

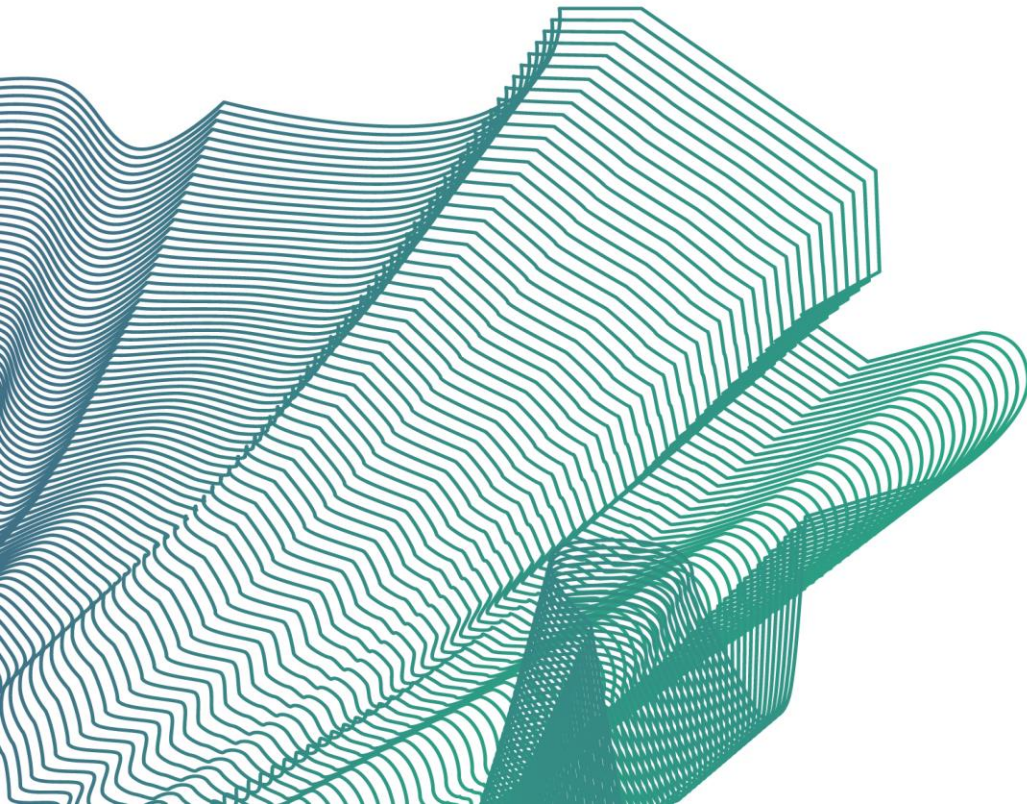
# ROTHERHAM

INTEGRATED CARE PARTNERSHIP | HEALTH AND SOCIAL CARE

## Health Select Committee

December 10<sup>th</sup> 2020

Jenny Lingrell, Sally Brice, Michelle Heaversedge



**Rotherham**

Clinical Commissioning Group

**Rotherham, Doncaster  
and South Humber**

NHS Foundation Trust

**The Rotherham**

NHS Foundation Trust



# RDash CAMHS 2015



# Transformation





Transition and onward

Paediatric Liaison Nurse + Intensive Community Support

Tier 4

Risk management support

Getting more help

Getting Help

Getting advice

Youth Offending

Intellectual Disability

Looked After Children

Neuro-developmental

Eating Disorders

Anxiety and Depression

Complex

Self-Harm

Paediatric Liaison Nurse

Duty /Single Point of Access/ Paediatric Liaison Nurse- Triage and decision-making

Request for support



# RDaSH CAMHS Pathways

- Getting Advice: single point of access
- Getting Help: locality advice and consultation
- Psychological therapies
- Intellectual difficulties
- Intensive Community Support
- CSE
- Neurodevelopmental diagnostic and post diagnosis ADHD services

Peer support workers

Out of Hours service

# ‘Thrive Model’- RDaSH way

- SPA/ ‘No wrong door’
  - Triage process
  - Self referral
- Getting advice
  - Skilled CAMHS practitioners and psychology input
  - Indirect intervention
  - Formulation

# RDaSH Thrive contd

- Getting Help
  - Direct interventions, includes psychological therapies, CWP
  - Transitions
- Risk management support
  - Intensive community support
  - Paediatric nurse liaison

# Trailblazer: With Me In Mind

## Tailored approach for each school

- Regular consultation and guidance support offered to schools
- Staff wellbeing support and forums available; contact senior practitioner
- E clinics
- Staff training on a range of topics including: Understanding and Managing Mental Health and emotional wellbeing, Self Harm, Anxiety as well as many more.
- Direct support for children and families through low intensity CBT based interventions offered either through 1:1 or group work. Referral through consultation with senior practitioner.
- Support and advice offered to parents including newsletters and education sessions.
- Whole school approach, such as review of school policies, support in planning PHSE group work psychoeducation sessions.
- Student mental health ambassadors.





# Trailblazer: With Me In Mind

## **Available to everyone**

- Website [www.withmeinmind.co.uk](http://www.withmeinmind.co.uk)
- Resources  
<http://www.withmeinmind.co.uk/category/resources/>
- Series of videos around COVID and anxiety can be found either on website or YouTube
- [https://www.youtube.com/playlist?list=PL2\\_RtUzQeufO2E-PzMIWjz6nHxaHKbxvf](https://www.youtube.com/playlist?list=PL2_RtUzQeufO2E-PzMIWjz6nHxaHKbxvf)
- Social media Facebook, twitter and Instagram



With Me in Mind  
Rotherham

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@withmeinmind

# Rotherham E-Clinic App

Young people can have direct access to support and guidance through instant messaging with a With Me In Mind or CAMHS Practitioner. With Me In Mind offer appointments every Monday and Wednesday and CAMHS offer appointments every Tuesday and Thursday.

Young People can download this from their app store and book an online appointment with a Practitioner to discuss any mental health related issues.



**Rotherham Doncaster  
and South Humber**  
NHS Foundation Trust

WITH  
ME  
MiND



**RDASH** *leading the way with care*

**ROTHERHAM**  
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# CAMHS Pathway Capacity

CAMHS establishment is 56 FTEs\*\*

This includes 5 medical staff (psychiatrists)

Plus 13 staff who make up Mental Health Support Teams

\*\* does not include administrative capacity

# Challenges

CAMHS pathways are not well understood by everyone

There is a historic narrative that is quick to identify 'CAMHS' as the problem

There are parts of the system that are overwhelmed – this can overshadow the parts that are working well

Children and young people are presenting in distress / with behaviours that are difficult to manage

The school system is increasingly autonomous

There is greater understanding of trauma and attachment – but not always a clear response



# The Future

