



DELIVERY PLAN (September 2017 – September 2018)

1. To improve access to specialist services including direct work with young people and advice and training and consultation for professionals

Areas to develop:

- a) Review the current CAMHS offer to schools
- b) Develop a traded offer of additional support to schools and colleges
- c) Develop a Quality Assurance Framework for selecting private and voluntary sector
- d) Increase School awareness of current services, thresholds and professional advice available

Recommendations	Expected impact	Actions	Lead	By When	Evidence
1a) Review the current CAMHS offer to schools and colleges	An analysis of the existing offer will inform commissioning and increase equity across education settings	Review the impact of current school clinics and CAMHS' capacity to provide ongoing or additional clinics. All secondary schools have equitable access. Review the offer for primary schools	Stuart McDowell	Dec 2017	Findings of review fed back to Inclusion Group
1b) Develop an offer of additional support to schools and colleges including traded services	Settings will be able to access support from reliable sources. Central commissioning and the option to pool budgets will provide better value.	Identify the central resources available to support or subsidise the offer. Involve all current providers eg EPS, MABS, CAMHS, U Matter. Use an analysis of the survey monkey results to inform the new offer	Stuart McDowell/ Sarah Christopher	February 2018	PEP, local offer and traded services websites



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<p>1c) To map the existing training offer to schools from different providers And provide a collaborative approach to planning ongoing training</p>	<p>Use the findings from mapping and analysis of the Survey Monkey results (Summer 17) to develop a coordinated approach to a training programme for 18/19.</p>	<p>Work with partners, including CAMHS, EPS, TSA and MABs to provide a coherent overview of training available for the academic year</p>	<p>Sarah Christopher</p>	<p>March 2018</p>	<p>Training brochure and information on websites.</p>
<p>1d) Increase School awareness of current services, thresholds and professional advice available</p>	<p>Education settings will be clear about what services are available, how to access them and the criteria for referral.</p>	<p>Information about services and regular updates are sent to all settings via the wellbeing leads.</p> <p>Feedback from networks, including SENCO, Primary Behaviour and Pastoral Strategic leads and lead links are used to inform updates, information and training</p>	<p>Sarah Christopher</p>	<p>Nov 2017</p>	<p>Service information documents are in settings and online, There is an increase in te number of appropriate referrals to specialist services.</p>



2. To provide a central source of information

Areas to include:

- a) An SEMH section on the PEP website
- b) Access to online SEMH advice and resources for parents/carers and young people
- c) The role of the named wellbeing leads

Recommendations	Expected impact – how will this improve outcomes?	Actions	Lead agency Lead officer	By When	Evidence
2a) Develop an SEMH section on the PEP website.	Education settings have access to a one stop shop for information relating to SEMH.	Provide a clear structure to the SEMH pages on the pep website Provide links to all relevant local and national services, resources and information Keep all information under regular review	Sarah Christopher	Jan 2018	Website
2b) Develop access to online SEMH advice and resources for parents/carers and young people	Parents/ Carers, Children and young people have access to a one stop shop for information relating to SEMH	Review the current information on the Local Offer in relation to SEMH. Review the information on the PEP website Provide dedicated pages for parents/ carers and young people.	Barbara McDougall and Joe McLeish	July 2018	PEP Web pages and link to Wessex Healthier together website.



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<p>2c) Develop the role of named wellbeing leads</p>	<p>Information shared with education settings gets to the right people in a timely fashion. Settings know who they can contact for advice and support.</p>	<p>Collect and collate names of wellbeing leads from all education settings. Review these annually.</p> <p>Establish clear means of communication with leads via regular newsletters.</p> <p>Make named leads aware they can contact CAMHs SPA, or Sarah Christopher</p>	<p>Sarah Christopher</p>	<p>Dec 2017</p>	<p>Central list of named leads</p>
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3. To provide access self-help and peer support for children, young people and parents/ carers.

Areas to include:

- a) Anti- Bullying
- b) Peer mentoring
- c) Parenting offer
- d) PSHE curriculum
- e) Restorative approaches are developed across all education settings in Portsmouth

Recommendations	Expected impact – how will this improve outcomes?	Actions	Lead agency Lead officer	By When	Evidence
4a) To refresh the Anti-Bullying guidance and resource pack for schools	Bullying is addressed effectively in all settings	Review Resource pack to reflect changes to guidance, legislation and services Publish pack including discrete sections on different types of bullying Produce guidance for schools on supporting young people who identify as Trans	Sarah Christopher	Nov 2017 March 2018	Resource Pack
4b) Peer Mentoring is used to provide support to children and young people	There is a sustainable programme of Peer Mentoring which provides direct support in schools and colleges.	Develop a Training the Trainers programme for Peer Mentoring Provide networking opportunities city wide for peer mentors and staff who supervise peer mentors	December 2018	March 2018 Sept 2018	Case studies



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<p>4c) Link with Early Help to align the parenting offer with the schools wellbeing and resilience strategy. Review the "parenting offer" and the support that is available to parents</p>	<p>Parents access non-judgemental support in relation to their child's mental health and behavioural needs.</p> <p>Schools are able to support parents in accessing support and advice.</p>	<p>Establish and Maintain links with the parenting pathway, behavioural support and the early help offer to provide co-ordinated information to schools.</p>	<p>Sarah Christopher with Early Help</p>		<p>Early help and parenting offer on PEP website, local offer and links of schools websites.</p>
<p>4d) Curriculum approaches including PSHE develop wellbeing and promote resilience</p>	<p>Children and young people have a range of opportunities, cross-curricular and through PSHE to learn about and discuss wellbeing</p>	<p>Information and resources from the PSHE association and Public Health England are shared with schools.</p> <p>Ascertain the support school require from the PSHE development offer to assist in recruitment to this post.</p>	<p>Sam Belfrage</p>	<p>July 2018</p>	<p>Links on website and in EHWP Newsletter.</p>
<p>4e) Restorative approaches are developed across all education settings in Portsmouth</p>	<p>Education settings have a good level of awareness of restorative practices and use restorative approaches</p>	<p>Evaluate the impact of trailblazer restorative schools</p> <p>Use the Restorative Schools Network and PEP website to share case studies and good practice</p> <p>Extend the invite to the restorative schools network to all schools</p> <p>(all schools to be involved by September 2019)</p>	<p>Sarah Christopher and Matt Hutton</p>	<p>May 2018</p>	<p>Reports to the Restorative Practice Group and Restorative Schools Network</p>