

APPENDIX 1

Mental Health Needs Assessment for Children and Young People – completed May 2015

Summary of Recommendations

Data

1. Recognise that levels of need have the potential to be high in view of local levels of deprivation and the increasing numbers of children and young people who experience risk factors associated with poor mental health; in particular those who have chaotic home environments.
2. A standard approach to collation of activity data should be agreed for all services who refer into, or utilise CAMHS services. Any future needs assessment should not be limited by a fundamental lack of data relating to need, demand or service utilisation.
3. Where service data and prevalence data do not match, review if this is due to classification, detection or referral etc.

Mental Health Promotion & Prevention

4. Increase awareness of children and young people's mental health through promotional campaigns to promote good mental health and tackle stigma and discrimination.
5. Establish a prevention and early intervention approach to mental health in schools with a particular emphasis on the early years; consider the 8 principles as set out in the Public Health England document 'Promoting Children and Young People's Emotional Health and Wellbeing'.

Early Identification & Early Diagnosis

6. Provide targeted early intervention support to children and young people who are at increased risk of developing mental health problems such as; LAC, SEN, youth offenders, LGBT, and young carers. Ensuring effective support is given to those who are also affected by risk factors, particular those with parents who have mental health problems or whom have suffered a bereavement or family breakdown.
7. Improve communications about services available for service users, carers, and all professionals who work with children and young people.
8. Workforce development for schools and local authority services to support with the early identification of children with mental health and emotional wellbeing problems and how to support and refer effectively.
9. Review how CAF is used in early identification of mental and emotional health needs and how the CAF is used in identifying risk factors that could be linked to poorer mental and emotional health outcomes e.g. Parental substance misuse, domestic abuse.

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Pathways to services

10. Develop pathways for children and young people that provide opportunities outside of TAMHS and CAMHS to support low level mental health and emotional wellbeing.
11. Rates of self-harm are higher than similar rates both regionally and nationally. In conjunction with work to promote early intervention and reduce the impact of risk factors, the referral and treatment pathway for self-harm should be reviewed against NICE guidance to ensure that services to address these issues are as comprehensive as possible and that secondary prevention measures are in place to reduce rates of reoccurrence.
12. Ensure pathways support the transition of children and young people to adult services. Young people should be offered a planned, well communicated and informed process. Transition pathways should consider recommendations set out in the Closing the Gap publication and should consider the new NICE guidelines due for release February 2016.
13. Ensure parents have access to the appropriate support, including support for parenting and parent mental health.

Joint working

14. Improve joint working across health, local authority and voluntary sector services to ensure that the combined capacity of both statutory and VCS services is appropriate to provide services that comprehensively offer resilience, promote good mental health.

Aligning local services with national recommendations

15. The development and delivery of a children and young people's emotional wellbeing plan that incorporates and addresses the gaps and recommendations highlighted in this report. This plan should have shared ownership from Local Authority, Health, Education and other partners overseen by the Children's Partnership Board, of the Health & Wellbeing Board.

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