

Back on Track

with Social and Emotional Mental Health (SEMH)

Autumn Term 2018

This project works in partnership with primary and secondary schools to build an informed understanding of how to effectively meet the needs of children with Social Emotional and Mental Health needs (SEMH). This project will run until 2020. We will work with a fixed number of children and young people with SEMH. The project is not open to referrals or to be used for children in crisis. We deliver targeted therapeutic intervention to help the children and young people flourish in education, at home and in the community. Each child we work with receives personalised support according to their needs. A designated worker supports each child as well as other members from the team. The team is made up of speech and language therapists, family practitioners and a family school liaison worker, an educational psychologist and clinical psychologist. This ensures wrap around support is provided. Everyone is brought together around the child including family, school and any involved services. The child is at the forefront of our work to ensure their needs are being met fully in all aspects of their life. The success of this project will help shape the future of children and young people's services within schools.

Team Profile



Tel: 07966150867

Email:

jenny.rhind@northyorks.gov.uk

Hi there, my name is Jenny Rhind. I am part of the Back on Track with SEMH team in the east of the county, as a Family School Liaison worker. Originally from Manchester, I moved to Scarborough six years ago, and joined North Yorkshire County Council at the local children's centre. I qualified as a Social Worker in 2017 and really enjoy supporting children, young people and their families to reach their potential. Prior to this, I spent many years in the Health and Social care sector in Manchester, gaining qualifications in Health and Adults Social Care and Social Work with children and families. I then found my passion for supporting young people whilst working for the Youth Support Service in Scarborough. I have also been lucky enough to gain additional knowledge and experience from working in the Leaving Care team, and for a local youth hostel.

As the Family School Liaison worker I am the one point of contact for all young people accessing Back on Track in Scarborough, Whitby, Ryedale and Selby. This helps to promote effective communication for the families, schools and other key people in the young people's lives. My role involves identifying any specific support young people may require to ensure their social, emotional and mental health needs are effectively being met at home and in school. This includes working with schools and families to develop a holistic support plan through regular meetings, to ensure all key people are all working together to achieve the best outcome for the young person. This can involve the provision of regular or short term targeted work, group work, transferring of skills to school staff, or identifying the requirement for other specialist workers on the team to support. In the event of a breakdown in the relationship between school and home, or where advocacy may be necessary, I will also help support and strengthen the communication between home and school.

Back on Track allows me to work flexibly with young people, to create a tailored support plan which takes into account the wishes and feelings of each and every young person I work with. I am thoroughly enjoying my role as part of this new and exciting team, and gaining new skills and knowledge along the way.

Success Stories:

Back on Track (BoT) has been working with X since September 2018. X is in year 10 and has a diagnosis of ASD and began to struggle academically when he reached year 9. He began to present challenges in school, which culminated in significant exclusions which were increasing rapidly at the point the request for involvement to BoT was received. This had a wider reaching impact on X; his self-esteem suffered and he searched for acceptance outside of school, he began to use recreational drugs and was exploited by local groups using drugs, putting him at risk of criminality. Family life was affected too, with increased stress, Mum needed to take some time off work to concentrate on X's needs which in turn had financial implications. X, school and family felt very stuck.

The systemic family practitioner and speech and language therapist (SALT) have worked closely with X, school and family over the last 5 months and this work has included SALT assessments, family work, home/school liaison and 1:1 work with X. The approach has centred around raising X's voice within the systems, promoting open and honest communication and understanding and working with his strengths.

X is now attending work experience 3 days a week based on his passion and skills with animals. This is working well for him; he is making new friendships with people who share his interests, the small group setting means those around him get to know him well and communicating and being understood is easier for him and he feels valued and proud. Additionally X is also attending in his own time, including during school holidays. X is also now having home tutoring 2 days a week in core subjects.

X is no longer using drugs and had distanced himself from the individuals who were exploiting him. He is happy with the changes that have been made to accommodate his needs and his Mum is now back at work part time. Breaking the cycle of the regular exclusions has improved X's self-worth and he is really engaged in the way his education provision has been adapted to meet his needs.

'75% of mental illnesses start before a child reaches their 18th birthday, while 50% of mental health problems in adult life take root before the age of 15'

The Guardian

What do our young people say?

A young person on the brink of permanent exclusion said to her occupational therapist *"I like talking to you because when you're in school you help me calm down"*.

One young person told their speech and language therapist *"I haven't felt brave enough to talk to anyone about it until now. Not even my social worker"* when discussing why they were having such a hard time at school.

When BoT first became involved support for a child at a multi-agency level was bitty and fragmented. Mum and dad were also separated and their collective input wasn't being captured.

Establishing a solid multi-disciplinary team encompassing school, Back on Track, preventions worker and both parents was particularly helpful in providing a supportive and emotionally containing structure for the child. The child also liked to attend the meetings and during one commented, *"I can feel the power of the team"*. The meetings are regular and their steady, containing rhythm is supportive. The child often asks when the next meeting is.

What do our parents say?

After the speech and language therapist attended a meeting with a mum and young person the mum said, *"Thank you so much for coming with us. My mind just goes blank. It's really good to have you there to remind me of stuff. I'm so pleased people are finally listening, it's such a relief"*.

Another mum emailed her daughter's speech and language therapist to say, *"People see a moody rude young adult at times but underneath is a frightened X. I have faith in all support that has been set up for X, I'm truly grateful for it... Thank you very much for your card Y, she was up and ready this morning, bit nervous but ready. I'm very happy. Thank you for all you're doing"*.

What do our schools say?

A deputy head teacher stated, *"Our pupil has been educated off site for two weeks and the flexibility of Back on Track meant you could continue to support him... you helped him to cope with this change at a difficult time in his life and I genuinely don't think he would have come back into the EMS as smoothly if it wasn't for the educational psychologist and occupational therapist... their joined up thinking has been so valuable and they've worked with the family in a way that hasn't made them feel overwhelmed."*

During a review meeting the learning manager stated, *"X was in such a bad state before Back on Track became involved and now he's thriving... high academic expectations are put on these children but Back on Track has made the school realise the importance of making the children feel safe and wanted because if they don't feel this they won't learn... working with the speech and language therapist has been invaluable, I use the emotion traffic light strategy with all the children now so it can spread across the school... the emotion coaching has become a whole school approach and is now just the way of talking."*