

# Whole School Approach to CAMHS In Reach Services

<b>Organisation</b>	<b>Hywel Dda University Health Board</b>
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<b>Date of Report</b>	<b>April 2025</b>
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<b>Report Prepared By</b>	<b>Alastair Wakely, Service Delivery Manager, CAMHS, MH &amp; LD</b>
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Following the allocation of funding to progress the development of the Whole School Approach, there is a requirement to evaluate the delivery of the scheme in your area. Please utilise your initial request submissions to determine whether delivery and spend to date is comparable to your anticipated position.

**Reporting Schedule:** Progress is to be reported bi-annually. This form is to be submitted on:

- 16 October 2024 (covering the period 1 April 2024 to 30 September 2024)
- 15 April 2025 (covering the period 1 October 2024 to 31 March 2025)

**Completed form to be returned to: [hss.performance@gov.wales](mailto:hss.performance@gov.wales). Please provide a copy of necessary plans & documents with the report.**

	<b>Annual Submission</b>	<b>Delivery to Date</b>
Total spend to date		Total Spend <b>£366,214</b> Total Staff costs = <b>£350,083</b> Total Non Pay = <b>£16,131</b>
Period of claim		(October to )
Staff (please list each member of staff in post, by band and per local authority to and their whole time equivalent i.e. 0.4 Band 5)		Staff currently recruited against School In-Reach budget as follows. This does not include staff working within Primary Mental Health who support School In-Reach.  SIR Team Composition Band 8A x Service Manager 1 X WTE

		<p>Band 8A x Clinical Psychologist 1 X WTE Admin Support X 2.6 X WTE Carmarthenshire Band 7 Team Leader X 1 WTE Band 6 Practitioner X 3 WTE Band 5 Assistant Psychologist X 2 WTE</p> <p>Ceredigion Band 7 Team Leader X 1 WTE Band 6 Practitioner X 2 WTE Band 5 Assistant Psychologist X 1 WTE</p> <p>Pembrokeshire Band 7 Team Leader X 1 WTE Band 6 Practitioner X 2 WTE Band 5 Assistant Psychologists X1 WTE</p>
Other costs incurred to date (please list i.e. staff training)		<p><b>Other NON Pay costs :- total £16,131</b></p> <p>Travel &amp; Subsistence      £8,736 Vehicle Leases                £893 Training Expenses            £1,721 Room Hire                      £2,235 Computer Hardware        £2,305 Recharge : IT Services      £35</p>
<b>Please explain how your service has progressed in each area, building on what was anticipated at the beginning of the financial year</b>		
	<b>Update</b>	
1. How have you engaged schools/school leaders and wider partners in service	The multi-agency Steering Group continues to meet quarterly with representatives from all stakeholder groups including LA partners (Educational Psychologists from the three counties), ALN DECLO, WSA Implementation lead and school leadership staff.	

<p>development and rollout across LA areas?</p>	<p>We continue to engage with relevant priority groups/partners including ALNCO, Head teacher Forums, College leaders, ELSAs and the Emotional Health and Well-being Group. Team Leads continue to attend TAPPAS (Team around Pupil, parent and school) meetings for secondary schools to offer advice and support.</p> <p>A Mental Health training plan has been developed and embedded within the service.</p> <p>Third Sector relationships continue to prosper. Good links made with Mind regarding their ongoing CYP Sanctuary offer, as well as the key local school counselling provider, Area 43, with whom we have established a shared pathway.</p> <p>School in Reach Practitioners have additional CYP specific resources to promote 111 opt 2 to ensure clarity with regards to easy access to mental health support and expertise for staff, CYP and parents/carers in addition to SiR.</p>
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	<b>Update</b>	
<p>2. How have you ensured service development as part of an integrated, whole-system, regional approach?</p> <p>Developing and delivering services that support the emotional health and well-being of children and young people, ensuring schools/children and young</p>	<p>The SiR Service Specification ensures appropriate pathways and links with relevant service areas to enable a whole system approach. The Specification was developed in collaboration with stakeholders and was widely engaged on prior to approval by the regional Steering Group.</p> <p>The Steering Group includes representation from social care, teaching staff, Educational Psychologists and Whole School Approach Implementation Lead, ensuring that the Service works within the Local Authority Framework.</p> <p>SiR Link Practitioners continue to work with individual primary and secondary schools as well as pupil referral units, special schools and colleges, with responsibility for developing relationships within the</p>	

<p>people have timely access to appropriate support when needed?</p>	<p>wider school communities. Schools have mobile phone and email contact details for the link practitioners to ensure timely access to support when needed.</p> <p>The Service supports school PHSE curricula delivery to integrate emotional health and well-being in line with the Donaldson Report, in addition to providing parent workshops in Pembrokeshire.</p> <p>Referral pathways between schools and CAMHS services via SiR and vice versa have been developed and are included within the consultation and advice offering to schools. Data suggests these pathways are working effectively, including diversion from CAMHS where support can more effectively be offered in the education context, and facilitated access to CAMHS assessment where this is indicated.</p> <p>We now provide consultations to local colleges to ensure that support is available to 15-18 year olds regardless of education attendance.</p> <p>SiR promotes 111 opt 2 and the local Alternative to Admission provision (Wellbeing Hwb) in addition to SiR ad hoc advice, to promote timely access to appropriate triage and divert young people from A&amp;E where this is safe to do.</p>
<p>3. What supervision process does your service provide to school staff? Please outline what and how.</p>	<p>The SiR team signpost school staff to the regional Education Support Staff Wellbeing Advisor for any requests for group and individual supervision. CAMHS SiR do not provide supervision (as understood in a health context) within directly to school staff due to the governance implications that this entails. However, the Clinical Psychologist has developed pathways to ensure that training, consultation, advice and support is provided to school staff.</p> <p>Our model of consultation is collaborative and based on a team formulation approach incorporating bio-psycho-social aspects of child development, which upskills consultee school staff.</p> <p>We provide a stepped care model, providing advice to a single staff member or multi-staff/multi-disciplinary consultation support (for more complex or enduring difficulties).</p>

	<p>The School In-Reach team provides training, advice and consultation to school staff in regard to emotional well-being and mental health needs of the young people in their care.</p> <p>SiR has supported several schools following sudden deaths/apparent pupil suicides, and supported one school as part of a multi agency network response following a critical incident that had significant community impacts. These have strengthened relationships with schools and facilitated further work following this.</p> <p>Reflective practice sessions are offered to school staff to discuss their concerns about pupils and their own well-being concerns.</p>
<p>4. How have you ensured that the role of a CAMHS In-reach practitioner will not be diluted (by, for example, supplementing core sCAMHS or by stretching their time too thinly across too many staff and/or schools or through pressure to work directly with children and young people)?</p>	<p>We have integrated the function of School In-Reach within our Primary Mental Health service. We have created team job plans to ensure WTE capacity is ringfenced for SiR functions, including:</p> <ul style="list-style-type: none"> <li>• Advice</li> <li>• Consultation</li> <li>• Training</li> <li>• Multi agency liaison</li> </ul> <p>We have given careful consideration to the local landscape of each school and their context and demand in the allocation of resources in fulfilling the functions of School In-Reach.</p> <p>Service Managers in collaboration with the Service Delivery Manager for CAMHS regularly review demand and capacity to ensure job plans reflect local demand and variation.</p> <p>S-CAMHS undertakes a monthly review of whole service demand and capacity to monitor trends, flex service resources and ensure key functions are delivered.</p>
<p>5. How do you continue to ensure the Welsh language</p>	<p>We continue to follow HDUHB guidance on Welsh Language standards, including adopting the Bilingual Skills Policy.</p>

<p>offer is strengthened through for example, Welsh speaking practitioners and ensuring the translation of written material?</p>	<p>Welsh speaking staff have been recruited within the service and when necessary we can spread this resource across the 3 local authority areas, ensuring that services/consultations can be offered through the medium of Welsh when requested. Welsh speaking practitioners have been allocated to Welsh speaking schools wherever possible.</p> <p>All documentation (information leaflets, consent forms, training materials etc) is offered bi-lingually to school staff, pupils and parents.</p> <p>The workforce is encouraged and enabled to take up the offer of learning Welsh.</p>
<p>6. Recruitment of highly skilled and experienced staff to provide training and advice is important. However, this is demonstrated as challenging. How are you ensuring appropriate provision? Have you utilised alternative methods where recruitment/ retention of appropriate staff has produced difficulties?</p>	<p>In order to mitigate against hard to recruit roles we expanded the qualification requirements for the workforce, which has attracted a broader range of experienced multi-disciplinary practitioners including RMN, Registered Nurses, OT, Social Workers and Paediatric Nurses. This continues to bring success in recruiting quickly to any vacancies that arise. It also brings a rich wealth of skill mix and experience to the team and has ensured successful recruitment of all posts within SiR, whilst ensuring registration that supports practitioners to gain competencies across CAMHS Part 1 interventions, which in turn supports their capacity to provide robust consultation.</p> <p>The integration of SiR within Primary Mental Health provides for a more robust workforce from which ensures continuity and consistency of service provision.</p> <p>A robust competency and skills pathway has been developed to support staff to develop the required skills to deliver a broad range of activities. All SiR Practitioners are competent in assessing and formulating mental health needs and shaping and delivering evidenced based interventions. This means that their consultation skills have a sound basis in getting a good grasp of presenting mental health needs and how to respond to these holistically.</p> <p>Our Clinical psychologist post provides essential support to the well-being of the team including:</p> <ul style="list-style-type: none"> <li>• clinical consultation</li> </ul>

	<ul style="list-style-type: none"> <li>• training and clinical supervision to SiR staff</li> <li>• therapeutic understanding of cases loads</li> <li>• supporting the development of formulation skills in schools' consultation</li> <li>• restorative supervision to SiR staff to promote well-being</li> <li>• recruitment and supervision of Assistant Psychologists who support training, data collection and psychological formulation work</li> </ul> <p>The SiR Service Manager has been jointly leading a project to agree a shared set of School in Reach practitioner competencies across Wales in order to ensure a clear training pathway is in place for practitioners in the wider SiR workforce; this work is on hold pending further national discussion. Local SiR teams across Hywel Dda, Powys and Swansea Bay come together for regular conferences to share their learning across the region.</p>
<p><b>Monitoring and Evaluation</b></p> <p>Public Health Wales, should already provide a national coordination role, including a National Forum for the sharing of good practice, etc. for the service across Wales. They will work with you to develop a nationally agreed data collection set. Please explain how you have met the following questions and intend to continue doing so.</p>	
	<p><b>Update</b></p>
<p>7. You will work with partners to ensure that there is robust monitoring and evaluation of the effectiveness of action to support pupil and staff mental health and well-being and the initial targets you propose to measure progress (together with timescales).</p>	<p>The Service has developed robust performance and monitoring mechanisms. Feedback forms/questionnaires were previously designed for school staff. An initial baseline score was established which then which was then followed up at the end of each term. Measurements included:</p> <ul style="list-style-type: none"> <li>• Levels of staff skills, knowledge and confidence.</li> <li>• Level of understanding of, and relationships with specialist services.</li> <li>• Staff perception of provision for pupils with mental health difficulties.</li> <li>• Staff wellbeing and stress levels in relation to their support for pupils own mental health and well-being.</li> </ul> <p>School staff and SiR staff have attended Wales Outcome Measures training provided by Improvement Cymru.</p>

	<p>We have now adopted the national survey to ensure our evaluation is based on a common approach and can be joined up with other SiR services where needed.</p> <p>Goal Based Outcomes continue to be used to identify goals of the consultation and measure its effectiveness, (pre and post consultation completed by school staff). Data is monitored through SharePoint with regular reports produced and shared with stakeholders.</p> <p>Data shows that the main presenting concerns discussed during consultations continue to be pupil anxiety, low mood, self-harm and anger. Pupils impacted predominantly by neurodevelopmental conditions and parental health issues are brought for consultation. Most pupils discussed in consultation continue to be supported in school, with around a third being signposted to more appropriate additional support. While a small number are referred on to S-CAMHS.</p>
<p>8. The In-reach Service is closely linked to and has potential to strengthen how Health Boards fulfil their statutory duties under the ALNET Act in terms of provision of help and support for learners. Does your In-reach plan continue to align with your planning in relation to the ALNET Act? What processes do you use to work closely with the DECLO for the LHB in continuing the development and delivery of plans and services to</p>	<p>The Service continues to be represented at the ALN Regional meetings and local operational meetings by the Service Delivery Manager for CAMHS.</p> <p>SiR staff core competencies and skills include ALN training. ALNCOs work closely with the service to share knowledge and provide specialist advice and guidance etc, and we have an ALNCO on our steering group.</p> <p>Regular meetings have been established with the DECLO to ensure better integration of services for CYP with ALN. A workstream has now been established with Health and LA partners and the DECLO to progress support for LA and education partners to help them identify when a pupil's mental health needs constitute ALN. This is in order to ensure parity of application of ALN process to CYP with mental health needs rather than restricting application to physical health, learning difficulties and neurodevelopmental needs.</p> <p>The DECLO is a member of the multi-agency SiR Steering group.</p>

allow those statutory duties to be met?	
9. Use this line to add any further information you may feel useful and which has not been included above e.g. risks/ corrective actions	<p>We believe that the establishment of SiR locally in Hywel Dda has led to a dampening and even a possible reduction in demand for routine CAMH services. We have successfully integrated SiR into our wider CAMHS pathways and it is adding significant value in supporting education staff to 'hold on, not refer on' for pupils who can safely be supported locally. Our recruitment strategy, to ensure a well recruited and stable staff base to build strong links with education, involved recruiting to permanent posts. This was essential given our geography.</p>