

Welcome to the Mental Health Network for Education Settings in Warwickshire

We will be starting at 4pm!

The session will be recorded

Mental Health Network for Education Settings in Warwickshire

15th February 2022 4pm – 5pm

Debbie Hibberd, Lead Commissioner (School Improvement)

Neesha Memetovic-Bye, Wellbeing & Resilience
Commissioner (Lifestyle & Prevention)

Agenda

| | | |
|------|---|----------------------|
| 4:00 | Welcome & Updates | Debbie Hibberd |
| 4:05 | Adult Mental Health services | Freddie Longfoot |
| 4:15 | Emotionally Based School Avoidance | Dr Dan Lake |
| 4:30 | Education Health Care Plan (EHCP) process | Kirsty Anderson |
| 4:45 | Questions | |
| 4:55 | Future Meetings and AOB | Neesha Memetovic-Bye |

Welcome & Updates

- **Interest in Mental Health Trailblazer Wave 5?**
- **Mental Health First Aid Training**
 - 4 cohorts completed with final two to be completed 17 February, aim to run further cohorts in the future
- **Mental Health Curriculum** funding launched January 2022- currently in the process of evaluating bids. Aim is to award end of March.
- **Young Green Shoots**-Run by WCC and Coventry City Council, Young Green Shoots is open to any young person aged from 4 through to 19, is an opportunity for children and young people in the region to become advocates in fighting the climate crisis.
- One winner from each of the four age categories will receive £2,500 in funding from Warwickshire County Council's Green Shoots Community Fund for their school or college to spend on climate change related projects.

<https://www.childfriendlywarwickshire.co.uk/get-involved/young-green-shoots>

Adult Mental Health Support Services

Freddie Longfoot

The screenshot shows the Warwickshire County Council website. The header includes the council logo, a search bar, and a 'Subscribe for updates' button. The main navigation path is: Home > Social care and health > Health and wellbeing > Mental health and wellbeing. The main content area is titled 'Mental health and wellbeing' and features a list of services:

- Look after your mental health during the coronavirus outbreak
- 24/7 mental health helpline and webchat - immediate emotional support
- Out of hours crisis support
- Wellbeing Support - one-to-ones and peer-support
- Online services
- Self-help books

Below the list, there is a section titled 'YOU MAY ALSO BE INTERESTED IN' with links to various resources such as 'Five ways to wellbeing', 'Support for new and expectant parents', and 'Warwickshire Mental Health Service Information for all providers and members of the public during the COVID-19 outbreak (PDF, 971 KB)'.

- 24/7 helpline and webchat offering emotional support
- Structured one-to-one support sessions
- Drop-in sessions
- Wellbeing and resilience groups and sessions
- Workshops and courses
- Outreach
- Online e-mental health support service platform
- Suicide bereavement support
- Out-of-hours support

www.warwickshire.gov.uk/mentalhealth

Warwickshire County Council

Subscribe for updates

Search (eg. libraries, blue badge, potholes)

Keep learning...
Keep learning
Learn more

Connect...
Connect
Learn more

Be Active...
Be active
Learn more

Give.
Give
Learn more

Take notice...
Take notice
Learn more

More help
Learn more

STAY HOME
PROTECT
THE NHS
SAVE LIVES

National lockdown: what you can and can't do

COVID-19 vaccine information

What are vaccines? With Professor Jonathan Van-Tam

Five ways to wellbeing ideas: www.warwickshire.gov.uk/5ways

Suicide Prevention Training

- A range of awareness training options (5-20 mins)
- Provides a better understanding of the signs to look out for and the skills required to approach someone who is struggling - whether that be through social isolation or suicidal thoughts
- www.zerosuicidealliance.com/training





Contact Us

I need help now

| | | |
|--|--|--|
| I need help now Support and contact details for people who may be able to help you | I'm worried about someone Advice on how to recognise the signs that someone needs help | Looking after yourself Ways to maintain and improve your wellbeing |
| I've been bereaved Support for those affected by losing a loved one | Dear life Telling your story can encourage others and reduce mental health stigma | every mind matters |



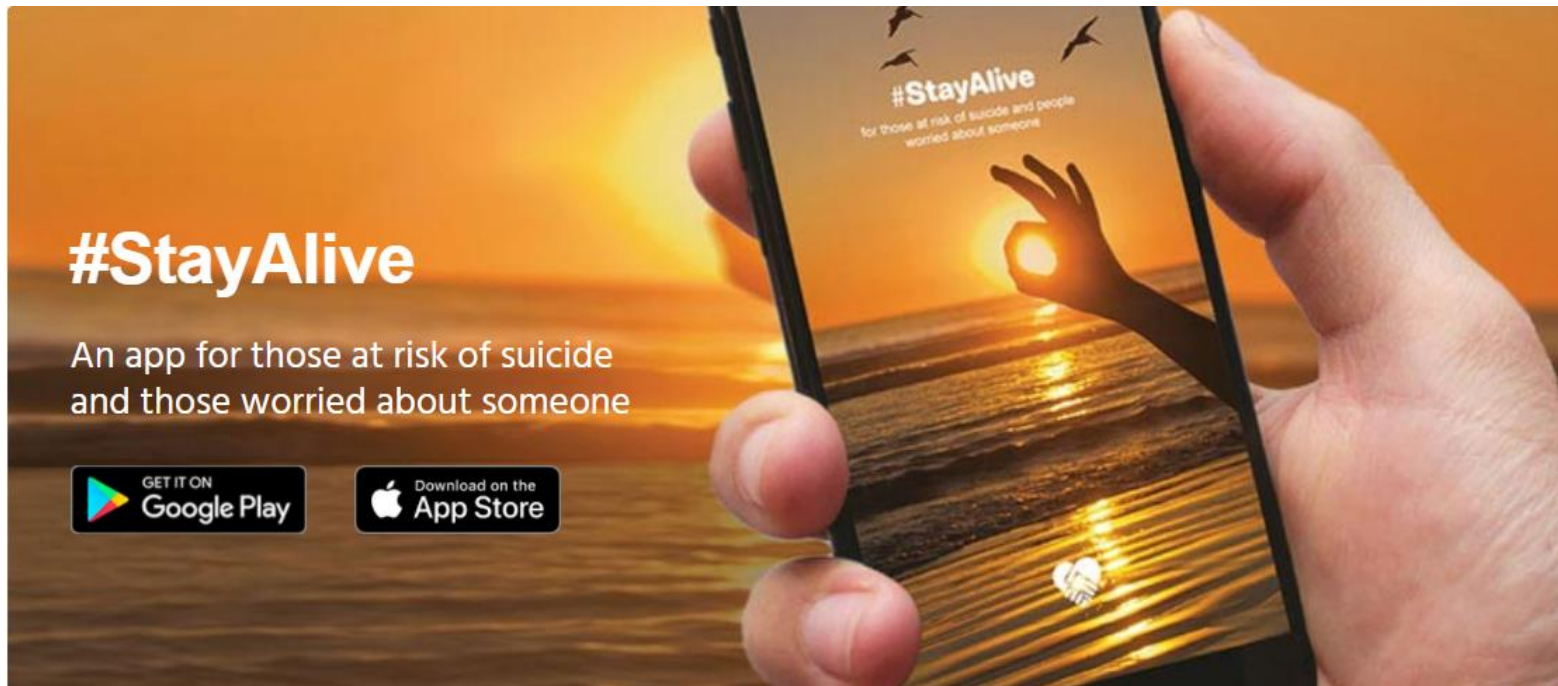
" I was worried about my friend ...
... so I looked for ways to help "



The world is better with you in.

As we get new information to support you this website will evolve. If you have any feedback, please [contact us](#).

For suicide prevention information and support: www.dearlife.org.uk



View [StayAlive promo video](#) to see how the app can be used

Mental Health Services for Adults

For more specialised support and treatment please refer to a GP, or:
IAPT services are for people with mild, moderate and moderate to severe symptoms of anxiety or depression living in Coventry, Solihull and Warwickshire.
For an IAPT assessment, please call **02476 671 090** or visit <https://www.healthymindservice.com/> .

For Crisis support, Locality-based Mental Health Access Hubs (MHAH) are responsible for clinically triaging all patients and dealing with those in urgent need of care. Call Freephone 08081 966798 – Press 1 for adult mental health and Press 2 for the children and young people's mental health service. Operational 24/7 365 days per year

Video on what to expect when calling the MH Access Hubs: <https://www.youtube.com/watch?v=r5wxa7cFDY>

Emotionally Based School Avoidance

Dr Dan Lake

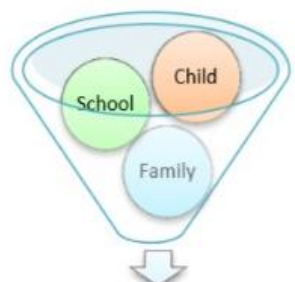
Specialist Senior Educational Psychologist
Warwickshire Educational Psychology
Service

A definition of EBSA:

“...characterised by internalised problems such as fear and anxiety, misery, complaints of feeling ill without obvious cause, reluctance to leave home, or externalised problems including tantrums and oppositional behaviour”

(West Sussex EPS, 2004).

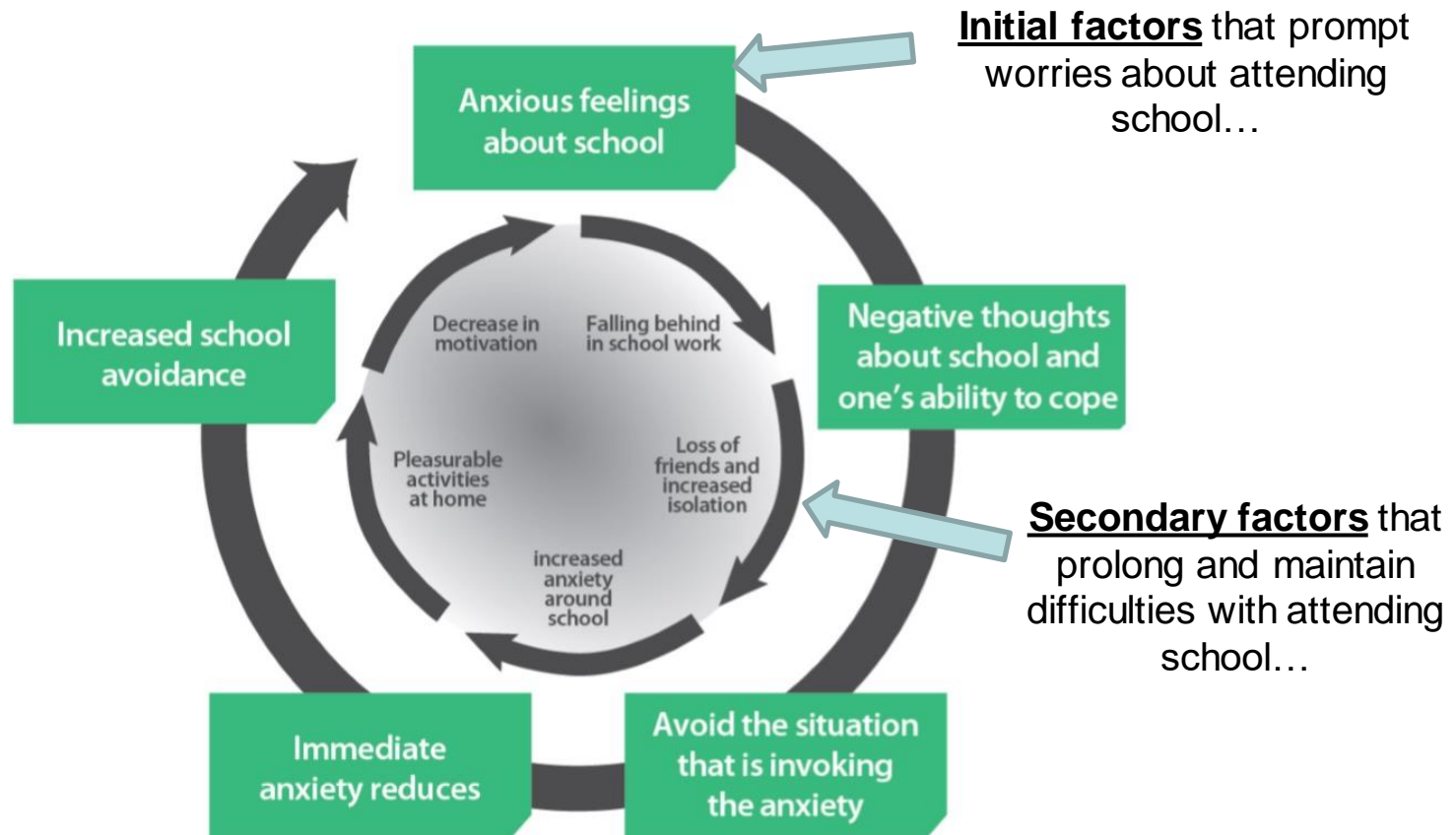
Risk and Protective factors affecting attendance:



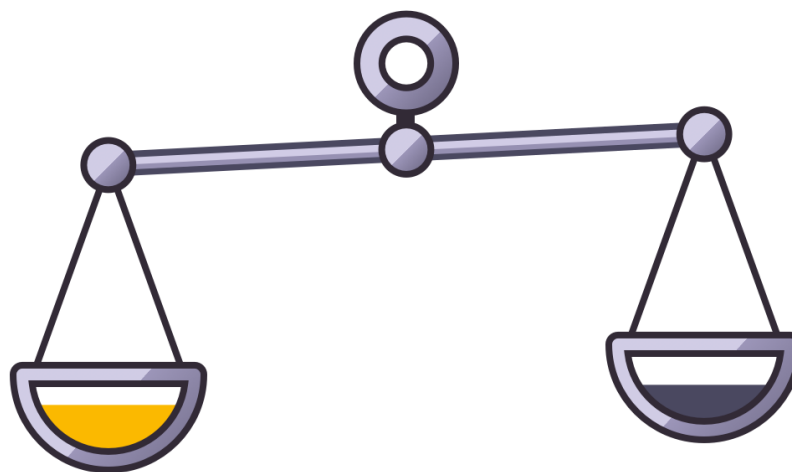
School Attendance

| School Factors | Family Factors | Child factors |
|--|--|---|
| Bullying (the most common school factor) | Separation and divorce or change in family dynamic | Temperamental style- reluctance to interact and withdrawal from unfamiliar settings, people or objects |
| Difficulties in specific subject | Parent physical and mental health problems | Fear of failure and poor self confidence |
| Transition to secondary school, key stage or change of school | Overprotective parenting style | Physical illness |
| Structure of the school day | Dysfunctional family interactions | Age (5-6, 11-12 & 13-14 years) |
| Academic demands/high levels of pressure and performance-orientated classrooms | Being the youngest child in the family | Learning Difficulties, developmental problems or Autism Spectrum Condition if unidentified or unsupported |
| Transport or journey to school | Loss and Bereavement | Separation Anxiety from parent |
| Exams | High levels of family stress | Traumatic events |
| Peer or staff relationship difficulties | Family history of EBSA | |
| | Young carer | |

EBSA – an anxiety cycle:



Risk versus protective factors:



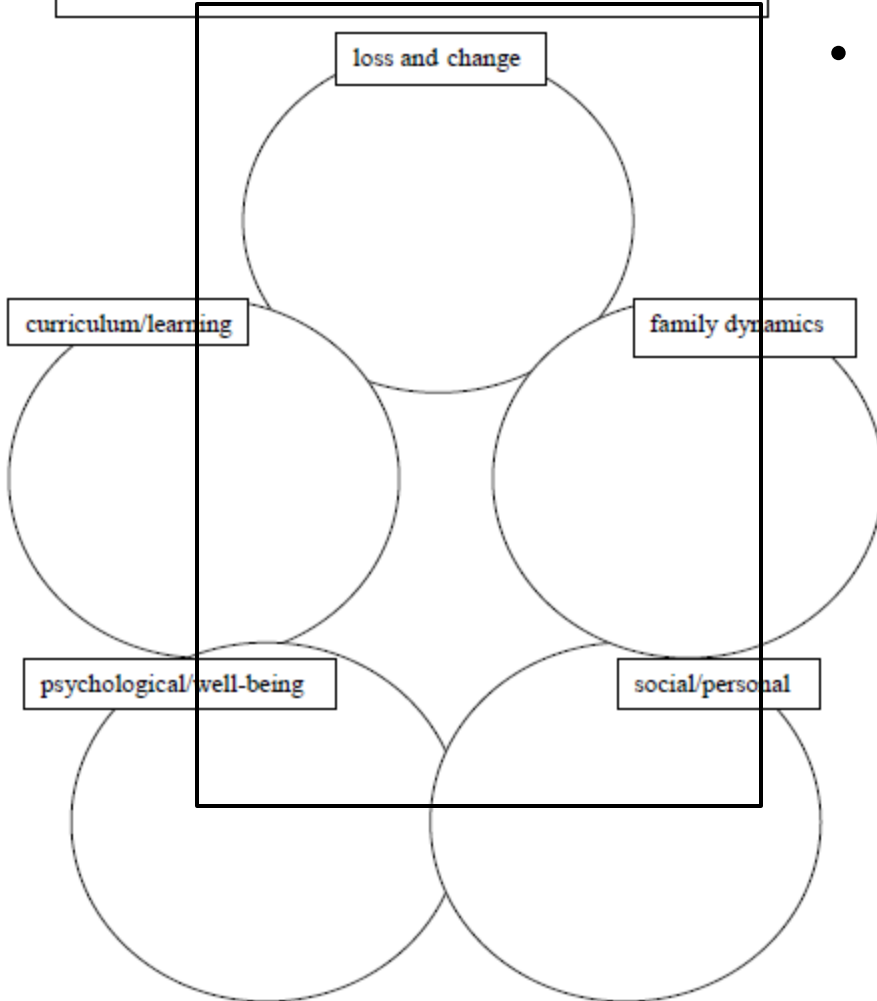
● **Protective factors and resources**
help you to stay healthy

Stress and risk factors ●
weaken health

Difficulties can arise when a young person perceives the magnitude of the stress and challenges presented by attending school to far outweigh their perceived ability to adequately cope with these challenges.

VISUAL REPRESENTATION OF KEY PROFILE CHARACTERISTICS

Enter the key items you feel are important in the appropriate circles below:



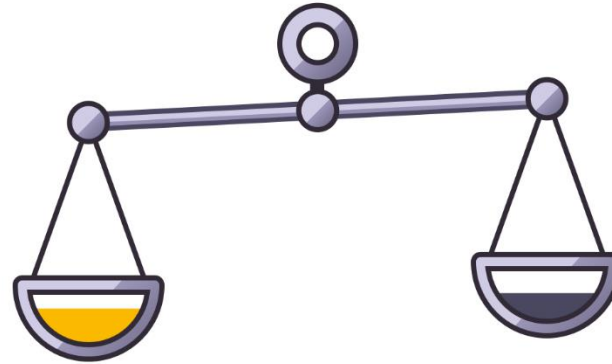
risk form:

- Helpful for building possible theories around barriers to attendance.

Direct work with young people:



The School Wellbeing Cards (Holder, 2020)

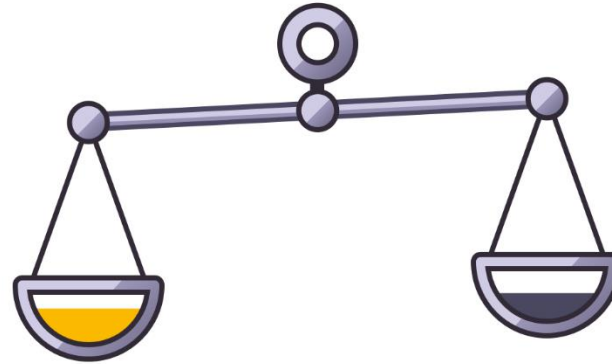


● **Protective factors and resources**
help you to stay healthy

● **Stress and risk factors**
weaken health

- Allocate staff member to meet and greet.
- Ensure SLT on gate know not to stop Olivia and issue detention if she is running late.
- Greet with a warm smile
- "Great to see you Olivia"
- Does Olivia know where she is going once, she is on site?

"Worries about which adults she will see when she arrives at school and what they may say to her."

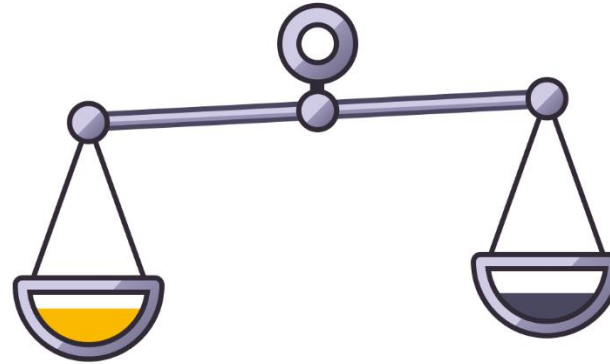


● **Protective factors and resources**
help you to stay healthy

- Commission OT sensory assessment
- Sensory diet
- Allow Olivia to leave the classroom 5 minutes early to avoid the busy corridors
- Ear defenders/ear plugs/head phones
- Agree for Olivia to wear black trainers instead of school shoes

● **Stress and risk factors**
weaken health

Sensory dysregulation –
Busy corridors/loud classrooms/discomfort from school shoes



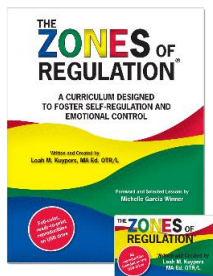
● **Protective factors and resources**
help you to stay healthy

- Mutually agreeing (school, family, Olivia) about how slow we could go with reintegration.
- Created a clear flightpath of a reintegration plan, outlining how her time may increase.
- Clarity is needed of which staff will meet and greet on which days.
- Agreement of which family members will support pick up and drop off.

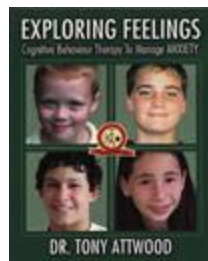
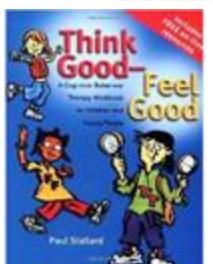
● **Stress and risk factors**
weaken health

“I am feeling pressure to attend school”

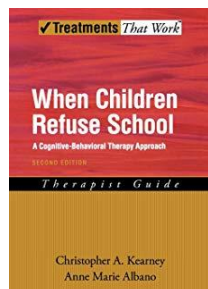
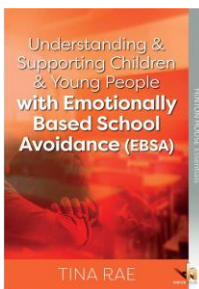
Tools/resources to try:



‘The Zones of Regulation’ (Kuypers) useful for teaching CYP about emotional regulation, and building their own emotional ‘toolkits’.



‘Think Good, Feel Good’ (Stallard) and ‘Exploring Feelings’ (Attwood) useful for teaching CYP about their anxiety, and how this may present.



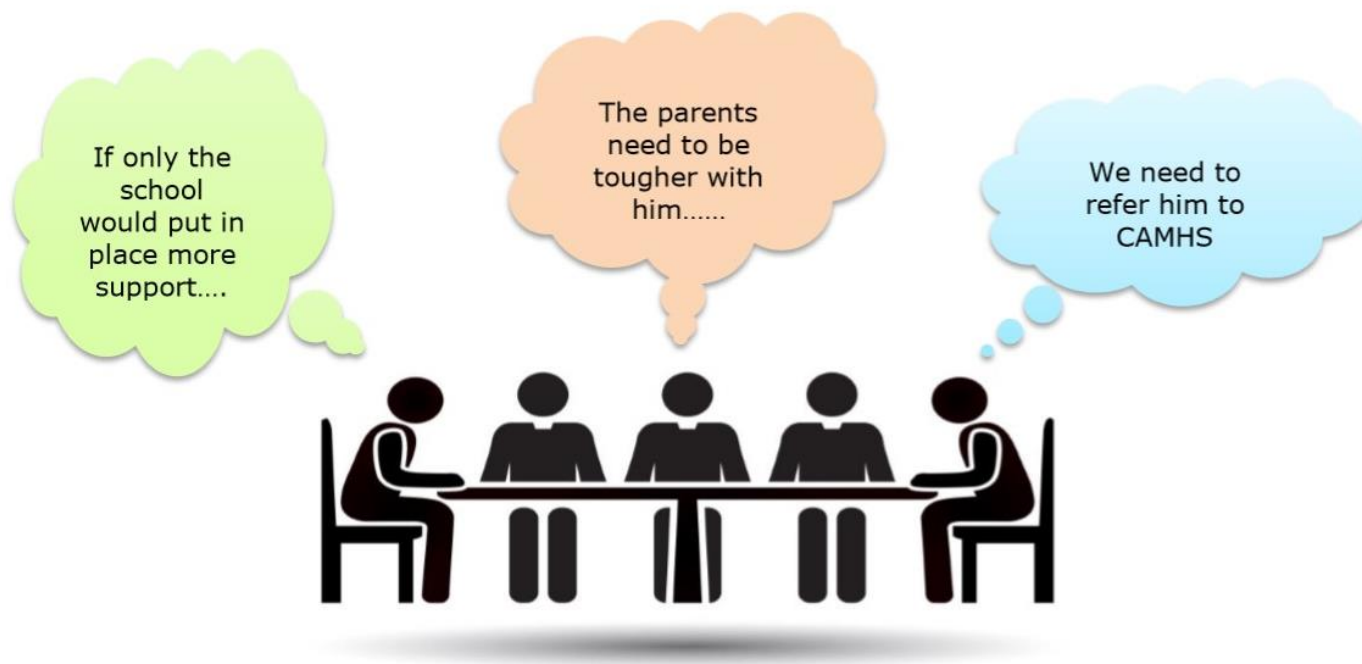
‘Understanding and Supporting Children with Emotionally Based School Avoidance’ (Rae) and ‘When Children Refuse School’ (Kearney and Albano). Wider reading and useful practical guides.



‘Tools to Try Cards for Kids’ and ‘Tools to Try Cards for Tweens and Teens’ (Kuypers and Sautter). Practical relaxation, coping and sensory cards.

What to avoid:

An overly simplistic explanation. It's often a combination of several push/pull factors.



What we're aiming for:



SEND and Inclusion Change Programme

Phase 1: July 2020 – Sept 2021

- SEND and Inclusion Service Reviews
- Improving Access to Early Intervention in Early Years
- Schools Top Up Funding
- Needs-focused panels
- Appropriate use of Alternative Provision
- SEND finance commissioning of school places
- Capital strategy including Specialised Resource Provision
- SEND payments & management information
- Redesign of Local Offer website
- Commissioning the Warwickshire Academy
- Multiagency Education, Health & Social Care Service
- SEND Home to School Transport Service Review
- Quality Assurance Framework (EHC Plans)
- Review of children not receiving their educational entitlement
- Expanding representation on Parent Carer Forum
- Inclusion framework for schools

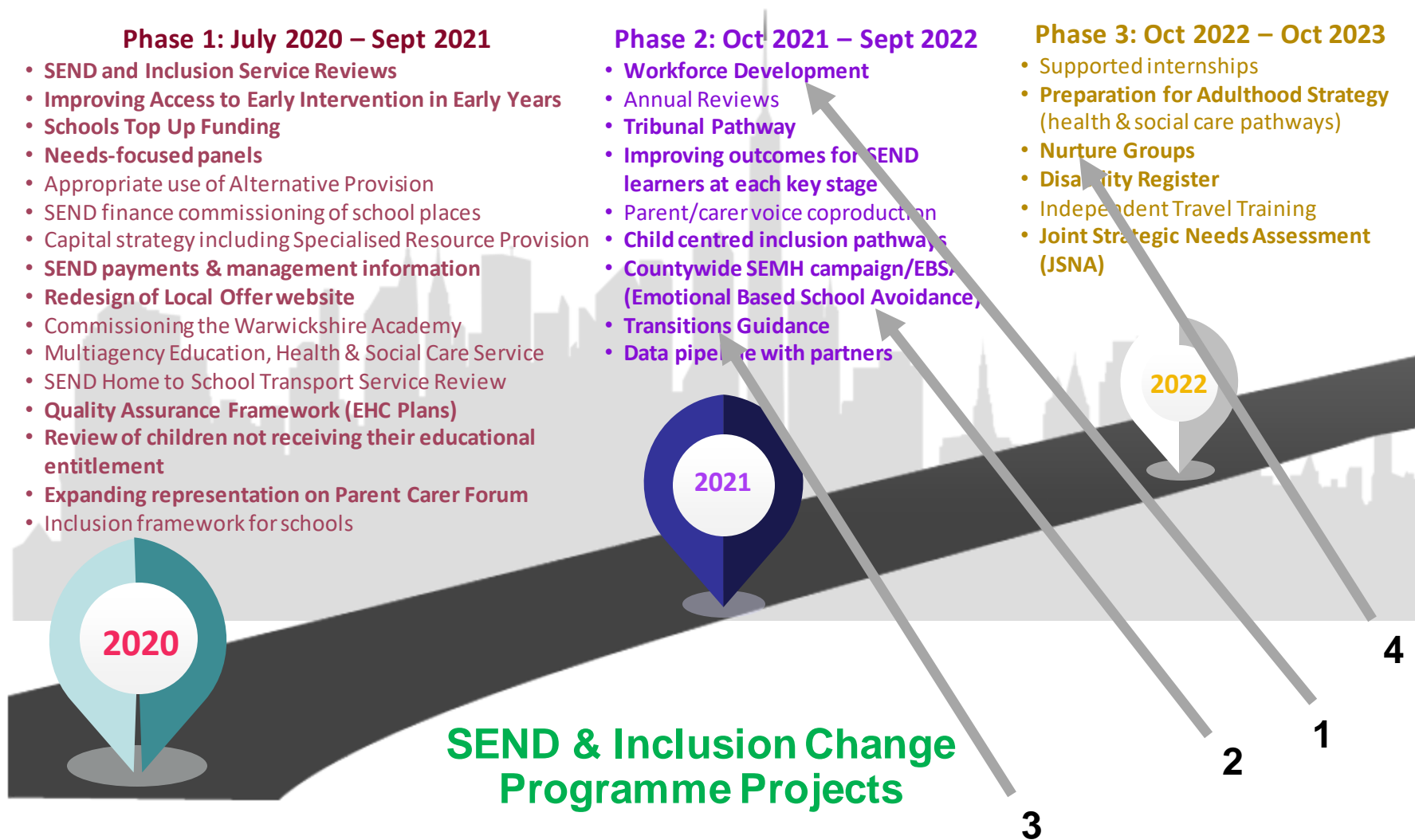
Phase 2: Oct 2021 – Sept 2022

- Workforce Development
- Annual Reviews
- Tribunal Pathway
- Improving outcomes for SEND learners at each key stage
- Parent/carer voice coproduction
- Child centred inclusion pathways
- Countywide SEMH campaign/EBSA (Emotional Based School Avoidance)
- Transitions Guidance
- Data pipeline with partners

Phase 3: Oct 2022 – Oct 2023

- Supported internships
- Preparation for Adulthood Strategy (health & social care pathways)
- Nurture Groups
- Disability Register
- Independent Travel Training
- Joint Strategic Needs Assessment (JSNA)

SEND & Inclusion Change Programme Projects



Education Health Care Plan (EHCP) process

Kirsty Anderson

Introduction

- Worked as a Inclusion mentor in Flexible learning team
- Post 16 EHC Plan Coordinator
- Now working in the Send and Inclusion change programme.
- Work with Emma Donnelly to train Youth Mental Health First Aid across a range of settings. Can offer 2 day course and half day course

EHCPs and Mental Health

- Young people do not need a diagnosis to have an EHCP (Education Health Care Plans), but there needs to be evidence of the challenges the young person's faces and limited progression in education and that the setting has sourced professional advice and implemented it.
- It is important to work with health services to provide young people and families with support and to appreciate the difficult nature of challenges that come with mental health.
- Be aware of the support that is available and ensure any concerns are logged/recorded.
- Mental health challenges can be hidden and difficult to evidence, therefore working in a holistic manner across professionals is the best way forward.
- ALDAAR- Autism and Learning disability Admission Avoidance Register- previously Transitions at Risk Register

Example of working with a CYP with Mental Health and EHCP process

- Context- Young person had previously been above average in her grades at school and showed minimum challenges. Sadly, young person's mental health became concerning, and she was admitted to a Tier 4 service.
- An EHCP (Education Health Care Plans) was applied for as she was struggling significantly to engage in her education, and she required an adapted curriculum. However, her education was a big motivator for her, so we need to ensure this was at the front of any planning.
- When working through the EHCP process; SENDAR (Special Educational Needs and Disability Assessment and Review), her previous school, her current education setting at the service, health workers, educational psychology, family, and young person worked holistically to develop a plan as suitable as possible at that time
- We were very aware that her needs were changing depending on her progress and will change again once she was discharged. As a team we agreed to continually review the plan at set timeframes and ensure that any supporting documents were available.
- When she was due to be discharged, we needed to consult with education settings. This was difficult due to not knowing where she would be placed. As a team we ensured the EHCP, and documentation were as up to date as possible ready for consultation.
- Young person accessed a local college and was able to complete 3 A levels across 3 years. This was due to her strength and tenacity; and the collaborative working of the team.

ANY
Questions?

Any Other Business

Any issues to raise/discuss?

- **Future meetings**
 - Half termly from 2022 (27 Apr 22 & 14 June 22)
 - Potential review meeting in July 2022 to agree next steps
- **Peer Mentoring Support service**-aims to improve mental health outcomes for children and young people (CYP) aged 16-25, across Coventry and Warwickshire by offering 121 peer mentoring support and buddy support: email to follow with more information-
<https://cwmind.org.uk/peer-mentoring/>

Future meetings will be
managed by:

debbiehibberd@warwickshire.gov.uk

neeshamemetovic-bye@warwickshire.gov.uk

Check the website:

<https://schools.warwickshire.gov.uk/mental-health-education>

Sources of support and information for schools

WCC directly delivers and commissions a **range of services** able to support education settings with the mental health of children and young people, ranging from prevention and early intervention, through to crisis support.

Universal and Prevention Services

- [Health Visiting](#)
- [School Health & Wellbeing Service](#)
- [Family Information Service](#)
- [Family Information Service – professional briefing booking](#)
- Family Support Line – 01926 412412
- [Warwickshire County Council Mental Health Website](#)
- [Togetherall](#)
- [Chathealth](#)
- [Dimensions Tool](#)

Early Help and Targeted Support Services

- [Kooth](#)
- [Rise](#)
- [Education Psychology](#)
- [Family Support Teams](#)

Crisis Support

- MASH education number – 01926 418608
- [Rise Crisis and Home Treatment Team](#)