

Transformation Plan for Children and Young People's Emotional Health and Wellbeing – Calderdale

Mini Refresh 2015-2020

This plan will be made available on the relevant local websites to ensure access for all stakeholders including children, young people and families.

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Executive Summary

We want the children and young people of Calderdale to have good mental health and we believe that promoting and supporting positive emotional health and wellbeing is everyone's business. Through the implementation of our partnership vision we are moving away from a system defined by services and organisations to one built around the needs of children, young people and their families, offering increased choice and control, intervening early and building long term resilience.

In 2014, the position of mental health services for children and young people in Calderdale was not fit for purpose. Services were disjointed with lots of different referral and assessment pathways; there was very limited early intervention and prevention, with high demand and high thresholds for acceptance into treatment from child and adolescent mental health services (CAMHS) and little support if any, while children and young people were waiting for treatment. The delivery model was based on a tiered model of need and was service driven rather than focused around the needs of the child, with very little input into service design from parents and young people.

The National Future in Mind (FiM) report published in 2015, following a year of research, engagement and consultation with key stakeholders, called for every area to write their own transformation plan for improving the emotional health and wellbeing of children and young people. The report highlighted that the plans needed to move away from the focus on CAMH services and that transformation should be led by consideration of the whole breadth of emotional health and wellbeing.

In Calderdale, key partners embraced this new approach and created a multi-agency Emotional Health and Wellbeing Taskforce (including young people) to write and progress the delivery of a Calderdale Local Transformation Plan (LTP) for Emotional Health and Wellbeing. Taskforce members were clear that improvements were needed right across the breadth of the emotional health and wellbeing landscape including CAMHS.

From 2015 to 2020 there has been progress towards achieving transformation for children and young people's emotional health and wellbeing services in Calderdale through the delivery of the LTP priorities. Services are now more joined up and are working in partnership towards the implementation of the Thrive framework rather than a tiered model; ensuring that support for children and young people is more holistic and focused on their needs rather than being service driven. Thrive assumes that children and young people can receive support at any time from the most appropriate service that meets their needs. When a parent, child or young person needs help, the help available is based on focused, evidence-based treatment. Children, young people and their families have a central role in deciding what success would look like for them, only having to tell their story once and knowing that there will be 'no decisions about me, without me'.

The LTP vision to ensure emotional health and wellbeing is 'everyone's business' is in line with the outcomes set out within Calderdale's Wellbeing strategy to address the wider causes of poor mental health in children and young people and to address commonly experienced issues which have a negative impact on their mental wellbeing.

This year we have undertaken a mini refresh of our LTP in recognition that we are moving towards an all age approach to mental health and that our improvement work for children and young people's services will continue through the development of a new plan which is defined by the mental health priorities for children and young people in the NHS Long Term Plan. None the less our refreshed LTP remains true to our original vision of developing a system without tiers and creating a breadth of provision which offers choice and control to children and young people in how they access support. We are proud of our many achievements to date however we recognise we still have work remaining to achieve our ambitions.

Impact of Covid-19

This refresh focuses on achievements in the year 1st April 2019 to 31st March 2020. The majority of related services, actions and strategies were not adversely affected by Covid-19 until full national lockdown which commenced on the 23rd March. A fuller overview of the EHWP system response to Covid-19, both during lockdown and the reset and recovery planning is covered in the Concluding Summary of this mini refresh.

The following is a summary of our progress to end March 2020; a more detailed picture can be found in Section Three, Progress and Impact.

Our LTP ambitions: a summary of achievements and remaining challenges, set against the 5 areas of Future in Mind

Theme 1 – Promoting resilience prevention and early intervention for the mental wellbeing of children and young people:

Our aim is to have developed robust and sustainable approaches to early intervention across a range of services including schools which are able to provide advice, guidance and support to children and young people reducing the need for them to access targeted and specialist services.

This year we have:

- Supported schools to implement a whole school approach to emotional health and wellbeing through;
 - Therapeutic Interventions in Secondary Schools for Key Stage 3
 - Bespoke mental health training for staff and students
 - Facilitating school and provider emotional health and wellbeing networks
 - Rolled out our Mental Health in Schools Link project across more schools.
- Embedded our emotional health and wellbeing website for children and young people and those who support them. The site was co-produced with young people and now includes a section for professionals and parents and carers in response to consultation. We continue to encourage all schools and services to link to this from their own websites. www.openmindscalderdale.org.uk.
- Embedded our Time Out offer, provided by Healthy Minds who link up organisations across Calderdale who work with young people to provide access to a range of activities such as art and crafts, sports and drama; it also runs training workshops both in and out of schools, enabling over 10,000 young people to date to 'Find their thing.' www.timeoutcalderdale.co.uk.
- Embedded the online counselling offer from Kooth.com providing accessible support, choice and control for young people, with most logins occurring out of hours. This service is available without the need to meet criteria for children and young people aged 10 to 25 years. Feedback from children, young people, schools and GP's has been extremely positive and to date over 2,300 young people have registered to use this service.
- Supported and match funded the DHSC funded Transition Support Project in Years 5 and 6 in schools, including therapeutic interventions, mental health schools link, Time Out and increased support for LGBTQ+ children.
- Expanded the play and creative therapies offer for children and young people identified as having experienced adverse childhood events (ACEs) where traditional therapies may not be effective, through:

- Supporting our local Victoria Theatre to expand its unique offer of dramatherapy for vulnerable young people
- Working collaboratively with a local creative arts organisation 'Verd de Gris' to co-produce a film and workshop project that puts young people in control of the debate about their mental health and wellbeing
 - Piloting the impact of a Forest School approach in a cluster of schools on the emotional wellbeing of children
 - Increasing the offer of Rainbows groups through Noah's Ark providing an emotionally safe environment for children to guide them through grieving a significant and often devastating loss, or painful transition in their lives
 - The implementation of two innovative play and creative therapies schemes in primary schools through Noah's Ark and Live Wild (funded directly by Council).

Theme 2 – Improving access to effective support - a system without tiers: Implementing THRIVE

Our aim is to have implemented a system built around the needs of children, young people and their families offering choice and control, intervening early and building long term resilience.

This year we have:

- Embedded and expanded the First Point of Contact (FPoC) for any referrals into Open Minds (CAMHS) by professionals (except crisis) including extending opening hours to enable more accessibility for school staff and GPs. The FPoC also offers consultation advice and packages of care support, including a range of resources, as well as accurately signposting to the most suitable range of services to meet individual needs. We have expanded the FPoC to enable referrals to be submitted directly from parents and carers and young people where appropriate.
- Strengthened the Open Minds Partnership, which is driving the implementation of Thrive, a new approach to service delivery which is centred on the needs of the child not the service. This collaborative approach is improving waiting times and the experience for children and young people.
- Rolled out the Mental Health in Schools link project which has been successful in developing relationships and building the capacity of school staff to support their student's emotional wellbeing across the majority of schools.
- We have developed an alliance model approach with the Open Minds Service (CAMHS) providers to enable further stability and improvements to be achieved for mental health services in Calderdale.

Theme 3 – Caring for the most vulnerable:

Our aim is that our most vulnerable children and young people will receive effective and timely support.

This year we have:

- Continued to embed a local eating disorder service providing fast and effective support by meeting national access and waiting time standards.
- Expanded our crisis service intensive home based treatment to 7 days a week.
- Introduced an effective ASD neuro-developmental screening and assessment process and ensured that parents and carers can access support from a specialist worker whilst on the ASD waiting list through the FPoC.
- Continued to fund the placement of a specialist mental health worker within the Youth Offending Team, providing support to some of our most

vulnerable young people and staff working with them in addition to extending the offer to provide better links and support within the Special Educational Needs Team.

- Expanded the capacity of the self-harm, 'Which Way Up' group to ensure wider accessibility across Calderdale to support young people.
- Utilised additional Transforming Care Funding to pilot a programme of enhanced short breaks for SEND young people struggling with anxiety.

Theme 4 – Accountability and Transparency: Engagement and Co-production

Our aim is to have achieved agreed approaches to integrated commissioning of mental health services for children and young people ensuring our work involves children and young people in a meaningful way.

This year we have:

- Worked with our young people to hold a second and extremely successful Emotional Health and Wellbeing Celebration event which was solely hosted and facilitated by young people.
- Continued to work with our young people's Tough Times Reference Group in the co-production of a range of services and projects.
- Started to embed the strategic influence of the Integrated Commissioning Executive and build on the strong leadership forum ensuring a joined-up partnership approach to maximise the benefits to children and young people's mental health.
- Jointly commissioned services from our two main Open Minds (CAMHS) providers with a clear focus on partnership working to achieve the implementation of Thrive.

Theme 5 – Developing the workforce:

Our aim is to achieve the development and implementation of a comprehensive Open Minds Partnership workforce development strategy in line with CYP IAPT and reflecting an understanding of the skills and training needs of the wider children and young people's workforce.

This year we have:

- Revised our Emotional Health and Wellbeing Services Guide for Professionals and produced a guide for parents and carers.
- Completed a workforce skills audit for all our Open Minds (CAMHS) staff and we are developing an action plan to address the recommendations.
- Offered a bespoke training package for school staff and students around key emotional health and wellbeing issues.
- Enabled staff from our Open Minds (CAMHS) and wider services to access the evidence based Improving Access to Psychological Therapies training, in turn impacting on the quality of interventions received by children and young people.
- Implemented our Open Minds (CAMHS) workforce skills action plan.
- Expanded our mental health training offer to support parents and carers whose children are experiencing emotional health and wellbeing issues.
- Targeted schools that have not accessed any emotional health and wellbeing training for staff or students and encourage take up.
- Undertaken a workforce skills audit of the wider emotional health and wellbeing workforce in order to develop a clearer understanding of their training and development needs.

Conclusion

Future in Mind tells us that, 'Children and young people's mental health really matters, not only for the individual and their family, but for society as a whole. The evidence tells us that treating different, specific health issues separately will not tackle the overall wellbeing of this generation of children and young people. Their mental and physical health is intertwined, and at the heart of health and wellbeing are their relationships with others. They want an integrated child, youth and family friendly approach that recognises their particular needs, makes them feel supported, emphasises the positives and helps them to cope'.

Our Calderdale LTP vision, ambitions and priorities ensures that our approach to improving children and young people's emotional health and wellbeing embraces and endorses these aspirations. That is why we have continued to develop services and projects which offer improved choice, accessibility and control to children and young people, ensuring a holistic approach to their wellbeing that focusses on early intervention and prevention and upholds the view that there should be a parity of esteem with physical health, 'No Health without Mental health' and that mental health is everyone's business, not just the responsibility of specialist services.

Improving children and young people's mental health continues to be a priority nationally and locally with reducing waiting times and increasing accessibility and control for service users being highest on the agenda. This has become even more of a priority as we deal with the impact of the pandemic on children and young people's mental health.

The Local Transformation Plan was written as a 5 year plan in 2015 and therefore its aims and priorities should be completed and achieved at the end of March 2020. The EHWP taskforce and partners have achieved a great deal in the last 5 years and we are proud of our many successes; however we recognise we still have work remaining to fully achieve the ambitions we set out in our 2015 plan. In addition, we recognise that in this changing landscape there are new priorities which must be achieved alongside those still remaining. In order to continue our progress and to ensure we continue on our improvement journey we are planning the following actions;

- We are combining the EHWP taskforce and the Open Minds Core Group into a wider Open Minds Partnership (OMP) group linking more closely together the multi- agency group with core mental health providers and commissioners.
- We will develop an OMP Emotional Health and Wellbeing Improvement plan which will incorporate:
 - Outstanding work from the Local Transformation Plan
 - Driving forward the implementation of THRIVE
 - Key priorities in the Long-Term Plan
 - Actions relating to the impact of Covid-19 and associated reset and recovery plans.



Introduction

This year we have undertaken a mini refresh of our LTP in recognition that we are moving towards an all age approach to mental health and that our improvement work for children and young people's services will continue through the development of a new plan which is defined by the NHS Long Term Plan priorities for mental health. This Year 6 mini-refresh of our Local Transformation Plan continues to build upon our collaborative approach, ensuring the Future in Mind funding progresses our shared goal to improve outcomes for children and young people in Calderdale. It also links well with Calderdale's Five Year Forward View for Emotional Wellbeing and Mental Health which is designed to support and empower the individual to manage their own emotional wellbeing and mental health. The governance arrangements we have established under the Future in Mind plan including reporting to the Health and Wellbeing Board and other strategic boards provides overall direction for our emotional health and wellbeing work in Calderdale, including the delivery of the Future in Mind agenda, which positions Calderdale well to respond to the key priorities outlined in the NHS Long Term Plan and local emerging needs and opportunities for the future.

The mini refresh celebrates our achievements and progress to date alongside an overview of the engagement work which has been fundamental to our success. Areas where we feel work needs to continue to fully achieve our ambitions will transfer into our new Open Minds Partnership Plan.



Key Progress and Impact

In Calderdale it is acknowledged that emotional health and wellbeing is everybody's business and stakeholders and partners are committed to continuing to work together to improve and transform services for children and young people. The table below outlines details of progress to achieve our ambitions since we began our system wide transformation journey in 2015 and demonstrates progress and impact across all the Future in Mind key themes. It is worth noting that we have piloted a number of initiatives to test out approaches and effectiveness in supporting children and young people's emotional health and wellbeing and where we have not continued to fund projects we have ensured that any learning has been embedded in other areas of delivery.

Details of progress and impact to address the 5 key themes of Future in Mind are outlined below:

Theme 1: Promoting resilience, prevention and early intervention for the mental wellbeing of children and young people

Priority area and details	Progress and impact to date	Achievements in 2019-20 including feedback from service users and stakeholders
<p>Supporting emotional health and wellbeing in the early years: In 2016 an audit of the knowledge, understanding and support available for EHWB in the early years led to the development of a project to support improvements. The aim was to raise awareness of children's emotional health and wellbeing in parents, practitioners and professionals and increased confidence in how to support this. In addition, a partnership with the domestic abuse services ensured a focus on the impact of DA on young children and development of the skills and abilities to address this.</p>	<p>During the period March 2019-March 2020 the EHWB project changed course of direction. Some of the EHWB champions recruited left the project due to their own personal circumstances leaving 9 champions who engaged in network meetings and developed staff teams, and supported training courses written and designed/redesigned specifically to upskill the EHWB in provision. These courses included: Courageous Conversations, Leuven Scales of Involvement and Wellbeing, Enhancing Professional Resilience and Wellbeing and How to be and Effective Key Person.</p> <p>In addition to this, and in response to the positive feedback and outcomes of the domestic abuse training provided by the Staying Safe team and the empathy doll training, providers in areas of deprivation or in provision's who had already received domestic abuse notifications were targeted and funded to attend this training.</p>	<p>Empathy doll training: 23 attendees/ <i>"I now feel confident to introduce the dolls to the setting and can see how these work to support the emotional development of children."</i></p> <p>The Staying Safe team funded training: 20 funded places were offered and 19 attended. This course was not limited to deprivation areas; therefore, we also had providers who receive DA notifications from 26% of attendees. <i>"The training has been a really useful and informative training, challenging our own preconceptions and attitudes."</i></p> <p>The Emotional Health and Wellbeing Audit has continued to be delivered to the sector, however there have been minimal requests for peer support from Champions.</p>
<p>Development and launch of a Primary to Secondary Transition Toolkit: A Calderdale Primary to Secondary School</p>	<p>The Transition Toolkit was created by primary and secondary school pastoral staff. The Toolkit was created in response to feedback from consultation</p>	<p>Recently the Transition Toolkit has been made available on the Open Minds website in the support for school/college section. This is in</p>

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<p>Transition Toolkit has been created to support children, parents and staff through transition. The Toolkit includes a self-assessment for both primary and secondary schools.</p> <p>There are four resource sections within the Toolkit which includes: support for schools, support for students, support for parents and carers and additional support for the more vulnerable students. The Toolkit is hosted on Calderdale's Services for Schools intranet site and can be accessed by all schools and providers within Calderdale.</p>	<p>with children, young people, parents, carers and staff who asked for more support around the transition period. The transition audit self-assessment has been welcomed by schools who have shared feedback on how they have used it and how helpful the resources have been. Good practice has been shared amongst schools, particularly those from school clusters in order to improve the outcomes for children going through transition. Usage and impact of the toolkit will be monitored through feedback from schools via the Health and wellbeing networks, transition meetings and Primary and Secondary Heads meetings.</p>	<p>response to a request that was made by teachers and school support staff.</p> <p>A member of school staff said; <i>"We have found the transition toolkit really useful. The worksheets have been great to help our year 6 children and to prepare them during their transition to secondary school. We have also found the worksheets useful when children have moved classes at the end of the school year. The toolkit has been great to access information about other agencies and has helped us to signpost parents and carers e.g. bus information, online counselling."</i></p>
<p>Small grants to primary schools to support sustainable transition projects:</p> <p>We awarded grants to the majority of our primary school clusters for our 'Supporting student EHWB in transition' this accounts for a total of 64 Primary schools linking with their feeder secondary schools who were funded to undertake projects which support improving student EHWB in the Summer term 2017 and 2018 with an emphasis on sustaining and embedding this work into future years.</p>	<p>A total of 64 primary schools and their feeder secondary schools benefitted from these projects. The school clusters used the funding to deliver a range of training and activities, developing resources which enable the work to be sustained including:</p> <ul style="list-style-type: none"> • EHWB/transition training for pastoral staff- sustained by creating transition champions • Developing more effective recording systems for vulnerable students • Hosting an EHWB conference for all cluster staff - to be continued in future years • Training and involvement of Year 7 students as transition ambassadors - to be continued in future years • Delivery of bespoke transition workshops for parents/carers delivered by Open Minds (CAHMS). 	<p>A maintained commitment from our primary schools has continued to ensure the EHWB support is given to students through the transition period.</p> <p>School monitoring reported;</p> <ul style="list-style-type: none"> • Increased level of staff skills and knowledge of approaches and resources • Increased staff confidence, positive evaluations of pastoral support in Ofsted reports • Increased involvement with vulnerable pupils • The extended dialogue between primary and secondary colleagues is securing an increased understanding of the recording systems better to identify pupils and meet their needs.
<p>Small grants to secondary schools to develop</p>	<p>Over 200 young people from various age ranges</p>	<p>Many schools have continued to embed their</p>

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<p>sustainable peer support programmes: In 2015-17 we funded 10 secondary schools to enable them to develop peer-support programmes. Schools used a variety of different in house and external providers to implement the schemes according to their different needs. Many of the schools have reported that they are continuing the schemes in some form beyond the life of the funding, although staff capacity to support and coordinate the work can be a barrier to sustainability.</p>	<p>have been trained as peer mentors since the grants were awarded in 2016 across 10 secondary schools. Schools who have implemented their mentee schemes are reporting successes such as 11 students per week accessing mentor led drop ins and other feedback includes:</p> <ul style="list-style-type: none"> • Improved attitude to learning • Improved staff confidence in dealing with mental health issues and talking to parents about concerns • Students increased in confidence • Improved student resilience • Students learned skills and techniques to relieve exam pressure. 	<p>peer support programme, valuing having peer mentors within their schools.</p> <p>A mentor said; <i>“Training to be a peer mentor is the best part of the year I’ve had at school. I feel less lonely and have made friends with people I’d never have thought to have spoken with before – I feel I’m giving something back.”</i></p> <p>A mentee said; <i>“I loved speaking to my mentor; it was good to speak about things I know she went through when she was in year 7.”</i></p>
<p>Development of an online toolkit of resources to support school staff: School staff are now able to access a range of emotional health and wellbeing tools and resources both national and local in one place on the Services for Schools website.</p>	<p>An Emotional Health and Wellbeing Services for Schools page was created and is located on the schools’ intranet. This is available to all schools across Calderdale and has links to a number of lesson plans and useful websites e.g. MindEd. It also has links to our emotional health and wellbeing website Open Minds, and the local training offer that gives all Calderdale schools access to free workshops for staff and students.</p>	<p>Continuous updates and current resources have been added to both the Services for Schools website and Open Minds website. This has been widely promoted across all primary, secondary schools, and the college.</p> <p>A member of staff said; <i>“I will use the recommended resources in my role in school. It is really easy to use and great to have a variety of resources all in one place.”</i></p>
<p>‘Understanding Children and Young People’s Emotional health and wellbeing’ is a training package for all staff and students in primary and secondary schools: The joint offer between Open Minds (CAMHS) and Healthy Minds gives all Calderdale schools access to free workshops for staff and students. Based on the Thrive approach, which brings together services to address children and young people’s overall wellbeing, workshops can be tailored to suit schools. Ideally schools would receive training for</p>	<p>Open Minds (CAMHS) and Healthy Minds have delivered bespoke training to schools since 2015; this new approach supports schools to adopt a whole school approach. Since the launch of the package in Spring 2018, many schools have received a bespoke package for staff and or students on:</p> <ul style="list-style-type: none"> • Introduction to Child Mental Health • Anxiety in children and young people • Depression and low mood in children and young people 	<p>This year the EHWB training package has continued to be promoted widely to all primary and secondary schools. Open Minds (CAMHS) has delivered 17 training sessions to 272 staff members from primary and secondary schools across Calderdale. Healthy Minds have delivered 135 training sessions to 3506 students.</p> <p>A staff member said; <i>“Really opened my eyes to how young people may</i></p>

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<p>staff and students together, to achieve maximum impact.</p>	<ul style="list-style-type: none"> • Self-harm • Body image • Self esteem • Understanding mental health. 	<p><i>feel in certain situations, plus offered solutions to help them.”</i></p>
<p>Embedding of Secondary and Primary Health and Wellbeing Networks: These meetings are minimum termly and enable school health and wellbeing leads to come together to network, share information and good practice with their colleagues, commissioners and public health.</p>	<p>The schools Health and Wellbeing Networks are a successful forum for school leads to share information and good practice. The Network also provides a forum for commissioners to consult and gather feedback on projects and services as well as to ensure schools are kept up to date with new developments. The Networks also provide an opportunity for commissioners to understand how schools are meeting the health and wellbeing needs of students and ensure that provision is coordinated.</p>	<p>The schools Health and Wellbeing Network continues to be a successful forum for both primary and secondary health and wellbeing leads. This past year there has been an increase of primary school leads engaging in the meetings and overall commitment across schools. In total we have hosted 8 health and wellbeing networks across the year.</p> <p>A member of staff said; <i>“I think the meetings are vital to build good links with other schools, share good practice and find out what is going on in Calderdale. A wide range of resources are discussed in detail and shared that will help our students.”</i></p>
<p>Embedding Time Out (Find Your Thing): Time Out offer activities and workshops that help young people build resilience and capacity to self-manage; they also offer a network open to all providers for young people in Calderdale. Time Out also allows children and young people to access activities and training workshops whilst they are waiting for an Open Minds (CAMHS) appointment or in addition to their appointments. This grant has been extended to end March 2022 to ensure the project is embedded within early intervention for mental health in Calderdale and the age range extended to children age 10 to 19 years. The organisation has also received a small Children in Need grant to extend the age range to a small cohort of children aged 5 and over.</p>	<p>The total number of young people who have attended Time Out and partner activity sessions to date is estimated at around 18,482. 9,638 students have attended training workshops in schools through focused delivery of awareness raising sessions in the classroom and assemblies. Time Out encourages young volunteers to help steer and co-produce the training materials and activity workshops and have recruited 161 volunteers who they have trained and who meet on a regular basis. Children and young people’s involvement has been at the core of developing Time Out, this includes naming the service, helping shape the development of the project and being part of the interview process for two project workers. Time Out have worked closely with</p>	<p>Time Out’s network providers list is extensive and now comprises over 150 organisations all of them receiving information and being kept informed about issues and opportunities relating to children and young people in Calderdale. 3,506 students have benefitted from mental health training in their school as part of the Time Out training offer.</p> <p>During the year Time Out held 96 activity sessions attended by 775 children and young people. One of the sessions being a new cartooning short course held at the Orangebox in Halifax which was co-produced with one of their artist volunteers. They have successfully</p>

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	<p>partners ensuring that there is a solid, dynamic network of services working together offering an increased choice of activities to support the emotional health and wellbeing of children and young people. Time Out offers educational workshops on issue-based subjects such as wellbeing, anxiety and mental health. It has a clear identity and has put a great emphasis on their publicity and promotion of the project. They have an easily accessible website that can be found at www.timeoutcalderdale.co.uk</p>	<p>recruited 61 further young volunteers who in total have volunteered 653 approximately hours across the year. Each volunteer has received training.</p> <p>The team has put an emphasis on developing their website www.timeoutcalderdale.co.uk which received 3,755 unique visitors in total over the year.</p>
<p>Which Way Up – self harm group: A 12-week rolling programme has been developed and is being delivered by Calderdale’s Young People’s service to young people aged between 13-19 who are at risk of, or self-harm. The 12-week programme covers a range of useful strategies and techniques in a supportive and safe environment. The programme is publicised to a range of services that support young people with a clear referral pathway. Distract-A-Pack (self-care pack) has been created to be distributed to young people who were at risk of, or were, self-harming.</p>	<p>Since 2018 a total of 10, 12-week programmes to a total of 69 young people aged between 13-19 years have been delivered. Each 12-week programme was successful with the majority of groups having 100% of young people completing the course. There has been positive feedback as part of the evaluation process which shows the impact this programme has had on the young people involved. Services such as Family Intervention Team, Family Support Service, Young Peoples Service, Youth Offending Team and Care Services all referred young people on to the groups. The programme includes educational workshops, physical activities and creative art-based sessions followed by an end of course celebratory meal and certificate.</p> <p>In addition to this programme, another group of young people involved in peer support created and launched a self-care pack called Distract-A-Pack. These packs have been designed to reduce the risk of self-harm and provide young people with alternative ways of coping. Each pack contains a range of distraction tools for example: slap wrist bands, stress ball, colouring pads, anti-septic</p>	<p>This year 4, 12-week programmes have been offered to 20 young people across three areas of Calderdale, Central Halifax, Ovenden and Todmorden. Young people reported that the group work has helped them to cope better with their feelings, that they have enjoyed meeting new young people that have similar experiences to themselves, they have enjoyed talking about mental health and self-harm and have learnt how to cope better with their feelings using the strategies provided to them. Staff clinical supervision has been arranged between the youth workers and an Open Minds (CAMHS) practitioner due to the complexity of some young people attending the group.</p> <p>A young person said; <i>“The Which Way Up group has made me feel more of a valued person; It’s made me feel there is other people out there with the same sorts of feelings and that I’m not alone. I would recommend a friend to the group because it is a good support and a safe space; also, the staff are very welcoming.”</i></p>

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	<p>wipes as well as a list of phone numbers/helplines. A total of 1000 packs were made up with the majority having been distributed alongside a presentation to professionals.</p>	<p>A member of staff said; <i>"This programme is a lovely idea to help young people who are struggling. It's a fantastic tool for young people; the self-care pack is a fantastic idea for distraction."</i></p> <p>A parent said; <i>"I can tell it's made my daughter calmer and more confident, because I feel better."</i></p>
<p>Self-harm training: Healthy Minds were awarded funding in 2016/17 to deliver a range of self-harm training packages in schools to students, raising awareness about self-harm and the support available. This training package has now been incorporated within the delivery of the Time Out project to support long term sustainability. The training was developed to raise awareness about self-harm and mental health in a controlled way and to reduce stigma.</p>	<p>All the training packages were co-produced with a Healthy Minds young volunteer. Extensive co-production took place involving several meetings with a group of volunteers with experience of self-harm, to ensure that sessions were safe, age appropriate and engaging. Training sessions take place in both primary and secondary schools. In total 136 sessions were delivered to 4,498 participants this included:</p> <ul style="list-style-type: none"> • 123 school sessions (47 primary schools and 76 secondary) with 3,835 participants • In addition to this training 13 community sessions took place involving 140 participants showed a 97% increased knowledge of self-harm and mental health. 	<p>The self-harm training package continues to be co-produced with a Healthy Minds young volunteer and is delivered as part of the Time Out training offer.</p> <p>Attendees said; <i>"I learned how to tell someone if you feel like self-harming."</i> <i>"I learned that people don't self-harm for attention... EVER."</i> <i>"I learned that it is possible to come back from self-harm and liked that we could discuss a serious matter in a safe environment."</i></p>
<p>The provision of an online counselling service for children and young people aged 10-25 years: XenZone has been awarded funding from June 2016 to deliver Kooth as part of Open Minds: free online counselling support to young people age 10-25 years who live in Calderdale. The service is free at the point of need and available through a smart phone, tablet or computer. Kooth offers free, safe, confidential and non-stigmatised advice and support on-line.</p>	<p>Kooth has been extensively publicised across Calderdale schools, youth groups and partner organisations. The team of accredited counsellors, therapists and support workers provide guided and outcome-focused support for everyone. Since launching the service in Calderdale in June 2017; we are aware from positive feedback from young people that Kooth is having a positive impact on Calderdale's young people having lived experience.</p>	<p>The Kooth offer, part of Open Minds, continues to be a success in Calderdale with 12,147 logins received this year. The number of new registrations is 968; 709 female, 40 gender fluid/agender and 219 male. 151 new referrals received are identified as BME (16%). On average, 75% of contacts were made out of hours and an average of 83% of these were returning logins. Most young people engaging with the service consistently found out about Kooth from</p>

Theme 1: Promoting resilience, prevention and early intervention for the mental wellbeing of children and young people

Priority area and details	Progress and impact to date	Achievements in 2019-20 including feedback from service users and stakeholders
<p>Staffed are fully trained and qualified counsellors and available from 12pm until 10pm, 365 days per year. Kooth.com provides a much needed out of hours service for advice and support and offers greater choice and control to young people.</p>		<p>school, followed by their GP, friends and, more recently, Open Minds (CAMHS). 96% of young people said they would recommend the service to a friend. The majority of the referrals received are between the age of 11 and 18 years.</p> <p>A young person said; <i>“A place like Kooth really helps you get your feelings and worries off your chest. It really helped me!!”</i></p> <p>A parent said; <i>“My child who has been really struggling lately has been using Kooth which has really helped her. I have recommended Kooth to other parents who I know and encouraged them to share Kooth with their children in the hope it helps them like it has my daughter.”</i></p>
<p>Development and implementation of an emotional health and wellbeing website for children and young people and those who support them:</p> <p>The Open Minds website offers online access to relevant, clear information about services and support, both locally and nationally around emotional health and wellbeing.</p> <p>The website helps young people build resilience and capacity to self-manage and provides information advice and signposting for young people and those who support them.</p>	<p>After extensive consultation with children, young people, parents, carers, schools and professionals Calderdale’s emotional health and wellbeing website Open Minds has been launched. Open Minds has been predominantly shaped and steered by the young person’s Tough Times Reference Group.</p> <p>The promotion of Open Minds has taken place with posters and business cards being distributed amongst schools, GP practices, youth centres, children’s centres and a range of other services that support children and young people. Positive feedback has been received about how helpful and supportive the website has been. To visit the website please go to www.openmindscalderdale.org.uk</p>	<p>Engagement on the development and shaping of the Open Minds website continues to be supported by young people, parents/carers and professionals. During April 2019-March 2020 the total number of page views was 29,991 of which were 11,345 first time users.</p> <p>A young person said; <i>“I feel it is great that all the information is in one place, my hope is that it keeps being updated and not like some websites left with out of date and wrong information on.”</i></p> <p>A member of school staff said; <i>“I have been following your website progress and think it’s fantastic what you are doing for our young people, I will pass it through our assistant head for</i></p>

Theme 1: Promoting resilience, prevention and early intervention for the mental wellbeing of children and young people

Priority area and details	Progress and impact to date	Achievements in 2019-20 including feedback from service users and stakeholders
<p>Improving support and resources for parents of children and young people with emotional health and wellbeing issues: An EHWB parents and carer outreach project 2015-2017 in primary schools, provided support, guidance and signposting information to parents, while also delivering training and capacity building support to school-based staff who support parents with mental health issues.</p>	<p>The EHWB outreach project supported around 70 parents directly but the most sustainable impact was gained through the training of 120 school staff that could then provide advice and support to parents' longer term. The learning from this project has been embedded in to the work of the Open Minds (CAHMS) Schools Link Project and the First Point of Contact. 92% of parents supported felt they were clearer about how to access support for themselves and their family. 84% of parents felt their emotional health had improved as a result of the support received by the service.</p>	<p><i>safety and wellbeing/ safeguarding if that's ok. In the hope that we can promote it to our students too to support and guide them. Well done 😊</i></p> <p>Through the Open Minds (CAMHS) Schools Link Worker, school staff have been able to provide ongoing support, guidance, signposting and training to parents and carers to enable them to support their own and child's emotional health and wellbeing.</p> <p>A parent said; <i>"I have been able to be more open with my family as I am now receiving support for my own difficulties, which I hadn't felt able to do before." "I feel he [son] will grow up better able to express his emotions as I am better equipped to model and teach those behaviours."</i></p>
<p>A telephone helpline was piloted for 12 months to offer support, advice and signposting to parents and carers around their child's wellbeing.</p>	<p>The telephone helpline received an average of 25 calls per month. The principle areas of support requested are advice around:</p> <ul style="list-style-type: none"> • Behaviour issues / anxiety 51% • Bereavement / loss 24% • Divorce / family issues 19% • Domestic violence 6%. • The learning from this has informed the expansion of the FPoC which now receives referrals directly from parents and young people. 	<p>The learning from this pilot continues to be embedded into the FPoC delivery.</p> <p>A parent said; <i>"That they felt more able to cope with their child's emotional issues."</i></p>
<p>The Parenting for Healthy Emotional Wellbeing (PHEW) course was piloted for parents and carers of children with SEND who are also experiencing mental health issues.</p>	<p>The course is now embedded in ongoing delivery as part of the support offered to parents of children with SEND who are experiencing mental health issues.</p>	<p>The PHEW course continues to be embedded in ongoing delivery as part of the support offered to parents of children with SEND who are experiencing mental health issues.</p> <p>A parent said; <i>"I feel more able to recognise my child's emotional</i></p>

Theme 1: Promoting resilience, prevention and early intervention for the mental wellbeing of children and young people

Priority area and details	Progress and impact to date	Achievements in 2019-20 including feedback from service users and stakeholders
<p>Five schools received funding to develop sustainable projects to support parents and carers to better support the emotional health and wellbeing of their children.</p>	<p>Schools used a variety of different in house and external providers to implement the schemes according to their different needs and project ranged from the delivery of specialist workshops focusing on areas such as self-harm and depression to general wide reaching open days providing a range of information about mental health. Many projects built in sustainability by ensuring that school staff were involved in a train the trainer approach and many of the aims of the original projects have been embedded within the schools' own support for parents. Overall, we know that the projects reached over 1,000 parents during the grant monitoring period.</p>	<p><i>wellbeing issues and know when and how to seek professional support."</i></p> <p>This project has been embedded into the schools, supporting parents and carers to better support their children's emotional health and wellbeing.</p> <p>A Year 10 parent said; <i>"Just wanted to feed back that the workshop was fabulous, can we please have some further sessions."</i></p>
<p>Development of resources and information to provide support, advice and signposting to parents and carers.</p>	<p>We have extended our emotional health and wellbeing website Open Minds to include a useful section for parents and carers in response to feedback from the survey we undertook. We have developed an emotional health and wellbeing resources guide specifically for parents and carers. This is available online and as a printed copy and will be distributed across Calderdale through services and networks. Our young people's group Tough Times Reference Group developed a resource to support young people to start conversations about how they feel with their parents and to help parents understand. The 10 Top Tips from teenagers has been well received and utilised by young people and their parents.</p>	<p>The offer to parents/carers continues to grow providers/services are improving their communication with parents and carers and increasing opportunities for meaningful engagement ensuring that they are advising and signposting parents and carers to helpful resources such as the EHWB service guides and Open Minds website.</p> <p>A parent said; <i>"I was looking for support for both my daughter, who was in crisis, and myself as a parent on how best to support her. The website was easy to find through a simple Google search. The way the website was laid out made it easy to navigate and find the information I was looking for. The website is really comprehensive and should be the first place that any child, young person or parent should turn to when looking for support on a</i></p>

Theme 1: Promoting resilience, prevention and early intervention for the mental wellbeing of children and young people

Priority area and details	Progress and impact to date	Achievements in 2019-20 including feedback from service users and stakeholders
<p>Transition Support Project (TSP): The Calderdale Transition Support Project (TSP) is a free service which provides support to students, parents, and staff in years 5 & 6 around the emotional impact of transition to high school.</p>	<p>The TSP is delivered by a partnership of third sector agencies including Healthy Minds, Barnardo's, Noah's Ark Centre, and Northpoint.</p> <p>Barnardo's offer 1:1 and group sessions targeted to focus on improving emotional health and well-being. Parental and family support is also offered so that the needs of LGBTQ young people are met. The Noah's Ark Centre offer Therapeutic Intervention in Primary Schools (THIPS) to children in years 5 and 6 will take place in their school. The service is for children who could benefit from space and time with a counsellor, to process difficult thoughts and emotions, in preparation for and in support of their transition to high school.</p> <p>Healthy Minds (Time Out) supports children and young people to 'feel good and stay well.' The project gives all children and young people access to a range of activities such as arts and crafts, sports, singing and drama. Time Out also offer mental health awareness workshops for Years 5 & 6 which teach children that we all have mental health, and that it fluctuates like our physical health.</p> <p>Northpoint has employed an experienced mental health professional to provide support to staff in schools. Through the provision of strategies, case discussion, training, advice, and guidance the practitioner will help to upskill the school workforce and equip staff to support the wellbeing of students in years 5 & 6.</p>	<p><i>multitude of issues."</i></p> <p>The focus of the period between October 2019 – December 2019 was on staff recruitment and promotion of the service.</p> <p>Between Jan-Mar 2020, Barnardo's carried out 21 bespoke 1:1 sessions with children and 3 family sessions.</p> <p>15 separate primary schools made new referrals to THIPS (34 children). Each school has referred between 1 & 3 children to be seen by a counsellor at a time.</p> <p>Healthy Minds received a high demand for schools workshops; several of which had not worked with them before.</p> <p>Northpoint successfully provided services to 16 new schools, whilst maintaining contact and service provision to the original schools.</p> <p>Alongside providing change, anxiety and SATs support to 191 children and young people, they provided training to over 100 teaching and non-teaching staff and over 100 parents/carers of year 5/6 children in Calderdale.</p> <p>A parent said; <i>"Z Is definitely happier and more confident since doing this work with yourself we really appreciate your help and support."</i></p> <p>A young person said; <i>"The most helpful thing was the strategies because it will help me to keep calm."</i></p>

Theme 2: Improving access to effective support – a system without tiers

Priority area and details	Progress and impact to date	Achievements in 2019-20 including feedback from service users and stakeholders
<p>Embedding of the Thrive model (a system without tiers): The Thrive partnership group has rebranded as the Open Minds Partnership (OMP) and will promote this through all communications. A communication plan is being developed. A collaborative approach is in place between both Open Minds (CAHMS) and commissioners. The group is working towards achieving a number of key priorities which have been brought together in an action plan.</p>	<p>Providers of core mental health services (Open Minds), emotional wellbeing services, Commissioners and wider partners continue to work closely together through the Open Minds Partnership to embed the Thrive framework in Calderdale. Open Minds providers meet regularly with other providers to develop and embed collaborative working relationships that deliver a system approach and single offer for children and young people. Open Minds provided an update on progress, learning and next steps to the Calderdale Children and Young People’s Scrutiny Board in June 2020. This included an update on the response from Open Minds to the COVID-19 Pandemic.</p>	<p>The wider Open Minds Partnership is developing an action plan to implement Thrive across Calderdale from 2020 onwards. As part of this, The Open Minds Core Group drives forward the implementation of Thrive with core mental health providers across Calderdale. This includes implementation of a workforce action plan to address the recommendations of a skills audit carried out within Open Minds carried out by an independent external consultant. The OM Core Group scrutinises demand and performance. This is in addition to monitoring through existing contract management processes. Open Minds also has subgroups to review demand and capacity within the core mental health services, monitor demand and respond to the needs of children and young people with autism spectrum disorder, ADHD and other neurodevelopmental needs. The Anna Freud Centre <i>Mental Health Services and Schools Cascade Training</i> was also delivered 2020. Funded by the Department for Education, this innovative programme has brought together over 50 professionals from schools and colleges, mental health providers and other key stakeholders across Calderdale. It supports closer working by all those providing mental health and wellbeing support to children and young people as part of ‘Thrive’ and the Open Minds Partnership.</p>
<p>Introducing and embedding Open Minds (CAMHS) First Point of Contact: The First Point of Contact is the single point of</p>	<p>Northpoint continue to promote the FPoC and further develop relationships with key partners across the Calderdale children and family</p>	<p>Extended FPoC opening hours has received good feedback from professionals who have accessed this facility. Evening availability has</p>

Theme 2: Improving access to effective support – a system without tiers

Priority area and details	Progress and impact to date	Achievements in 2019-20 including feedback from service users and stakeholders
<p>access for all CAMHS referrals in Calderdale. All referrals into CAMHS now come through this central point (other than those that present directly at A & E). The service operates Monday to Friday from 9.00am to 4.30pm. The service is normally staffed by at least 2 mental health practitioners with support from the specialist CAMHS Duty staff.</p>	<p>workforce as part of the work towards Thrive implementation. The service has placed a particular emphasis on strengthening links with schools and GPs in order to clarify referral pathways (these groups are the main referrers into FPoC). The service receives a high volume of calls averaging around 244 per month with calls from parents and carers accounting for 48% of this number.</p>	<p>also helped with the triage process as this enables contact with families and young people after school/working hours. Between Apr 2019-Mar 2020 the service received a total of 2059 referrals (21% increase on last year). The average time to reach a referral outcome is 4.58 days (down from 4.8 last year).</p> <p>A mother with a 7-year-old child said; <i>“Once I had been referred to the FPoC I experienced a swift response and began to feel more confident. Things moved quickly for me and my child is now on a specialist waiting list.”</i></p>
<p>Improving Children and Young People’s waiting times for Open Minds (CAMHS): Providers and Commissioners continue to prioritise reducing waiting times and are working collaboratively to continue to reduce these.</p>	<p>The waiting times initiative work has now been embedded within the core delivery of the FPoC and Open Minds (CAMHS). These include briefer ‘Getting Advice’ sessions in which a number of young people have been supported in this way. The biggest impact has been on the focus of ‘single session’ assessments which equip young people and families with the skills, strategies, resources and confidence to manage their presenting issues without additional interventions.</p>	<p>A young person said; <i>“The practitioner encouraged me to keep trying and was very re-assuring and not pushy. Before I couldn’t recognise my emotions and now I understand. It wasn’t as scary as I thought.”</i></p> <p>A parent said; <i>“Giving my child new techniques and strategies to deal with emotions / bullying. Practitioner was very warm and understanding which has helped my child to relax and be able to confide with her, due to recent experiences my child has struggled to confide in adults.”</i></p>
<p>Mental Health in Schools Link Project: Open Minds (CAMHS) was awarded funding in 2017 to employ a Schools Link Practitioner to work with a cluster of schools in Calderdale. The project offers specialist training to schools providing a range of tools, information, resources, advice and support on emotional health and wellbeing issues. Schools are offered advice around OMP referral</p>	<p>The Open Minds (CAMHS) Mental Health Schools Link Practitioner has worked closely with schools in 4 clusters: Elland and Sowerby Bridge Cluster, East Calderdale and Hebden/Todmorden cluster a total of 66 schools, with the intention to extend into North Halifax cluster next. The impact of this post has seen an:</p> <ul style="list-style-type: none"> • Improvement of knowledge and awareness of 	<p>This year work has taken place with 18 schools in the cluster. Discussions with school staff have focused on the needs of at least 130 CYP, 42 of these young people have been observed in school which led onto advice and support to the staff. 1 nurture/wellbeing group has been established in schools with a number of staff now trained to deliver. There have been 26</p>

Theme 2: Improving access to effective support – a system without tiers

Priority area and details	Progress and impact to date	Achievements in 2019-20 including feedback from service users and stakeholders
<p>routes, capacity constraints and thresholds and also signposting advice when Open Minds (CAMHS) intervention may not be required or be inappropriate.</p>	<p>mental health issues affecting children and young people; leading to swifter identification</p> <ul style="list-style-type: none"> • An increased understanding of referral routes, capacity constraints and thresholds • An increased confidence in the use of Open Minds (CAMHS) and other specialist services • An increased capacity and capability for preventative measures within school • An improved working practice within Open Minds (CAMHS) tailored to school referrers. 	<p>referrals into Open Minds (CAMHS) supported after discussion with school staff 86 staff have been trained on supporting CYP with stress/worry, anxiety and bereavement issues. In addition the project has continued to support 10 schools from Calderdale out of cluster area, 150 parents attended anxiety workshops, and other sectors have been supported through professional development such as parenting advice for staff at Lloyds banking groups wellbeing policy.</p> <p>School staff said; <i>“I can now recognise anxious behaviour and I have strategies and techniques to help students.”</i> <i>“I’m now much clearer about how and when to refer to CAMHS.”</i></p>
<p>Enhancing Perinatal Mental Health Support in line with national guidance: The perinatal mental health service was launched on Friday 1 September 2017. Following the release of the Long Term Plan and its ambitions to increase access targets to include specialist Perinatal MH services offer intervention to 10% of the birth population by 22/23 (broken down into 7.1% 20/21 8.6% 21/22 and 10% by 22/23); improved assessment of Dads mental health, improved access to a wide range of NICE Guidelines recommended Talking therapies in the perinatal period and moving to offering a service to see women up until babies are 2 years old the service submitted a bid to increase key staffing professions to begin to meet these ambitions.</p>	<p>The service is fully staffed and receiving ever increasing referrals. Women can be referred directly by any professional or self-refer. Clear perinatal guidance has been implemented for primary care across the pathway. The service is now able to offer a full group programme delivered by therapists, nursery nurses and peer support workers. A Calderdale PNMH network is now well established and has bimonthly meetings which are well attended by a broad range of professionals involved directly and indirectly with caring for those with PNMH problems at all levels of severity. The team works in partnership with Perinatal Health Visiting and Midwifery leads to provide Multiagency Perinatal Awareness Training which is available to anyone working with families in the perinatal</p>	<p>Enhancing Perinatal Mental Health Support in line with national guidance continues. The PNMH now has a service user representative committed to attending the network meeting which is a valuable asset.</p> <p>Mothers have said; <i>“Don’t know what I’d have done without this service They’ve been amazing. Best care I’ve ever received in mental health. I’ve been difficult and they’ve been understanding. I’ve ignored their phone calls so they turn up at my house. I had a bad experience with being over medicated in the past so when I wanted to go meds free they just supported me and didn’t try to force anything on me. They’ve just been fantastic I couldn’t ask for</i></p>

Theme 2: Improving access to effective support – a system without tiers

Priority area and details	Progress and impact to date	Achievements in 2019-20 including feedback from service users and stakeholders
	<p>period. The team also provided a range of training to GP's Obstetric Colleagues and other secondary Care Mental health Staff.</p>	<p><i>better care, they've been really on the ball and really patient, I'm really sad to have to move to another team."</i></p> <p><i>"The nurse I saw is always amazing and extremely friendly. She dealt with the whole situation perfectly and looked after my baby so well."</i></p> <p><i>"Having had dipped in out of M.H in the past, I can't believe how quickly I got what I needed without waiting really. What's been needed for years to ensure others don't struggle like my mum."</i></p>

Theme 3: Caring for the most vulnerable

Priority area and details	Progress and impact to date	Achievements in 2019-20 including feedback from service users and stakeholders
<p>Providing improved support for children and young people who do not attend their mental health appointments:</p> <p>A research project was funded to explore why some children and young people do not attend their Open Minds (CAMHS) appointments and to seek solutions to this. An action plan was developed to address the recommendations in the report. Alongside this our Tough Times Reference Group undertook a survey with their peers around the same area; their report highlighted many of the same issues raised by young people around choice and accessibility.</p>	<ul style="list-style-type: none"> • An on-line counselling service has been commissioned for young people and young adults aged 10-25. • Implementation of a therapeutic service delivered by Noah's Ark Centre, directly in schools, began in September 2018. • Providers have introduced a text message reminder service. • Open Minds (SWYPFT CAMHS) have appointed a support worker whose role covers service user participation. <p>Open Minds (CAMHS) staff are using electronic software and hardware to enable the electronic transfer of data from referral to case management systems and to support clinicians to access resources and Apps in sessions that can then be used in- between sessions by the children and young people.</p>	<p>Continued support is offered to children and young people who do not attend their mental health appointments. Noah's Ark Centre directly deliver therapeutic interventions in schools (THISS) to support and improve the EHWP of students with mild to moderate mental health difficulties. Open Minds (CAMHS) introduced a text messaging reminder service and hold sessions in more convenient places to CYP in response from ongoing engagement.</p> <p>A young person said;</p> <p><i>"It's important to hold the appointment at a place where the young person feels safe, comfortable and doesn't have to explain to someone why they're there."</i></p> <p><i>"I'm forgetful; a text or WhatsApp reminder is useful to me."</i></p>

Theme 3: Caring for the most vulnerable

Priority area and details

Placement of an Open Minds (CAHMS) practitioner within the Youth Offending Team and SEN Team:

The main aim of the service is to support the YOT/SEN teams by offering consultation, support, advice and training around children's mental health/emotional wellbeing to staff.

The service also seeks to develop/strengthen links between Open Minds (CAMHS), YOT and SEN to help ensure the emotional health needs of young people are identified and met.

Where appropriate, direct clinical work has also been provided to young people within the YOT/SEN service, often alongside YOT/SEN professionals.

Improving waiting times and support for children and their families who are on the ASD pathway:

The multi-agency ASD steering group, Health and Wellbeing Board, the CCG and the Local Authority and our providers all recognise that reducing and maintaining waiting times and support for families who are waiting for an ASD assessment is a high priority. Work continues to be undertaken at a strategic and operational level to improve the experience for families whose children are referred onto the ASD assessment pathway.

Progress and impact to date

Total figures November 2018 to March 2020:

- Total number of YP offered one to one work=50
- Total number of parents/carers supported=34
- Total number of CAMHS consultations offered=44
- Total number of complex case clinics=3
- Total number of cases discussed in HAP=110
- Total number of cases discussed in RSW=113
- Total number of staff supported (not including training) =262
- Total number of training sessions delivered=5
- Total number of staff attending training=25.

In January 2019, system leaders, young people, parent carers, community representatives and elected members attended Calderdale's first Children and Young People's Autism Spectrum Disorder (ASD) summit. Here they pledged to transform the experiences and outcomes of children and young people and take positive action on Autism.

A second summit was held in February 2020, at which Calderdale Young People with Autism Spectrum Disorder (ASD) designed and led a marketplace event and stakeholder summit 'Find your Brave', at North Bridge Leisure Centre.

Achievements in 2019-20 including feedback from service users and stakeholders

The current practitioner came into post in November 2018. The focus is to provide consultation, guidance and training to professionals who support complex and vulnerable young people with mental health difficulties. She also offers a limited amount of direct clinical work to cases where CAMHS input would not be appropriate (or where there would be a low chance of successful engagement due to the level of complexity and multiple needs).

A social worker said;

"I found the YJS/SEN CAMHS Worker helpful in X case as it was initially unclear if CAMHS was going to accept the referral or not. So when the worker became involved the process became simpler and she arranged a consultation quickly and took the lead on creating a formulation re the young person to support now and in the future. She kept me updated throughout without me needing to chase this up which was also appreciated."

Following feedback at the January 2019 summit, referrals related to potential autism and Attention Deficit Hyperactivity Disorder (ADHD) are now assessed as part of the neurodevelopmental service for school-aged children, fully integrated within the Open Minds First Point of Contact (FPoC). Referrals are screened to ensure children and young people are referred onwards and provided with signposting and support from the most appropriate services within the wider Open Minds Partnership, in line with Thrive. This new process gives parents/carers the opportunity

Theme 3: Caring for the most vulnerable

Priority area and details	Progress and impact to date	Achievements in 2019-20 including feedback from service users and stakeholders
	<p>Partner staff, summit attendees and young people also attended Training 2 Care's Autism Experience.</p> <p>The Find Your Brave summit provided renewed focus, energy and commitment by partners to identify how we can all continue the journey together in transforming the way we think, organise and operate ASD services for the Children and Young People of Calderdale. This will be progressed by the Calderdale ASD Steering Group.</p> <p>The multi-agency Steering Group of stakeholders focusing on ASD in Calderdale, which includes parent carers, has reviewed the feedback from the two summits, and partner progress to date.</p> <p>Learning during the COVID-19 Pandemic has also been applied to identify actions which are being implemented during 2020 and beyond as part of a new action plan. The aim is to ensure children and young people and their families have early support regardless of diagnosis, and embed a system approach to meeting the needs of children and young people with neurodevelopmental needs, including ASD, informed by the views of our children and young people, and parent carers.</p>	<p>to give their views and contribute to the decision-making process.</p> <p>Families can experience a number of difficulties while waiting for an autism assessment. The therapeutic practitioner is a much-valued form of support and advice for parents/carers of young people, and also helps young people on the waiting list access provide direct interventions from Open Minds.</p> <p>Implementation of the Thrive framework means there is a much more joined-up needs-based approach being taken by Open Minds providers to support children, young people and their families. This contrasts with the historical separation of services, and now means that families accessing one part of Open Minds (e.g. autism assessment) can still access support from another part of the wider Open Minds Partnership e.g. peer support, more specialist intervention for anxiety.</p>
<p>Introduce and embed a specialist Eating Disorder service:</p> <p>The Calderdale Eating Disorder service is a specialist clinical team based at Laura Mitchell Health Centre in Halifax established in line with national requirements. It provides assessment and treatment for children and young people experiencing or at risk of experiencing an eating disorder in the form of Anorexia nervosa, Bulimia Nervosa, Binge eating disorder and other atypical</p>	<p>The team have continued to develop their skill and resources within the Eating disorders pathway. Good relationships are present across the SWYPFT pathway which enables shared learning and development of the teams. The team continues to develop relationships across the region and with adult services to strengthen the pathway and ensure evidenced based best practice is implemented.</p> <p>The access standard for waiting times is being met</p>	<p>The Eating disorder team is reviewing their pathways in conjunction with Wakefield to ensure YP and families continue to be given a high-quality service. The team is innovative and motivated to providing high standards of care to the children, young people and families who present with eating difficulties.</p> <p>Head teachers said; <i>"The new Eating Disorder Service in Calderdale is</i></p>

Theme 3: Caring for the most vulnerable

Priority area and details	Progress and impact to date	Achievements in 2019-20 including feedback from service users and stakeholders
<p>presentations. All referrals are received via the Calderdale First Point of Contact (FPoC) and then passed to a dedicated Eating disorder duty clinician.</p>	<p>for the majority of cases. For those where this has not been possible, due to cancelled appointments or to accommodate family preference, an exception report is provided. Regular links are made through SWYPFT through the monthly hub meeting and the service regularly attends the regional learning collaborative and relationships are currently being built with the adult service providers to ensure good transitions of care take place. An internal audit against the transition guidance has recently taken place to provide assurance that the guidance is being met. As a whole service we undertake regular reviews of the pathways and the guidance at the monthly hub meetings. Following the hub meeting there is a regular training session to ensure skills are up to date and the service continues to meet the commissioning guidance. Attendance at the regional learning collaborative and other training and learning events ensures the service is evidence based.</p>	<p><i>brilliant.”</i></p> <p>Parents said; <i>“We know J has such a long way to go to be mentally better but we’ve been looking through pictures taken at the start of the 6 week holidays and the pictures at the end and we honestly can’t even tell you the difference. She just looks so much healthier! We wanted to say thank you to the psychiatrist (who prescribed the medication that’s made such a difference), the dietician, everyone who’s played a role so far for all of the hard work you’ve all put in to working towards fixing J . We know she’s got a long way to go, we know it’ll be an ongoing battle but we also want you all to know how grateful we are for the support she’s received so far. It’s easy to complain and people don’t often take the time to compliment so we wanted you all to know how very lucky we feel to have had all you help J so much so far. We know how overworked and underfunded the Mental Health sector is so we feel even more fortunate for the level of help she’s received. Thank you.”</i></p> <p>During this year BEAT eating disorder charity continued to deliver free training to staff in over half of Calderdale’s secondary schools and the college which received positive feedback.</p>
<p>Pilot the implementation of the Brain in Hand app for young people with ASD or Anxiety: Brain in Hand gives easy access to personalised support from your phone. Used by people with autism or mental health problems, the software is packed with features to help them remember</p>	<p>This app was piloted in 2017/19 with varied success. Initially there were issues with engaging partners to undertake the training and act as mentors for young people. Some schools were also reluctant to engage due to concerns about the accessibility of the technology needed for the app</p>	<p>Due to the success of Brain in Hand in supporting a small cohort of YP with anxiety in Calderdale, a further contract was agreed for 2 years ending in Dec 2021. Of the 30 licenses available the maximum in use at one time has been as high as 26, at the end March 2020 there</p>

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Priority area and details	Progress and impact to date	Achievements in 2019-20 including feedback from service users and stakeholders
<p>activities, reduce anxiety and feel supported. It's accompanied by a telephone mentor service to help them at times when they need extra support. Together this helps young people achieve their goals.</p>	<p>being available in school. However, there was some successful uptake of the app in Calderdale College, Crossley Health School, Ravenscliffe Special School and Open Minds (CAMHS) NHS service.</p>	<p>were 21 users across the four settings. Work continues to embed usage of the app and to expand this across more schools through the ASD Team.</p> <p>A young person said; <i>"It has helped me to become calmer and not fall out with my mum as often and I rarely shout at her now."</i></p> <p>A member of staff said; <i>"Room changes and small changes to the usual routine prove difficult for this student; this app has helped, in part, to quell these difficulties."</i></p>
<p>Transitions out of Children and Young People's Mental Health Services. 2017-2019 (CQUIN implemented by SWYFT): The Transitions out of Children and Young People's Mental Health Services CQUIN aims to incentivise improvements to the experience and outcomes for young people when they transition out of Children and Young People's Mental Health Services (CYPMHS). Achievement of this CQUIN is measured by the results of the three components:</p> <ol style="list-style-type: none"> 1. A case note audit in order to assess the extent of Joint-Agency Transition Planning 2. A survey of young people's transition readiness ahead of the point of transition (Pre-Transition/ Discharge Readiness) and 3. A survey of whether young people are meeting their transition goals after transition (Post- Transition Goals Achievement Survey). 	<ul style="list-style-type: none"> • A Trust-Wide Steering Group was established to implement the improvements to transition. • The Trust-Wide transition policy/principles were considered and an agreement to interpret and implement the overarching principles into local processes was made. • Worked with Performance and Information Department to produce a monthly report which identifies all young people who are aged 17½ years of age in the service to inform managers/clinicians to support the initiation of the transition process. • Agreed and implemented the information strategy to support the Transition Plan. • Opportunities to raise awareness are used such as at manager 1:1's (using P&I information), team meetings and briefings etc. • At 17½ years (or immediately if they enter the service after this age) the conversation starts with the young person and as appropriate with family and support network. 	<p>Good practice from the CQUIN continues to be implemented.</p> <p>A report said; <i>A case note audit was undertaken during March 2018 for young people turning 18 years of age and transitioning out of CAMHS during Q4. 82% of the cases met the CQUIN audit requirements and 84% of young people completing the pre-transition survey felt that decisions about their goals were made together by them and the person supporting during those discussions.</i></p>

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Priority area and details	Progress and impact to date	Achievements in 2019-20 including feedback from service users and stakeholders
	<ul style="list-style-type: none"> A collaborative care plan is produced with the person and whichever service is agreed to best provide ongoing support/care. 	
<p>Improving access for children and young people who require crisis mental health services: NCM aims to test a new model of delivering intensive mental health care to ensure:</p> <ul style="list-style-type: none"> A dedicated crisis service that can respond and deliver care to young people 24/7 A community intensive Children and Young People's Mental Health service 24/7 Access to a non-clinical safer space Three Care Navigators to drive culture shift and create challenge. 	<p>The crisis service provided by SWYPFT, one of the Open Minds core mental health providers, offers a seven-day intensive home-based treatment service. This service works Mon- Sun 9am to 8pm and responds to all those in crisis in A&E and those needing intensive support (frequent visits) for their mental health or Eating disorder difficulties. This is hopefully to keep YP at home and cared for in the community.</p>	<p>The CCG Commissioner attends the New Care Model whole pathway commissioning, looking at a West Yorkshire & Harrogate Integrated Care System CYP approach and pathway.</p> <p>This year a new, free Mental Health helpline provided by Nottingham Community Housing offers 24/7/365 crisis care and support to people aged 16 years and above in Calderdale, Kirklees, Leeds, Wakefield and Barnsley.</p>
<p>Supporting the implementation of the suicide prevention strategy: Calderdale has an all age Suicide Prevention Strategy in place which has been agreed by the Health and Wellbeing Board. Implementation is led by Public Health supported by a multi-agency group who deliver on the actions. The Strategy objectives link closely with the work of the LTP particularly in relation to early intervention and prevention.</p>	<p>Calderdale Suicide Prevention Group meets quarterly and a wide range of partners are involved. Integrated Care System funding has been secured for 2020-21 to provide small grants opportunity for suicide prevention and self-harm projects.</p> <p>In conjunction with the Council's safeguarding team, a Calderdale crisis card which lists a range of support available for both children and adults now needs to be refreshed.</p>	<ul style="list-style-type: none"> A new Calderdale Suicide Audit completed and will inform new prevention action plan. Real Time Surveillance information sharing agreement. Public Health led a range of events across the Council around the Time to Change campaign and mental health champions developed. Zero Suicide Alliance online training promoted.
<p>One to one support for LGBTQ children and young people: Barnardo's has been active in delivering support for LGBTQ children and young people in Calderdale since 2011. In 2018 funding was allocated to fund a project worker who can offer 1:1 interventions with LGBTQ young people, focuses on therapeutic work which meets their emotional health and wellbeing, where the youth group might not be an appropriate intervention for</p>	<p>Sessions take place at school/college or home depending on the young person's preference. 1-1 psychosocial interventions are offered with bespoke care planned interventions devised with the young person. The sessions are creative and have incorporated viewing media clips/resources, researching identities and developing personal action plans. Some young people from having 1-1 interventions has led them to be involved in projects such as Calderdale Pride, training</p>	<p>Barnardo's continue to develop relationships with professionals including teachers, family support workers, Open Minds (CAMHS) and social workers who are the main referrers. A self-referral form has been introduced which continues to be useful for young people. 171 'one to one' sessions have taken place during this year supporting 41 young people.</p>

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Priority area and details	Progress and impact to date	Achievements in 2019-20 including feedback from service users and stakeholders
<p>them.</p>	<p>workshops and being a Diversity Champion. Some 1-1 sessions take place outdoors and have encouraged young people to engage in physical activities like football and walking, engaging in mindfulness and exercise to improve emotional and mental health.</p>	<p>Young people said: <i>"It has had a positive impact on me because I've managed to become more confident and accept who I am. I have learnt to accept my identity"</i> <i>"I do love the sessions. It gives me something to look forward to. Afterwards I feel happy."</i> <i>"I enjoy that I can speak to someone without any judgement and whenever I'm unsure of something I know where to go. You are really sweet and kind and I know I can trust you."</i></p>
<p>The Creative Learning Guild: A programme of creative activity sessions delivered by specialist arts organisations for groups of targeted children and young people across Calderdale.</p>	<p>The programme of activity is targeted at children and young people experiencing disadvantage particularly those with SEND. A key focus is on self-esteem, positive identity, confidence and resilience. In addition, children and young people also achieve the following additional benefits which will also contribute to positive emotional wellbeing:</p> <ul style="list-style-type: none"> • Physical health (positive behaviour changes, management techniques) • Learning (acquiring new skills, building expertise, extending capacities) • Social (Reducing isolation, team working, confidence building). 	<p>During this last year engagement sessions and group work have taken place in 2 primary schools and Eureka museum. The group of children were from diverse backgrounds and with diverse life experiences.</p> <p>1,500 'Arts Drop' packs were assembled by a team of volunteers and distributed to the most vulnerable children and young people in Calderdale. Arts Drop packs consisted of 20 age-appropriate creative activity postcards designed specifically for vulnerable children to do independently.</p> <p>Three different packs were developed and distributed.</p> <ul style="list-style-type: none"> • 450 packs for early years children 0-5-year olds • 600 packs for children aged between 6 and 11 • 450 packs for young people aged between 12 and 16. <p>A professional said: <i>"I think its absolute genius. It's just such a wonderful, rapid, needed, perfect response. It's so well thought out. So thoughtful in the way it's put</i></p>

Theme 3: Caring for the most vulnerable

Priority area and details	Progress and impact to date	Achievements in 2019-20 including feedback from service users and stakeholders
		<p><i>together. I think it's one of the best responses to lockdown that I've seen in the country. They're all doing it now ... Battersea Arts Centre in London ... but we were there first!"</i></p> <p><i>"the children couldn't believe they could keep them. They couldn't wait to use them."</i></p>
<p>Dramatherapy at the Victoria Theatre – ‘Space for Me’: Dramatherapy is a creative, drama, action and activity-based psychotherapy delivered by qualified, registered dramatherapists. This service is aimed at young people aged 13-17 who find it difficult to express or communicate their feelings in words and meet a level of complex need under the Thrive model described as Getting Help and Getting More Help.</p>	<p>The Dramatherapy Space for Me programme opened for referrals in September 2019, working with young people on a 1-1 basis and small group work. Space for Me have supported young people working through a wide range of issues and concerns for example, emotional regulation, anxiety, trauma arising from neglect, abuse or life events, depression, self-harm, difficult relationships, attachment trauma, separation and grief.</p>	<p>Following the production and circulation of a comprehensive referral pack and guidelines, referrals began to be received from November 19 onwards, primarily from Open Minds (CAMHS). Assessments have been conducted with the young person and an adult before transitioning to this 1-2-1 work. The number of referrals has been 20 with 15 children and young people receiving a service. 87 sessions which include includes telephone contact/support following lockdown has taken place.</p> <p>A young person said: <i>"I didn't realise how much it was bothering me and I was holding back."</i></p> <p>A parent said: <i>"I don't know what you're doing but it's making a huge difference and please carry on doing it."</i></p> <p>A professional said: <i>"The [YP] has been much less anxious and angry when they've needed to access health services that normally they would really struggle to access."</i></p>
<p>Play and Creative Therapies: CMBC has commissioned 2 small programmes schemes to support mental health/emotional wellbeing issues in primary school age children.</p>	<p>Noah's Ark Centre and Live Wild were awarded funding to deliver Play and Creative Therapies in schools over a 2-year period for children in school settings for ages 5-11. The programme</p>	<p>Live Wild</p> <ul style="list-style-type: none"> • Peer massage in 3 primary schools – total of 74 sessions delivered with a total of 726 children reached.

Theme 3: Caring for the most vulnerable

Priority area and details

The programmes are aimed at supporting children who have experienced trauma and/or have attachment issues and have experienced 2 or more adverse childhood events (ACE), e.g. abuse, neglect, parental separation, household domestic violence, household alcohol or drug abuse.

Progress and impact to date

commenced in October 2019 and ran until it was paused by the Covid-19 lockdown on 17 March 2020.

Achievements in 2019-20 including feedback from service users and stakeholders

- **1:1 therapeutic work for filial therapy** in 1 primary school – 16 sessions delivered with a total of 2 children reached.
- **Integrative eco therapy (group of 4 children)** sessions in 3 primary schools – 24 sessions delivered and a total of 12 children reached.

Noah's Ark Centre

- 145 sessions for the one-one therapy were delivered across 5 primary schools with 10 children. All 10 children referred were male and aged between 6 and 11 years old.
- 15 group therapy sessions were delivered in the one allocated primary school. The first group completed 11 sessions between the 18th Nov and the 10th Feb and included 6 children in KS2, Y's 4, 5 and 6. The second group included 5 new children, started on the 24th Feb and ran till the 16th March, having completed just 4 sessions. Of the 11 children referred and in group therapy sessions 7 were female and 3 were male.

ASD Parent Training Peer Support:

The training commenced in October 2019 to four areas in Calderdale: Lower Valley, Upper Valley, North Halifax and Central Halifax. The training ran until it was paused due to Covid-19 lockdown on 17 March 2020. The training was due to run from January to the end of June in all 4 areas.

Taster Sessions:

14 th October 2019	13 attendees
7 th February 2020	6 attendees

Peer Support Sessions:

Upper Valley	No of attendees:
25 th November 2019	8
16 th December 2019	3
27 th January 2020	2
24 th February 2020	3

Theme 3: Caring for the most vulnerable

Priority area and details

Progress and impact to date

Achievements in 2019-20 including feedback from service users and stakeholders

Lower Valley	No of attendees
21 st January 2020	6

Central Halifax	No of attendees
7 th February 2020	7
5 th March 2020	5

North Halifax	No of attendees
9 th January 2020	5
13 th February 2020	4

A 6-week training course began on 28th February 2020 with 8 attendees, due to Covid-19 only one session took place.

Therapeutic Interventions in Secondary Schools (THISS):

The aim of THISS is to improve behaviour, attendance and attainment through improved resilience and emotional wellbeing in order to empower students to reach their full potential.

Calderdale Council contracted Noah's Ark Centre to deliver THISS in 11 secondary schools as part of the Local Transformation Plan.

The provision is for Key Stage 3 students (Year 7, 8 and 9). THISS criteria for referral requires that students have been identified as having issues in the areas of behaviour, attendance or attainment. Students can have a maximum of 10 half hourly sessions with a Noah's Ark Centre counsellor.

A range of integrative and evidence-based approaches are used relationally as appropriate for each individual student's needs.

In year one Noah's Ark Centre counsellors saw a total of 151 students in a total of 1,545 half hourly sessions. The total number of allocated half hours for year one was 1,769. On average students attended 6 out of the 10 sessions. Family issues, anxiety and anger were some of the main issues identified by students in sessions.

In year two, until the end of March 2020 Noah's Ark Centre counsellors delivered a total of 1,134 half hour sessions in schools. Anxiety, family issues and low self-esteem were some of the main issues identified by students in sessions.

Students said;

"I like how non-stressful it was and how it took a weight off my shoulders. It felt like I could talk to someone about everything without worrying."

Theme 3: Caring for the most vulnerable

Priority area and details	Progress and impact to date	Achievements in 2019-20 including feedback from service users and stakeholders
		<p><i>"I liked being able to speak about my thoughts and feelings and it has helped a lot because it's taught me that I need to push myself to do the things I want and need to do."</i></p> <p><i>"I like the sessions because they helped me so much and now I can talk to anyone."</i></p>

Theme 4: Accountability and Transparency: Engagement and Co-production

Priority area and details	Progress and impact to date	Achievements in 2019-20 including feedback from service users and stakeholders
<p>Ensuring children and young peoples' mental health is a multi-agency priority: The Emotional Health and Wellbeing Taskforce is a multi-agency group whose primary focus is to improve the emotional health and wellbeing of children and young people in Calderdale, aged 0-19, or 25 where the young person has SEND. The taskforce has a key role in the strategic planning of emotional health and wellbeing services for children and young people and ensuring the development, submission and monitoring of Calderdale's Local Transformation Plan (LTP) for Children and Young People's Emotional Health and Wellbeing and the annual refresh of this plan.</p>	<p>The multi-agency taskforce meets every 2 months and is well attended by colleagues from all sectors. The taskforce agreed the LTP priorities for funding annually and also provides support and challenge around the implementation of all the LTP priorities. Young people from our Tough Times reference group regularly attend the meetings to provide direct feedback on their work plan and input into discussions.</p>	<p>Attendance at our EHWB Taskforce meetings continues to be prioritised by key partners and stakeholders. Our membership also continues to grow. Moving forward we are combining the EHWB taskforce and the Open Minds Core Group into a wider Open Minds Partnership (OMP) Group.</p> <p>A young person said: <i>"I was nervous at first to attend as I find meetings intimidating, however throughout the meeting I felt comfortable as well as feeling I was being listened to. I really like being a part of the meetings as I feel I am taken seriously in what I have to say."</i></p>
<p>The Health and Wellbeing Board: This brings together all key partners with a role in the emotional health and wellbeing of the people of Calderdale. It includes public sector partners such as Calderdale Council (including Public Health) and Calderdale CCG, along with voluntary sector partners and user organisations such as Calderdale Health watch.</p>	<p>The LTP is approved and signed off by the Health and Wellbeing board who are responsible at a strategic level for the delivery of the plan.</p>	<p>The Board has refreshed its wellbeing strategy which seeks to address the wider causes of poor mental health in children and young people and to address commonly experienced issues which have a negative impact on their mental wellbeing.</p>

Theme 4: Accountability and Transparency: Engagement and Co-production

Priority area and details	Progress and impact to date	Achievements in 2019-20 including feedback from service users and stakeholders
<p>The Integrated Commissioning Executive (ICE): This has been established by Calderdale CCG and Calderdale MBC to hold responsibility for key joint priorities the Local Authority and the Calderdale Clinical Commissioning Group jointly commission. Membership includes senior colleagues from the Local Authority (Adults & Children's and Public Health) and the CCG including representatives from GP's, Member representative, Procurement, Finance, Legal.</p>	<p>Through work done with its Health and Wellbeing Board, Calderdale is embarking on a journey to define its strategic plans through Sustainability and Transformation Plan (STP) and a Single Plan for Calderdale. Over time, we aim to bring together planning for the broader determinants of health and well-being in order to improve the lives of the people in Calderdale. The work provides an opportunity to develop integrated commissioning approach that support the development of new care models in Calderdale and also commissioning arrangements that span the West Yorkshire footprint.</p>	<p>ICE have committed to the development of an all age mental health strategy for Calderdale. A jointly funded post between the CCG and CMBC has been recruited to coordinate the development and implementation of the strategy.</p>
<p>Engagement and co-production with children and young people: Children and young people's engagement is considered a priority for our work around emotional health and wellbeing. A substantial amount of actions have taken place to ensure effective communication and involvement of children and young people takes place directly in the planning and implementation of the LTP and the priorities.</p>	<p>Children and young people have been involved in the planning and development of the majority of our LTP priorities from 2015 to date. Some of the involvement has been:</p> <ul style="list-style-type: none"> • Agreeing proposed funding priorities annually • Planning and leading on the delivery of two EHWP celebration events • Creating the CYP annual survey on EHWP, writing up the findings reports which includes recommendations to be actioned • Continuous development of the Open Minds website • Proof reading and giving their opinions on leaflets and documents that are for young people • Planning, preparing and delivering the annual ASD Summit held at North Bridge Leisure Centre. 	<p>Children and young people's voices have continued to be an essential part in the development and delivery of our local transformation plan. We have continuously ensured children and young people have been involved and at the heart of our plan. Our success has been the peer led work our young people's Tough Times Reference Group have led on. Further details can be found in the Participation and engagement section of this report.</p>
<p>Engagement and communication with parents and carers: We have improved our communication and involvement with parents and carers directly in the</p>	<p>Our monthly 5 key updates are included on Calderdale Councils website. We have undertaken a survey with parents and carers whose children are on or have been on the</p>	<p>We continue to recognise that engagement with parents and carers is a vital part of our service delivery and transformation. Parents and carers have welcomed their contribution</p>

Theme 4: Accountability and Transparency: Engagement and Co-production

Priority area and details	Progress and impact to date	Achievements in 2019-20 including feedback from service users and stakeholders
<p>planning and implementation of the LTP priorities.</p>	<p>ASD assessment pathway and responded with an action plan. Family Voice parent representatives now sit on several task groups including our EHWB taskforce. Our general EHWB survey with parents and carers received over 2,000 responses which informed our continued planning and delivery, particularly to ensure there is information, advice and signposting available electronically and printed resources. Parents are involved in the development of specific targeted resources.</p>	<p>over the past year being involved in the LTP priorities, membership of the EHWB taskforce and ASD Steering Group. They have also been involved in participation in consultation events, discussions on topics via social media and given their views in face to face meetings and online surveys.</p>
<p>Engagement and communication with other stakeholders and wider partners: We continue to ensure effective communication and involvement with stakeholders and partners directly in the planning and implementation of the LTP priorities. We also asked professionals working with children and young people to take part in a survey on emotional health and wellbeing and we are using the results to inform planning and delivery.</p>	<p>Active involvement in the EHWB Taskforce and decision making around priorities. Active involvement in the ASD Steering Group and subgroup. Schools Health and Wellbeing Networks provide a forum for engagement for both Primary and Secondary schools. Providers in Schools Network provide a space for providers to share and receive Involvement as experts in the planning and design of new LTP projects. Monthly 5 key updates distributed to all partners and stakeholders. An opportunity to complete a survey monkey on emotional health and wellbeing issues – over 200 professionals sent us their views.</p>	<p>We have continued to engage with stakeholders and the wider workforce to inform service delivery and transformation on EHWB. We have a strong commitment from our partners across Calderdale who are involved in the EHWB Taskforce, ASD Steering Group and other relevant networks. They continue to support the decisions around priorities and actions and participate in organised consultation/celebration events.</p>

Theme 5: Developing the workforce

Priority areas and Details	Progress and Impact to Date	Achievements in 2019-20 including feedback from service users and stakeholders
<p>Children and young people improving access to psychological therapies (CYP IAPT): A CYP IAPT steering group is in place with key</p>	<p>In Calderdale, Open Minds (CAMHS) staff and wider partners continue to benefit from accessing the evidence-based training on offer through this</p>	<p>The Wellbeing Practitioners are now qualified. We also have staff who have completed other CYP-IAPT courses i.e. systemic practice and</p>

Theme 5: Developing the workforce

Priority areas and Details	Progress and Impact to Date	Achievements in 2019-20 including feedback from service users and stakeholders
<p>partners across Calderdale and Kirklees with an implementation plan in place to ensure a continued joined up approach.</p>	<p>programme. In Calderdale we have been successful in bids to HEE to recruit 3 Psychological Wellbeing Practitioners and will provide short term evidence-based interventions to children and young people who present with mild-to moderate mental health issues (e.g. anxiety, low mood and phobias).</p>	<p>CBT supervision.</p> <p>An Open Minds (CAMHS) practitioner said; <i>“Following accessing CYP-IAPT training SWYPFT CAMHS can now bring IAPT strategic oversight to SWYPFT practices and process; integrating national objectives/ initiatives on a number of levels; operational, managerial and clinical.’</i> <i>‘Trainee’s commitment and focus around embedding CYP-IAPT principles have ensured that mental health providers, in particular Northpoint and SWYPFT now work collaboratively towards common shared goals, focus and values: improving mental health access and interventions for young people.”</i></p>
<p>Open Minds (CAMHS) training package for the children and young people’s workforce including a bespoke package for schools: Open Minds (CAMHS) offer a package of training for professionals working with children and young people through the CSCP training programme.</p>	<p>The total numbers of professionals attending training since 2015 has been 915.</p> <p>The training offer covers the following core areas:</p> <ul style="list-style-type: none"> • An introduction to mental health in CYP • Anxiety in CYP • Depression in CYP • Self-harm in CYP. 	<p>7 half day training sessions were delivered to professionals from a wide range of agencies during this year:</p> <ul style="list-style-type: none"> • Introduction to Mental Health in CYP x 39 attendees • Anxiety in CYP x 38 attendees • Depression in CYP x 31 attendees • Self-Harm in CYP x 20 attendees. <p>Attendees said; <i>“The content of the presentation was excellent and contained a lot more relevant content than I expected.”</i> <i>“I received a detailed training session, delivered by two confident facilitators.”</i> <i>“I feel I have gained further knowledge to support young people in my caseload.”</i></p>
<p>Open Minds (CAMHS) deliver a EHWB training package to Foster Carers: Foster carers support some of our most vulnerable</p>	<p>A Mental Health practitioner worked with carers and professionals to design the bespoke training packages delivered to foster carers. This has been</p>	<p>A training package for foster carers around supporting the EHWB of children looked after was identified this year. Training was delivered</p>

Theme 5: Developing the workforce

Priority areas and Details	Progress and Impact to Date	Achievements in 2019-20 including feedback from service users and stakeholders
<p>students many of whom have identified mental health needs. Some foster carers are accessing the professionals MH training available through CSCP training package. However, both the foster carers themselves and the training providers have identified that the training does not fully meet their needs.</p>	<p>welcomed by foster carers and the professionals that support them.</p>	<p>Achievements in 2019-20 including feedback from service users and stakeholders on a range of topics.</p> <p>Feedback from a foster carer: <i>“Such a calm approach and different training style that was impressive and helped me have different thoughts about how we reach out to those who have problems in life.”</i></p>
<p>First Point of Contact professional advice and support: The FPoC offers the children and young people’s workforce the opportunity to phone to talk through any concerns about young people. Many of these calls involve the provision of support, consultation, guidance, professional advice and signposting – the aim being that the workforce is provided with the skills, confidence and resources to support children and families.</p>	<p>Consultation covers various themes including support with day to day difficulties, strategies on managing anxiety and mood, managing parent/carer anxiety, and safeguarding. An example of feedback from professionals who accessed the helpline is in the next column.</p>	<p>The First Point of Contact continues to offer professional help, advice and support.</p> <p>A professional said; <i>“I think this service is essential and is really helpful. It has really helped me to put a plan together for the child I’m working with. My case was quite complex, and I wasn’t sure which agency to turn to. FPoC helped to identify some useful agencies. Many thanks.”</i></p>
<p>Open Minds (CAMHS) Workforce audit: We commissioned an independent audit of our Open Minds (CAMHS) workforce and the development of a plan which identifies gaps in skills knowledge and experience and highlights key recommendations.</p>	<p>The plan considered both the volume of referrals into Open Minds (CAMHS), the types of need identified and the existing staff skillset as well as how proposals fit within the emerging Thrive model in Calderdale to deliver a modern service meeting children and young people and family needs.</p>	<p>The workforce audit has been completed with Open Minds (CAMHS) staff with views collected also from, parents and carers, children and young people. It is intended to renew this audit annually.</p> <p>A second audit was undertaken to outline “An understanding of the current skillset of staff across additional targeted and specialist services providing mental health support in Calderdale” this report is in final draft version and will be ready this Autumn. A strategy will then be written bringing together both pieces of work and our plan to implement key recommendations.</p> <p>The two audits will help inform the development of an EHWB workforce Strategy in 2020/21.</p>

Theme 5: Developing the workforce

Priority areas and Details	Progress and Impact to Date	Achievements in 2019-20 including feedback from service users and stakeholders
		<p>A young person said; <i>"It was good that we as young people were listened too, I felt understood and my opinions valued."</i></p>
<p>Youth Mental Health First Aid training: In 2016-2017 the courses were initially funded through Vanguard; from 2018 Public Health have offered this course as a traded service for schools.</p>	<p>From 2016/2017 to date a total of 271 people have received training.</p> <p>72% of primary schools have at least one trained member of staff and 94% of secondary schools have at least one trained member of staff.</p> <p>Other organisations working with children and young people who now have YMHFA qualified staff include: CK Careers, Calderdale College, CMBC, Horton Housing, Project Challenge, CHFT, Locala, Newground, Parents, School Governors and Guide Leaders.</p>	<p>This training continues to be delivered to schools through the Local Authority services to schools' framework. However, none have been delivered for 2020/21 due to the current situation.</p>
<p>Development of resources to support professionals around children and young people's mental health: We have developed and disseminated both electronically and as a hard copy an EHWP Service Guide for Professionals.</p>	<p>To date we have distributed around 3,500 Service Guides to Professionals across Calderdale with many more accessing the guide electronically. We have had extremely positive feedback from all services, schools, GPs etc. who have used the guide.</p>	<p>An updated version of the Service Guide has been published with over 1,500 guides distributed this year. The guide can also be accessed on the Open Minds website.</p> <p>A professional said; <i>"I have appreciated having so many resources to be able to recommend to families who really need it."</i></p>
<p>Open Minds Website (Professionals Section): We have extended the professionals section on our children and young people's Open Minds website to make it more accessible.</p>	<p>All schools and services, including GP practices have received posters and business cards promoting the Open Minds website to date over 3,000 business cards and posters have been distributed alongside promotion in attending team meetings, conferences, networks plus in blogs and electronic communications.</p>	<p>We continue to develop the Open Minds website by updating appropriate local and national information. Following feedback, we have added two sections for parents/carers and schools/college staff. Further publicity of the site continues to take place through schools, services and our elected home educated children and young people.</p>

Theme 5: Developing the workforce

Priority areas and Details	Progress and Impact to Date	Achievements in 2019-20 including feedback from service users and stakeholders
<p>Healthy Relationships Website: The West Yorkshire Police and Crime Commissioner have provided innovation funding to develop an online resource library that all schools can access about Healthy Relationships. Calderdale Council has worked with both Primary and Secondary schools and partners to develop the new website pulls all the resources available to them together in one place. It enables schools to easily access catalogued external links to materials and resources based on filters such as topic, school or age etc. www.healthy-relationships.co.uk</p>	<p>To date the website has had 4,871 hits since its launch on 25th June 2018, this is an average of around 202 views a month.</p>	<p>The Healthy Relationships website has been widely publicised across all Calderdale schools and the college. It has been shared at networks such as the Designated Safeguarding Leads Network and asked to be shared on Open Minds website. During this year the website has had a further 1,570 hits averaging at 130 views a month.</p> <p>Calderdale School Safeguarding Advisor said; <i>“Healthy Relationships quickly pulls extremely useful online safeguarding resources into one place and is invaluable tool for a hard working DSL looking for help and support in their work”</i></p>
<p>Verd de Gris Arts: ‘Real time talk’ is a film and workshop project with the aim is to develop a participatory resource which will be offered to local schools and youth groups, incorporating a film and workshop package.</p>	<p>The project is designed to celebrate and promote ‘hope’ and ‘opportunity’ as well as explore some of the tougher decisions that young people face growing up in Calderdale in 2019/2020. The film will bring together young people from contrasting areas of the borough – to explore similarity and difference of experience ... and to look for ‘commonality’ and shared solutions.</p>	<p>During the year a number of young people have been keen to get involved with the film process and creative writing. Two films have been created which will be ready for group screenings in the Autumn 2020. The first film will feature up to 20 YP age range between 12 and 20. This film will explore the emotional impact and experience of lockdown and the coronavirus pandemic. The second film is more specifically related to the mental health of YP in Calderdale. Working with around 4/5 YP the film will explore specific experiences of mental health, its emotional impact and how YP work to overcome the societal pressures they face due to disability/poor mental health.</p>



Engagement, Participation and Co-Production (What do stakeholders tell us?)

From 2015 throughout the life of the LTP we have continued and increased our engagement with key stakeholders ensuring the Local Transformation Plan continues to develop to meet their needs ensuring that all parties are involved in the planning and development of services.

Children and Young People

Children and young people's voices have been an essential part in the development and delivery of our Local Transformation Plan. We have continuously ensured children and young people have been involved and at the heart of our plan. Our success has been the peer led work our young people's Tough Times Reference Group have led on, driving a number of our engagement and participation sessions with their peers across Calderdale.

This includes:

- Planning and hosting two successful celebration events on emotional health and wellbeing for children, young people, parents, carers and stakeholders
- Holding issue-based focus groups with their peers in and outside of school
- Producing a number of pod casts and youth shows played on our local radio station, Phoenix FM
- Creating several surveys on key subjects such as exam stress, school support and borough wide emotional health and wellbeing service support
- Continuous development of the Open Minds website
- Creating a number of resource's for children, young people, parents, carers and professionals
- Producing a booklet summarising the LTP, and the journey so far
- Involvement in determining which services will be commissioned locally.

This year the group created their annual survey using the online 'You Can Say' platform to gather the views of 1,876 children and young people aged 9-25 across Calderdale on mental health and emotional wellbeing. This report and action plan which included key findings was shared with services and schools as well as the Open Minds Partnership where the findings, alongside the electronic health needs assessment (eHNA) results, have and will continue to help shape future services.

We are proud of the engagement work that has been undertaken with children and young people in Calderdale and will continue to keep them involved in our service delivery and transformation going forward.

This is what our children and young people have told us as part of our on-going engagement:

What children and young people said	Our response to date
We would like to have named members of staff in schools who are approachable and who respond quickly to student concerns.	All secondary schools and many primary schools have a named lead for wellbeing issues who meet regularly to network, share learning and discuss good practice within schools.
We would like to know what support is available in school, especially those new students or those in Year 7 (importance for the transition from primary to secondary school).	We have worked with primary and secondary school colleagues and developed a Calderdale's Transition Toolkit that offers a bank of resources for school staff that support the emotional health and wellbeing of students during the transition period. The toolkit is available to all schools on the school's intranet and the Open Minds website. This has been widely publicised through different publicity methods.
	<p>We encourage schools to have a named health and wellbeing lead with accessible information so students know who to contact if they are going through a difficult time. This has been welcomed by a number of our primary and secondary schools.</p> <p>The Calderdale Transition Support Project (TSP) provides support to students, parents, and staff in years 5 & 6 around the emotional impact of transition to high school. The support includes:</p> <ul style="list-style-type: none"> • Whole class access to a workshop on transition. • Whole class access to a workshop on anxiety and mindfulness. • 1:1 support for children who are questioning their identity or have family members that identify as LGBTQ and want to explore this. • 1:1 counselling for students who are currently in year 6 who could benefit from therapeutic support in the next academic year. • Access to a range of helpful on-line wellbeing resources.
We would like to see that time is given to deal with emotional wellbeing issues promptly and in a non-judgemental way.	A training offer of free workshops is available to all primary and secondary school students, staff and the wider workforce. This ensures a consistent approach and a much better understanding of the best way emotional health and wellbeing support can be offered.
We would like a private area in school where there are not likely to be any interruptions.	Many of our primary and secondary schools have established safe spaces for students to go to when needed.
We would like to know what to do and who to talk to if a friend is having a tough time.	Schools, youth groups and organisations have been sent publicity including posters and business cards promoting our emotional health and wellbeing website, Open Minds. This website has a wealth of local and national information, support and help for children and young people.
We would like further support to help us with exam pressure.	The Tough Times Reference Group in partnership with the regional young people's group Stairways have produced a video to help young people cope with exam results day stress. We have also added support around exam time to our Open Minds website including tips on how staff and parent/carers can support students during this time.

<p>We would like more information on who we can contact locally for support outside of school hours (evenings and weekends).</p>	<p>We have continued to commission Kooth, a free, safe anonymous online mental wellbeing community for children and young people aged 10 to 25. It's open until 10pm every evening, 365 days a year.</p> <p>Local services that support children and young people outside of school hours such as Time Out, Barnardo's Positive Identity Service and the Young People's service are all publicised on Open Minds website which is continuously shared with all schools and services. Each service also has their own publicity which is shared far and wide.</p>
<p>We would like to see more support for young people who self-harm or who have thoughts on self-harming.</p>	<p>Calderdale's Young People's Service delivers a 12-week programme for young people aged 13-19 who currently self-harm or have thoughts on self-harming. The programme is delivered across different areas of Calderdale.</p> <p>A focus group of young people who were former self harmers created a Distract-A-Pack (self-care pack). These packs have been designed to reduce the risk of self-harm and provide young people with alternative ways of coping. Each pack contains a range of distraction tools i.e. slap wrist bands, stress ball, colouring pads, some antiseptic wipes as well as a list of phone numbers/helplines.</p> <p>Healthy Minds, Time Out directly deliver to students, training workshops on self-harm which have been delivered to 3,835 students in both primary and secondary schools across Calderdale.</p>
<p>We would like to have clear information about the effects of forced marriage and honour based abuse.</p>	<p>A group of young people across Calderdale have written, directed and produced a short film alongside Fixers about forced marriage and honour based abuse. The film is a valuable resource raising awareness about the issue and where to get help. This can be found on the Open Minds website.</p>
<p>We would like to have up to date information on what support there is in Calderdale to help young people who are going through a tough time.</p>	<p>We are continuously updating information on our children and young people's emotional health and wellbeing website Open Minds www.openmindscalderdale.org.uk.</p> <p>An audit has taken place on all school websites in Calderdale to see what EHWP information is available for students and families. Positive feedback and suggestions will be provided to each individual school.</p>
<p>We would like more digital support available when accessing services.</p>	<p>A group of our young people worked alongside Silvercloud and Open Minds (CAMHS) on the developments of an app called Space from Anxiety. The app supports young people online through cognitive behavioral therapy (CBT) aimed to support children and young people. Currently 90 young people are using the app and welcome this way of support.</p> <p>A smaller number of 21 young people are using the Brain in Hand app with positive outcomes.</p>

Schools

Engagement with school staff is fundamental to the early intervention support available to our children and young people. We have continued to engage and consult with staff from both primary and secondary schools to inform service delivery and transformation. Schools have welcomed involvement and contributed to the development and delivery of our LTP. School staff have been involved in many aspects of the development of our plan which includes:

- Having their say on the yearly priorities in a variety of ways
- Membership of groups such as the Emotional Health and Wellbeing Taskforce and Open Minds Core Group and ASD steering group where they can influence the planning and delivery of the LTP
- Participation in consultation events
- Participation in meetings such as primary and secondary schools health and wellbeing networks and secondary school transition meetings
- Completion of surveys
- EHWB training offer direct to school staff on topics such as eating disorders, self-harm, anxiety in children and young people and depression in children and young people.

This is what school staff told us as part of our on-going engagement with them:

What school staff said	Our response to date
To have a single point of access in Calderdale.	We have established a First Point of Contact for all Open Minds (CAMHS) referrals offering direct telephone support, consultation and signposting.
To have a peer support scheme for our students in secondary school.	Both primary and secondary schools have developed peer support schemes with in their schools. We now have over 100 young people trained as peer support mentors.
To begin working on a whole school approach.	A number of secondary schools have signed up to achieve the Carnegie School of Excellence, Mental Health in Schools Award. Some primary schools including our primary PRU provision have undertaken the 'In it Together' mental health and well-being staff competency framework. We are encouraging more schools to follow this good practice through our primary and secondary networks.
To work with and better support the students' parents, carers and family members.	Lots of work has taken place to enable staff to better support their students' parents, carers and family members. Open Minds Partnership (CAMHS, Heathy Minds and Noah's Ark Centre) offer training workshops to both staff and parents and carers on emotional health and wellbeing topics. Schools have been given information about the Open Minds website and encouraged to signpost parents, carers and family members to it where they will find a wealth of information, support and guidance.
Workforce development.	A joint offer between Open Minds (CAMHS) and Healthy Minds gives all Calderdale schools access to bespoke workshops on a range of issues for staff and students. A workforce audit has been completed with Open Minds (CAMHS) staff with views collected also from, parents and carers, children and young people. Youth Mental Health First Aid training continues to be delivered to schools through the Local Authority services to schools framework. To date a total of 271 people have received training.72% of primary schools have at least one trained member of staff and 94% of secondary schools have at least one trained member of staff.
To have a more flexible support approach.	Schools are encouraged to refer to Open Minds (CAMHS) online via the secure referral form that can be found on their website. The Open Minds (CAMHS) First Point of Contact is now open later on 2 evenings per week in order to increase the accessibility of the service.

To support Post 16 Students.	We have commissioned Open Minds (Kooth) to cover the age range from 10 to 25 years to enable support for post 16 students through their transition to adult services. For students with SEND we have introduced the Flexible 5 day offer which in addition to supporting their aspirations around learning also encourages participation in activities to support the emotional health and wellbeing e.g. gym membership, joining social clubs etc.
To have a clear understanding of what is available across Calderdale to support students emotional health and wellbeing.	An audit has taken place on all Calderdale school websites to see what EHWPB information is available for students and families. Positive feedback and recommendations has been provided to each individual school. We have created a number of resources that have been shared with all schools in Calderdale. These include: <ul style="list-style-type: none"> • Emotional Health and Wellbeing Services for Schools page on the school's intranet and Open Minds website • Emotional Health and Wellbeing Service Guide for Professionals • Calderdale's Transition from Primary to Secondary School Toolkit • Calderdale's Building Resilience Toolkit • Autism Pre-assessment Information pack for school aged children • Emotional Health and Wellbeing Training offer • Healthy Relationships website for Schools • Calderdale's Journey to Improve Emotional Health and Wellbeing for Children and Young People Guide.
To have a Primary to Secondary School Transition Toolkit with useful resources and examples of good practice amongst Calderdale schools.	Calderdale's Primary to Secondary School Transition Toolkit offers a bank of resources for school staff that support the emotional health and wellbeing of students during the transition period. The toolkit is available to all schools on the schools intranet and the Open Minds website and has been widely publicised through a number of different publicity methods.
Have an online platform to help with building children and young people's resilience.	Both Primary and Secondary school staff have helped develop an online Building Resilience Toolkit which is has been designed as a resource for schools to use, to achieve better outcomes for children who are experiencing social and emotional challenges.

Parents and Carers

We recognise that engagement with parents and carers is a vital part of our service delivery and transformation. Parents and carers have welcomed their contribution to the development of this plan and the delivery of the plan's priorities in a variety of ways which includes:

- Membership of the Emotional Health and Wellbeing Taskforce
- Membership of Calderdale's ASD Steering Group
- Participation in consultation events
- Discussions on topics via social media
- Completion of surveys.

An online survey was completed by 1,116 parents, carers and family members through Survey Monkey. We asked their views and experiences about children and young people's emotional health and wellbeing services in Calderdale. The results from this survey have and will continue to shape services; ensuring they meet the needs of our children, young people and families throughout Calderdale. In comparison to 2015 the feedback from this survey gave us

indication that parents, carers and family members feel more confident to talk to their children and feel they have the knowledge and information to do this comfortably, parents also said they know how to access support when needed and that they would look for information on the internet than elsewhere.

This is what parents and carers have told us as part of our on-going engagement with them:

What parents and carers said they would like to see	Our response to date
<p>Up to date, clear accessible information to help parents/carers and family members know what is available for children and young people in Calderdale.</p>	<p>Advice, signposting and support is available through the parents/carers section on the Open Minds website www.openmindscalderdale.org.uk and the Local Offer website www.calderdale.gov.uk/localoffer which is continuously being updated and publicised far and wide.</p> <p>A Calderdale EHWP Family Service Guide has been coproduced with parents/carers and professionals working together providing clear accessible information on local support services for children and young people.</p> <p>An audit has taken place on all Calderdale school websites to see what EHWP information is available for students and families. Positive feedback and suggestions will be provided to the schools.</p>
<p>More support for year 6 and 7 students in helping them with transition from primary to secondary school.</p>	<p>Calderdale's Primary to Secondary School Transition Toolkit offers a bank of resources for school staff to give to parents and carers to help support the emotional health and wellbeing of their children during the transition period. This has had a positive response from school staff and parents/carers welcoming the information. Information has been added to the Open Minds website on transition and how parents/carers can best support their children.</p> <p>The Calderdale Transition Support Project (TSP) is a free service which provides support to parents, students and staff in years 5 & 6 around the emotional impact of transition to high school. The support includes:</p> <ul style="list-style-type: none"> • 1:1 consultation and support around transition concerns • Access to a group workshop on how to support young people through transition • Support where a child identifies as LGBTQ+ or is questioning their identity.
<p>Further support for parents and carers.</p>	<p>The Tough Times Reference Group developed some top tips postcards for parents/carers. The postcards are designed to help families better communicate and talk about feelings.</p> <p>A useful resource pack containing advice and guidance sent to all families whose children await an autism assessment has been co-designed with parents/carers to support their children and young people whilst waiting. The information within the pack covers some local resources that are available and which may be able to help families whilst waiting.</p> <p>The specialist perinatal mental health service offers a range of different interventions to mothers depending on need and current involvement with other services. It works with women to offer specialist perinatal support around care planning, contingency planning, medication and mother-infant interactions.</p> <p>A joint offer between Open Minds (CAMHS), Healthy Minds and Noah's Ark Centre offers parents and carers access to bespoke workshops on a range of EHWP issues that children and young people may face.</p>

Free young people's sessions across Calderdale to help them with their emotional health and wellbeing.	A number of services offer a wide variety of free sessions to children and young people, supporting them with their emotional health and wellbeing. Young people have been the driving force behind these projects designed to help them feel good and stay well. These are advertised on the Open Minds website www.openmindscalderdale.org.uk
Clear referral systems into mental health services.	The First Point of Contact now takes self-referrals from parents/carers and children and young people. Referrals can be made on-line, by post or by phone. It is proving popular with families as they do not have to wait for a referral/meeting with a GP, school or other professionals, and they can be confident that the correct information is passed on.
More support focused on primary aged children.	A growing number of Calderdale services have lowered their age category to work with years 5 and 6 in response from feedback from consultations. Over a quarter of primary schools health and wellbeing leads meet up twice a term to share good practice and discuss how schools are supporting their children and families.
Education and training for children/young people/parents and carers.	Open Minds (CAMHS), Unique Ways and the ASD Team offer parents a wealth of training courses and workshops. Healthy Minds offer a number of coproduced workshops with young volunteers with lived experience to students in both primary and secondary schools.

Wider Stakeholders

We have continued to engage and consult with stakeholders and the wider workforce to inform service delivery and transformation of the plan. We have a strong commitment from our partners across Calderdale from the Children and Young Peoples Service, Adults Health and Social Care, Public Health, CCG, GP's, Calderdale Healthwatch, The Voluntary and Community Sector and Police. We ensure our multi-agency range of partners influence the development of our plan which includes:

- Membership of groups such as the Emotional Health and Wellbeing Taskforce and ASD steering group
- Continued support on decisions around priorities and actions
- Participation in consultation events
- Involvement in evaluation panels when commissioning services
- Completion of surveys.

An online survey was completed by 211 professionals. We asked their views and experiences about children and young people's emotional health and wellbeing services in Calderdale. The results from this survey have and will continue to shape services; ensuring they meet the needs of our children, young people and families throughout Calderdale. The feedback from this survey told us that professionals feel quite confident talking to the children and young people they work with about emotional health and wellbeing however feel they need more support to do this comfortably. Professionals also said they would go to a colleague to get advice followed by looking for information on the internet.

This is what stakeholders have told us as part of our on-going engagement with them:

What stakeholders told us	Our response to date
Improved communication/awareness.	We publish a monthly emotional health and wellbeing 5 key updates and also a termly bulletin for stakeholder at all levels. Regular reports are also submitted and updates at key meetings.
Up to date, clear accessible information to help professionals know what is available for children and young people in Calderdale.	There is a professionals section on our emotional health and wellbeing website, Open Minds, where any professional can access information, advice, signposting and support for those children and young people who are experiencing a tough time. We have an Emotional Health and Wellbeing Service Guide for Professionals who support children and young people experiencing emotional health and wellbeing difficulties. The service guide is a directory of support services available to children and young people across Calderdale.
Clear referral systems into services.	We have established a First Point of Contact for all Open Minds (CAMHS) referrals offering direct telephone support, consultation and signposting. This service is now open later on 2 evenings per week in order to increase the accessibility of the service.
Reduced waiting times particularly for an ASD assessment.	In response to supporting parents and carers whilst waiting for their child's assessment Calderdale's multi agency ASD Steering Group have created an information pack designed to support the families through this period. The information within the pack covers some local resources that are available and which may be able to help families whilst waiting for their children's assessment. There are a number of information resource sheets about common themes, questions and behaviours that may be seen in children and young people who are waiting for an assessment.
Further training opportunities for all professionals.	A range of relevant training is available for professionals through the Local Authority multi agency training programme provided by Open Minds (CAMHS).
More support for children under 5 particularly around bereavement.	There is a 0-5 section on our emotional health and wellbeing website, Open Minds, where any professional can access information, advice, signposting and support for those children and families experiencing a tough time. The Early Years Quality and Improvement Support Team (QISO) have a number of emotional health and wellbeing early years champions across the early year's sector. The champions have undertaken a range of training around emotional health and wellbeing issues which they have disseminated to their staff teams within early years provisions. The QISO team have also developed and EHWP audit for early years settings to identify areas for improvement and also piloted the NHSE 'In it together' staff EHWP competency framework. A website for parents and carers promoting wellbeing and healthy lifestyles from birth to five years has been developed. Healthy Early Years Support (HEYS). The website offers advice and information about common health issues, social and emotional wellbeing plus much more. To find out more about the website please visit www.healthyearlyyears.co.uk/welcome.html
Free counselling for young people aged 16-25.	We have commissioned Kooth a free, accessible online counselling service to cover the age range from 10-25 years to enable support for our post16 students through their transition to adult services.
A more joined up approach between services and professionals.	We have created an accessible directory of emotional health and wellbeing services for professionals. Each service has clear information, contact details and referral process.

<p>Sustainability of services.</p>	<p>Sustainability of services is a challenge particularly where funding is non-recurrent, However where possible we have invested in a number of resources which don't require major long term funding such as our Open Minds website. We have also encouraged providers to seek alternative funding to maintain projects or to embed work within their day to day delivery. A partnership of our VCSE providers secured 3 year funding from the DHSC match funded through LTP which will ensure longevity of their projects to end March 2022.</p>
<p>Targeted emotional health and wellbeing support for the most vulnerable children and young people in Calderdale.</p>	<p>Calderdale's Young People's Service delivers a 12 week programme for young people aged 13-19 who currently self-harm or have thoughts on self-harming.</p> <p>A focus group of young people who were former self harmers have created a Distract-A-Pack. These packs have been designed to reduce the risk of self- harm and provide young people with alternative ways of coping.</p> <p>1-1 support for LGBTQ children and young people aged 8-24 is delivered by Barnardo's offering 1:1 interventions. Sessions take place at school/college or home depending on the young person's preference.</p> <p>The Creative Learning Guild offer a programme of creative activity targeted at children and young people experiencing disadvantage particularly those with SEND.</p>



Key Challenges, Ambitions and Priorities

In 2015 we identified a number of key challenges facing us in Calderdale. The Key Progress and Impact section of this refresh shows what we have achieved from 2015, demonstrating good progress on addressing many of the challenges we faced at the start of our improvement journey.

In previous refreshes we have fully set out our ambitions for the future in this section, however this is the final year of the LTP so we have outlined below some suggested areas which could transfer into an Open Minds Partnership plan incorporating the priorities within the NHS Long term Plan.

Early Intervention and Prevention

Priority areas	Key actions
To work in partnership with schools and stakeholders including children and young people to further develop and embed a whole school approach to supporting positive emotional health and wellbeing.	Further improve and embed the Primary to Secondary Transition Toolkit to support student emotional wellbeing through networks, meetings and online communications.
	Further embed the primary to secondary 'Transition Support Project', joint funded by DHSC and LTP to end March 2022.
	Embed the success of the Therapeutic Interventions in Secondary Schools Service (THISS) which incorporates a whole school EHWP audit and action plan implementation, funded to end March 2022.
	Continue to work in partnership with Public Health to support work around the eHNA and primary and secondary health and wellbeing networks.
	To establish a MHST steering group and recruit a team of clinicians and EMHPs to roll out the MHST in schools programme (see separate project plan).
Improving access to digital support for children and young people to ensure increased accessibility, choice and control and improved self-care.	To continue to roll out the Mental Health in School Link project.
	To work with young people and key stakeholders to improve and promote the EHWP Open Minds website. www.openmindscalderdale.org.uk
	Further promote and embed the on-line counselling service (Kooth.com) to children and young people aged 10-25.
To embed the Time Out early intervention service enabling all children and young people to 'find your thing'.	To continue to support Open Minds (CAMHS) providers to further embed the use of digital technology to improve their effectiveness and service user experience e.g. Silver Cloud.
	To promote and embed the Time Out service linking with all relevant organisations and ensuring accessibility by all children and young people aged 9-19, working towards a sustainable model beyond 2022. http://www.timeoutcalderdale.co.uk

Achieving: Robust and sustainable approaches to early intervention across a range of services including schools which are able to provide advice, guidance and support to children and young people reducing the need for them to access targeted and specialist services.

Implementing THRIVE

Priority areas	Key actions
Embed and enhance the First point of Contact as the single referral point (except for crisis for CAMHS in Calderdale).	Continue to promote the FPoC to all potential referrers; increasing referrals from schools, other services, parents and carers and young people. Also promote the FPoC as an advice, signposting and consultancy service.
Continue the implementation of the THRIVE framework.	Continue to work with key stakeholders to embed 'Getting Advice' strategies and interventions to ensure children and young people are supported to thrive. Where appropriate children and young people are supported/signposted to access alternative services e.g. Time Out and are also supported to manage their own care through digital and other technology e.g. Kooth/ apps etc.
	Continue the work to implement the 'Getting Risk Support' approach to ensure that children and young people with the most complex needs receive the support they need.
	Explore the possibilities for wider VCSE partners to submit data via the MHDS to ensure a true picture of mental health interventions is captured.
	Implement and roll out key messages from the Thrive communication plan to promote an understanding of Thrive across all partners and stakeholders including parents and carers and children and young people.

Achieving: A system built around the needs of children, young people and their families offering choice and control, intervening early and building long term resilience.

Supporting the most vulnerable children and young people

Priority areas	Key actions
Continue to explore and implement solutions to improve waiting times and the support for children and young people on the Neurodevelopmental pathway	The multi-agency ASD Steering Group will continue to drive forward the improvement work around support for CYP with ASD.
	To continue to implement strategies which support the reduction of waiting times for the neuro developmental pathway.
Provision of an OMP specialist mental health practitioner to ensure targeted support for some of our most vulnerable young people.	Continue this work with a greater emphasis on supporting a wider range of vulnerable young people and offering additional support across wider teams with the aim of achieving a reduction in the number of vulnerable children and young people presenting in crisis and requiring urgent mental health care.

Continue and strengthen the implementation of the Brain in Hand app working in partnership with key stakeholders including CAMHS and schools.	Continue to work with existing stakeholders and bring in new organisations where possible encouraging greater uptake and support for young people to access the app.
Provide targeted support for LGBTQ+ young people.	Provide a range of offers to support the additional needs of LGBTQ+ young people.

Achieving: Our most vulnerable children and young people will receive effective and timely support.

Engagement and Co-production

Priority areas	Key actions
To strengthen our engagement, communication and co-production with children and young people.	Support the Tough Times Reference Group to promote the work it undertakes to the wider population of children and young people and to continue to recruit new members with lived experience to ensure its continuation.
	Facilitate the Tough Times Reference Group meetings and to ensure the group can successfully complete its LTP work plan actions and participate meaningfully in the development of projects e.g. Mental Health Support Teams Project.
	The EHWB survey with children and young people will continue to take place annually to refresh our knowledge and understanding around their emotional health and wellbeing needs and will feed this into future planning and service delivery.
To strengthen our engagement, communication and co-production with parents and carers.	Open Minds Partnership providers will continue to engage with children and young people through their participation work ensuring they are engaged in service design and delivery.
	Engage with parents and carers through a range of approaches ensuring that their voice helps drive change in service delivery.
	Open Minds Partnership providers will continue to engage with parents and carers through their participation work ensuring families are engaged in service design and delivery.
	Explore the options for continuing the EHWB training/workshops for parents and carers.

Achieving: Agreed approaches to integrated commissioning of mental health services for children and young people ensuring our work involves children and young people in a meaningful way.

Developing the Workforce

Priority areas	Key actions
To enable more practitioners to be trained in evidence-based interventions. (CYP IAPT).	<p>The Calderdale and Kirklees CYP IAPT partnership will continue to implement the roll out of the partnership plan in Calderdale.</p> <p>Undertake an annual Open Minds (CAMHS) workforce skills audit to ensure an understanding of the current skillset of staff.</p>
To develop a Workforce Strategy.	<p>To develop a workforce strategy based on the Open Minds (CAMHS) skills audit and the audit undertaken with wider EHWP providers.</p>
To ensure that all professionals working with children and young people have access to a range of training packages to support their knowledge and understanding around mental health issues and how to provide effective support.	<p>Open Minds (CAMHS) will continue to deliver the multi- agency workforce training package available through the Safeguarding Partnership and workforce development training programme in schools. The key themes of the training available are:</p> <ul style="list-style-type: none"> • An introduction to mental health in CYP mental health • Anxiety in CYP • Depression in CYP • Self-harm in CYP • Wellbeing for Education Return. <p>To promote the roll out of the education workforce competency framework 'In it Together' for early year's providers, schools and post 16 providers. All settings will be encouraged and supported to undertake this staff competency framework as a means of identifying and addressing gaps in skills and knowledge around emotional health and wellbeing.</p>

Achieving: The development and implementation of a comprehensive Open Minds Partnership workforce development strategy in line with CYP IAPT and reflecting an understanding of the skills and training needs of the wider children and young people's workforce.

Concluding Summary

As highlighted in the Executive Summary this mini refresh covers the progress of the Local Transformation Plan priorities to the end of March 2020 which marks the official end of this five-year plan which commenced in 2015.

It has been noted that there have been some significant improvements to the emotional health and wellbeing support and services available to children and young people during those five years and that there has been real progress towards achieving the ambitions set out in 2015. However, it has also been recognised that further work is still needed to ensure that all children and young people are able to access the support they need; at the time they need it.

The role of the Emotional Health and Wellbeing Taskforce in driving forward this system wide improvement will now become the responsibility of the Open Minds Partnership who will develop a new plan which will build on the work of the Local Transformation Plan as well as incorporating new national and local priorities including those linked to the impact of Covid-19.

Since the lock down, implemented from 23rd March, all services, organisations and stakeholders have worked closely together to ensure as far as possible that there remained a comprehensive emotional health and wellbeing offer for children and young people in Calderdale. Face to face services were replaced with virtual where appropriate and some new and innovative ideas and approaches have been implemented, many of which have enhanced the choices available for young people and will be continued and embedded. Considerable efforts have been made by all partners to ensure that children and young people and their families felt supported in their return to education and knew where to go for help if they needed it. In addition, resources, support and advice have been developed and promoted to support school staff during this stressful time.

Our engagement and co-production work has continued during the pandemic and we are particularly proud of our young people's groups, Tough Times, Young Commissioners and the SEND reference group who have developed some fantastic resources for their peers and have been involved in activities such as the recruitment of staff for the Mental Health Support Teams in Schools programme and creating a pod cast for Phoenix Radio broadcasted on the Youth show for World Mental Health Day.

Partnership working has been strengthened during this difficult time, creating a stronger infrastructure on which to build further improvements and to work towards a future where all children and young people are supported to thrive and make the most of their potential.