

## SEND Story Board City of York Council

### School Wellbeing Service

#### What was the issue?

Mental health is an increasing issue within educational settings, with an increasing emphasis on education settings to provide this support for their students. (DoH and NHS England, 2015, House of Commons Education and Health Committees (HCEHC), 2017), Recent statistics in 2018 from Mental Health of Children and Young People in England, 2017 (NHS digital) demonstrated that mental health is on the increase, with which one in eight (12.8%) 5 to 19 year olds had at least one mental disorder.

Therefore the School Wellbeing Service (SWS) was developed to provide an effective and accessible preventative response to the increasing emotional and mental health need of Children and Young People (CYP) within educational settings.

#### Our journey so far....

**In 2014-15** the York Child Adolescent Mental Health Service (CAMHS) Executive began work on The Vision for York (CAMHS Storyboard 2015).

**In 2015** Future in mind: Promoting, Protecting and improving our children and young people's mental health and wellbeing' emerged with funding associated to provide service investment from the Vale of York CCG as part of their transformation plan. The School Wellbeing Service pilot commenced in 2015 funded by both CYC and VOY CCG, with an aim to introduce a new form of partnership working to strengthen the emotional and mental health support arrangements for children and young people in universal school settings. The pilot was positively evaluated by Liz Firth, Educational Psychologist, and this allowed the Local Authority (LA) to secure funding until 2020 from the CCG, schools with CAMHS agreeing to provide clinical supervision to the School Wellbeing Workers (SWW). Six SWW were recruited, each to link with the 6 geographical clusters across the City.

**In 2016** the city-wide SWS was established using a consultation model and focused on delivering a service for CYP across education settings across the City of York. The service delivers against the following outcomes:

- The number of children and young people receiving effective, evidence based and timely emotional and mental health support and help is increased
- The capacity and confidence of front line services to respond to the emotional and mental health needs of children and young people in universal school settings is maximised and increased
- Children and young people feel more able to cope with emotional and mental health issues and concerns in a school setting

**In 2017** additional funding from Public Health supported the SWS to recruit a Team Leader and to roll out a peer support programme in secondary schools and colleges, called 'Mental Health Champions'

**In 2019** Schools agreed to increase funding to provide 6 SWWs along with a Team Leader

#### What are we doing?

The service is underpinned by numerous evidence based approaches; Dyadic Developmental Psychotherapy (DDP), Cognitive Behaviour Therapy (CBT) and Dialectical Behaviour Therapy (DBT) this is linked to the National Institute of Clinical Excellence (NICE) and Department of Education (DfE) recommendations. The service provides settings with support at all three levels; Universal, Targeted and Specialist.

### Universal

Whole school Approach  
Consultation  
Resources  
Advice and strategies  
Problem solving support  
Mental Health Champions

### Specialist

Supporting schools with  
CAMHS referrals  
Direct communication  
with CAMHS

### Targeted

Co-delivered and direct  
individual therapy and  
group work

A detailed evaluation is completed annually (September) to test and generate evidence against the SWS outcomes, through various means, including baseline service data relating to children/young people, annual school staff surveys with outcome measures for interventions triangulating the impact for CYP, Parents/Carers and Teachers via the Strength and Difficulties Questionnaire (SDQ). Service satisfaction data is also collated.

### What difference has this made?

See SWS Year 3 Report 2018-2019 report for outcomes and evaluation.

- The SWS have a visible and accessible presence in all settings within the City, including both colleges and specialist provision.
- 1190 consultations took place within settings during the academic year 2018-2019. Each consultation leads to a shared plan.
- 325 CYP receiving direct work from the SWS during 2018-2019. Using the SDQ as an impact measure, 66 % young people reported improvements in their mental health and wellbeing, 70 % parents reported that they also saw these improvements in the home setting and 62 % of teachers reported improvements in the education setting.
- 69% of schools that completed the annual survey felt the SWS had increased communication between schools and CAMHS.
- 73 % of schools that completed the survey have involved the SWS prior to making a CAMHS referral and to support with the referral.
- Evidenced based intervention resources have been developed and shared with settings and other LA colleagues to further support CYP in the City. These are reviewed annually
- Universal offer of 'How to calm my Meerkat' is being rolled out to all primary schools (currently at 40%)
- Direct work offered now includes parents/carers.
- Mental Health Champions peer support project across secondary schools and colleges with the focus on campaigning and enabling a whole school approach.

### What requires further work?

- Re configuration of the service September 2019 to make clusters more equitable and to sense-check service consistency
- Pilot new tiered model within 2 clusters to more closely align with the proposed national trailblazer model. From September 2019, there will be 5 Wellbeing Workers and 1 Assistant Wellbeing Worker to cover the city.
- Responding to service feedback around offer for CYP with attachment difficulties and working with CYP who are hard to engage.

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**September 2019**