

Cynulliad Cenedlaethol Cymru | National Assembly for Wales

Y Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education Committee

Ymchwiliad i Gwella Iechyd Emosiynol ac Iechyd Meddwl Plant a Phobl Ifanc – Gwybodaeth Bellach | Inquiry into The Emotional and Mental Health of Children and Young People – Further Information

EMH FI 06

Ymateb gan: Cyngor Sir Penfro

Response from: Pembrokeshire County Council

Looking forward – some key principles

Some of the key principles that I believe are important in considering the role of the wider support services in supporting the emotional health and wellbeing of children and young people – particularly in the way the services integrate are:

- Supporting schools in universal approaches for wellbeing and in the early identification of pupils requiring targeted school support, including the implementation of interventions.
- Working in partnership with schools to identify professional development needs of staff and supporting clusters of schools in implementing appropriately tailored programmes.
- Developing appropriately tailored local interventions for wellbeing and localised pathways for children and young people requiring specialised services.
- Facilitating drop-in surgeries and consultations to schools to access a range of agencies.

So, in essence this would mean that instead of always working with individual children and young people and schools, the specialist teams - which include school nursing, primary mental health, healthy school public health leads, educational psychologists and School Counsellors, organise themselves into local clusters providing a regular forums for schools to build a local approach.

This way of delivering services provides the opportunity to develop collaborative working between schools and agencies whilst embracing a solution focused, proactive approach for children and young people's wellbeing.

The approach also supports clusters of schools to develop their skills as well as the use of a wide range of resources, since it is recognised that for most children and young people their needs will be met in their local community school. At the other end, this approach also supports in the identification of those children with complex needs who are able to be signposted early on to services (cutting out some of the time that is currently wasted on inappropriate referrals to CAMHS).

Key Issues Emerging in the T4CYP early identification and intervention work stream

As the work stream lead for the above there were a lot of discussions around how the work stream could facilitate an integrated working model. The group came up with a change model - articulated very well by Jenny Burns - one of the members of the group in the attached 'Theory of Change' power point. In essence we recognised as a group further work needed to happen to improve the empowerment of integrated working across all sectors (including 3rd sector and communities). It was agreed that there were several components that needed to happen to do this. These included:

- Developing a 'common language' regarding getting early relationships right across all sectors and communities re: attachment, resilience, ACE's etc.
- Improving workforce capacity and community empowerment through the promotion of emotional wellbeing with 0-18's and their family.
- Developing integrated approaches to support parents, children and young people to help with emotional and social wellbeing issues that don't reach the threshold of CAMHS.

Some of the next steps indicated in the Theory of change model constituted some practical ways of developing more integrated ways of working but some of the difficulties within the work stream arose around not having strategic leads from each of the key areas - i.e. nursing, primary mental health, public health, educational psychology - who would have the clout to build more integrated and effective services.

I am not sure if you have had chance yet to look at the work that Professor Robin Banerjee was commissioned to carry out in Wales back in 2016 where the research backs this up further, outlining that intervention and prevention efforts are not just attributed to any given programme per se, but rather to the way in which the programme is implemented and embedded in a school that is coping with an extensive set of daily demands and priorities. (It's not what you do it's the way that you do it).

Banerjee argues that school-based work on emotional health, well-being and resilience needs to be situated within an integrated school systems approach where it is *connected with* - rather than competing with - other school priorities. So as to avoid an approach where the work is seen as 'something else' that schools need to do.

In essence - the local support services have an enormous role in supporting schools to develop integrated approaches. Where current delivery of services may often lead to scatter-gun and uncoordinated approaches and sometimes exacerbate the difficult and often competing set of priorities that schools face, developing integrated, locally based services would provide more targeted approach and in doing so provide better value for money.

THE TEAM AROUND THE PUPIL PARENT AND SETTING (TAPPAS) FOR WELLBEING



What is TAPPAS for Wellbeing?

The Team Around the Pupil Parent And Setting – **TAPPAS** is a group of professionals that support wellbeing within cluster of schools and families. The team includes:

- The school nurse
- The Educational Psychologist
- The Primary Mental Health Worker
- The School Counsellor

The professionals are attached to a cluster of schools. The wellbeing TAPPAS can be defined as a team providing a cluster wide forum for schools which are held on a termly basis and is facilitated by the Educational Psychologist supporting the cluster.

It provides the opportunity to develop collaborative working between schools and agencies whilst embracing a solution focused, proactive approach for children and young people's wellbeing.

The Role of the Emotional Literacy Learning Support Assistant (ELSA)

The introduction of an ELSA in each school provides support and care for children and young people to help them feel better about themselves and about their time in school. Supervised by the Educational Psychology team, the role of the ELSA is to support in identification of needs and provides support and Intervention. This includes building self-esteem, anger management, social and friendship skills - ELSAs help youngsters to develop relationships of trust and assist in increasing emotional literacy



Key Principles of the Wellbeing TAPPAS meetings:

- Supporting schools in universal approaches for wellbeing and in the early identification of pupils requiring targeted school support, including the implementation of interventions.
- Work in partnership with schools to identify professional development needs of staff and supporting clusters of schools in implementing appropriately tailored programmes.
- To develop appropriately tailored local interventions for wellbeing and localised pathways for children and young people requiring specialised services.
- To facilitate drop-in surgeries and consultations to schools to access a range of agencies.

Capacity Building

Instead of always working with individual children and young people the TAPPAS Wellbeing team will assist the cluster of schools to develop their skills as well as the use of a wide range of resources. For most children and young people it is recognised that their needs will be met in their local community school it is therefore essential that schools feel supported and able to provide the right support to do this.

Vision

TAPPAS is built upon Pembrokeshire's model for integrated working to provide a universal multi-agency service to meet the needs of children and young people

Cluster TAPPAS Wellbeing Meetings

Cluster TAPPAS Wellbeing Meetings take place with the wellbeing coordinator from each school every term

Local Toolbox

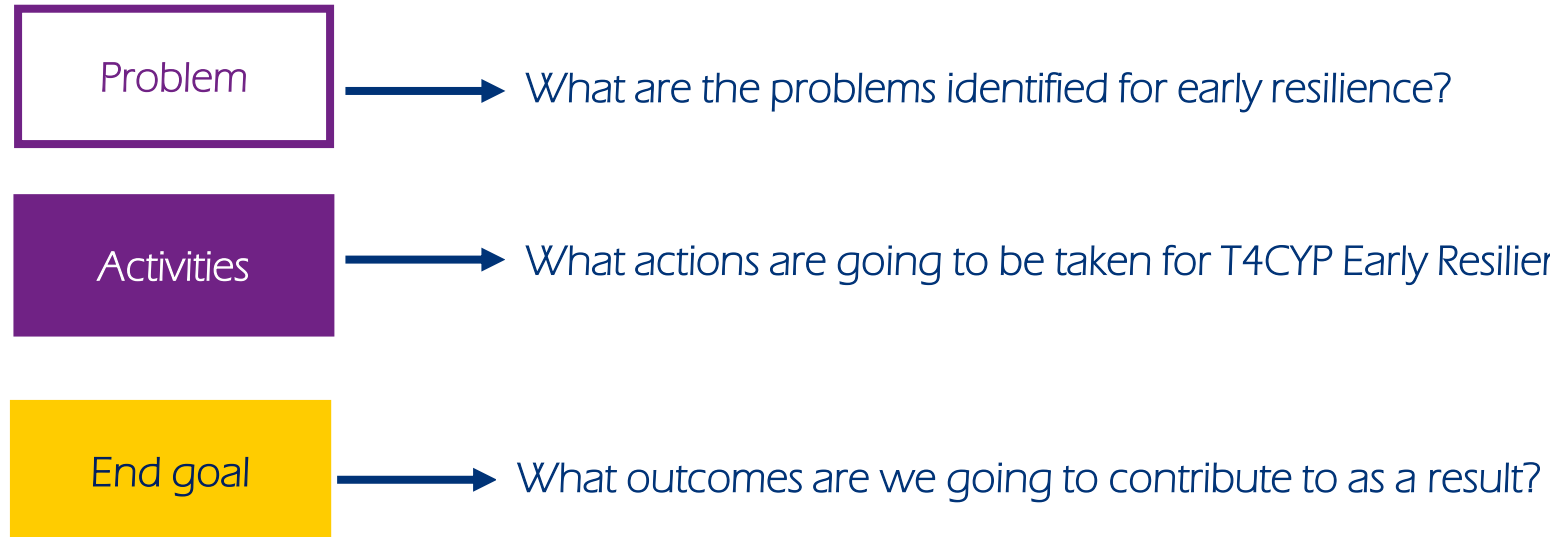
Pathway for targeted and Specialist Intervention

**T4CYP – EARLY
RESILIENCE
THEORY OF CHANGE**

SEPTEMBER 2016



THEORY OF CHANGE KEY



T4CYP issues for early resilience in Wales:

- Lack of effective and empowering integrated working across all sectors (including 3rd sector and communities).
- Lack of a 'common language' regarding getting early relationships right across all sectors and communities re: attachment, resilience, ACE's etc.
- A lack of workforce capacity, community empowerment, strength using and understanding to promote emotional wellbeing with 0-18's and their families.
- A gap of support for parents, Infants and CYP to help with emotional and social wellbeing issues that don't reach the threshold of CAMHS.
- An general attitude across all sectors of '*it's not my responsibility*' when parents, infants and CYP is '*everybody's business*'.

National Conference(s)

Aim: to encourage networking, integrated working, sharing of practise, showcasing good examples, information sharing, stands, current research etc

Regional Days (across Wales)

Aim: to encourage networking, integrated working and developing 'common language' using the vehicle of knowledge workshops.

Online Early intervention 'library':

Aim: to provide mapping and information shared across the nation re: early interventions that can be used in different sectors to increase capacity working.

Training Toolkit (on-line):

Aim: to increase knowledge and capacity within the workforce and communities to improve early resilience.

Increased **integrated and joined up working** across all sectors including those with lived experience and co-production with communities using a 'common language', joint strategies and partnerships.

Mothers (and the wider family) have improved emotional wellbeing during the perinatal time, improved bonding and attachment to their infants with reduced ACE's. **Infants** therefore have improved emotional wellbeing and reach their **social and emotional milestones**.

Improvements in **child and teen outcomes** in learning at school, their relationships and their social and emotional wellbeing.

All workers, parents and communities to know that the emotional wellbeing of parents, infants, families and CYP in their world is '**our business**' and not '**their business**'.

Improved **workforce capacity** to help increase parental knowledge and empower the use of **community strengths** improving resilience, early bonding, attachment and healthy relationships.

Engagement of those with **lived experience** to input including specific considerations for **ethnicity, refugees, looked after children** and other more complex groups

Basic theory of change for early resilience for Infants, Children and Young People in Wales
(assumptions: limited resources.....)