

Welcome Child and Adolescent Mental Health Services (CAMHS)

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BaNES Community CAMHS Team

Who are we?

- We are a Multi-Disciplinary Team comprising of Psychiatrists, Learning Disabilities and Mental Health Nurses, Occupational Therapists, Psychotherapists, Social Workers, Clinical Psychologists, Family Therapists, students of various disciplines and a fantastic admin team! .

Who do we see?

- We support children and young people aged up to 18 years who are experiencing significant concerns around their mental health and wellbeing which are significantly impacting on their functioning.
- We also support children and young people who are experiencing Eating Disorders and Moderate to Severe Learning Disabilities.

What do we do?

- We work within a THRIVE Framework, which is a needs led approach to delivering mental health services for children, young people and families.
- We offer routine assessments, advice and intervention using a variety of therapeutic interventions (e.g, Cognitive Behaviour Therapy, Family Therapy, Psychological support) advice and consultation, training and signposting to other services.
- Care plans are co-produced with the child, young person and family in the centre .
- We also deliver daily urgent assessments at the Royal United Hospital, seeing Young People who may have presented in Accident and Emergency engaged in self-harming behaviours.
- The team have a daily Duty Clinician to offer support and advice to parents/carers and external partners on a variety of mental health concerns.
- We work in partnership with other agencies to ensure we are delivering a joined-up approach.

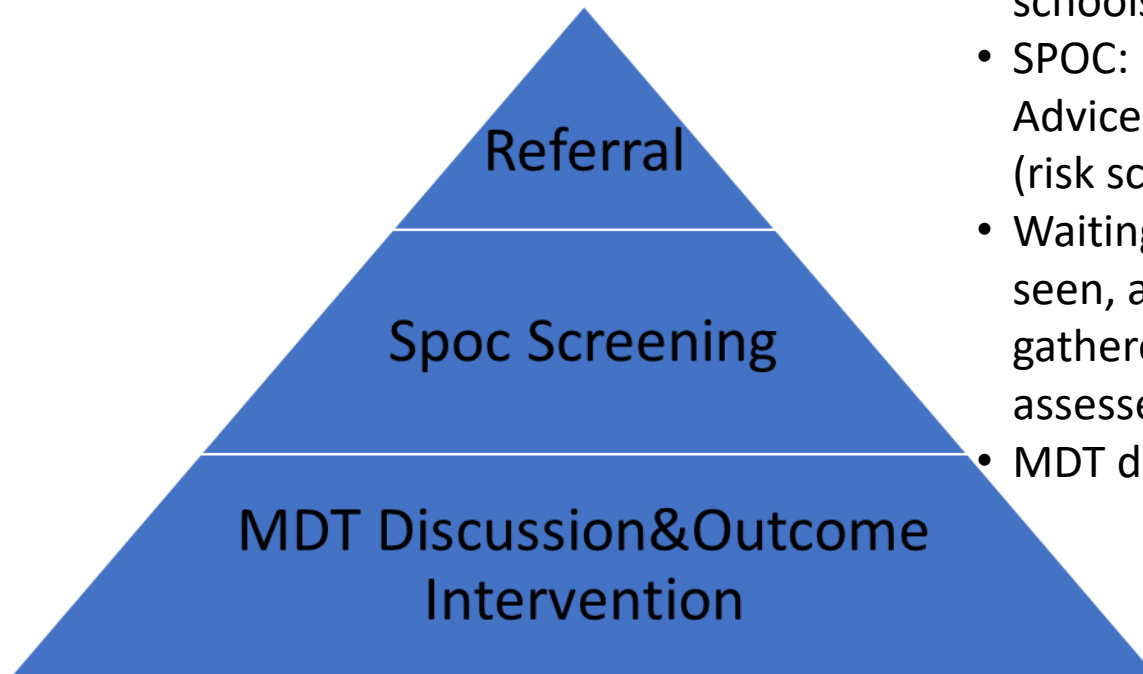
How to make a referral

- Referrals can be made using the following link:
[CAMHS Referral Form - Oxford Health NHS Foundation Trust](#)
- Referrals to the Eating Disorder Service (TEDS) Have an urgent pathway we typically ask GP's to undertake some physical observation prior to making a referral, but do contact the team if you are concerned.
- Do contact the team duty clinician if you are considering making a referral to the team and would like to think this through first.

Our Three Top tips for making a good quality referral are:

- Please include the contact details of the Child/Young person's parents/carers.
- What are the specific difficulties you would like CAMHS to address
- What services have already been tried?

- How the process works-



- Referrals: GP, Self referral, schools, health and social care etc
- SPOC: Not for CAMHS, Getting Advice call, routine or expedited (risk screened via duty).
- Waiting list for assessment until seen, any new information will be gathered via duty & risk will be assessed and triaged.
- MDT discussion: Outcome & Plan

Interventions& Treatment methods

- Getting Help: This team offers a set number of sessions using skill based interventions, to teach YP to use these skills to better manage their mental health.ie, Anxiety, Psycho Education, Distress tolerance, emotional regulation.
- Getting More Help: Longer term work with YP presenting with more complex needs, greater impact on their lives, higher risk, Care Co-ordinating.
- Support work: Work alongside clinicians to increase engagement, provide safe space, re-enforce work in place, more frequent contact, meal support.
- OSCA: community based work for YP who are more difficult to engage.
- CBT: Cognitive behavioural therapy

- Psychotherapy: 1:1 space with skilled psychologist aimed at supporting YP to gain an understanding of themselves and move towards change.
- Consultants: Medication reviews, assessments of complex cases, diagnosis
- TED: Eating disorder support, dietitians, meal support, physical health.
- CaHTS: Crisis and home treatment team-prevention of admission and support with transition from inpatient settings to community.
- Liaison-Assessments for YP who attend the RUH.
- Family Therapy: Family work with or without YP& siblings.
- Neurodevelopmental Assessments-ADHD,ASD
- Duty/On Call-crisis calls.
- Learning Disability lead: Working with YP with co-morbidity, consultations with the team

School Resilience Hubs

- Advice and Consultation
- Safe space/Supervision
- Training on a range of topics: CAMHS, Mindfulness, emotional regulation, Psychosis, ADHD, depression, anxiety, low mood, ED, ASD, stress management
- Entitlment-4 whole days of training per year

Mental Health Support Teams

- Available to 45% of schools in BANES.
- Education Mental Health Practitioners.
- Low intensity-6-8 sessions.
- Also provide-advice & consultations, groups, training, mentoring.
- More info-Livewell-BANES.
- If that's not available-Duty line, OOH

How school and CAMHS can work together

- What we look out for in referrals: First line interventions, previous support, impact, risk, willingness and ability to engage, support at home.
- Proportionate response or Mental Health?
- Organisations that can help: OTR, LiveWell BANES, SASS, Talking Therapies, Youth connect, Mentor plus, TRC, Greenhouse, Southside

Support schools can utilise

- Duty Line: 01865 903889
- Out of Hours: 0800 023 2133
- Early help referral: Support to potentially vulnerable children, young people and their families as soon as problems start to emerge. If they're facing certain challenges, or have complex needs which cannot be dealt with by universal services (for example, schools, health visitors, school nurses)
- Websites: Get Self Help, CCI
- <https://www.oxfordhealth.nhs.uk/camhs/banes/secondary-school-resource-pack/>
- Apps: distrACT, SAM, CALM, Headspace

Mental Health Support Team

Castle Primary
Aspire
Bath College (Radstock site)
Bath College (City Centre Site)
Broadlands
Chew Valley School
Combe Down
Fosse Way School
IKB Academy
Longvernal Primary School
Marksbury CofE Primary School
Somerset Studio School
Moorlands Infants
Moorlands Junior School
Mulberry Park Educate Together Primary Academy
Oldfield Park Infant School
Oldfield Park Juniors
Oldfield
Peasedown St John
Pensford Primary School
Ralph Allen School
Roundhill

Saint Gregory's Catholic College
Shoscombe Church School
Somerdale Educate Together Primary Academy
St Andrews
St Johns CofE
St Julian's Church School
St Keyna
St Marks
St Martin's Garden Primary School
St Mary's Church of England Primary School
St Mary's Writhlington
St Michaels
St Nicholas
St Phillips
St Johns Catholic
Threeways
Trinity
Twerton Infants
Westfield Primary School
Whitchurch Primary School
Writhlington

- 1:1 CBT for Low Intensity
- Whole School Approach – thinking of ways to improve wellbeing in the school setting
- Whole School Approach Audit
- Pre Referral Consultation
- Groups (small groups and whole classes)
- Assemblies
- Workshops
- Staff training

The objective is to work with the CYP whose needs do not require specialist CAMHS, but where early intervention can be beneficial.

<u>EMHPs can work with:</u> Mild/moderate presentation	<u>EMHPs cannot work with:</u> Significant levels of need /complex presentation
Low mood / mild depression / low self-esteem <i>(intervention with young person)</i>	PTSD, eating disorders, body dysmorphia, bipolar disorder, assessment for neurodevelopmental or learning needs
Generalised anxiety/worry, simple phobias, panic, social anxiety, mild OCD <i>(intervention with young person or parent/carer)</i>	Severe symptoms with significant impact across multiple settings, or multiple co-existing difficulties
Behaviour that challenges <i>(intervention with parent/carer or school staff)</i>	No motivation to change
Lifestyle management, for example: sleep hygiene, managing stress, problem solving	Severe, active, high-risk self-harm. Current suicidal plans, or recent suicide attempt
	Complex needs, including domestic abuse, significant instability in family, moderate additional learning needs in carer, risky substance use

PRIMARY SCHOOLS

FRIENDS group

For managing and preventing anxiety, building resilience and self esteem
For pupils in years 5 and 6. 9 x 1-hour sessions.

Universal - for a whole class

Targeted - for 6-8 pupils who would benefit from support for anxiety

Decider life skills

To help manage distress, regulate emotion and learn effective coping skills
7 x 1-hour sessions

Universal - for a whole class

Targeted - for 6-8 pupils who would benefit from support with emotional regulation

Parenting for behaviour group

To enhance parent/carer-child relationships and reduce problematic behaviour
6 x 1.5-hour sessions

Targeted - for 8-10 parents/carers who would benefit from support with managing challenging behaviour

Parenting for anxiety group

Helping parents/carers to support their child to manage fears and worries
5 x 2-hour sessions

Targeted - for 8-10 parents/carers who have a child struggling with anxiety/worry

ONE-OFF WORKSHOPS

60-90 minutes

- Transition to secondary school
- Sleep hygiene
- Managing anxiety

SECONDARY SCHOOLS

The following four groups are each 4 x 1-hour sessions:

Anxiety group - to understand and manage anxiety

Self esteem group - to improve self esteem

Body image group - to improve body image

Anger group - to understand and manage anger

Targeted - for 6-8 pupils showing difficulties in the relevant area

Mind and mood group

To support with stress, anxiety, and/or low mood

6 x 1-hour sessions

Targeted - for 6-8 pupils struggling with stress, anxiety, or low mood

Decider skills

To help manage distress, regulate emotion and learn effective coping skills

7 x 1-hour sessions

Universal - for a whole class

Targeted - for 6-8 pupils who would benefit from support with emotional regulation

ONE-OFF WORKSHOPS

60-90 minutes

- Managing exam stress
- Social media
- Sleep hygiene
- Managing anxiety
- Managing low mood
- Mental health & wellbeing
- Transition for sixth form

ASSEMBLIES

- Introduction to MHST
- Social media
- Sleep hygiene

STAFF TRAINING

- Introduction to MHST
- Recognising and supporting anxiety and low mood in the classroom
- Understanding behaviour
- Staff wellbeing

Your allocated EMHP can provide you with a referral form or you can email:

B&NES

banesmhstreferrals@oxfordhealth.nhs.uk

What we look for in a referral – Top tips

Problem clearly identified

The impact the difficulties have on the young person

Length of time the difficulties have been present

An idea of what the young person/family/school wish could be different for the young person

Risks (or lack of) clearly outlined

What has been tried before

Relevant history e.g diagnosis