

School Wellbeing Service Report 2021 to 2022

Consultations

1113 consultations complete – Schools being the highest source followed by CAMHs.

Anxiety and Emotional regulation – presenting need receiving the highest consultations.

School Survey feedback

100% of schools agreed the school wellbeing service is available and accessible, reliable and punctual.

97% of school staff felt the consultation process successfully leads to a shared plan that effectively meets the emotional and mental health needs of the child or young person.

‘It’s great to have someone to discuss ideas with and check that we are going ‘in the right direction’ with a child. Consultations also help us as a pastoral team to gain more knowledge on areas of support and resources. (Primary pastoral and Safeguarding lead).

Direct work

509 students received direct work from SWS - highest in SWS history.

Anxiety and emotional regulation - highest presenting needs receiving direct work.

377 direct 121s (6-10 session intervention).

Pupil feedback

I really enjoyed the reframing thoughts and the brain dumping - it really helped me when my mind was full of the things I didn’t want to see (Y5 student).

I have noticed a change in my perspective of distorted habits thoughts and can recognise both my positive thoughts and feelings and improve my negative ones (Y8 student).

Parent feedback

Yes, the consultation was really helpful. SWW listened and understood my worries and took them all seriously. She gave advice for home and we worked together. My child has done so well. Thank you (Y6 Parent).

Building school’s capacity

Co-delivered interventions

- 10 co-delivered 121s, (6-10 session intervention)
- 3 co-delivered groups were completed by the SWS, including 2 primary Positive learning intervention (x5 Y5 students) and (x4 y2 students) and 1 managing anxiety (x3 Y7 students)

SWS Intervention packs

- Provided to schools staff (ELSA/Pastoral Support) where guidance is provided and reviews are set to monitor progress of CYP.

Staff feedback

We use these packs regularly in school; they are invaluable (Primary pastoral support)

SWW has shared resources such as the SWS worry workbook and the SWS emotional literacy workbook, which our pupils have enjoyed using. ELSA and I have access to certain ELSA-related resources but we find the SWS ones well-structured to work with (Primary ELSA)

The pack shared such as the “Emotional Well Being” was really useful booklet to dip into for work sheets (Secondary HOY)

Booklets have been useful for parents to work through at home for some students who require it (Secondary HOY)

Really useful – use all the time (Secondary Wellbeing- Lead)

Staff have found these very useful and easy to use (Secondary DSL)

CAMHS

- Evidenced increase of supporting CYPs who did not meet CAMHS criteria via CAMHS notifications

192 notifications (122 in 2021) this academic year so far which demonstrates the increase of mental health needs across the city and the necessity of the universal provision of the SWS

- Evidence good source of information sharing and liaison between school and CAMHS ‘it enables us to check the progress of referrals and the named professionals who we can get in touch with at CAMHS. The wellbeing worker has also been able to access information such as records from conversations between CAMHS and parents (with permission) where this wouldn’t routinely have been shared with school (Primary SENCo).

I can find out if referrals are received and/or progress (Primary pastoral support).

- Evidence of strong communication between CAMHS and SWS

The regular meetings with the School Wellbeing Team Leader half termly also enhances the communication between SPA and the SWS enabling regular updates to be discussed and any complex cases (SPA Practitioner).

- Clinical supervision for SWWs half termly

Working together

- **Fair Access Meeting:** attendance by the SWS has enhanced multiagency working which staff reported is helpful

- **School Nursing Team:** monthly meetings to discuss cases to ensure students are receiving the support from the correct service
- **MIND:** monthly meeting to discuss current mental health needs to identify where additional support is needed and no work is being duplicated
- **CAMHS/STT/SWS:** Enhanced collaborative discussion for students who have been identified as needing additional support
- **Wellbeing in Mind Team**
 - Targeted support in 8 provisions where high need has been identified
 - Pathway is currently in the discussion process to clarify to schools and services how the 2 services align
 - Discussions around identifying gaps in provision and where WIMTs can offer support, e.g. EBSA where students are not attending school and therapeutic work is needed within the home

Current picture

- Consultation number demonstrates a strong universal offer across the city
- High level of early help being provided
- Increase of CAMHS notifications process ensured those cyps were discussed with school via consultation process
- Cluster model is really strong and strengthened by SWS membership of FAM meeting cycles
- SWS now working in highest need settings – Danesgate, Applefields and STAR centre
- Also now present in all further education provisions including York College and ABC

Points for development

- Lead cluster meets with Senior Mental Health Leads (ideally DFE programme trained)
- Dan and I along with partners continue to develop the suicidal ideation and self harm pathway using the ithrive model
- Push from understandable current more 'dependent' model to school ownership for lower end cases through training, discussion and development including co-delivery
- To continue to advocate for schools during strategic meetings when developing pathways for EBSA and suicidal ideation and self-harm