

Equality Impact and Engagement Assessment Form

Complete this section
Please retain one copy, and pass one copy to both the Equalities and Engagement leads

Section one – Project or plan details

1.1	Project Title:	
	RDaSH CAMHS Trailblazer Service Specifications: <ul style="list-style-type: none"> - Mental health Support Teams in Schools - Four Week Waiting Time Pilot 	

1.2	Project Lead:	Contact Details:
	Beki McAlister	01709 302072 Rebecca.Mcalister@nhs.net

1.3	This activity /project is:
	Policy – Project – Plan – Other - Review

1.4	Describe the activity/project
	<p>In late December 2018 NHS England announced that NHS Rotherham and Doncaster Clinical Commissioning Groups had been successful in their joint bid to pilot a CAMHS Trailblazer with regard to the roll out of the Green Paper. The Trailblazer consists of two distinct elements i) Mental Health Support Teams in Schools and ii) a four week waiting time to access specialist CAMHS.</p> <p>This EIA relates to the two Service Specifications for each element of the pilot to be included in the 2019/10 RDaSH Contract.</p> <p>The Department for Education have agreed nationally that the three key roles of Mental Health Support Teams are to:</p> <ul style="list-style-type: none"> • Deliver evidence-based interventions 1:1 and to groups of children and young people, building on the support already in place, not replacing it • Support the senior mental health lead to introduce or develop a whole school approach • Give timely advice to school staff, and liaise with external services, to help children and young people get the right support and stay in education. <p>The objectives of the Four Week Waiting time pilot are to:</p> <ul style="list-style-type: none"> • Establish a robust baseline position on Referral to First Appointment across all pathways. • Recruit and train additional staff to reduce waiting times from referral to first appointment. • Introduce e-clinics' to allow young people to register, select an appointment and log in on the day of their appointment to discuss any concerns they have regarding their mental and emotional well-being. • Collate times for assessment and treatment/ second appointment through the provider reporting system, which is generated directly from System One.

1.5	Timescales
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	At the time of writing this EIA the Trailblazer has been live for some time. Draft Service Specifications were included in the 19/20 contract in April 2019 and as the pilot has developed the Service Specifications have been reviewed to reflect national guidance and local development.
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2	Equality Impact Assessment				
2.1	<p>Gathering of Information: This is the core of the analysis; how might the project or work impact on protected groups, with consideration of the General Equality Duty. Please add any general information here.</p> <p>A significant level of engagement took place with Children and young People to inform the service design. 91 children and young people (age 6 to 17 years old) from Doncaster and Rotherham took part in 12 focus groups.</p> <p>The focus group gathered children and young people’s perspective on ways in which the mental health support teams can engage with educational establishments and the most effective way to develop and provide resources. Full details can be found in the embedded document here</p>  <p>Trailblazer Engagement.docx</p> <p>Four events have been held with the Rotherham schools included in the pilot – between February 2019 and September 2019 to help develop the model.</p> <p>A baseline survey of schools staffs understanding and confidence around mental health has also been completed. It is intended that the survey will be re-run at a later point to help evidence the impact of the trailblazer.</p> <p>A local reference group has been established to help “steer” the trailblazer. The group is made up of the key stakeholders including school headteachers and meeting on a monthly basis.</p> <p>Work has commenced to establish a Young Mental Health Ambassadors programme to support engagement with children and young people in the pilot. This has temporarily paused due to Covid but links are being re-established to the Young Ambassadors as part of Mental Health Week 2020.</p>				
2.2	Screening				
	Please complete each area)	What key impact have you identified?			Information Source
	Positive Impact - will actively promote or improve equality of opportunity.	Neutral Impact - where there are no notable consequences for any group.	Negative Impact negative or adverse impact causes disadvantage or exclusion. If such an impact is identified, the EIA should ensure, that as far as possible, it is either justified, eliminated, minimised or counter balanced by other measures.	What action, if any, is needed to address these issues and what difference will this make? For example: <i>At this point no action is required. Further EIA screenings will be developed in future once there are recommendations to assess.</i>	
Human Rights	Y	N	N		
Age	Y	N	N		
Carers	Y	N	N	The MHSTs provide interventions to parents and carers as well as CYP.	
Disability	Y	N	N		
Sex	Y	N	N		
Race	Y	N	N		
Religion or belief	Y	N	N		
Sexual Orientation	Y	N	N		
Gender reassignment	Y	N	N		

	Pregnancy and maternity	Y	N	N	
	Marriage/civil partnership (only eliminating discrimination)	Y	N	N	
	Other relevant groups	Y	N	N	The MHST do not cover all Rotherham Schools and therefore the focus of the pilot is around capturing learning that can be implemented in non-trailblazer schools.
3	Engagement Assessment				
3.1	<p>What is the level of service change? – see diagram 3 above</p> <p>If your project is classed as a ‘significant variation’ (level 3) or ‘major change’ (level 4) please contact england.yhclinicalstrategy@nhs.net for a preliminary discussion to support planning and agree whether the service change needs to follow the NHS England Service Change Assurance process.</p> <p>The assurance process generally looks at the ‘case for change’ The key players in the process include overview and scrutiny teams, and the clinical senates. You can also refer to the DH guidance: (please note that level 4 changes will require considerable long term planning and this DH guidance is mandatory for all level 4 changes) http://www.healthwatch.co.uk/sites/healthwatch.co.uk/files/nhs_public_involvement_hempsons_stp.pdf DH 2013</p> <p>Circle or highlight the appropriate level of service change</p> <p>Level 1 Level 2 Level 3 Level 4</p> <p>Add additional information and rationale for this scoring below</p> <p>Significant engagement has already taken place with key stakeholder groups and structures established to continue this work.</p>				
3.2	<p>Who are your stakeholders?</p> <p>Consider using a mapping tool to identify stakeholders - who is the change going to affect and how? Complete below or attach or link to a mapping document</p> <p>Children, young people and families within the Rotherham pilot schools School staff and Headteachers within the Rotherham pilot schools RMBC School Improvement Service RMBC Educational Psychology Service VAR Children, Young People and Families Consortium</p>				
3.3	<p>What do we already know?</p> <p>What do you already know about peoples’ access, experience, health inequalities and health outcomes? Use intelligence from existing local, regional or national research, data, deliberative events or engagements.</p> <p>The focus of the Trailblazer is on early intervention and prevention through direct work with CYP and parents and carers and through earlier access to specialist Services.</p> <p>A Rotherham CYP mental health needs assessment was produced in October 2019 as part of the CAMHS local transformation plan re-fresh. It showed that Rotherham has a higher level of estimated prevalence of mental health disorders that the national rate.</p> <p>The annual Schools Lifestyle Survey also provides insight into mental health needs of Children and</p>				

Young People. A comparison between the results for trailblazer and non-trailblazer schools has been completed to help inform service delivery.



Lifestyle Survey
Trailblazer Compariso

Describe any existing arrangements to involve patients and the public which are relevant to this plan/activity and/or provide relevant sources of patient and public insight?

How will the insight available to you help to inform your decision?

The focus of the pilot is to test and learn what makes a difference to Children, Young People and families so that this learning can be embedded across Rotherham Schools and within CAMHS. A robust local evaluation framework has been agreed by the local reference group as follows:

- A reduction in individual Children and Young People from trailblazer schools being referred to the SEN panel
- A reduction in inappropriate referrals into specialist CAMHS pathways for trailblazer schools
- An increase in schools staff knowledge, understanding and confidence around mental health
- CYP and family satisfaction/rating around the whole school approach and the effectiveness of clinical interventions
- The number of Early Help assessments completed where the MHST is the lead professional
- Changes in attendance and attainment for CYP who are engaged with the MHST

Briefly describe how the existing or proposed engagement will be ‘fair and proportionate’, in relation to the activity?

As set out in 2.1 structures are in place to continue engagement with Key stakeholders including schools, Children, Young People and families.

3.4 Reaching out to overlooked communities

Are additional arrangements for patient and public involvement required for this activity and in particular will you ensure that ‘seldom-heard’ groups, those with ‘protected characteristics’ under the Equality Act, those experiencing health inequalities are involved

- | | |
|----------------------------------|--------|
| • Seldom-heard groups | Yes/No |
| • Nine Protected Characteristics | Yes/No |
| • Health inequalities | Yes/No |

If yes, please provide a brief outline of your approach and objectives for any additional patient participation targeted at these groups

No

Do you need to make any of your resources accessible (i.e. for people with learning disabilities, sight impairments, or alternative languages?)

Not at this stage

3.5	What resources do you need for this? Consider the sections above <ul style="list-style-type: none"> • The timescales • The need to reach overlooked communities • Accessible materials • Gaps in knowledge
	N/A

4	Feedback and Evaluation
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4.1	How will you use the feedback – who does it need to be shared with?
	The Local Reference group reporting into the Rotherham SEMH Strategy Group and into the Joint Sites meeting with Doncaster. RDaSH performance is reported through contract performance and also directly to NHSE.

4.2	Provide a brief outline of how the information collected through patient and public participation will be used to influence the plan/activity.

4.3	How will the outcomes of participation be reported back to those involved?
	Schools have received a write up from each of the events held to date. Children and Young People have seen their contributions through the focus group taken into account in the final brand design. Ongoing engagement through the Young Ambassadors will support feedback to wider groups of children and young people.

4.4	How will you assess the ongoing impact of the change on patients and the public after it has been completed?
	The wider aim of the pilot is to reduce demand for specialist services and to reduce waiting time This will be measured through contract performance.

5	Engagement and Equality Impact Plan
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	Action	Approx. Timescale	Lead	Deadline	Comments/ progress

6	Form details				
	Completed by:	Beki McAlister			
	Job title:	Senior Contract Manager – Mental Health			
	Date	19.05.20			
	Reported to	Kate Tufnell			

