

## **Southern Schools Partnership CAMHS Early Intervention Lead**

### **Strategic Aims**

The pilot scheme seeks to test the benefits of an early intervention CAMHS support service for young people at risk of dropping out of mainstream education as a result of escalating behaviour (Permanent Exclusion) or non-school attendance (School refuses) within the Southern Schools Partnership.

### **Activity Summary**

The model is developing and evolving as we work to meet the complex needs of the young people who are referred. Currently, once a referral is accepted the process begins with identifying need and then targeting interventions that are delivered to support the identified need (including reasons for behaviour, self-injury, school phobia). Regular (every two weeks) appointments are held with the young people on caseload and when appropriate their families as well. There are cases where there has been the need to refer on to specialist services. There are currently 40 young people and their families accessing the service.

### **What's working well?**

As a new role and method of joint working between education and CAMHS one of the areas which has developed significantly in this period has been the development of good working relationships with schools in the partnership. This has enabled us to establishing two way communications with schools, providing advice and guidance for schools to support young people who would have previously been managed in a different way in the education system, including the use of permanent exclusion from the school.

### **What are we worried about?**

Over the short period of time this work has been in place it has become increasingly evident that there are a significant number of young people who need intervention work around their mental health and well-being needs. It is clear that this remit stretches far beyond the capabilities of one person working with seven medium to large secondary schools.

### **What needs to happen next?**

- The use of individual case studies to assess the impact of the current work being done will take place towards the end of the academic year (June/July).
- Continually review and develop the post to improve the service provided to young people. The infancy of the post means that we are continually learning

about the needs of young people and developing flexible strategies to support the complex cases being referred into the service.

- Establish a mechanism for sustaining the learning from the pilot through the CAMHS trailblazer