

‘Transforming the Workforce’

North Yorkshire’s Children and Young People’s Social, Emotional Health and Wellbeing Workforce Development Plan

November 2017 – November 2020

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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)

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 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 3rd 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. As of January 2018, **276** schools in total (**70%** of all schools in North Yorkshire) have booked and/or received the training.

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 following number of schools have at least one member of staff trained as a Thrive Practitioner to embed whole school practice and undertake Thrive assessment and intervention: **X** (TBC) mainstream schools, 1 Local Authority maintained special schools for SEMH, all of the Local authority Pupil Referral Services and Enhanced Mainstream schools for SEMH. 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 CYPIAPT 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. 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 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)**
- 2. Identify any local workforce training gaps and strengths and propose a range of training solutions to meet local training needs of the wider workforce**
- 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.

WORKFORCE DEVELOPMENT ACTION PLAN					
Priority	Current Position (if known)	Action Required	Performance Indicators	Timescale	Lead
1. Map the current offer of local 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)	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 rd sector training activities	Workforce training mapping activity published	TBC	TBC
2. Identify any local workforce training gaps and strengths and propose a range of training solutions to meet local	Aware of some local training gaps for CYP IAPT due to the financial and practical challenges of accessing the training.	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	<ul style="list-style-type: none"> - Training offer formalised and published - Increased uptake in training 	TBC	TBC

training needs	Further information on specialist CAMHS training needs can be found through the CAMHS local training needs analysis.	less formal unaccredited training opportunities.			
3. Increase cross service and inter-agency training	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	TBC
4. Review local SEMH workforce recruitment and retention – identify achievements, challenges and risks	Currently aware of some regional recruitment challenges within specialist CAMHS services.	Work closely with providers and partners (including 3 rd sector) to identify recruitment achievements, challenges and risks.	Publish recruitment and retention analysis and make recommendations	TBC	TBC
5. Scope the implementation of a competency framework across NY to cover all those working with children and young	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	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	TBC in line with DfE pilot across NY schools.	TBC

people in mental health.	adapted for roll out across NY.		across NY.		
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Appendix

Appendix 1 – Local Strategies

Strategy	Links
North Yorkshire Mental Health Strategy, Hope Choice and Control 2015-2020	http://www.nypartnerships.org.uk/sites/default/files/Partnership%20files/Health%20and%20wellbeing/Public%20health/Mental%20health%20strategy.pdf
Young and Yorkshire 2, Happy Healthy Achieving	https://www.northyorks.gov.uk/sites/default/files/fileroot/About%20the%20council/Strategies%2C%20plans%20and%20policies/Young_and_Yorkshire_-_happy_healthy_achieving.pdf
Strategic Plan for SEND provision in North Yorkshire	Scheduled for publication, March 2018
Future in Mind Local Transformation Plan	Harrogate and Rural District CCG: http://www.harrogateandruraldistrictccg.nhs.uk/publications/ Hambleton Richmondshire and Whitby CCG: https://www.hambletonrichmondshireandwhitbyccg.nhs.uk/publications Scarborough and Ryedale CCG: http://www.scarboroughryedaleccg.nhs.uk/publications/ Vale of York CCG: http://www.valeofyorkccg.nhs.uk/publications-plans-and-policies-1/
North Yorkshire Social and Emotional Health Strategic Cross Service Implementation Plan (2017-2020)	Draft plan still under review. Scheduled for publication February 2017

Appendix 2 – National Strategies

Strategy	Summary
Transforming Children and Young People's	https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-

**Mental Health Provision: a Green Paper,
December 2017**

[provision-a-green-paper](#)

The Green Paper outlines new measures which signal a fundamental shift in mental health support, with over £300 million funding available. The paper outlines 3 key proposals:

1. Training for senior designated mental health leads in schools and colleges to improve prevention work
2. Earlier access to services through the creation of new Mental Health Support Teams working directly with schools and colleges
3. New four week waiting time for NHS children and young people's mental health services to be piloted

Under the plans every school and college in England will be incentivised to appoint a designated senior lead for mental health to co-ordinate existing school-based support as well as helping children to access specialist therapies and other NHS treatments if they need them. Supported by a training package of £15m-£20m a year until all schools have had the opportunity to train leads, the senior leads will also be responsible for developing a "whole school approach" to mental health and wellbeing – including making sure pastoral support is available for all pupils and that strong policies are in place to reduce bullying and other behaviours that can cause mental distress.

A further £209 million will be available to create new Mental Health Support Teams which will improve join-up between schools/colleges and the NHS. The teams will provide a wider range of support and treatments in or near schools and colleges, to improve earlier intervention so mental health problems can be addressed before they become too serious. Several thousand people are expected to be recruited over the next five years to form these new teams, which could be trained to offer Cognitive Behaviour Therapy (CBT) and other evidence-based treatments. Supervised by clinicians they will also work closely with educational psychologists, school nurses, counsellors, social workers and others to assess and refer children for other specialist treatments if necessary.

Other measures set out in the Green Paper include:

- Ensuring every primary and secondary school in the country is offered mental health awareness training.
- Ensuring teaching all pupils about mental health and wellbeing is a focus of our work to improve the quality of relationships education and PSHE.

	<ul style="list-style-type: none"> • A new working group to look at mental health support for 16-25 year olds. • Commissioning further research to fill evidence gaps across children’s mental health, including understanding how better to support vulnerable families.
NHS England, Future in Mind (FIM)	<p>In 2015 NHSE and the Department of Health published a key document called Future in Mind. The report established a clear direction and set key principles about improving access to high quality mental health care for children and young people. As a result of this document, the North Yorkshire Future in Mind Local Transformation Plans were published which outlined a commitment and ambition to work together across North Yorkshire to help work towards ensuring that children and young people grow up confident and resilient, can help find help easily when they need it, receive help in a timely way and are fully involved in decisions about their support. The LTP also made a commitment to work in collaboration with local authority colleagues to:</p> <ul style="list-style-type: none"> - Develop the workforce’s awareness of emotional and mental health issues for children and young people - Develop a core emotional health awareness module to increase awareness of emotional and mental health.
NHS England, The Five year forward View for mental Health	<p>The Five Year Forward View for Mental Health set out the priorities for NHS mental health care and some wider recommendations for other government departments and agencies (Mental Health Taskforce, 2016). The strategy has major implications for every aspect of mental health service development but its success will depend on the availability of a workforce to implement its recommendations. The plan which sets out how an additional 19,000 posts will be created by 2020/21 to staff the new services it pledges.</p>

<p>Health Education England (HEE), Stepping Forward to 2020/21</p>	<p>The recently published <i>Stepping forward to 2020/21: The mental health workforce plan for England</i>, July 2017 (HEE) outlines the national aspiration to improve access to services at an earlier stage by 2020/21 including 70,000 more children and young people gaining access to evidence based interventions and with a greater focus on prevention and mental wellbeing. The strategy identifies the need for an additional 11,000 staff in ‘traditional’ professional roles (such as psychiatry, nursing and occupational therapy) and 8,000 in newer roles such as Peer Support Workers and Psychological Wellbeing Practitioners. It describes the ways in which this will need to be achieved through a combination of recruitment of new staff, retention of existing staff and changes in the way people work. The strategy also makes a number of changes that will have a longer term impact, for example to the number and scope of training places in professional roles.</p> <p>The plan makes it clear that no one organisation holds all of the levers necessary to produce the required workforce to achieve these aspirations. Delivery will require providers, commissioners, local authorities and the third sector to help work together to recruit, retrain and retain the staff that we need. This will require a whole system approach, not in isolation as it encompasses a diverse range of professionals and occupations, training and education levels.</p>
<p>The Centre for Mental Health, The Future of the Mental Health Workforce, September 2017</p>	<p>The findings from the Centre for Mental Health’s recent report focus on three key areas of workforce development and planning:</p> <ul style="list-style-type: none"> - Recruitment, retention, training and skills - Structure and roles of the workforce - Culture of the workforce <p>The report makes 22 recommendations for policy, practice, education and training, in order to stimulate the changes that need to begin now to create a workforce for the future. We have highlighted 4 key calls to action:</p> <ol style="list-style-type: none"> 1. For mental health careers to be promoted in schools and colleges: to build on growing awareness and understanding about mental health to encourage young people to aspire to work in the sector when they’re considering their career choice 2. For all mental health service providers to support the mental health and wellbeing of their staff: to become ‘compassionate organisations’ that care for the people who work in them 3. For mental health workers to get training in the skills they will need in the future, including in coproduction, community engagement and psychological interventions 4. For people to be able to build their careers more flexibly, working in a range of different settings and sectors, and taking on new roles as they get older
<p>The Carter Report, A Review of Productivity in NHS providers</p>	<p>Lord Carter’s review of efficiency in hospitals suggests how large savings can be made by the NHS. The final report, <i>Productivity in NHS hospitals</i>, sets out how non-specialist acute trusts can reduce unwarranted</p>

	variation in productivity and efficiency to save the NHS £5 billion each year by 2020/21.
Department for Education (DfE) Mental health and Behaviour in schools, 2016 and Counselling in schools: A blueprint for the future , February 2016	A number of recent DfE publications (<i>Mental health and Behaviour in schools, 2016</i> and <i>Counselling in schools: A blueprint for the future</i> , February 2016) outline the increasingly important role schools play in promoting positive mental health in their pupils by identifying and addressing those with less severe problems at an early stage and building their resilience. The DfE guidance highlights the need for schools to have the right tools, training and advice to help identify and support pupils with more severe needs and help them make appropriate referrals to specialist agencies such as Child and Adolescent Mental Health Services (CAMHS) where necessary.
The Special Education Needs and Disability Code of Practice: 0-25 years	The Special Education Needs and Disability Code of Practice: 0-25 years was published in 2015 and provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014. This includes supporting the social emotional and mental health of children and young people with SEN and disabled children and young people. Social, Emotional and Mental health has for the first time being identified as an area of SEN need of it's own accord which means school's now have a statutory duty to identify SEMH needs, and provide appropriate support and intervention through a cycle of assess, plan, do and review.

Appendix 3 - NYCC Mental Health Training Offer

NYCC Mental Health Training Offer
<p>NYCC have offered a number of mental health training programmes. Some of these are listed below, although it is important to note that not all courses are currently offered:</p> <ul style="list-style-type: none"> ○ Body & Mind ○ Dual Diagnosis ○ Mental Health Awareness ○ Risk, Safety & Mental Health ○ Understanding Anxiety & Depression ○ An Introduction to Psychosis ○ Mental Health First Aid: Adult ○ Mental Health First Aid: Adult Lite

- Mental Health: Youth
- Courses offered by Education Psychology services
- Thrive

NYCC workforce development also offer a number of bespoke training packages that can be commissioned.

FINAL DRAFT