

Children and Young People's Commissioning Team,  
Commissioning Services on behalf of:



Hambleton, Richmondshire and Whitby CCG  
Harrogate and Rural District CCG  
Scarborough and Ryedale CCG  
Vale of York CCG (North Yorkshire locality)

# **'Transforming the SEMH Workforce'**

North Yorkshire's Children and Young  
People's Social, Emotional and Mental  
Health (SEMH)

Multi Agency Workforce Development  
Plan

May 2017 – November 2020

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## 1. Background and Summary

This workforce development plan has been produced by a sub group of the North Yorkshire Social and Emotional Mental Health (SEMH) steering group. The SEMH steering group is a multi-agency group which has responsibility to effect positive change to social emotional and mental health services across health, education and social care provision to help work towards meeting the current and future social and emotional needs of children and young people across North Yorkshire. In order to successfully fulfil this responsibility, the SEMH steering group has identified workforce development as a key priority to help ensure that the local workforce has the capacity and capability to deliver the right provision and effect positive change.

The SEMH Steering group encompasses priorities from within a number of existing local plans and strategies relating to the social and emotional wellbeing of children and young people, some of these include; Hope Choice and Control, Young and Yorkshire 2, the SEND Strategy and the Future in Mind Local Transformation Plan (see Appendix 1 for links to the local strategies).

As well as being a local strategic priority of the SEMH steering group, the development of an integrated workforce development plan is also a key priority in national policies, including NHS England Future in Mind, The Five Year Forward View for Mental Health, Health Education England; Stepping Forward to 2020/21, The Centre for Mental Health; The Future of the Mental Health Workforce, The Carter Report; A Review of Productivity in NHS providers, DfE Mental health and Behaviour in schools, 2016, DfE Counselling in schools: A blueprint for the future and The Special Education Needs and Disability Code of Practice: 0-25 (see Appendix 2 for a summary of these strategies and policies).

The common theme within all these strategies is the desire and ambition to improve social and emotional health provision for children and young people and that key to the success of this ambition is developing a workforce that is fit for purpose. The strategies and policies point towards the need for a whole system approach across organisations to ensure that the workforce is suitable; this includes effective workforce recruitment and retention, as well as a workforce that is flexible and has the right training, skills and support.

In summary, it is clear from both national and local policies that the development of a workforce that is fit for purpose is key in ensuring that we meet the current and future needs of children and young people's social and emotional health across North Yorkshire

## 2. Local Population Need

The current child population of North Yorkshire County Council (NYCC) is **117,240** (under age 18 - mid-2016 ONS estimate.) Whilst there is no definitive number available of children and young people with social and emotional health needs within the local population, there are a number of sources which provide estimates, although it is important to note that these do vary significantly.

Estimates based on Clinical Commissioning Group (CCG) populations within North Yorkshire suggest that there are **1771 children** in Harrogate and Rural District CCG, **1617 children** in Hambleton, Richmondshire and Whitby CCG and **1375 children** in Scarborough and Ryedale CCG between the ages of 5 and 16 with a mental health disorder. Estimates from 2013 suggest that **7,395** children and young people aged 16 to 24 years in North Yorkshire had an eating disorder – which includes anorexia nervosa, bulimia nervosa and related conditions (estimates using Public Health England prevalence rate).

Specialist Child and Adolescent Mental Health Services (CAMHS) continue to see an increase in demand for services. For example over the last 2 years specialist CAMHS services in North Yorkshire

have seen a 14% increase in external referrals and the service has seen an increase in the complexity of needs of those children and young people accepted into the services, placing additional demand on specialist CAMHS services. This demand is likely to continue to rise; NHS England (NHSE) has set a target that by 2020/21 at least 35% of children and young people with a diagnosable mental health condition will receive treatment from an NHS-funded community mental health service.

Using school based data from NYCC it is estimated that there are currently **1970** children and young people identified as having Social, Emotional and Mental health needs within North Yorkshire schools (2017 school census) and **432** of these have an Education and Health Care Plan (EHCP) with a primary identified need of Social, Emotional and Mental Health Needs. 55% of these children with SEMH are educated within local mainstream primary schools, 28% within local secondary schools, 12% within Local Authority maintained specials schools and 5% within Local Authority pupil referral units. In addition there are a further 49 children and young people with SEMH needs educated in non-maintained, independent specialist provision.

It is also relevant to note that within NYCC the number of fixed term exclusions has risen from 3360 in 2015/16 to 4222 in 2017/18 and the number of permanent exclusions has risen from 69 in 2015/6 to 84 in 2016/17. This increase may point towards unmet social and emotional mental health needs of children and young people, resulting in behaviour that challenges the organisation. A workforce that has a better knowledge and understanding of SEMH needs could help support the reduction of exclusions.

When considering the local population needs and services, it is important to consider the needs of children and young people with special education needs and disabilities, including links with the local Transforming Care Partnership. This role of this partnership is to make health and care work better for children and young people with autism or learning disabilities.

It is also important to consider not only services for children and young people, but also services available for young people as they transition into adult services. Over half of mental health problems in adult life (excluding dementia) start by the age of 14 and seventy-five per cent by age 18 (Future in Mind).

Most importantly, young people in North Yorkshire say that they are increasingly concerned about mental health and emotional wellbeing (Young and Yorkshire 2). All of this data and information illustrates the need for a workforce across North Yorkshire which has the capacity and capability to support children and young people's social and emotional health. The number of children and young people requiring support for social and emotional health needs is predicted to continue to grow and the workforce needs to be skilled and flexible to support this.

### **3. Defining and Understanding the Local Workforce**

*Future in Mind* outlined the importance of developing a workforce with the right mix of skills, competencies and experience to promote, protect and improve children and young people's mental health and wellbeing. Professionals across health, education, social care services and the 3<sup>rd</sup> sector (voluntary and community organisations) need to feel confident to promote good mental health and wellbeing and identify problems early, and this needs to be reflected in initial training and continuing professional development across a range of professions. This requires a whole system approach as it encompasses a diverse range of professionals and occupations, training and education levels.

The local workforce covered by this plan includes anyone working or volunteering in a role which has the potential to support the improvement of children's emotional and mental health outcomes. It

includes the statutory, voluntary, community and private sector. It includes staff working in a variety of settings including early years settings, schools, colleges, children's centres, youth centres, health centres, hospital, family homes, care settings. It includes both those whose core role is to provide emotional or mental health support (e.g. practitioners from a wide range of disciplines working within child and adolescent mental health services (CAMHS) as well as those who may be able to support children's emotional and mental health but whose primary role is different (e.g. social workers, youth workers, pastoral staff in schools). It also includes foster carers and residential workers who are looking to expand their skills and knowledge to support the children and young people they are caring for.

## **4. The Current Position**

There is already a great deal of work underway across North Yorkshire to ensure the local workforce has the right skills and strengths, some examples of this work are outlined below.

### **Compass BUZZ**

The recently commissioned Compass BUZZ programme offers training and consultation to schools across North Yorkshire to enable them to take a whole school approach to supporting the mental health of students. There are three levels of training available for professionals to help identify and respond to the mental health and emotional wellbeing needs of children and young people across primary and secondary schools and colleges and help enable the school to promote positive mental health amongst the students.

### **Youth Mental Health First Aid**

The Government funded Youth Mental Health first aid (YMHFA) courses are available for everyone who works with, lives with or supports young people aged 8-18. They teach the skills and confidence to spot the signs of mental health issues in a young person, offer first aid and guide them towards the support they need. A number of schools across North Yorkshire have already signed up to this training.

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### **The Thrive Approach**

The Thrive Approach draws on insights from these fields to provide a powerful way of working with children and young people that supports optimal social and emotional development. In particular, the Thrive Approach equips professionals to work in a targeted way with children and young people who have struggled with difficult life events to help them re-engage with life and learning. Across the county 24 practitioners have been trained to implement Thrive Approach and a further 24 are in the process of being trained. The Inclusive Education Service will be offering Thrive practitioner training for additional schools and setting to access from April 2018.

### **Conflict Resolution Training**

The Local authority Children and young people's service provide conflict resolution training for schools and settings to help them effectively support children who have behaviour that challenges the organisation further information is available upon request via North Yorkshire Education Solutions

### **Children and Young People's Improving Access to Psychological Therapies Programme (CYP IAPT).**

The CYP IAPT is a change programme delivered by NHS England in partnership with Health Education England it aims to:

- work with existing services that deliver mental health care for children and young people (provided by NHS, Local Authority, Voluntary Sector, Youth Justice)
- create, across staff and services, a culture of full collaboration between child, young person and/or their parents or carers

The programme does not create standalone services, but works to embed the CYP IAPT principles into existing services. The programme began in 2011 and by March 2017 it was working across services that cover 90% of the 0-19 population. The programme is working to achieve 100% coverage by 2018. Locally we are already aware of some training gaps for CYP IAPT due to some of the financial and practical challenges of accessing the training.

### **NYCC and NHS Training**

There are a range of training activities delivered locally through NYCC and NHS, although a list of these programmes is not formally held or shared and is sometimes delivered on an ad hoc needs led basis. For example, it was recently identified that there was a need to provide some local training for staff on Care Education and Treatment Reviews (CETRS). CCGs worked with Local Authority colleagues to provide 2 training sessions in January 2018.

A full mapping to address this will be a key priority of the Workforce Development sub group. Appendix 3 provides an of example NYCC Mental Health training offer and an initial table top mapping exercise of the roles and training needs of some of the current workforce has been undertaken.

## **5. Developing Workforce Capacity - Key Priorities**

The following key priorities have been identified to help develop local workforce capacity and work towards meeting the current and future needs of children and young people's social and emotional health across North Yorkshire:

- 1. Map the current offer of local SEMH workforce training activities designed to support children and young people's social and emotional mental health**
- 2. Identify any local SEMH workforce training needs and strengths and propose a number of solutions to meet local needs**
- 3. Increase cross service and inter-agency training**
- 4. Review local SEMH workforce recruitment and retention – identify achievements, challenges and risks**
- 5. Scope the implementation of a competency framework across NY to cover all those working with children and young people in mental health**

## 6. Workforce Development Action Plan

The workforce development action plan will be implemented and monitored by the SEMH Workforce Development sub-group, which will in turn feed into the SEMH steering group.

<b>WORKFORCE DEVELOPMENT ACTION PLAN</b>					
<b>Priority</b>	<b>Current Position (if known)</b>	<b>Action Required</b>	<b>Performance Indicators</b>	<b>Time scales</b>	<b>Lead</b>
<b>1. Map the current offer of local SEMH workforce training activities designed to support children and young people's social and emotional mental health including Children and Young people's Improving Access to Psychological Therapies (CYP IAPT)</b>	Currently aware of a range of training activities offered locally through NYCC and NHS, although this is not formally held or shared. Appendix 3 lists example training opportunities available through North Yorkshire County Council (NYCC).	Phase 1, map training activities available within NHS and NYCC structures. This may include how training is accessed, what level the training is and who the training is for (for example children and young people, professionals, Families). It may also include uptake of training, for example which schools or organisations are utilising training and which aren't.  Phase 2, map training activities available beyond the NHS and NYCC for example the 3 <sup>rd</sup> sector training activities	Workforce training mapping activity published	Q1 18/19	ALL/LG
<b>2. Identify any local SEMH workforce training needs and strengths and propose a number of solutions to meet local needs</b>	Aware of some local training gaps for CYP IAPT due to the financial and practical challenges of accessing the training.  Further information on specialist	Using the outcomes of the mapping work in Priority 1, work with partners to propose a range of training solutions to meet local needs. This may be formal accredited training, or less formal unaccredited training	Training offer formalised and published  Increased uptake in training	Q2 18/19	ALL

	CAMHS training needs can be found through the CAMHS local training needs analysis.	opportunities.			
<b>3. Increase cross service and inter-agency training</b>	Aware of some joint training already taking place between services on in an informal basis. For example through guest speakers and shared access to training (e.g. Compass Buzz and Prevention have trained together).	Formalise cross service and agency training through shared partnership agreements and or a schedule of planned events.	Published schedule of planned shared training events.	Ongoing	Lisa Gale
<b>4. Review local SEMH workforce recruitment and retention – identify achievements, challenges and risks</b>	Currently aware of some regional recruitment challenges within specialist CAMHS services.	Work closely with providers and partners (including 3 <sup>rd</sup> sector) to identify recruitment achievements, challenges and risks.	Publish recruitment and retention analysis and make recommendations	Q4 18/19	ALL
<b>5. Scope the implementation of a competency framework across NY to cover all those working with children and young people in mental health.</b>	North Yorkshire schools have agreed to pilot a DfE Schools Competency Framework. Further information is required about this pilot to help understand if it could be adapted for roll out across NY.	Scope local and national competency frameworks and assess their suitability for roll out across NY.	Make a recommendation to the steering group about which competency framework would be suitable to adopt across NY.	TBC in line with DfE pilot across NY schools.	Representative from Inclusion service TBC

