

# **Review of Service: With Me in Mind, Mental Health Support Team Rotherham**

**Quarter: April 2020 – June 2020**

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July 2020

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## 1. Introduction

With Me In Mind (WMIM), launched in December 2019, the purpose of this report is to demonstrate the impact of the service during the Quarter April 2020 to June 2020. On 23<sup>rd</sup> March, the UK government announced lockdown measures in response to COVID-19, which undoubtedly impacted upon the operation of this new service and this must be taken in to account when reviewing the data within this report. Nevertheless, the service continued to operate during unprecedented times and found new and creative ways to deliver a service to children and families. In many cases, it strengthened the relationship between schools and WMIM, whereby the service could offer immediate support to the schools through a period of uncertainty and change.

## 2. Consultation

During lockdown, consultation with the schools continued to take place over Zoom or Microsoft Teams. The service was able to offer much more flexibility and have consultation on a more frequent or needs based response. The number of consultations that took place with schools between April 2020 and June 2020 was 207.

### April

The number of children discussed at consultation in April 2020 was 73. On 45 occasions, it was recommended that the presenting need of those young people brought to consultation could also be supported by other services within that child's network. There was 19 direct interventions provided to young people by MHST staff and 7 children were stepped up to specialist CAMHS.

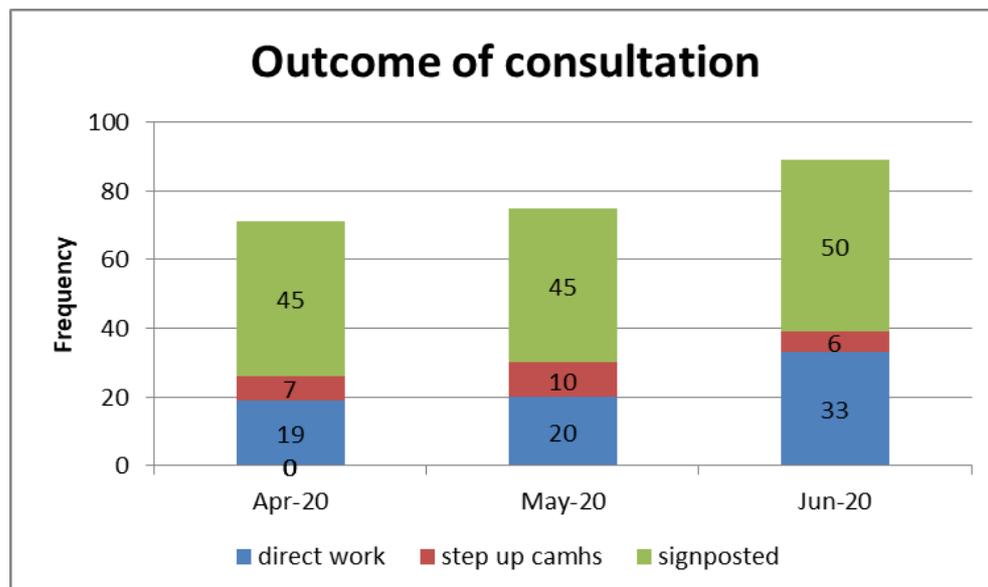
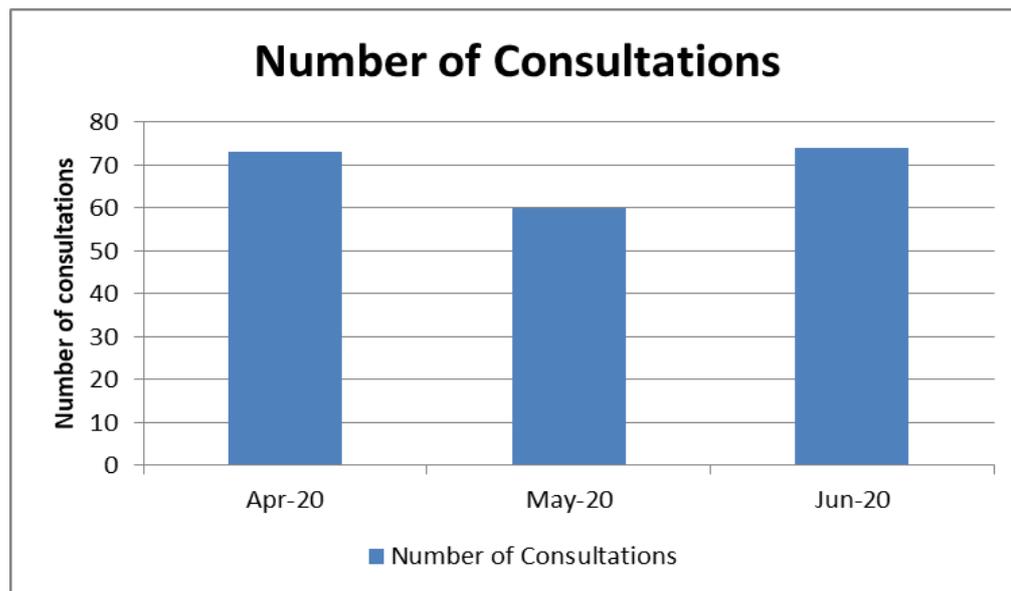
### May

The total number of children discussed at consultation in May 2020 was 60. On 45 occasions, it was recommended that the presenting need of those young

people brought to consultation could also be supported by other services within that child's network. There were 20 direct interventions with young people by MHST staff and 10 children were stepped up to specialist CAMHS.

## June

The number of children discussed at consultation in June 2020 was 74. On 50 occasions, it was recommended that the presenting need of those young people brought to consultation could also be supported by other services within that child's network. There was 33 children who received a direct intervention from MHST and 6 children were stepped up to specialist CAMHS.



## Feedback of Consultation and Guidance Meetings

Prior to the lockdown With Me In Mind asked for feedback from the consultee in the form of a questionnaire, however, during lockdown, face to face consultation

ceased and therefore the evaluation forms weren't completed. Faced with trying to adapt our ways of working, we developed a survey monkey which was implemented in June. The survey monkey has also allowed us to capture a rich source of qualitative data.

*"All consultations I have had with the With Me In Mind Service have been very thorough and I have always been made fully aware of the outcome and the next steps. I feel totally supported by the service and feel we have an excellent working relationship which is enabling us to support many of our students and families. Our students & their families really appreciate all the support and advice being offered to them and they have said how much it has helped/is helping them. The service is real asset to our school and without it we wouldn't be able to support the number of students and families we are supporting. I am looking forward to us re-opening as we have spoken about a number of interventions which we will put in place to fully support our students when they return to school".*

*"Over my 12 years of doing this in various organisations in various geographical areas I have never experience such great communication and collaboration. I've experienced openness about capacity, waiting times, thresholds, etc. I think this model has worked well in the PRU and SEMH provision. As a qualified online therapist and supervisor it has felt great to have been able to support meetings during the covid period to ensure we can all collaborate to support on an ongoing basis. I'd like to see further funding to look at how statutory, voluntary and private organisations can work together for the better care and support and CYP mental health. Especially post covid. This feels more important than ever."*

*"The communication, resources, availability of the team and just the general support that is provided both to us as a staff but to our students and families has been invaluable."*

*"Very happy with the service provided and will look forward to working with the agency again in the future"*

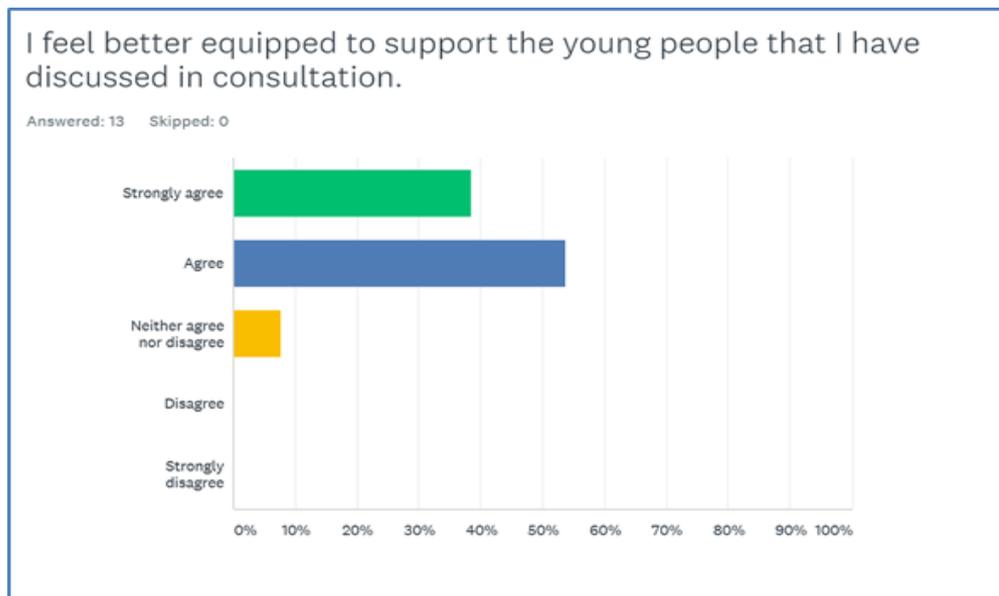
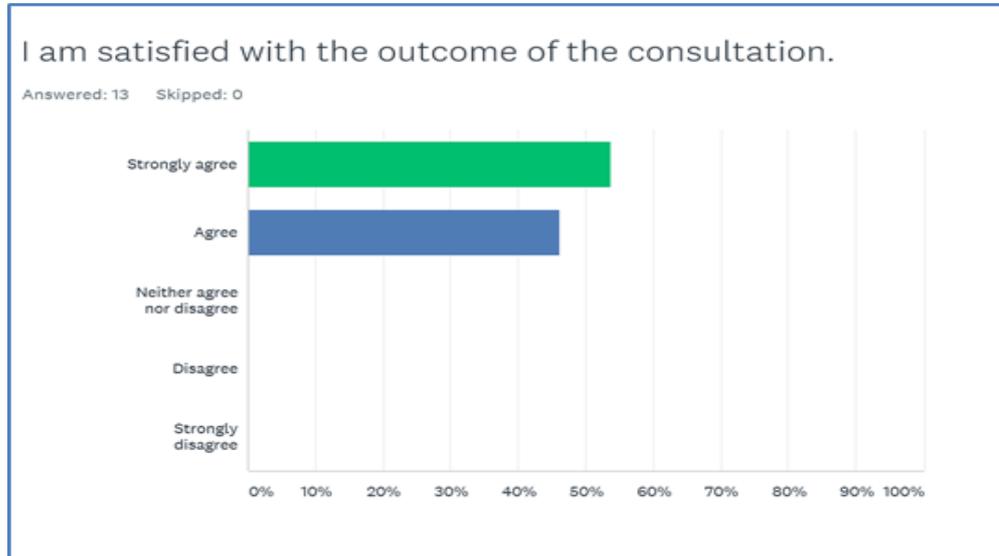
*"Constant updates and reviews throughout, resources received and explained and we had regular telephone/email contact and shared information/advice. Very happy with the service provided and will look forward to working with the agency again in the future "*

*"Advice and signposting always thorough and a great partnership are being developed."*

*"Advice and conversations are often reassuring so we feel confident we are supporting our students in the right way."*

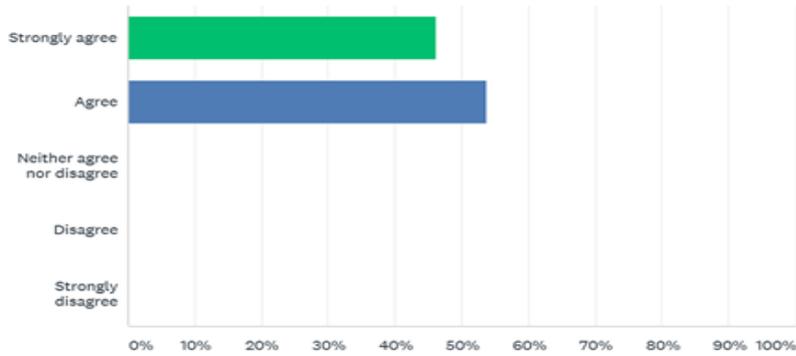
*"Meetings are thorough and support to our school is always available as and when required"*

*“There's always an opportunity to recap over actions at the end of each discussion and follow up e-mails where necessary from the Lead EMHP.”*



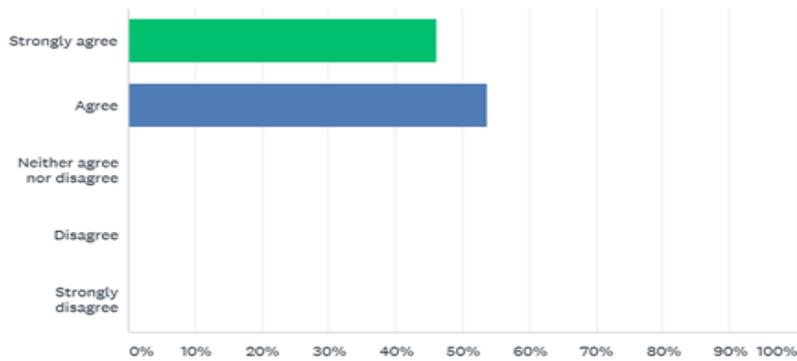
I am satisfied that all appropriate multi agency referral options have been considered.

Answered: 13 Skipped: 0



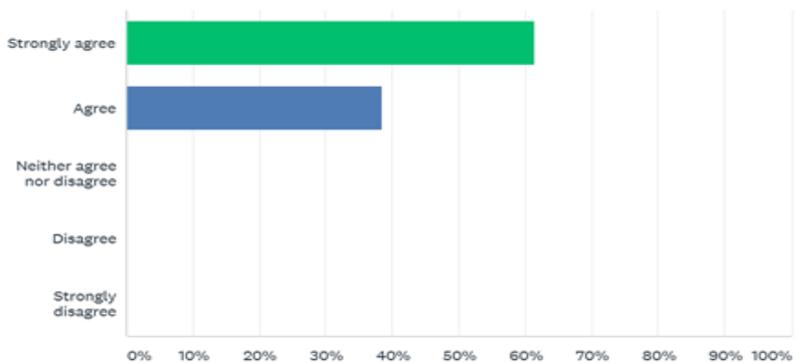
I received timely advice from my mental health practitioner.

Answered: 13 Skipped: 0



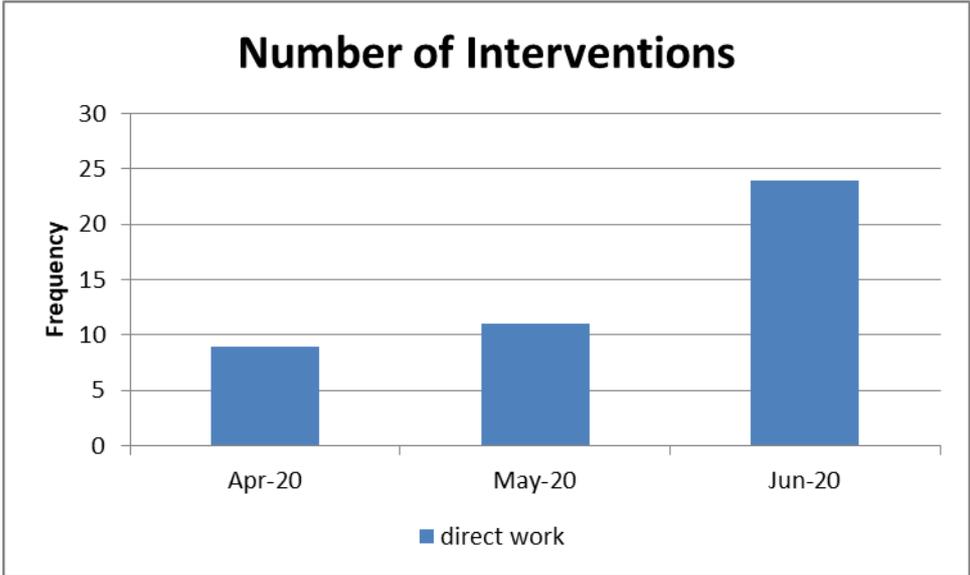
The outcome of the consultation was communicated clearly to me.

Answered: 13 Skipped: 0



### 3. Evidence- based interventions

The Education Mental Health Practitioners (EMHPs) completed their training and became qualified practitioners in May 2020. During lockdown, the number of referrals into the service reduced; nevertheless, the EMHPs continued to deliver interventions to young people and families, either over the telephone or WhatsApp video and we continued to receive a smaller number of referrals in to our service. Between the periods of April 2020 – June 2020, a total of 44 children received evidence-based interventions by an EMHP.

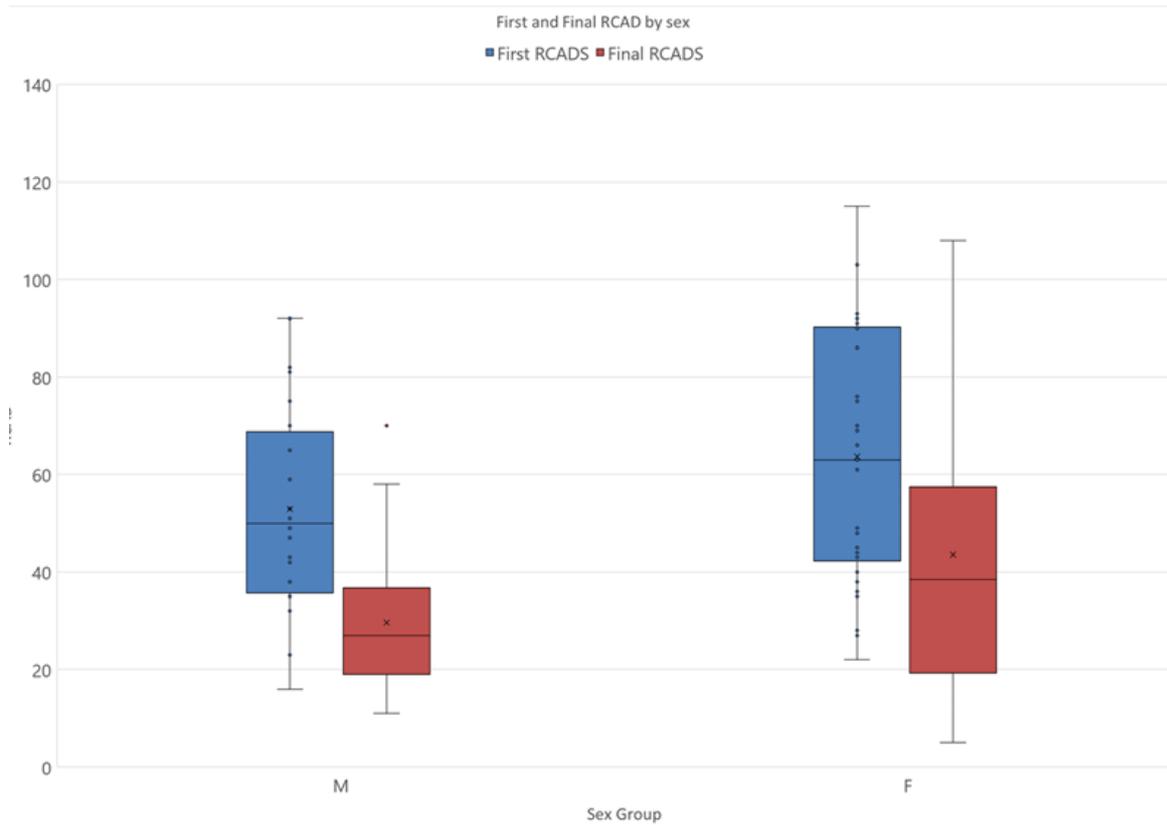


EMHPs are trained in utilising outcome measures and feedback tools with children, young people and their families. The Revised Child Anxiety and Depression Scale (RCADS) is a 47-item, self-reported questionnaire, of anxiety and depression symptoms. This is used to measure the young person’s and/or parent’s perception of the problem pre and post treatment.

The maximum RCADS score is 140 and the minimum is 0. A higher score would suggest a greater severity of symptoms and mental health need. As an early intervention and prevention service, the EMHPs would usually work with children and young people presenting with scores below the clinical threshold of 70; though this is not an exclusion criteria.

The diagram below indicates initial scores at the start of treatment in blue, then the discharge scores at the end of treatment in red. The sex groups are separated in the chart, males are on the left and females on the right.

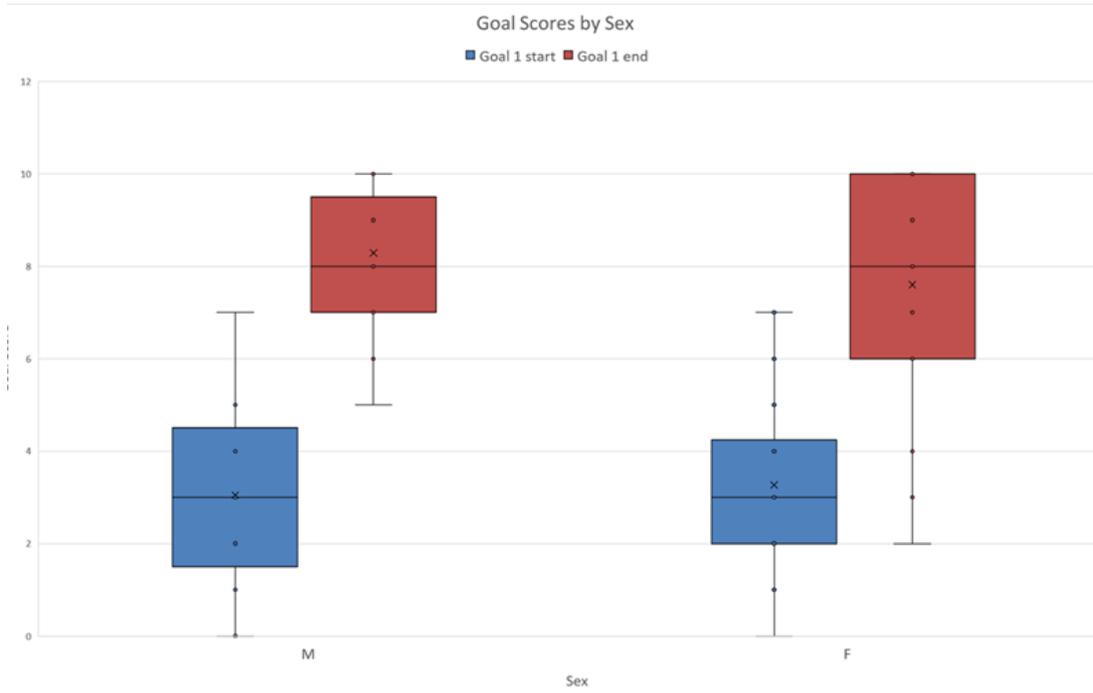
In a sample size of 53 young people, the chart displays a clear overall reduction in scores for both sexes. You can see the average – marked by a cross, reduces for both groups, as does the median, percentiles, maximum and minimum values.



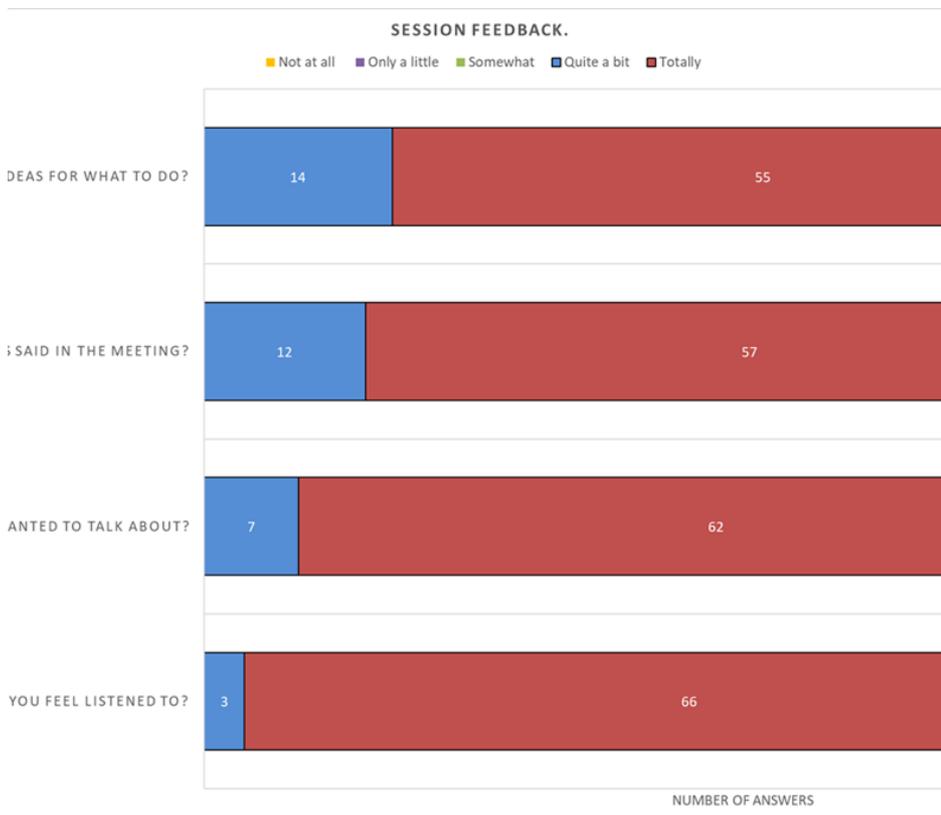
Another routine outcome measure, the EMHPs use, is treatment goals. At the start of treatment, the young person will set a SMART goal. This is something they want to work on achieving throughout the course of treatment. The EMHP will check in on the progress of the goal each week. Progress on goals is measured on a scale of 0-10, 0 being no progress made towards the goal, 10 being goal achieved.

The graph represents Goal ratings at the start, marked in blue, and end of treatment, marked in red. Again, the graph separates the data into sex groups, males on the left and females on the right.

The graph shows a significant amount of young people either achieved, or were very close to achieving their goal by the end of treatment. Again, you can see the average, the median, percentiles, maximum and minimum values all improved post treatment.

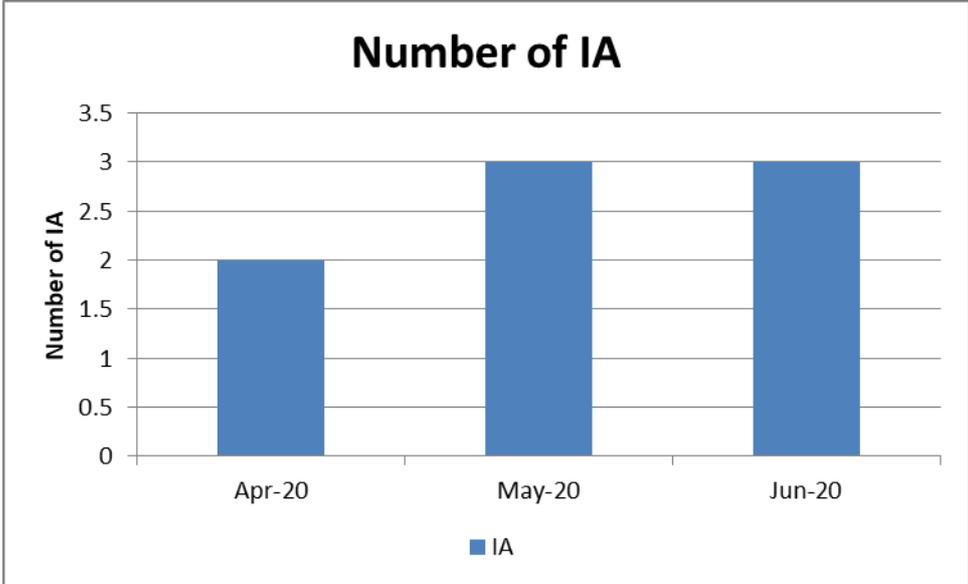


Young people and families are frequently encouraged to provide feedback on our service in a number of different ways. One of the ways EMHPs collect feedback is by asking young people to fill out a Session Rating Scale (SRS) after each session. The SRS asks four questions about the session and the chart below indicates positive responses from young people receiving our service

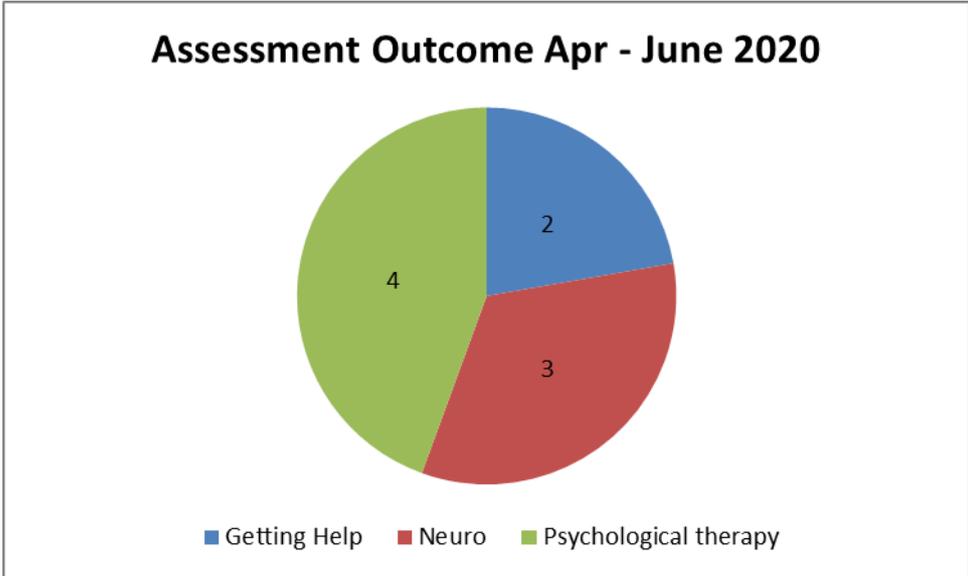


#### 4. Access to specialist services (CAMHS)

Between April 2020 and June 2020, 8 initial assessments were completed by senior WMIM practitioners. These assessments were completed over the telephone or utilising WhatsApp video due to the organisation’s guidelines around COVID-19.



Out of 8 assessments, 4 were stepped up to the psychological therapies pathway within CAMHS, 2 stepped up to the Getting Help pathway in CAMHS and 2 were put on the waiting list for a neurodevelopmental assessment.



WMIM and Rotherham CAMHS have worked collaboratively to consider the journey of children and young people through our services. The benefit to having WMIM based in schools is that they can successfully channel young people to the right level of care, yet still support the school setting.

*“We have reviewed many cases with complex histories. Worked collaboratively with each other Aspire, Free to Be You Limited, WMIM and CAMHS to find a pathway of support for each case. Janet has been fantastic too at taking particular cases to CAMHS for further consideration and advice. Very collaborative process with those inside and outside meetings.”*

*Aspire*

## 5. Whole School Approach

A core function of MHST is to support the promotion of both student and staff emotional health and well-being. The diagram below identifies 8 core principles, which promote emotional health and well-being in education settings. The With Me In Mind service offer encompasses all of these elements in one way or another.



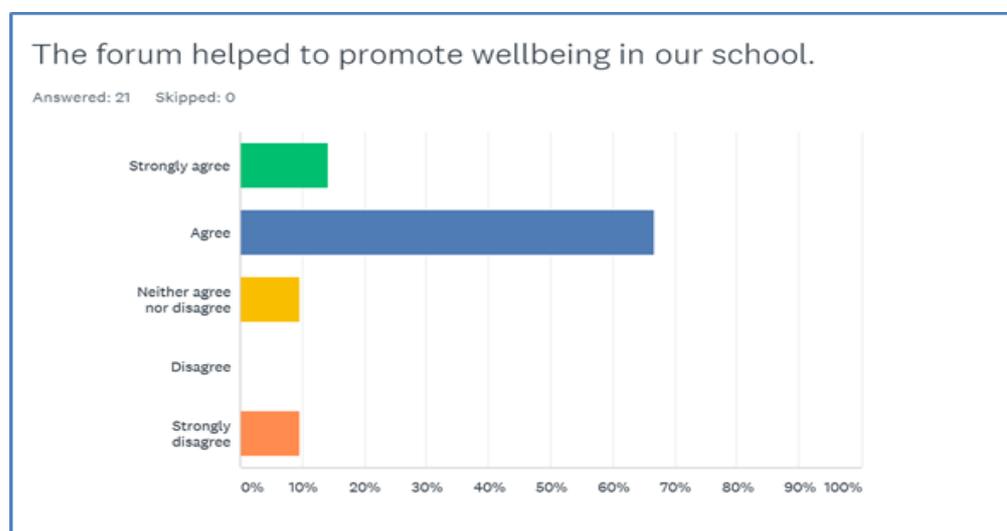
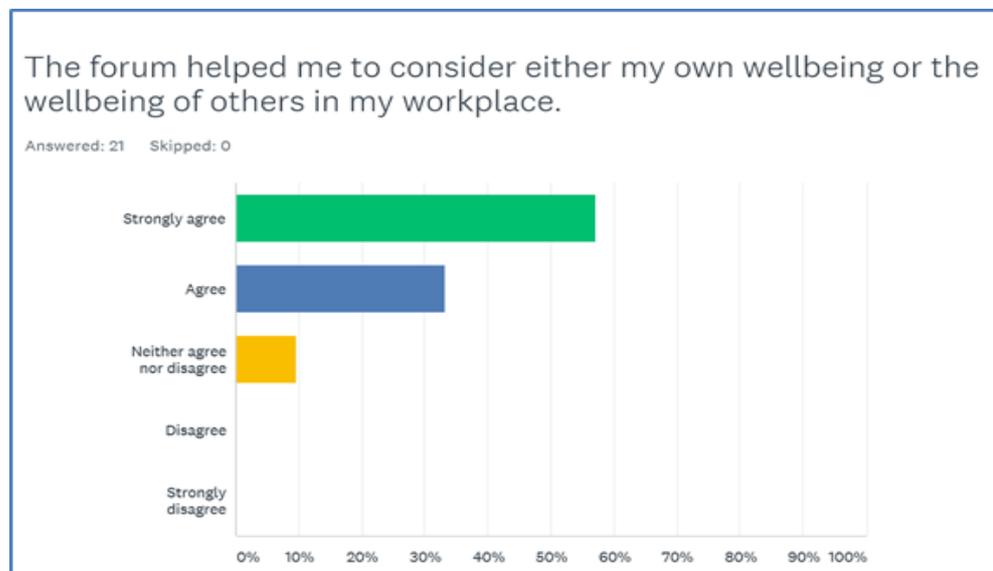
### Staff Development

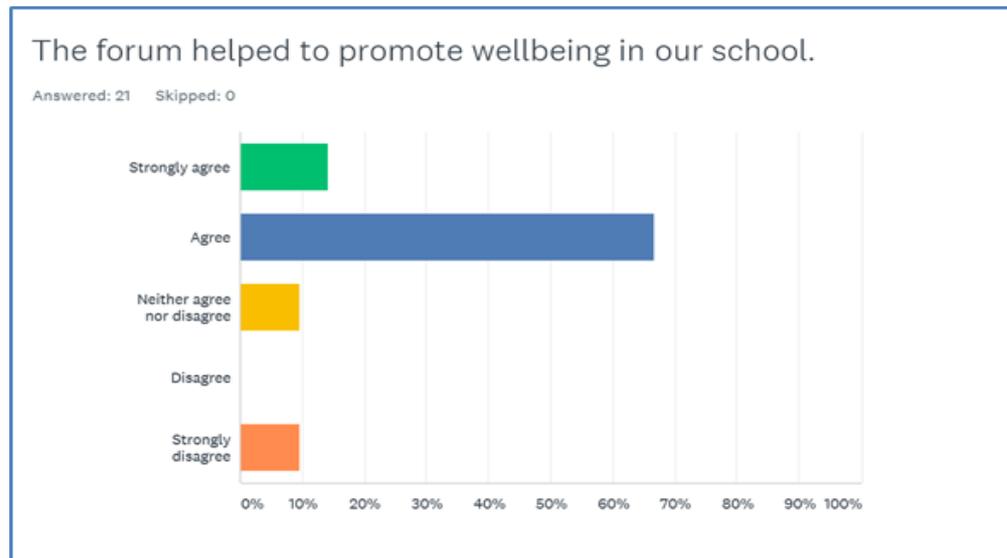
Between April 2020 and June 2020, a total of 23 hours of training was delivered to staff. The majority of this training was completed in June. As the country went

into lockdown, there was a transitional period in which we needed to consider how we could deliver the different parts of our service. Nevertheless, once the practicalities of delivering training remotely were resolved, we were able to expand on the delivery of training whereby 109 individuals received training from WMIM in June 2020. The trend of topics during this period was training on transitions, staff wellbeing and whole school approach development.

The EMHPs delivered training to 30 EMHP students and 16 tutors at Sheffield Hallam University. This was our second delivery to the University, as previous training offered to them was received very well.

The benefit of the With Me In Mind Service is its ability to respond in a timely way to presenting needs within each school. Lockdown measures were having an effect on staff wellbeing and, during a school review meeting, 2 schools identified a need for supporting their staff group. In response to this, WMIM delivered 2 staff wellbeing forums to a total of 31 participants. Evaluating the impact of these forums was done using survey monkey. Please see data below.





In response to demand, we have more of these staff wellbeing forums planned for September. Alongside sharing training and resources, we have developed a With Me in Mind resource for staff so that they are aware of where and how to seek support for their own well-being in Rotherham.

*“This is great, thank you. We shall share and use this information in our staff bubbles to explore Staff Wellbeing.” Ashwood Primary*

### **Identifying need and monitoring impact**

In this quarter, service review meetings were held with the mental health lead and a member of the Senior Leadership Team in each school, to jointly reflect on the service offer thus far in each setting, and to consider presenting needs moving forward. In light of COVID-19, the review meetings also gave us the opportunity to consider the needs of children and families in response to the pandemic and support the education settings in planning for their return to education.

With Me In Mind contributed to a system wide Task & Finish Group of 70+ individuals from various professions and organisations, who managed to come together virtually to create a guide for education settings as they support children and young people with mental health and emotional wellbeing needs that might arise as a result of COVID-19. This guide has since been shared and discussed with schools via Microsoft Teams to support them with the plans to return to school.

### **Working with parents/carers**

The parent participation strategy is currently being developed and the plan for the future is to embed parent participation into every part of service development, including, but not limited to, developing resources and training and critiquing current materials. Monthly newsletters are sent out to parents offering information and advice. The latest newsletter included details on how to submit expressions

of interest to become part of a working party of parents to inform service development moving forward. This will also be followed up with leaflets through local schools, when finalised, for them to disseminate to parents. Until a working party of parents is in operation, schools have been contacting parents on behalf of the service to see what support and information parents would like during this current climate. For example, they have put polls on Facebook to gather the needs of parents to help inform the WMIM development of resources and training.

The hope for the future when schools return is to also offer parents the opportunity to meet with WMIM staff for advice during times such as a parents evening, coffee mornings and stay and play events. Contact has already been made with Wendy Minhinnett from Roller Coaster Family Support and some local parents groups including 'friends of Greasborough' (FROGS) and Rotherham Parent carer forum in order to share best practice.

### **Targeted support and appropriate referral**

We have recently asked for Year Six children from each primary school to offer an insight into their worries around transitioning to secondary school with the view that students in secondary schools can help answer some of their worries. WMIM will also use the information gained from young people to produce some posters with top tips that can be placed within schools. We have created specific resources and activities on transitions and we are currently in the process of having these reviewed by the target audience. Once approved, they will be sent to schools, children and families. Training sessions have also been offered to teaching staff and pastoral staff, specifically around transition support. The senior practitioners have offered consultation and advice for children from non-trailblazer schools transitioning from year 6 to a trailblazer schools, who are experiencing difficulties or worries in relation to transition; we have been able to offer sessions to these children and their families with an Educational Mental Health Practitioner where this has been appropriate.

### **Student Voice**

As part of gaining young person participation, a working group has been developing and connecting with all schools around gaining a student ambassador from each school, with the view that they will help to enable to gain the voice of children and young people. A poster has been designed and sent to schools to encourage children and young people to become an ambassador and be the voice of their school. The aim is for ambassadors to help us understand the needs of their school from a child's perspective, promote positive mental health and wellbeing, become involved with social media and attend future ambassador/With Me in Mind events.

Mental Health Awareness Week in May gained views from children and young people, from both primary and secondary schools, around their thoughts linked with the theme of kindness; these were then distributed across all social media sites using posters which included both verbal and non-verbal through art.

*"Kindness for me is the smaller things, like when someone remembers a small detail about you, that you don't remember telling them" Student Ambassador; Wickersley School and Sports College*

*"Kindness to me means putting other people's needs before your own and doing something that you feel will make another person feel happy and cared about" Student Ambassador; Wales High School*

*"What I plan to do is just be helpful and comforting" With Me in Mind Ambassador: Ashwood Primary*

*"Kindness makes us strong" With Me in Mind Ambassador: Roughwood Primary School*

### **Curriculum, teaching and learning**

During lockdown, the team have worked incredibly hard to develop remote ways of delivery. The team have developed a library of videos aimed at supporting children, families and staff. These videos have been posted on Instagram, Twitter and Facebook and also disseminated to each school to post on their own school intranets and social media accounts. On 6<sup>th</sup> July 2020, the number of views were as follows:

- WMIM Activity Menu – **1708 views**
- Strategy to Cope with Worrying – **946 views**
- Top Tips – **967 views**
- What is worrying – **1390 views**
- Anxiety in Children during Covid-19 – **1405 views**

We have also received feedback from schools about how they have utilised these videos within their settings and how they have been received:

*"We are finding the video clips really useful, I have embedded them into our form time for the Y10 that are in school currently and each day has a wellbeing focus. Feedback from staff and students has been positive. I am planning to use this video in next week's form time to support a positive routine over the summer."*

*"We used the films for the Year 6's transitioning as we had 279 pupils in over 5 days last week; bubbles of 8 pupils were shown the films. The pupils were engaged and seemed to take on board the messages being offered by the practitioners. They are looking forward to using them in PHSE in September and we have a plan in place for sharing any future films on our website."*

*"We plan to use them as part of PHSE lessons in September and to build activities around the individual videos"*

## **6. Discussion and Next Steps**

Reflecting on the journey of this pilot service thus far, going live on delivery in December 2019 to then been on a country lockdown in March 2020, it certainly

was faced with a challenging start. Nevertheless, the activity that has taken place during what has been an unprecedented time, with organisational change to policies and procedures, has been impressive. These circumstances have given the team an opportunity to support and build positive working alliances with schools during a period of worry and uncertainty. The data provided within the report indicates that schools and children and families, have benefitted from having access to a Mental health Support Team within their schools setting.

Reflecting on the usefulness of the school review meetings, these will form part of our good practice and will be repeated at termly intervals. This method has been shared with Mark Dunn-Willows (Mental Health Regional Implementation Lead, Department of Education) and he plans to share it more widely across MHST sites as good practice.

Now that the EMHPs are qualified, the next twelve month will involve them becoming fully embedded within the school setting, growing confidence in their delivery and responding more flexibly to presenting needs.

SystemOne and reporting remains a key area for development and we hope to do this in collaboration with our colleagues in the Doncaster With Me In Mind team and the data and performance teams within the Trust.

In summary, this report is based on service delivery between April and June 2020 and despite the challenges it was faced with the data is promising. Schools in the pilot are receiving consultation and guidance, children and are receiving evidence-based interventions and the whole school approach to mental health and wellbeing in each setting is evolving. This report, alongside the school review meetings will help to inform our next steps with each school in the forthcoming quarters.