

## Survey of mental health and well-being provision and support in schools November 2017

<b>Characteristics and number of respondents</b>			
<b>Quadrant</b>	<b>Total</b>	<b>Small schools &lt;120</b>	<b>&gt;120 - 600</b>
North East	37	2	35
South	46	0	46
West	24	4	20
Mid	35	5	30
<b>All areas</b>	<b>142</b>	<b>11</b>	<b>131</b>

### Key challenges around supporting children with mental health and well-being issues?

<b>Insufficient funding</b>			
<b>Quadrant</b>	<b>Yes</b>	<b>No</b>	<b>Additional comments</b>
North East	33	1	<ul style="list-style-type: none"> <li>• We fund family support and mental health support through Child First Trust which we fund from PPG</li> <li>• No money to buy in counsellors.</li> <li>• Having to use the school budget to top up vulnerable children.</li> <li>• We have little funding that we can allocate.</li> <li>• Makes it hard to do the work we would want to do. Would always be creative with budget though.</li> </ul>
South	43	0	<ul style="list-style-type: none"> <li>• My school has a deficit budget. Dealing with complex needs is not cheap.</li> <li>• We have doubled our spend on counselling but have a growing waiting list.</li> <li>• Dramatic increase in need in all age groups.</li> </ul>
West	22	0	<ul style="list-style-type: none"> <li>• We would like regular in-house staff to deal with daily situations before they become life changing.</li> </ul>
Mid	30	0	<ul style="list-style-type: none"> <li>• I would really like to provide “in-house” counselling, but we have not got the money.</li> <li>• The schools has to fund and provide significant pastoral support and counselling with no additional funds. We are able to do this for low level needs, but do not have the time and expertise to address the needs of pupils who have suffered significant trauma.</li> <li>• We currently employ the Families and Schools Together (FAST) team, but will be unable to afford this service in the new financial year. We also employ a counsellor – managed to secure funding from MOD but this funding no longer available.</li> </ul>
<b>All areas</b>	<b>128</b>	<b>1</b>	

<b>Lack of available and trained specialists</b>			
<b>Quadrant</b>	<b>Yes</b>	<b>No</b>	<b>Additional comments</b>
North East	32	2	<ul style="list-style-type: none"> <li>If there were more, waiting times would be shorter.</li> <li>Especially for SEN pupils in a special school setting.</li> </ul>
South	43	0	<ul style="list-style-type: none"> <li>We purchase own trained specialists</li> <li>We employ our own. Frustrated with the system – we will soon look to have our own nurse, and then a speech therapist (across the MAT)</li> <li>Resources and supported often targeted from KS2 (age 7+)- very little for KS1 and early years</li> </ul>
West	22	1	
Mid	29	0	<ul style="list-style-type: none"> <li>Lack of access to those with specialist knowledge</li> <li>Support and advice from some specialists is incredibly valuable, high impact and easy to access. Other support services are difficult to access, have long waiting times or offer scant advice.</li> </ul>
<b>All areas</b>	<b>126</b>	<b>3</b>	

<b>Inconsistency of provision</b>			
<b>Quadrant</b>	<b>Yes</b>	<b>No</b>	<b>Additional comments</b>
North East	18	5	<ul style="list-style-type: none"> <li>Historically children who have needed more than school support have not been accepted into the EWMHS service so I have given up referring.</li> <li>Inconsistency of children meeting threshold.</li> <li>It's more the lack of provision.</li> <li>It's consistently not sufficient.</li> <li>Need seems to outstrip provision/people available.</li> </ul>
South	30	7	
West	15	6	<ul style="list-style-type: none"> <li>Very mixed picture in terms of quality of provision – changes of staff mid-way through.</li> <li>Different responses from different people – other agencies not working with schools in best interests of pupils/families.</li> <li>Not listening to what schools are saying about the issues, when they have considerable contact with child/family.</li> </ul>
Mid	19	2	
<b>All areas</b>	<b>82</b>	<b>20</b>	

<b>Referral times</b>			
<b>Quadrant</b>	<b>Yes</b>	<b>No</b>	<b>Additional comments</b>
North East	32	2	<ul style="list-style-type: none"> <li>e.g. a year after initial assessment</li> <li>Children/families have to wait months before being seen</li> <li>Report from parents – 18 months wait.</li> <li>We rarely get any referrals taken up – feels like there is no capacity.</li> <li>Seem ridiculously long – not in line with what we have heard this morning.</li> <li>What do we do in the meantime? Three months is a long time and a situation often deteriorates fast.</li> </ul>

South	41	1	<ul style="list-style-type: none"> <li>• Appointments for families regularly cancelled</li> <li>• Ridiculous waiting lists and threshold needed to support high level issues.</li> </ul>
West	19	1	<ul style="list-style-type: none"> <li>• EWMHS are very quick to refuse a referral.</li> <li>• Referral time is way too long. We have very challenging children who are just “surviving” at school and still waiting to see someone.</li> </ul>
Mid	28	0	<ul style="list-style-type: none"> <li>• We have been unable to access any EWMHS support in the last 2 years, except 1 child who has waited 18 months.</li> </ul>
<b>All areas</b>	<b>120</b>	<b>4</b>	

<b>Working with families</b>			
<b>Quadrant</b>	<b>Yes</b>	<b>No</b>	<b>Additional comments</b>
North East	23	8	<ul style="list-style-type: none"> <li>• Parents who don’t attend appointments but still ask school for support!</li> </ul>
South	34	6	<ul style="list-style-type: none"> <li>• Support required regarding children’s behaviour at home as often significantly different to that displayed at school.</li> </ul>
West	7	8	
Mid	24	4	<ul style="list-style-type: none"> <li>• A massive issue for dealing with children’s needs when the needs of parents are so big.</li> <li>• Lots of children who really need help have parents with mental health issues. Many do not want to engage to help their children in case they have to unpick personal issues.</li> <li>• We are unable to access additional services and our families are frustrated at the inability to access help unless the case is extreme. Waiting times are too long.</li> </ul>
<b>All areas</b>	<b>88</b>	<b>26</b>	

<b>Pressure on school staff</b>			
<b>Quadrant</b>	<b>Yes</b>	<b>No</b>	<b>Additional comments</b>
North East	34	0	<ul style="list-style-type: none"> <li>• Particularly emotional – we have referred staff for counselling due to issue they have had to face in school.</li> <li>• School staff without specialist training are having to fill the gap whilst waiting.</li> <li>• Increased by the delay in referral times</li> <li>• Huge – massive impact on behaviour.</li> <li>• We are not experts in mental health – and can’t be. We are teachers.</li> <li>• Massive – impact of parents’ mental health problems on their children.</li> <li>• At all levels. Exclusions frequently related to children with mental health issues.</li> <li>• Keeping staff who work with children with significant issues has led to some sickness absence.</li> <li>• Not having the expertise to help children or parents.</li> </ul>
South	43	2	<ul style="list-style-type: none"> <li>• Huge pressure to manage children and families in crisis</li> </ul>
West	21	1	<ul style="list-style-type: none"> <li>• No supervision available for key staff in school.</li> <li>• Increasingly staff are being taken away from supporting/delivering learning, as they are supporting distressed children.</li> </ul>

			<ul style="list-style-type: none"> <li>• Staff are put under huge amount of pressure managing very challenging, often violent, children.</li> <li>• Long waiting lists suggest increasing need for services. Senior leader time –especially of HT and DH – 60% time spent giving pastoral support.</li> </ul>
Mid	39	0	<ul style="list-style-type: none"> <li>• LSAs take on board pupils’ worries – can’t access support.</li> <li>• In a small school we already have lots of different roles. It is difficult to release staff to do training for EHWP which requires them to be out of class on a regular basis.</li> </ul>
<b>All areas</b>	<b>137</b>	<b>3</b>	

## Other challenges

- Lack of support from Social Care
- Time – pupils often need a great deal of time and we don’t have that in schools.
- A fear of saying/doing the wrong thing.
- The status of ASD children and the number of children presenting with high anxiety.
- Provision and support for those children who aren’t taken on by EWMHS until home life improves.
- Have never been successful in having a referral taken up by EWMHS so now don’t bother trying.
- Not knowing the work being done for/with a pupil or getting any feedback to allow us to support in school.
- Not knowing where to look/who to go to whilst waiting for support, in order to avoid exclusions

<b>What provision/support do you currently access?</b>			
<b>Service</b>	<b>Support accessed by the school and approximate cost?</b>	<b>Support accessed in the local cluster and approximate cost?</b>	<b>Comment</b>
<b>EWMHS</b>	Referrals made by school – time costs £5k		We have virtually given up trying to refer. Referral times have been an issue up to now and also the age of some of our children – too young to access services. Parents who have accessed this service have not always spoken favourably of the advice/help given
<b>Well-being mentor</b>	£2,000 Funded by a charity for 3 years	£2,000	North East
<b>Change</b>		£14 per pupil £3,500 per year	North East

<b>Project Counselling</b>			
<b>Family Support worker</b>	£20k £150 a day		
<b>Employ own counsellor</b>			West school
<b>Play therapist</b>	£175 per week £9k per annum £3,500 a term		Therapist left to join EWHMS
<b>Theraplay</b>			
<b>Art therapy</b>			
<b>Specialist Teacher Team</b>			
<b>Behaviour support</b>			
<b>Change (formerly Relate)</b>	£4,000 a term		Numerous schools The support is tailored to the child/family. The feedback is always extremely positive.
<b>MTEP</b>			Very effective but a cost implication to the school
<b>School nursing team</b>			Very supportive
<b>Child First</b>	We subscribe yearly to Local Delivery Group at a cost of around £3500		Family Liaison Worker and “change” counsellor employed by Child First
<b>Kids Inspire</b>	£9 per pupil per year		This is paid whether or not our pupils access the service. 6 – 10 month waiting list – some parents paying themselves.
<b>Speech and language</b>	£4.50 per pupil per year		
<b>School learning mentor</b>	£15,000		This member of staff works with all classes. Teachers refer for specific concerns. LM would refer on to other services such as Family Solutions.
<b>Brentwood Catholic Children’s</b>	Approx. £2,500 £8,853 pa		Weekly half day support worker on site

<b>Society</b>			
<b>Open Door</b>			Counselling for individual children
<b>Working for Children</b>		£2000	
<b>Staff support</b>	£11,000		Not sustainable in the long term
<b>Employ own social worker</b>	£9,000 – 1 day a week		
<b>Serenity</b>	£2,736 pa		
<b>Rochford Extended Services</b>		£6,000 1 day a week	6 children per day for 1 year
<b>SALT</b>	£1,800 per year		Bought collectively
<b>Working 4 Children</b>	Tier 1 counselling – pprox. £2,000 a year	£2,000	Counselling We access one afternoon a week. We have a waiting list and counsellor sees children on a rota basis.
<b>BATIC Counselling</b>	£8,000 a year		Not sustainable
<b>Nurture provision</b>	£20,000		
<b>Anderson Well-being</b>	Cost depends on work undertaken		Excellent
<b>FAST</b>	£9,000 per annum	£25 per child	Early intervention and family support Couldn't manage without this service.
<b>Emotional first aiders in school</b>	2 x support staff lunchtime and afternoon work		
<b>YMCA</b>	£34 per session		Already referred 2 this year – availability is an issue
<b>School's own provision</b>	£25,000		Funded out of school's core staffing budget
<b>The Children's Society</b>			This support is for children/families outside school
<b>TLG – Transforming Lives for Good</b>	No cost		1:1 weekly mentoring within school
<b>HEC Family Support</b>	£10k per year – 1 hour a week		

<b>Worker</b>			
<b>YCT Counselling</b>	4 hours a week - £12k		

<b>What additional support would you like from EWMHS?</b>			
	<b>Yes</b>	<b>No</b>	<b>Additional comment</b>
Professional supervision	<b>90</b>	<b>6</b>	<ul style="list-style-type: none"> <li>• More staff take issues home and are adversely affected.</li> <li>• Headteachers are in desperate need of this.</li> <li>• Roll this out to frontline staff.</li> </ul>
Case consultation	<b>92</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• Particularly to know if referral is likely to be taken up.</li> <li>• We require an early-help advice service.</li> </ul>
Training for staff	<b>115</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• I don't have capacity to train staff to support EWMH pupils.</li> <li>• This is key – equip us to handle some of the impact of parents' mental health issues.</li> <li>• Training on early interventions that can be used in the classroom</li> </ul>
Specialist Support for SENCOs/Inclusion Managers	<b>110</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• How to support frontline staff who work directly with children</li> </ul>
Other			<ul style="list-style-type: none"> <li>• Advice/training about how to refer effectively.</li> <li>• Parental support</li> <li>• Managing anxiety and anger</li> <li>• Training/information for parents is key</li> </ul>

### Additional comments

- First time (today) that it has been clear exactly what EWMHS is doing and how to contact etc
- In-school support
- Be great if we could have family support work in school.
- Special schools seem to be the poor relation for this service. We have not been able to access any support.
- The presentation this morning seemed very positive. I hope it is true/realistic. At the moment EWMHS just feels like a "black hole". Will try to re-engage and see what happens.
- An increasing need in our school for emotional and behavioural support. Parents also need more supporting regarding emotional needs.
- New to school and area, but I am aware staff are really worried about the increase in mental health issues which is massively impacting on children's behaviour. Have had many incidents of violence towards staff already in the first half term.
- When we phone for help/advice, we'd like more than "make a referral", please!
- As people on the frontline we could do with training to be able to give at least options/hope to parents/children. Also training would enable us to know and be able to put something into place while we wait the 12 weeks for a referral to go through.

- Individual support for children and families.
- Visits to be at school – especially for first assessment to ensure engagement, as the pupil is on site.
- This service is not supporting the increasing mental health issues that we are experiencing in schools. Increasing issues, reduced services – highly frustrating.
- Any one-step set of information that can help headteachers signpost parents, access support and training. It is very difficult to know what, at any one time, is available, the capacity of services. What are the chances of requests for support being available?
- Limited impact, lack of feedback that can support the child. Unhelpful to parents in terms of accessing support – venue/times. Inappropriate advice and inference that school will be able to access other agencies. Discharge too soon, then back to the beginning of the process to re-refer, which is not make clear to families. It feels sometimes like support is only given to “easy fix”, short term issues.
- We had immediate response from PRU when we had a near exclusion – and that quick support meant that we were able to provide a programme in house which so far has been successful. QUICK HELP IS BEST!
- We are trying to deal with issues we have very little knowledge of. In a primary school, we can see early indicators of mental health needs that with early intervention would not escalate. The sense of sending children on to secondary schools knowing they are likely to fail is crushing.
- This is a growing problem in our school and has a huge effect on whether or not children are in a fit state emotionally to learn. In the past we have provided counselling for those children we have identified in school as having specific needs e.g. bereavement, parent in prison etc. Now parents are asking if their child can have counselling as the waiting list if they go through the GP is so long. We can't continue funding our counsellor from April 2018 but we know the need will still be there. Issues arising vary, from parent mental health problems affecting the children, to childhood anxiety issues and depression. We have a seven year old in school suffering from depression who we are trying to support. The FAST team have been brilliant working with families and children to address a huge range of issues, including parents having problems finding housing to domestic violence issues but we will not be able to fund this service from April. We could do with them in school at least twice a week instead of once a fortnight!
- I feel we are very good as a school at provision for EWMH. We have LSAs who are trained learning mentors, and a lead learning mentor co-ordinator in place for 3 days a week who also runs a nurture group, deals with referrals, runs a “place to talk” area. However, as a school with low PPG funding this is very hard to maintain. As budgets tighten this becomes an enormous challenge year on year to keep this going – and would be one of the first things to be out to balance the budget. In addition to this I feel there is a lack of services when there are deeper concerns that we cannot address. Some mental health concerns (e.g. historical abuse, depression, high level school-based anxieties), both for individual pupils and families, need highly trained professionals, and these are hard to access.