



Emotional Health and Wellbeing Strategy Development

Strategy and Commissioning
February 2022



WOKINGHAM
BOROUGH COUNCIL

Agenda



Time	Agenda Item
(5 mins)	Introduction and focus of the session
(15 mins)	Needs Assessment Key Findings
(15 mins)	Discussion - Experiences of parents
(20 mins)	Developing the Vision and Priorities
(5 mins)	Next Steps and timeline



Purpose of the Focus Group

Opportunity to discuss and gather the views and experiences of schools and education settings about the emotional wellbeing agenda including:

- Understanding needs of CYP in your schools and across Wokingham
- What are the gaps in support and provision for CYP and schools?

Space to think in an innovative way about:

- The vision for emotional wellbeing across Wokingham
- What the priorities should be for the next 3 years



Purpose of the Strategy

- All children and young people deserve the best start in life and building strong emotional resilience is an important element in helping children and young people achieve and succeed.
- Emotional wellbeing and mental health of young people is a key priority across the Borough.
- The Emotional Health and Wellbeing Strategy aims to set out how the council, local partnerships and organisations will work together with children and their families to support them to grow up happy and well.
- Will set out the priorities for the next 3 years and provide a clear sense of direction and set of objectives to improve the emotional wellbeing and mental health of the children and young people of Wokingham.
- It builds upon the work that has already been achieved and identifies the services that are available to assist children, young people and their families in choosing the right care from promotion/prevention, to those suffering complex mental health



Needs Assessment – Key Findings

- Wokingham population is increasing – until 2026 then will start to reduce
- Lack of clarity about what services are available for CYP
- Long waiting times for services
- National difficulties recruiting to services including EP, therapists etc
- Vulnerable pupils (eg those with SEND, who are LAC or other social care plan, living in poverty) are still more likely to have difficulties with emotional health and wellbeing
- Increase in children becoming LAC, CP or CIN and those with SEN Support or an EHCP
- Higher absences (data issues) and impact of covid, some anecdotal
- Poor data collection and sharing across the EHWPB agenda
- Poorer educational attainment for those with EWB difficulties
- Increasing trajectory of pupils with identified with a primary need of SEMH and ASD – we don't record consistently the secondary need



Impact of Covid 19

Impact of Covid still unknown but:

- National Survey by NHS Digital found rates of probable mental disorders have increased since 2017, in 6-16 year olds from one in nine (11.6%) to one in six (17.4%) and in 17 to 19 year olds from one in ten (10.1%) to one in six (17.4%)
- Biggest change from 2017 to 2021 was in the 6-10 year olds age range
- Overall girls are more likely to have mental health difficulties, but boys are more likely between 6-10 age range
- Anxiety, low mood and difficulties relating to ASD are the main reason for referral to services such as PCAMHS, ARC and MHST
- Increased admission across ages 10-19 in hospital admissions for self harm



Discussion

- Does this data reflect your experiences as parents/carers?
- What is working well and even better if...
- What is not working well and could be improved if....



Discussion Feedback

What works Well

Initially good idea,

- Is the increase of anxiety now more known as it is more available in the news and known

What is not working well

- The information is contradictory – ADHD for diagnosis who can make the referral (eg GP but then CAMHS not accepting)
- Anxiety is being identified but no body know where to go from there or what to do to help –
- Unclear pathways
- Some parents found it was manageable prior to lockdowns but after this it has been increasingly difficult to get YP back in to school and no support – from schools
- Schools trying to navigate the position and it is unclear – changes to implement too fast and the impact
- Covid recovery programme funding – specific work with EBSA – our schools may have used this for more online access but this has been difficult for SEND pupils has not been helpful – not inclusive. Not focussed on EWB support.
- Home education – can't access some services because they are not at a school – this needs investigating – experience of this for families – what is the QA of these pupils education

Even Better If...

- Staff knowledge and ability to help – know what is going on and where to go to make referrals etc. There isn't one person.

Could be improved if...

- Access FAQs around difficulties and what can we do, drop in sessions to give help and advice (in person or virtual – virtual sometimes better for flexible)
- Access a route map so that parents knew what was happening and when – what services and timescales. Clear place to find information.
- Local offer is not meeting the needs, hard to navigate
- Shared resources – find it by key words etc
- Ask if it is useful and if not why
- Support for those with EHE children
- Self harm and suicide



What is your vision for emotional wellbeing in children and young people?



- What is important to your children and young people in supporting their EWB needs?
- What should the priorities be?
- How can families be better supported?



Vision

- Sharing of information – experiences and well as staff etc
- Get SEND and EHWP on every agenda of every team meeting, needs to be more of a priority for the SLT.
- Standardised expectations, the good are really really good and the bad are awful
- **TRUE EARLY INTERVENTION** – things are recognised but the issue is often exacerbated through long waits, unclear pathways and provisions

Priorities

- Training for families and for staff in schools – to deal with emotional needs. Didn't have enough experience to be able to deal with and understand different behaviours and promote EWB
- Training for parents (parenting special children) in the beginning but nothing after this – what is the progression. Opportunity to talk with other parents, during the process and the transition points. Parents in crisis need to be exposed to those who understand. Support for families is key – they are hitting crisis
- All school staff need to be trained in EHWP and everyone having the same information and following it appropriately
- Delivery of provision consistent across schools
- More support to schools – 12 more nurture assistants. What coverage do we have across the LA and who are being used to support children



Next Steps

Engagement

- Focus groups (CYP, Schools, Parent)
- Parent, CYP an professional survey – please look out for it and share!

Draft

- Develop the draft using the findings of the needs analysis and feedback gathered through engagement

Consultation

- Formal public consultation

Launch Strategy



Have you got more to say....?

- The slides and a summary of the feedback from the engagement sessions will be sent to participants
- Look out for the survey coming soon
- Please feel free to send any additional feedback or thoughts to carey.tulloch@wokingham.gov.uk

