development
- Help all pupils cope with predictable changes and transitions, and keep abreast of new challenges posed by technology.

Develop supportive policy

- Ensure that there are robust policies and practice in areas such as behaviour, anti-bullying and diversity, including tackling prejudice and stigma around mental health

<https://www.ncb.org.uk/>

National Children's Bureau
2015

Implement targeted programmes and interventions (including curriculum)

- Ensure high-quality implementation of specific programmes and interventions
- Explicitly teach social and emotional skills, attitudes and values, using well-trained and enthusiastic teachers and positive, experiential and interactive methods. Integrate this learning into the mainstream processes of school life

Implement targeted responses and identify specialist pathways

- Provide more intense work on social and emotional skill development for pupils in difficulties, including one-to-one and group work
- Use specialist staff to initiate innovative and specialist programmes to ensure they are implemented authentically, then transfer responsibility to mainstream staff whenever possible, to ensure sustainability and integration
- Where pupils experience difficulties, provide clear plans and pathways for help and referral, using a coherent teamwork approach, including in the involvement of outside agencies such as CAMHS

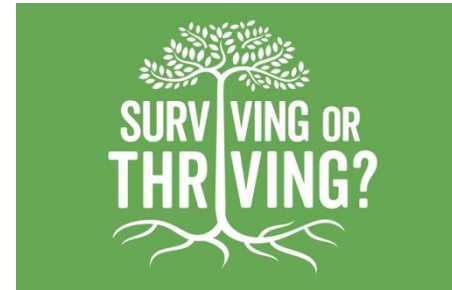
Connect appropriately with approaches to behaviour management

- Respond wisely to 'difficult' behaviour, both responding actively with clear consequences and also understanding its deeper roots, taking opportunities to model and teach positive alternatives

Confident Place, Confident People.

What has been offered in Wigan so far?

- Targeted Mental Health in schools (TaMHS) Project and Social and Emotional Aspects of Learning (SEAL)
- Mental Health Standards
- Mental Health Forums
- Mental Health Awareness Week work e.g. Mindfulness (2015), Belonging (Relationships, 2016), Surviving or Thriving (2017).



Pilot to trial a new relationship between CAMHS and schools (Claire Wignall)

- Wigan was one of the 22 areas that was chosen nationally to run a CAMHS and Schools Link Pilot
- Testing an integrated CAMHS/school delivery model that is predicated on:
 - Community-based delivery
 - Integrated multi-agency approaches
 - Close working between dedicated CAMHS and school leads
 - Early, preventative and timely joint intervention
 - Increased school capacity and capability to provide support to pupils' emotional well-being

CAMHS and schools (cont.)

- 10 school joined the pilot: 6 Primary schools and 4 Secondary Schools
- Emotionally Friendly Schools model which has been developed by the educational psychologists undertaken in each school
- Two identified named leads from each school
- Named CAMHS education lead
- Pilot ran from April 2016 to March 2017

Current work

- Training courses available in the TESS/ EPS brochures
- Joint training provided by EPS and CAMHS
- Transition project work
- Supporting Children's Social, Emotional and Mental Health – training for Early Years managers
- Emotionally Friendly Schools (EFS) Project
- Attachment work

Current work

- Support of individual pupils/ groups following RDPs (e.g. Dialectical Behaviour Therapy Skills Groups)
- Working with WASCL to support the mental health of young people not attending school

The future

The Wigan School CAMHS Link Pilot:

- Evaluation found that the 10 pilot schools considered the pilot a success in strengthening communication and joint working arrangements between schools and CAMHS
- They reported positive changes in supporting individual child and young people (CYP) and staff, and on a wider scale within the school, as well as an increased knowledge about CAMHS and the service we provide
- Due to the early intervention, undertaking consultation to improve communication and joint work only 9 CYP of 221 required further CAMHS specialist work from core CAMHS, such as family therapy or CBT with all other CYP being supported at school.

School involved in CAMHS pilot said:

These main themes were most important to them:

- Staff wellbeing
- Multi-agency involvement through consultation
- Staff training
- Developing ideas for school-based intervention that were bespoke approaches for the children in their school
- The importance of the relationship between professionals such as CAMHS and school

Next Steps

Expanding CAMHS-school links to all schools in Wigan:

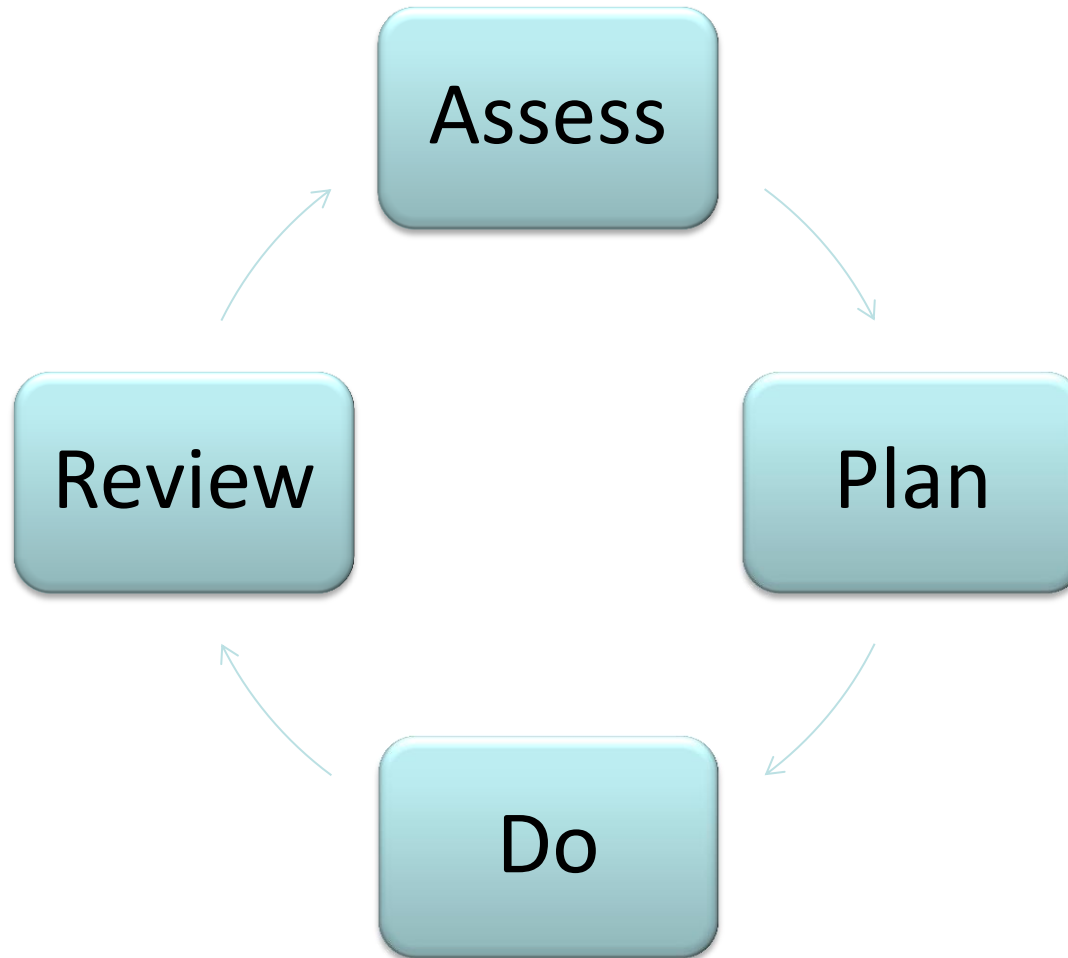
- New team being formed, this team will be an extension of the CAMHS team but will focus on early intervention and prevention
- Each service development footprint (SDF) area will have a CAMHS Link for school to contact for advice, support and offer training
- Each school will have a named CAMHS Link, who will get to know your school and support schools to develop an emotionally friendly school

[Confident Place, Confident People.](#)

Next Steps (cont.)

- Each school named CAMHS Link will be able to offer consultations to discuss CYP the school might have concerns about
- This team is currently in development but we are hoping for everyone to have met and started building a new relationship with their CAMHS Link from May 2018
- This new team will also have the role to link with other services such as Educational Psychology, Start Well to develop a strong multi agency response to CYP needs

Supporting positive outcomes through cycles of 'Assess - plan - do - review'



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Assess

- Class teacher information
- Observations and other information gathering tools
- Home/school liaison

Plan

- Discussion at RDP
- Potential referrals
- Consultation with key adults

Do

- Further information gathering activities (e.g. Big Picture, assessments)
- Intervention activities (delivered by school or outside agencies such as EPS, TESS)
- Staff training activities, coaching, modelling

Review

- Review initial consultation action plan
- Further discussion at RDP

Case study (Request May 2017)

Aaron Year 3



'prone to outbursts'

'screaming and damaging things in his environment'

'controlling and refusal behaviours'

'risky behaviours in the community'

Background Information

- Education

Recently started at his 4th school

- Health

CAMHS referral

- Care

Foster care

Assess Plan Do Review

EP jobs

1. **ASSESS** Meeting with Inclusion Lead and Foster Carer – case planning – clarifying outcomes – what assessments have been done?
2. **ASSESS** 1:1 work with Aaron May 2017 – pupil voice to inform outcomes
3. **PLAN** EP chaired multi-agency planning meeting using Big Picture framework - Fostering team, Virtual School Team, Inclusion Lead, Head Teacher, TESS, Social Worker, Foster carer
4. **DO** EP provided report detailing background info, pupil and carer views, psychological formulation and agreed outcomes and interventions
5. **REVIEW** via Personal Education Plan process

Timings

1. 1 hour – May
2. 30 minutes – May
3. 1 hour and 30 minutes – June
4. 1 hour and 30 minutes – July
5. 1 hour review - September

Social Skills/Friendships

School/Education



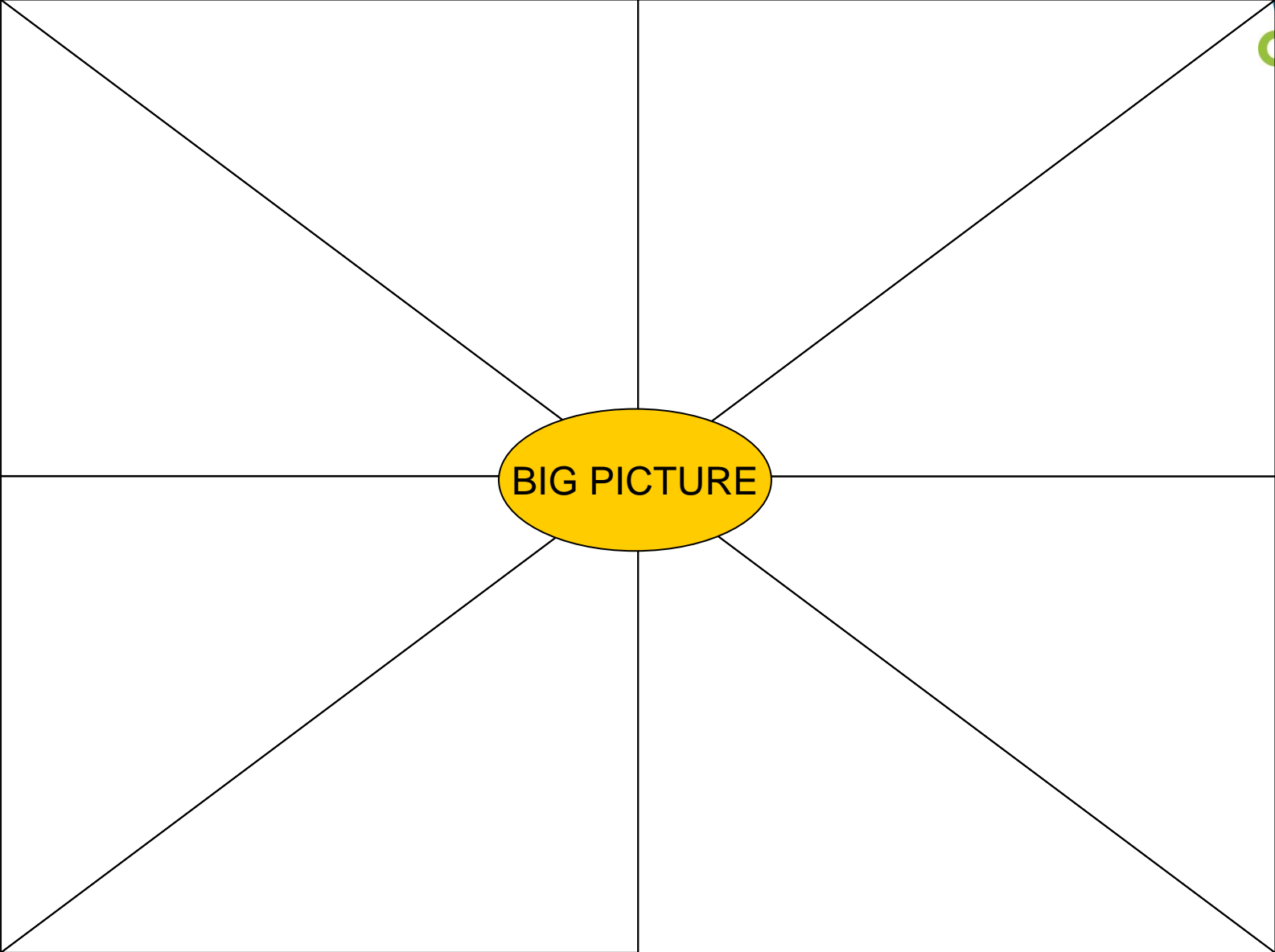
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BIG PICTURE

Problem-Solving Skills

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Belonging/Important People

EP Reflections

- The vital role of the case planning conversation – ‘what do we already know and what is really needed here?’
- Meaningful outcomes e.g. *To make him feel more secure / To help him to know what to do with his feelings / To develop his confidence in his abilities so that he can give things a go*
- EP time similar to a ‘traditional’ 5 hour piece of work (which would have included a one-off visit and report), however this is involvement over time, applying psychology at every stage
- Positive feedback from professionals following the Big Picture meeting

Supporting our own wellbeing

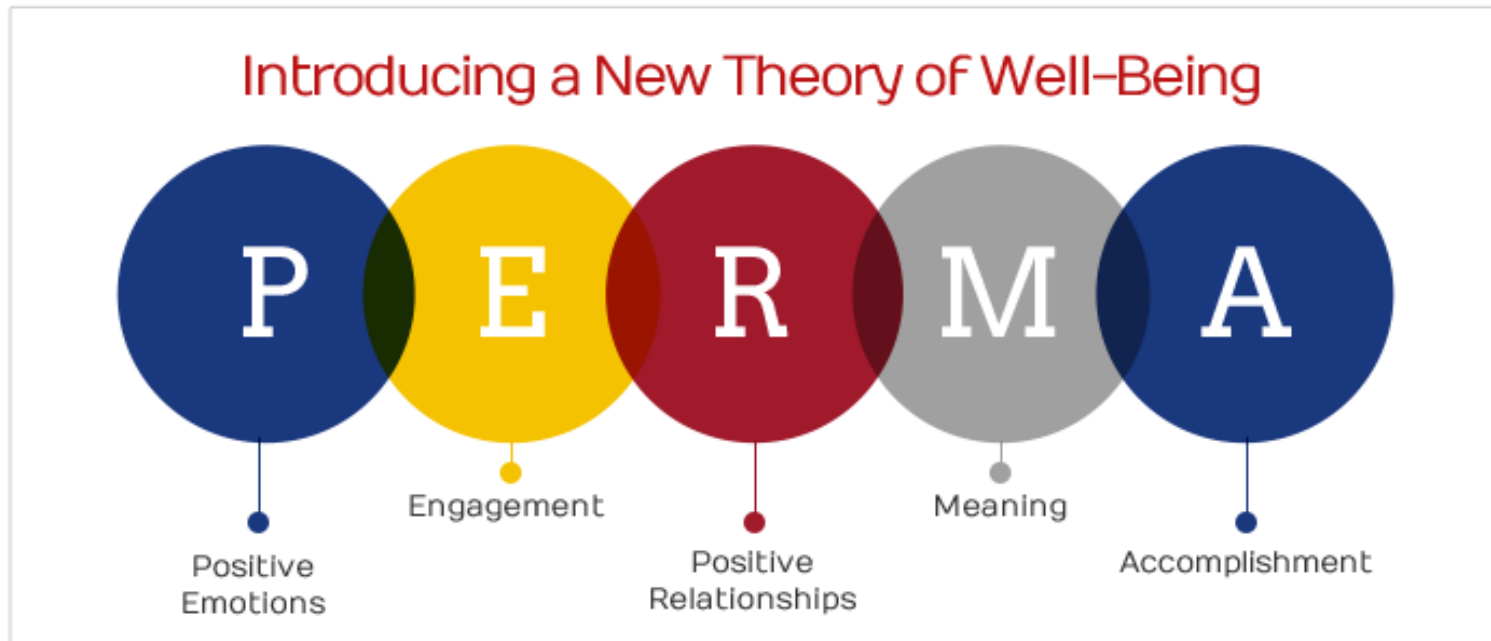
- Five Ways to Wellbeing



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Supporting our own wellbeing

- PERMA model



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What-Went-Well exercise

Three Blessings



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Wigan Educational Psychology Service

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