

YORK TaMHS PROJECT

EVALUATION REPORT

2010 - 2011

Adults, Children and Education
Services
Mill House
North Street
York
YO1 6JD
www.york.gov.uk
01904 554320



For more information please contact Tina Hardman, Senior Educational Psychologist, at Tina.Hardman@york.gov.uk

This report is based on the 'Balanced Scorecard' methodology – a strategic planning and management system (Kaplan and Norton 2001)

1. Internal processes - Progress Against Milestones

Key milestones achieved to date:

The TaMHS Steering Group was a successful vehicle for disseminating information and making decisions. It met half termly between October 2009 – March 2011, to develop the strategic approach and review progress against the Timeline **(See Appendix 1 for updated timeline February 2011)**

- The original Project Plan was submitted to the DCSF in January 2010. Feedback was provided in the form of a RAG analysis. An Action Plan was drawn up to address the 3 amber and 1 red ratings. The two key areas addressed related to service-user participation and involvement of CAMHS. The Action Plan was included in the 'updated' Project Plan, which was submitted to the DfE in July 2010.
- Quarterly Monitoring reports have been submitted to the DfE in June, September and December 2010, and March 2011. A Mainstreaming Strategy was included in the September Quarterly Monitoring report. This strategy was also shared as an exemplar of good practice at the TaMHS Regional Forum for Yorkshire and Humberside in September 2010.
- In May 2010, the 5-day ELSA (Emotional Literacy Support Assistants) programme was delivered by members of the Educational Psychology Service, with guest presenters from the Behaviour/Attendance Service and the Specialist Teaching Service (ASC). The ELSA programme covered a range of evidence-based early intervention strategies e.g. Circle of Friends, Therapeutic Stories, Anger Management, Social Stories (ASC) which could then be delivered to small groups and individuals in a school context. The training has a strong psychological underpinning covering a range of models and concepts e.g. Maslow's Hierarchy of Needs, Faupel's Firework Model of Anger, Borba's building blocks of self esteem etc. We were confident that this intervention programme is grounded in 'what works' and could build capacity in TaMHS schools. In addition, Silver SEAL was added to the ELSA training programme to ensure ELSAs would have the confidence and skills to support delivery of targeted SEAL approaches. All 8 TaMHS schools provided 2 HLTAs to attend the ELSA training, making 16 fully trained ELSAs in total within TaMHS schools. Three staff from Danesgate Community (PRU /BESD provision - EOTAS) also attended. There were 19 trained ELSAs in York by May 2010.

The ELSAs were also given an additional training session (May 2010) from Carole Pugh, Pupil Voice and Influence Coordinator. She offered a one-off bespoke session to enable ELSAs to encourage pupil participation through a variety of methods. This was a direct response to the feedback from the DCSF suggesting that user involvement was an area that needed to be developed.

In early September 2010, Day 6 was delivered by colleagues from the Educational Psychology Service and Behaviour/ Attendance Service. This session addressed: Solution-focused Conversations, Attachment, Loss and Bereavement.

- The training was well-attended and evaluations of all training sessions were extremely positive **(see Appendix 2)**.
- A further 'ELSA' day was organised in January 2011 as support for evaluation of impact. This was used to address cost-effectiveness case studies and casework evaluations. In the afternoon the Arts Education Consultant was invited to do a practical session on using puppets and masks.

- In January 2011 the ELSAs and Primary Mental Health Workers attended a bespoke CAF training session. This provided an additional networking opportunity as well as raising awareness about CAF processes.
- Regular (half termly) supervision around casework/group work is now well-established as a key element of the ELSA model. This supervision is provided by an Educational Psychologist.
- The TaMHS Steering group commissioned a well-known, and highly recommended, Restorative Practices (RP) Trainer, Paul Carlile, to deliver a package of support over the 12-month period March 2010 – March 2011. This included an initial briefing for senior leaders in schools, training sessions to practitioners and then 3 follow up meetings to create a support network and ensure practices were being embedded. All sessions were well attended and the training session was positively evaluated (**see Appendix 3**). Paul also offered a one-off session to non-TaMHS schools in order to raise awareness of RP within York LA. In October 2010, Paul provided workshops on a 'Cluster Day' in one of the TaMHS areas of the city (Acomb). There are now Lead Professionals championing Restorative Practices in 3 of the TaMHS schools. In November 2010 Paul was commissioned by one of the TaMHS schools to undertake additional training with all staff of their federation.
- Specialist CAMHS have provided bespoke training to ELSAs around 'ADHD' (14.10.10) 'self-harm' (25.11.10) and 'eating disorders' (30.3.11)
- All schools completed the 'Me and My School' questionnaires as part of the TaMHS National Evaluation in Autumn 2009 and 2010.

Specific outputs for TaMHS schools:

- 19 ELSAs trained up across primary and secondary phases from TaMHS schools, all receive high quality supervision from an EP
- 28 professionals attended the initial RP briefing, including representatives from schools, YOT, CAMHS, Behaviour and Attendance Service, Police and the Educational Psychology Service. 23 professionals attended the follow-up training.
- 3 TaMHS schools have now implemented aspects of RP into school practice.
- All 8 schools now receive half termly consultation/problem-solving visits from CAMHS Primary Mental Health Workers.

2. Learning and Growth - building capacity for the future

- The initial 5-day ELSA programme was evaluated very positively by all ELSAs - overall 99% felt that the course had successfully achieved its learning outcomes; for the 1% where this was not the case the comments suggested it was due to lack of confidence and experience by the ELSA. (**Appendix 2**)
- Staff perceptions of 'confidence and competence' in managing Emotional Health and Wellbeing (EHWB) were assessed for all ELSAs at the beginning and end of the 5-day training programme to assess impact. This process was repeated, using the same questionnaire, in February 2010 to assess the longer-term impact (**see Appendix 4a and 4b**). For all ELSAs there were increases in confidence/competence across all items in the questionnaire following training. Follow-up questionnaires at 6 months indicated further increases gained as a result of experience of implementing interventions and access to high quality supervision. Overall there was a significant positive increase in perceptions from the initial induction of ELSAs to the end of the first year of TaMHS.

The top three items showing the biggest overall gains were:

- Item 3 – 'I know where to seek information, advice and support on EHWB issues'
- Item 5 – 'I have the skills to run effective groups to develop EHWB'
- Item 6 – 'I have the skills to work with individual pupils experiencing difficulties relating to EHWB, in a 1-to-1 context'.

It is also worth noting the relatively large increase between training and 6-month follow-up for item 7 - My school offers a range of EHWB targeted, early interventions to meet pupils' needs

- In one primary school the ELSAs were asked to run staff training on interventions to cascade their knowledge. An email correspondence from another primary school reinforces the impact of ELSAs:
 - ✓ *"The ELSAs have received very good training. They know exactly what they have to do and have started the project enthusiastically. They recognise their role is challenging but they can see how the interventions will help to develop the children's social and emotional skills so they are better able to cope in the school and home environments"*.
- CAMHS Primary Mental Health Workers (PMHWs) offered additional school-based consultation and problem-solving sessions with the ELSAs and key pastoral staff, every half term. This has supported schools with issues around emotional health and well-being as well as case discussion around individuals; verbal feedback at the Steering Group meeting in July 2010 was very positive. This has become an established model of working that will be sustained once the TaMHS project has finished.
 - ✓ *"The ELSAs are running independently now. The consultation sessions with the PMHW are very useful"* (Primary Sch)
- As part of the York Mainstreaming Strategy, the roll out of the ELSA training has begun, initially targeting staff who work in 'Danesgate Community', the EOTAS provision in York. Weekly sessions of 2 hours have been delivered to the Danesgate Behaviour Support (Outreach) in Autumn 2010 and Spring 2011. This has been well received. TAs within Danesgate PRU/Personalised Tuition will receive a similar training programme in the Summer term.
- The next step is to roll out the ELSA training across the Local Authority. Already one large primary school has 'bought in' the training for 20 TAs to be delivered in the summer term. All places have been taken. Another school has approached the TaMHS Project Lead to negotiate a similar package for the Autumn term; already 50% of places have been filled before publicity information has been sent into schools.

3. Customer Focus – impact on children and families

- ELSAs started undertaking targeted interventions from May/June 2010 onwards. ELSAs were asked to submit pre and post intervention measures in order to provide data on impact. ELSAs used the York SEB Competencies Profiles that have been differentiated for age – EY/KS1, KS2, KS3/4. This provided triangulated data covering teachers, pupils and parents. ELSAs also used Goodman’s Strength and Difficulties Questionnaire (SDQ) for pupils who require a higher level of individual support. The requirement to use agreed assessment tools has ensured that schools are measuring impact and starting to assess whether the interventions are making a difference and ‘what works’.
- ELSAs provided casework data for individuals, pre and post interventions, to assess pupil progress with emotional health and wellbeing. The ‘shift’ in perceptions were categorised as ‘improving’, ‘no change’ or ‘deterioration’ (**See Appendix 5**)

- **Analysis of results:**

Overall there was a positive shift in perceptions of pupils’ emotional health and wellbeing, across staff, parents and pupils, indicating that the work of the ELSAs was making a difference.

- For group work: 72% staff, 65% parents and 62% pupils showed improvements in perceptions of EHWB for the targeted pupils.
- For individual work 73% staff, 63% parents and 67% pupils showed improvements in perceptions of EHWB for targeted pupils
- For more complex individual work 79% staff, 89% parents and 75% pupils showed improved scores on the SDQ for targeted pupils

It must be noted that these statistics are based on relatively small numbers due to difficulties experienced in getting SEB competencies and SDQs returned.

There was disappointment about the fact that some pupils showed deterioration in perceptions of EHWB (ranging from 19-32% across staff, parents and pupils) Further analysis, and discussion with ELSAs, led us to conclude that many pupils were now more aware of their difficulties and had gained valuable insight, which had affected their self-evaluations. This may also be true of parents, but another factor was the increase in trust and honesty as relationships with parents developed over the course of the interventions.

- The Steering Group felt that it was important to gather more informal/anecdotal feedback as well. All ELSAs were asked to undertake brief verbal interviews to provide qualitative outcome data; a sample of quotes are highlighted:

Quotes from ELSAs

- ✓ *“I spoke to 2 parents regarding the impact of the one to one work. I spoke to LF’s mother who says she has seen a positive change in her son’s behaviour and he seems to be a lot calmer and thinking about the choices he makes. He is also recognising the triggers, which could potentially make him become angry or have a bad day at school and informing people so that they are aware. His behaviour in school has also improved. Also MD’s mother also stated that her son is getting on better with his brother at home which was a problem she outlined in the SEB form. He too is recognising his emotions and what he needs to do to make sure that he does not become aggressive at school” (Secondary Sch)*
- ✓ *“The friendship group work has gone well. These children are shy, hesitant and/or have difficulty maintaining friendships. They enjoy discussing their feelings and sharing these with the other children. The work is having a positive impact. Pupils in the Social Skills and Self-esteem group have had difficulty interacting positively, with some of the children experiencing frustration, anger or upset. This demonstrates their neediness and how the intervention will help the children to understand themselves better and give them strategies to control these negative thoughts” (Primary Sch)*

- ✓ *“Individual RF: This child scored lower on her pupil evaluation. However, she is a selective mute and I feel that she is now more aware of the need to communicate and is progressing, although this is difficult to face, hence the lower mark” (Primary Sch)*
- ✓ *“It is great knowing that you have made a difference to some children’s emotional well-being” (Primary School)*

Quotes from staff

- ✓ *“TaMHS has been running since 2010 and I have found it to be of real benefit for children who have low self esteem, difficulty relating to other children or simply improving personal and interpersonal skills. The programme has added an extra dimension to the school’s pastoral system, and has enabled staff to get a real handle upon children in their care.” (primary school teacher)*
- ✓ *“It has made such a difference knowing there are people in school who you can refer children and parents to.” (primary school teacher)*
- ✓ *“I have been particularly impressed by the way in which staff are kept informed by the TaMHS team throughout the process of working with an individual case. It has meant that I have been far more informed when talking to parents about their children. I believe that the TaMHS programme is of real benefit to the school. A recent School Improvement session, based upon SEF, asked the staff to look at what worked well within the school with regards to behaviour, and TaMHS was something that was raised time and again as something that the school did extremely well”. (Y3 teacher)*
- ✓ *“All the pupils really enjoy going to their ELSA sessions.....I have found it particularly useful when problems arise That can be dealt with sensitively in ELSA sessions, more effectively than I could in a classroom situation. The liaison with parents is effective.....it is good to see the pupils applying skills they have learnt when they return to class.” (Y3 teacher)*
- ✓ *“We have seen a huge improvement...She is much more confident and generally seems much happier.” (primary school teacher)*
- ✓ *“An extremely effective and excellent use of money.” (Y6 teacher)*
- ✓ *“This work not only makes a huge difference to the personal lives of each child involved, it also makes a difference to their ability to learn.” (Y6 teacher).*
- ✓ *“X has improved considerably since the one-to-one sessions. I feel she really appreciates the attention she can get and feels special ... she has found someone who can take the time to spend with her..... In tutor time she is usually polite and friendly and just seems generally a lot happier with life. She still has big issues with punctuality although her attendance has improved significantly. More importantly, X feels pleased with this herself and she is making good efforts to get herself to school. X seems to have a lot more self control and appreciates the need for respectful behaviour and attitude even though she does still need to work on this at times!” (Y9 teacher)*

Quotes from parents:

- ✓ *“X is getting better at accepting helpful criticism. He used to have tantrums if you tried to offer help or guidance”*
- ✓ *“I have noticed X initiating conversations with adult neighbours and family friends more than he previously did”*
- ✓ *“I have noticed a change in X as he seems to be applying himself in school better”*
- ✓ *“We have seen a big difference in his mood swings. I am very happy with his attitude to life now.”*
- ✓ *“X has really enjoyed the sessions and talked positively about them. He seems to be able to accept praise more readily and is more aware of his and other people’s emotions.”*

Quotes from pupils:

- ✓ *"I started getting worried about things about 1 year ago but ever since Mrs X started helping me it's been a lot better. I've done lots of strategies to help me calm down like the firework method where I think about a firework, so there is the trigger which gets me worried then the fuse when I get even more worried then BANG! in which I sort of break down but I've managed to stop it every time on the trigger. I have also done a method where there is a bag with six or seven marbles which represent my worries and every time I take out a marble it means 1 worry gone away."* (primary pupil)
- ✓ *"I enjoyed being able to talk about things"* (primary pupil)
- ✓ *"I enjoyed: talking about feelings ... being with friends. ... learning how to calm down"*. (primary pupils)
- ✓ *"I am better at: making friends ... listening and being sensible ... calming down ... joining in more and being confident enough to answer questions."* (primary pupils)
- ✓ *"I learnt to be kind"* (primary pupil)
- ✓ *I am better behaved in class and playground"* (primary pupil)
- ✓ *"It made me think more about other people."* (primary pupil)
- ✓ *"I now know how to deal with worries."* (primary pupil)
- ✓ *"I am better at teamwork and giving compliments."* (primary pupil)
- ✓ *"I have found the sessions helpful and have enjoyed speaking to someone about H. The memory book has been helpful as I can store all my memories of time with H and will give me something to share and discuss with my mum. I am going to continue with the memory book."* (secondary pupil with terminally ill sister, H)
- ✓ *"I have learned to be more assertive which stops me from getting into arguments with mum. I don't get angry with people as much anymore and think about the consequences so I don't lose my temper. I also walk away from situations which I previously would have stood and argued and become aggressive"* (secondary pupil in the school's LSU who has experienced domestic violence)

The following quotes from the TaMHS Steering Group highlights the positive impact that schools have noted:

- ✓ *"The school has received overwhelmingly positive comments from parents, especially with regard to 1-1 work – parents have seen a real difference at home"* (Headteacher)
- ✓ *"The ELSAs are very enthusiastic about the work they are doing. Positive feedback has been received from parents. The profile of the ELSAs' work has been raised in school through having the ELSA room and through the discussions that the ELSAs have with staff"* (Deputy Headteacher)
- ✓ *"The enthusiasm from the initial ELSA training sessions is still evident"* (Primary Mental Health Worker)
- ✓ *"ELSAs work has proved to be extremely effective. Children have been very well supported both on a formal and informal basis. They themselves recognise an improvement in their emotional state/behaviour and have a more positive view of school, they are as a result making good academic progress. Parents are overwhelmingly supportive and speak really highly about the advice and guidance they, and their children, have received from our ELSAs."* (Deputy Headteacher)
- ✓ *It has been a wonderful opportunity to reach those children who sometimes get overlooked. It has given the more vulnerable children more confidence and has built up their resilience in dealing with situations, which would otherwise have caused them unhappiness. It is lovely to see the children using the coping strategies they have been taught.*(Headteacher)

OFSTED INSPECTION excerpts:

Two of the TaMHS schools had OFSTED inspections in November and December 2010; both received a Grade 2 for Effectiveness of Care Guidance and Support. A further school, previously in a 'notice to improve' category, received an OFSTED visit in January 2011. The school achieved a 'satisfactory' grading and the Care Guidance and Support was awarded a Grade 2 (improved from Grade 4 in the previous inspection).

The schools were keen to show inspectors how well the ELSA interventions were working and received positive feedback, as evidenced in the following email and excerpt from an OFSTED report

"X and Y (ELSAs) and I met the lead inspector for an interview on personal development and well being and we managed to show off our data, reports from parents and discuss what we do. He was very impressed and complimentary and when feeing back to SLT, made a point of mentioning how 'passionate' we all feel about TAMHS intervention. He said we were managing to make a real difference to both parents and children " (Nov 2010)

OFSTED Report published 16.12.10 (p.7) reads: *'Pastoral care is good ... A team of well-trained teachers and support staff provide particularly effective care for the most vulnerable pupils. The 'Targeted, Adolescent and Mental Health' (TaMHS) support programme is a real asset in developing pupils' social and emotional skills, consequently enabling them to be successful learners. One parent described how her child's participation in this programme has 'made a massive difference to (her) child's approach to school and home life' (Dec 2010)*

DATA – monthly ‘snapshots’ of TaMHS activity April 2010 – March 2011

Question number	Information requested	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March
0	Direct work with children												
1	Number of individual children having an initial assessment for TaMHS support/intervention.				151		138	31	53	9	48	15	11
2	Number of children then seen for a first individual TaMHS intervention/support session following assessment				151		71	7	37	4	27	12	54
3	Number of individual children having follow-up TaMHS intervention/support sessions for the same issue / problem				40		55	55	49	41	51	57	1
4	Number of children referred to specialist CAMHS				4		4	4	1	5	1	3	102
5	Number of children attending TaMHS group sessions				108		83	103	129	129	110	103	149
6	Direct work with parents												
7	Number of parents receiving 1:1 support or group interventions						2	3	3	3	3	4	4
8	Supporting the TaMHS workforce												
9	Numbers of supervision or consultation sessions delivered to TaMHS staff				2			3	3	3	0	3	0
11	Number of school staff attending TaMHS delivered training sessions	23	19				26	10	12	0	23	0	14

4. Financial impact - Delivery against value for money

Schools feel that the ELSA programme has been good value for money so far since it has provided high quality well-evaluated training and supervision for two members of staff, even though the TaMHS grant only covered the cost of one.

The schools all agreed to undertake a cost effectiveness case study to consider the cost of TaMHS work undertaken compared to the potential cost of intervention without TaMHS. A word of caution must be offered since it is impossible to predict what might have happened to a child if TaMHS had not been available and the costings for interventions are inevitably 'educated estimates'.

Nevertheless, the results demonstrate a clear financial benefit from TaMHS (**see Appendix 6**)

The cost of TaMHS interventions for a specific pupil ranged from £157 (individual support) to £371 (extended group and individual work). Most schools anticipated that without TaMHS involvement, further input would have been required from outside agencies, incurring additional costs. For one of the cases the anticipated outcome was placement in the York PRU so the costs *without* TaMHS potentially had an upper range of £4,000+.

Clinical Needs – referrals to CAMHS

The number of referrals to specialist CAMHS from TaMHS schools has been monitored (**see Appendix 7**). Comparing the statistics from 2009-10 with 2010-11 for TaMHS schools, it is clear that the number of referrals to Primary Mental Health Workers (PMHWs) has risen considerably in the second period. Raw data provided in February 2011, suggests a rise from 15 to 26 referrals, with an anticipated increase to 31 referrals with February/March data extrapolated, giving an increase of 107%. Referrals from non-TaMHS schools have also risen but by a comparatively smaller percentage (approximately 20%). The Team Leader for PMHWs in CAMHS commented that contributing factors include: improved identification of need and swifter/more efficient referral procedures through the consultation process. Relationships between ELSAs and PMHWs are now well-established and ELSAs appear to have gained confidence in initiating consultations, particularly in schools where the role is highly valued and ELSAs have been empowered to take on responsibility for identification of need. The consultation process enables a 'filtering out' of inappropriate referrals, leading to more appropriate referrals going through to CAMHS.

Budget breakdown April 2010 – April 2011

Available: £222, 500

Money delegated to schools for staffing 2010 – 2011

£21,000 for each of the 6 primary schools: **£126,000**

£26,000 for each of the 2 secondary schools: **£ 52,000**

All schools have used the money to pay for full-time ELSAs, plus cost of cover for training of second ELSA and resources.

TOTAL = £178,000

3. Training costs 2010 – 2011:

Available £10,000

RP training by Paul Carlisle: £3,150.

ELSA: £ 5, 050

TOTAL = £8, 200

4. Meetings (taken from training budget)

TOTAL = £680

5. Money used to second one Senior Educational Psychologist for 1 day per week and one Educational Psychologist for 1 day per week for leadership, management, administration & evaluation

TOTAL = £20, 000

6. Clinical supervision and ongoing support of ELSAs by an EP and 2 PMHWs for 12 months

TOTAL = £ 7,000

7. Specialist CAMHS INPUT (negotiated at a flat rate)

TOTAL £3,000

8. Mainstreaming Strategy:

TOTAL = £5500

Risks - Actions to manage risks and resolve issues

TaMHS in York was an ambitious project; we have made very good progress, but we are mindful of risks and issues still remaining longer term.

- From April 2011, the implementation of the Mainstreaming Strategy and the 'roll out' of the ELSA training project is dependent on schools paying for the ELSA training - in the current economic climate this might be difficult for schools. To reduce costs the training has been 'trimmed' down to 5 days with schools hosting the training on site. One large primary school has already 'booked' ELSA training for the summer term and has sold all the excess places to local schools. Another large primary school is currently in negotiations with the LA to run the model in the Autumn term.
- There was concern that a lot of time and energy has been spent training up an ELSA for each school who may then move schools or go on maternity/sick leave. To minimise this risk, the ELSA training offer was extended to 2 members of staff from each school (although schools had to find cover and time for the second to be released). We feel this has increased sustainability and provided peer support for the TaMHS ELSAs within a school. **ALL** TaMHS schools sent two staff; most chose to second current permanent staff to the ELSA posts and back-fill with temporary TA contracts. However, once the funding stops, schools may find it difficult to prioritise TaMHS due to competing initiatives, external forces (e.g. OFSTED) or internal factors (e.g. cover for staff absence). Since the work of the ELSAs has been evaluated so positively and they are highly valued in schools, it is hoped that the ELSA role will be protected, despite these pressures. At the Steering Group in February 2011 all schools present indicated that they were committed to maintaining the role, though in some schools, ELSA hours would need to be reduced.
- Integrating the developments from this project with other initiatives has been crucial. We have been able to make presentations to various key strategic groups including CAMHS Exec, The York Inclusion Strategy Group (ISG), the York Quality Assurance Group (QAG) and the York Social Emotional Wellbeing Group (SEWG). These groups have been updated on developments and impact of the project. Dissemination of 'Key Findings' is the next step. Presentations regarding TaMHS activities have been delivered at primary and secondary SENCO Forums. It seems that 'ELSA' and 'TaMHS' are now part of the vocabulary in York.
- The Mainstreaming Strategy was shared as an example of good practice at the Regional TaMHS Forum in September 2010. It has been disseminated to a wide audience, including the YOR-OK Board (Children and Young Peoples Plan). TaMHS was highlighted as excellent effective practice in the York Safeguarding Peer Review in February 2011.

APPENDIX 1 TIMELINE FOR YORK TaMHS PHASE 3 PROJECT PLAN 2010-2011 March 2011
Initial set up

Activity	Success criteria	By when	By whom	Completed
Discussion of TaMHS project at Strategic Social and Emotional Wellbeing Group	TaMHS Steering group set up as a sub-group.	Aug 09	Jackie Lown	Yes
Agree schools to be invited to participate in TaMHS project. Schools given login to TaMHS website	Appropriate schools chosen (level of need, SEAL and HS).	Sept 09	Jackie Lown (previous Senior EP)	Yes
Hold Briefing with schools to disseminate info	Schools 'signed up' and keen to engage	Oct 09	Jackie Lown	Yes
'Me and My School' questionnaires undertaken	Questionnaires completed by pupils and staff	Nov – Dec 09	Individual schools and DCSF	Yes
Meeting to discuss use of funding, schools asked to put their proposals in writing.	Schools consider local needs of children and families. Email proposals to EP. They feel consulted, with a sense of ownership	Nov 09	Mick Mills (EP) with TaMHS Steering Group	Yes
Consultation on proposals and negotiation of the Project spec and allocation of funding	Appropriate interventions selected. Funding allocations agreed	Nov 09	Mick Mills with TaMHS Steering Group	Yes
Review of membership of Steering Group	Schools agree 'Lead Professional for TaMHS'. Schools/Service represented on Steering Group. Chair appointed.	Nov 09	Mick Mills – handover to Tina Hardman (new Senior EP)	Yes
Recruitment process starts .	Job descriptions of staff to be appointed drawn up by schools. Adverts posted.	Dec 09	Individual schools	Yes
Submit TaMHS Phase 3 Project Plan to DCSF	Plan accepted by DCSF.	Jan 10	Tina Hardman and Steve Grigg (Head of Service)	Yes RAG analysis shared with Steering Gp
Action Plan to address issues raised by RAG analysis from DCSF	Action Plan agreed by Steering Group. Issues around Service user participation and CAMHS input addressed.	Feb/March 2010	Tina Hardman and TaMHS Steering Group	Yes
Schools to inform Governing Bodies and staff	All school stakeholders aware of the TaMHS project	Feb 10	Individual schools	Yes
Feedback from 'Me and My Schools' Questionnaire	Feedback disseminated to schools.	Feb 10	DCSF	Yes
Forum to discuss provision mapping/audit for SEW	All schools audit existing provision for SEW Audits use to identify gaps and strengths.	Feb – March 10	Individual schools. Meeting facilitated by Tina and Claire	Considered not necessary – schools have a provision map
Consider working spaces in schools	All schools offer appropriate room/space	Feb 10	Individual schools	Yes
Recruitment process completed	Applicants interviews, successful appointments made. All posts filled.	March 10	Individual schools	Yes, all schs have 1 full-time equivalent

Implementation

Activity	Success criteria	By when	By whom	Completed
Process for EP secondment initiated	EP providing 1 day per week from April 2010	April 10	Claire Elsdon	Yes
Gather existing baseline data	Information gathered: e.g. no of referrals to Specialist CAMHS per sch, exclusion data. ELSA staff self reported confidence and competence levels	April/May 10	Individual schools	Existing baseline data gathered
Plan and deliver training on Restorative Practices	High quality training delivered and evaluated.	April 10	External trainer supported by LA colleagues from EP Team and Behav. and Attendance (B & A) Team	Yes – evaluated positively.
Plan and deliver 5-day ELSA programme	High quality training delivered and evaluated.	May10	Coordinated by Tina Hardman and Claire Elsdon, support from EPS and the B&A Team	Yes – evaluated positively
Evaluation process agreed for interventions	Questionnaires used to establish baseline of staff views re confidence in managing social emotional needs	April – May 10	Tina Hardman and Claire Elsdon with TaMHS Steering Group	Yes – spreadsheet produced for data gathering
Pupil Participation as part of consultation for TaMHS. Carole Pugh (Pupil Voice and Influence Coord) to deliver training to ELSAs on gathering pupil views.	Training delivered to ELSAs who will then engage with pupils to elicit their views.	May 10 (training) Pupil focus groups (termly)	Carole Pugh and Claire Elsdon	Yes – ELSA collecting qualitative data from pupils
Groups of pupils screened (SEB Competencies) for small group work (ELSA)	Schools successfully identify pupils for small group work (ELSA)	May10	Individual schools, supported by Claire Elsdon	Yes
First ELSA intervention groups take place	Pupils attend, groups run successfully, groups evaluated positively by pupils	May/June 10	Individual schools	Yes
Supervision of ELSA practitioners is set up	ELSA Practitioners receive regular high quality supervision.	May 10 onwards	Claire Elsdon (EP) Mark Jackson (PMHW Clifton) Marion Lawrence (PMHW Acomb)	Ongoing
CAMHS Primary Mental Health Workers offer school-based problem-solving meetings to TaMHS schools	Schools feel they have opportunities to consult with CAMHS PMHWs on issues re emotional well-being	May 10 onwards	Mark Jackson (PMHW Clifton) Marion Lawrence (PMHW Acomb)	Yes
Restorative Practices implemented	Restorative Practises approach implemented in a specific year group or department.	May 10 onwards	Individual schools	Yes
Review of initial stages of implementation	Schools review processes and amend in preparation for next cohort of pupils in Autumn term	July 2010	Individual schools with TaMHS Steering Group	Yes see info in original QM for Sept 10

Quarterly update to DCSF	Data gathered from schools. Report completed indicating that project is on track and ultimately showing positive progress.	June/July10 Sept/Oct 10 Dec/Jan 11 March/April11	Tina Hardman, shared with TaMHS Steering Group	June report submitted 28.6.10
Write and submit an updated TaMHS Phase 3 Project Plan to DfE	Plan accepted by DfE.	July 10	Tina Hardman	Plan submitted 30.7.10
Plan and deliver additional ELSA training days (6 and 7)	High quality training delivered and evaluated.	Sept 10 Jan 11	Coordinated by Tina Hardman and Claire Elsdon, support from EPS and the B&A Team	Day 6 and Day 7 delivered- both evaluated positively
Specialist CAMHS offer training on specific areas requested by ELSAs (ADHD, Self harm, eating disorders)	High quality training delivered and evaluated.	Autumn and Spring Terms	Angie Casterton and CAMHS consultants	ADHD delivered 14.10.10. Self harm delivered 25.11.10
'Me and My School' questionnaires repeated	Questionnaires completed by pupils and staff	Nov – Dec 10	Individual schools and DfE.	

Sustaining and mainstreaming activities

Activity	Success criteria	By when	By whom	Completed
Preparing an exit strategy	TaMHS is embedded in schools and interventions will be sustained after funding has ceased.	August 2010	Tina Hardman with TaMHS Steering Group	Draft shared at TaMHS Steering Gp 20.7.10. Presented at TaMHS Regional Forum 9.9.10
Promotion of ELSA with Yor-OK Board (Coordinate Children and Young Peoples Plan)	Presentation to share success of TaMHS and describe mainstreaming strategy.	December 2010	Tina Hardman	Presentation delivered on 15.11.10
Gather information for local and national evaluation	TaMHS project evaluated positively. Schools to undertake cost effectiveness case studies. Information provided for DfE.	March 2011	Tina Hardman with TaMHS Steering Group	Template shared with ELSAs 12.1.11
Event organised to promote TaMHS successes	TaMHS Services/Schools contribute to event, which celebrates success and disseminates good practice.	April 2011	Tina Hardman and Claire Elsdon with TaMHS Steering Group	Dates for SENCO forums set up for Jan and Feb.
ELSA training will be rolled out to staff in Behaviour Support Service	High quality training delivered and evaluated.	Autumn and Spring term 2011	Coordinated by Tina Hardman and Claire Elsdon, support from EPS and the B&A Team	Training with Beh Service Outreach commenced 15.11.10
ELSA training will be rolled out to staff in Danesgate Community (EOTAS)	High quality training delivered and evaluated.	Summer term 2011	Coordinated by Tina Hardman and Claire Elsdon, support from EPS and the B&A Team	Training with Danesgate PRU TAs commenced 21.3.11.

Promote ELSA as a training package that can be purchased by schools	At least 1 school willing to pilot the model of 'buying in' ELSA	Summer term 2011	Westfield Primary, brokered by Julia Johns (school EP) and Tina Hardman	Dates agreed, all 20 places filled within 1 month!
Reconnector sessions for ELSA practitioners held termly, initially facilitated by EP	Network of ELSA professionals set up which can support each other.	April 2011 – July 2011	Claire Elsdon	Ongoing

APPENDIX 2

York Targeted Mental Health in Schools (TaMHS) Project

ELSA evaluation of training outcomes

Day	Outcome	1. Disappointing	2 Satisfactory	3. Good	4. Very good
1	To what extent do you feel the course achieved the Learning Outcome "To enhance your understanding of Emotional Literacy"?				19
1	To what extent do you feel the course achieved the Learning Outcome "To consider the schools role in developing children's' emotional literacy"?				19
2	To what extent do you feel the course achieved the Learning Outcome "To develop your understanding of Self Esteem"?				19
2	To what extent do you feel the course achieved the Learning Outcome "To increase your knowledge and understanding of Active Listening and Effective Communication skills"?			1	18
3	To what extent do you feel the course achieved the Learning Outcome "To enhance your understanding of Anger Management"?				17
3	To what extent do you feel the course achieved the Learning Outcome "To develop your knowledge and confidence to use an anger management intervention programme"?		1*	2	15
4	To what extent do you feel the course achieved the Learning Outcome "To enhance your knowledge and understanding of social skills and Silver SEAL "?			2	15
4	To what extent do you feel the course achieved the Learning Outcome "To increase your knowledge and understanding of Autism"?		1**	1	15
5	To what extent do you feel the course achieved the Learning Outcome "To develop your understanding of Friendship skills and increase your confidence to use an intervention programme (Circle of Friends)"?				18
5	To what extent do you feel the course achieved the Learning Outcome "To increase knowledge and confidence in using Therapeutic Stories"?			3	15
6	To what extent do you feel the course achieved the Learning Outcome "To develop your understanding of Attachment and its importance for developing emotional health and well-being"?			2	11
6	To what extent do you feel the course achieved the Learning Outcome "To increase knowledge and understanding of Loss and Bereavement"?			2	11
6	To what extent do you feel the course achieved the Learning Outcome "To increase knowledge and confidence for solution-focused approaches"?		1***	2	10
			3 (1%)	15 (7%)	202 (92%)

Overall 92% of the ratings for achieving learning outcomes were 'very good' and 99% were 'good' or above.

Comments included to explain grades of satisfactory:

* I've not done anything like this before so until I get started I still feel unsure

** I could do with more info and time to reflect. Would like to know more about social story writing.

*** Feel like it was bit of a 'crash course' and need more time to practice

**Restorative Principles in Practice
Evaluation Feedback Responses March 2010**

Delivery and Structure				
Scores	Very Good	Good	Fair	Poor
Presentation	17	6		
Content and Activities	16	7		
Supporting Materials	6	14	3	
Comments	<ul style="list-style-type: none"> ▪ I'm a real 'handout' person so copies of the slides would have been great ▪ A copy of the PowerPoint would have been useful ▪ Informal, relaxed, encouraging ▪ Lots of interaction ▪ Would very much like a copy of slides please ▪ Would be even better when PowerPoint is available 			

Informing Practice			
	Yes	No	Comments
Has this session benefited you?	23	-	<ul style="list-style-type: none"> ▪ I feel enthused about Restorative Practice it feels right ▪ Makes me think about how my everyday life is changes ▪ Brings together positive language, SEAL - links everything we are about ▪ Formalise and develop how I work with students ▪ Very interesting ▪ Reinforced importance of circle times useful to run through restorative circle ▪ Some aspects will be very relevant ▪ How to make a start in a school – especially a large school ▪ Now we need to put into practice ▪ Very helpful, feel inspired ▪ An excellent thought provoking session ▪ Circles, circles, circles!
Would you recommend this event to other colleagues?	23	-	<ul style="list-style-type: none"> ▪ I think all schools could benefit from this ▪ I think the more colleagues know about this the better behaved children will become (hopefully). ▪ Alternative way to deal with difficult behaviours ▪ Got to be WHOLE school. ▪ Would love you to come and inspire our team as you have inspired me!

A key message you are taking away from this session

- Circles not lines
- For me it's about helping children/young people to feel a sense of belonging
- Circle time needs to be part of school a lot
- Using the materials to support a school with a new Year 7 in September
- To think about the way I question children
- Learning how to talk to each other and listen
- The importance of community circles in building connections
- Why doesn't matter, it is what happens next that matters
- Organising circle times within form – community.
- How behaviour effects others
- Need to create community
- Circles are important
- Restorative practice will benefit the children more for their future.
- Not to use why!
- Build circles within all key stages. Don't use why
- Circles create equality
- Start thinking round! Stop asking why!
- (To separate the pupil from the behaviour)
- Circles more often – suggest to MSA's and other teachers/TA's
- CIRCLES!! Before and after lunch for specific classes. And/or start end of day. Don't ask 'WHY' – so obvious and simple
- Building relationships, building relationships, building relationships
- It is good to enjoy training that confirms and makes me feel positive about the techniques I already use that can be enhanced by restorative practices

Additional Comments

- Made me reflect on my work and school career
- Would like more info about how you create restorative ethos with engagement of whole school in staff and pupils
- Thought provoking session – drop “why”?
- Valuable time – feel I can take away just what I/we need. Thanks
- Very enjoyable learned lots!
- It's a pleasure to be part of the training session

APPENDIX 4a York Targeted Mental Health in Schools (TaMHS) Project

ELSA questionnaire for competence and confidence in managing issues around emotional health and wellbeing.

statement	a. Pre training average	b. Post training average	Difference between a and b	c. follow-up average (gain over 6 mnths after training)	Overall gain (difference between a and c)
1. I have a good understanding of the issues that impact on children and young people's emotional health and well-being (EHWB)	5.89	8.31	+2.42	8.80 (+0.49)	+2.91
2. I can recognise when a pupil is experiencing difficulties relating to EHWB e.g. needs around self-esteem, anger management, social communication skills, attachment, loss etc	6.58	8.18	+1.60	9.00 (+0.82)	+2.42
3. I know where to seek information, advice and support on EHWB issues	4.68	8.50	+3.82	8.73 (+0.23)	+4.05
4. I am able to employ a range of effective intervention strategies to support pupils with needs relating to Emotional Health and Wellbeing (EHWB)	5.26	7.88	+2.62	8.66 (+0.78)	+3.40
5. I have the skills to run effective groups to develop EHWB	4.84	7.88	+3.04	8.73 (+0.85)	+3.89
6. I have the skills to work with individual pupils experiencing difficulties relating to EHWB, in a 1-to-1 context.	5.32	8.06	+2.74	8.73 (+0.67)	+3.41
7. My school offers a range of EHWB targeted, early interventions to meet pupils' needs	5.53	6.75	+1.22	8.40 (+1.65)	+2.87

Note: Figures relate to a rating scale where 1 is 'not at all' and 10 is 'very'.

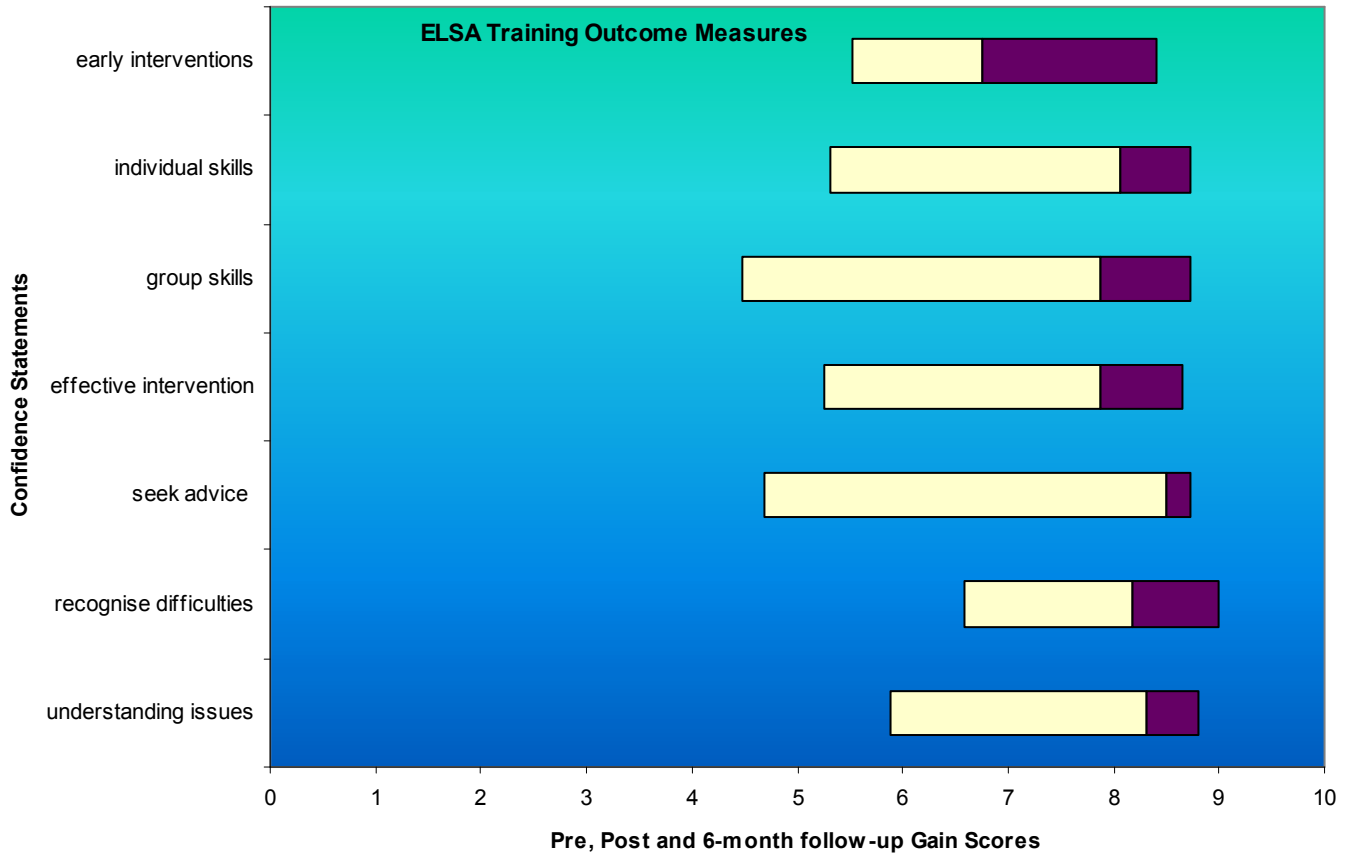
For all ELSAs there were increases in confidence/competence across all items in the questionnaire following training. Follow-up questionnaires at 6 months indicated further increases gained as a result of experience of implementing interventions and access to high quality supervision. Overall there was a significant positive increase from the initial induction of ELSAs to the end of the first year of TaMHS.

The top three items showing the biggest overall gains were:

- Item 3 - I know where to seek information, advice and support on EHWB issues
- Item 5 - I have the skills to run effective groups to develop EHWB
- Item 6 - I have the skills to work with individual pupils experiencing difficulties relating to EHWB, in a 1-to-1 context.

It is also worth noting the relatively large increase between training and 6-month follow up for Item 7 - My school offers a range of EHWB targeted, early interventions to meet pupils' needs

APPENDIX 4b



**APPENDIX 5
DATA FROM SEB COMPETENCIES AND SDQs SHOWING PUPIL PROGRESS
CASEWORK EVALUATIONS September 2010 - April 2011**



Name of school : All
Term: All

Using SEB Competencies for pupils receiving group work, please insert numbers into first table only.
The second table will automatically work out the percentages:

	School staff	Parent	Pupil
Improved	122	71	119
No change	7	6	12
Deteriorated	40	33	59
TOTALS	169	110	190

	School staff	Parent	Pupil
Improved	72%	65%	62%
No change	4%	5%	6%
Deteriorated	24%	30%	32%
TOTALS	100%	100%	100%

Using SEB Competencies for pupils receiving individual work, please insert numbers into first table only.
The second table will automatically work out the percentages:

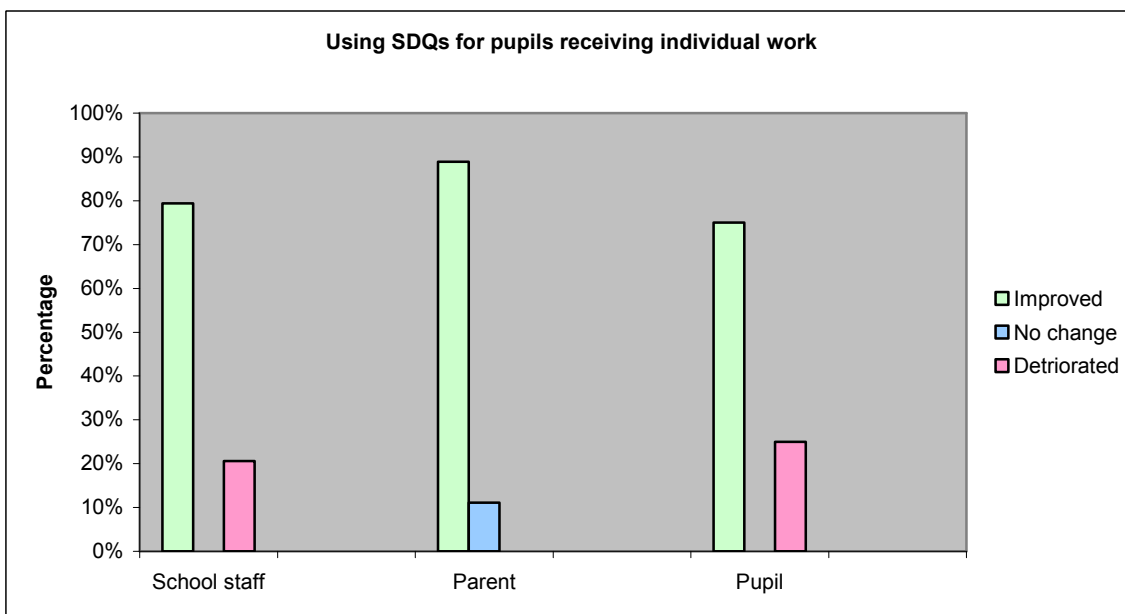
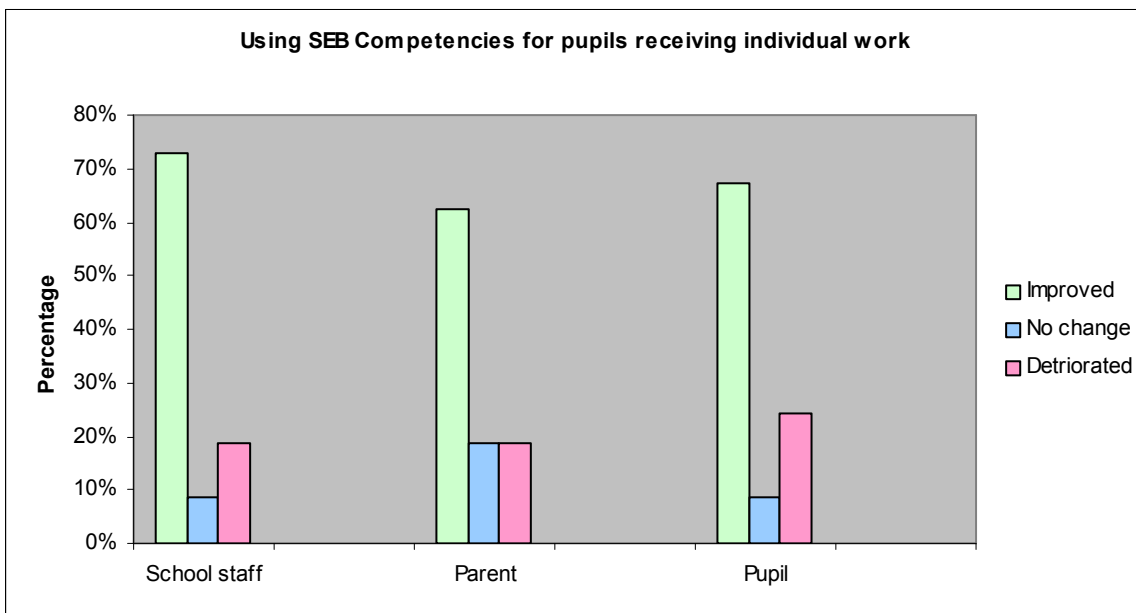
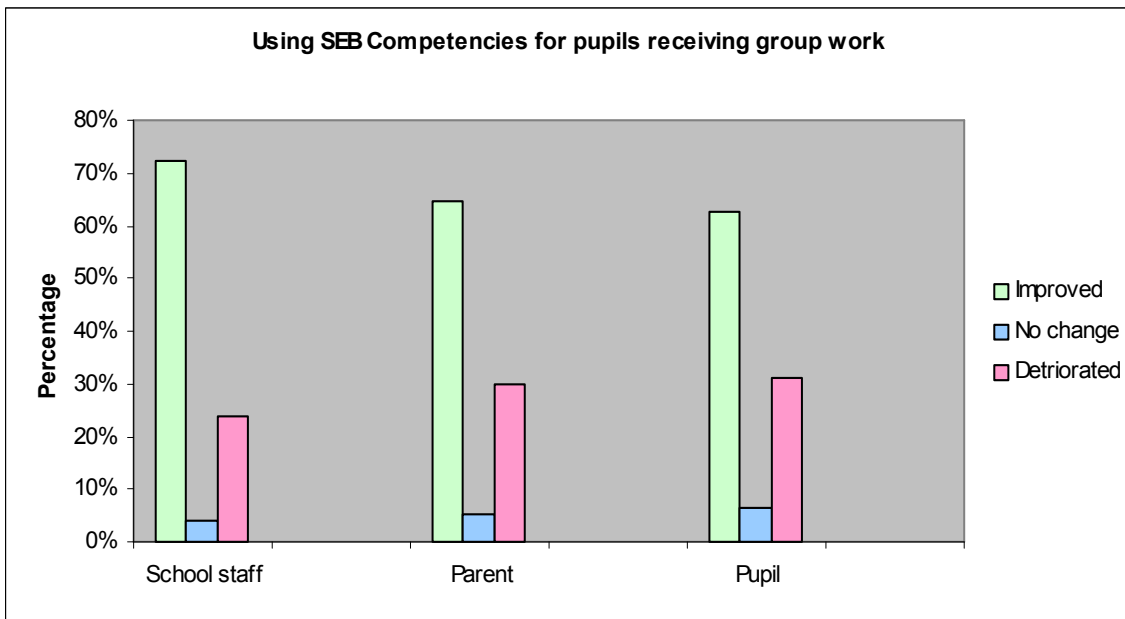
	School staff	Parent	Pupil
Improved	43	20	39
No change	5	6	5
Deteriorated	11	6	14
TOTALS	59	32	58

	School staff	Parent	Pupil
Improved	73%	63%	67%
No change	8%	19%	9%
Deteriorated	19%	19%	24%
TOTALS	100%	100%	100%

Using SDQs for pupils receiving individual work, please insert numbers into first table only.
The second table will automatically work out the percentages:

	School staff	Parent	Pupil
Improved	27	8	6
No change	0	1	0
Deteriorated	7	0	2
TOTALS	34	9	8

	School staff	Parent	Pupil
Improved	79%	89%	75%
No change	0%	11%	0%
Deteriorated	21%	0%	25%
TOTALS	100%	100%	100%



APPENDIX 6a COSTINGS FOR TAMHS CASE STUDIES

The following costs were calculated in order to show the cost effectiveness of early intervention through TaMHS.

Table 1 – the cost of TaMHS interventions for single case studies submitted by each participating school as part of the Local Evaluation. This cost included training the ELSAs to identify needs and deliver interventions.

Secondary:	
Secondary School 1 (individual intervention)	£170
Secondary School 2 (individual intervention)	£157
Primary:	
Primary School 1 (individual and group intervention)	£371
Primary School 2 (individual and group intervention)	£345
Primary School 3 (intensive individual intervention)	£324
Primary School 4 (group intervention)	£193
Primary School 5 (group interventions)	£183
Primary School 6 (individual intervention)	£182

Table 2 – the cost of potential interventions indicated in the single case studies WITHOUT TaMHS support available.

It is acknowledged that any methodology for calculating costs for *potential* interventions must be interpreted with caution and would require refinement, but it does provide an indication of savings made through early intervention

Non/poor attendance* i.e. attendance dropping below 80%. It is based on 10 hours intervention by an Education Welfare Officer.	£580 (per intervention)
Fixed term exclusion* The cost assumes the initiation of a Team Around the Child/CAF	£500 (per event)
Permanent exclusion* This incorporates the cost of home tutoring	£1,500 (per month)
Referrals to other agencies/professionals:	
Referral to Parent Support Adviser (or similar) The cost is based on 5 hours of support	£50 (per case)
Referral to Behaviour Support The cost assumes 10 hours of support	£350 (per case)
Referral to CAMHS PMHW The cost is based on a typical PMHW intervention of 6 sessions	£234 (per case)
Alternative provision for complex cases:	
Danesgate Pupil Referral Unit	£3,500 (per term)
Danesgate personalised tuition	£4,000 (per term)
ALPS package	£30,000 (per year)
Country Classroom (BESD school, non residential)	£28,000 (per year)
BESD residential school	Up to £200,000 (per year)

* these costings are provided by the South West Pathfinder TaMHS (Gloucestershire) based on the Swindon Family Intervention Project costing tool.

APPENDIX 6b COST EFFECTIVENESS - TaMHS CASE STUDIES

See Appendix 6a for calculations of Estimated costings for case studies

1.	Name of school: Secondary School 1	
2.	Year group of pupil: 9	
3.	<p>Case overview: Please give a short resume of the pupil's needs</p> <p>Pupil struggled to cope in school and at home since Year 7 when her step-dad died suddenly. The family benefited from family grief counselling but pupil continued to experience episodes of anxiety and outbursts of anger. By Year 9, school attendance was declining and she would often take herself home during the day because of alleged incidents in school. If a fellow pupil or member of staff made a comment pupil objected to, she would storm out of school (at least once each week and often more) Mum asked school for help and pupil accepted that she needed help to cope with her anxiety and anger.</p>	
4.	<p>Support provided through TaMHS Please describe any interventions/support offered to the pupil or family. Include any additional support accessed by key staff e.g. training</p> <p>One-to one sessions to help her identify why and when she feels anxious and to help work out some coping strategies to help her with her anxiety and to manage her anger. Sessions lasted approximately 1 hour each.</p> <p>Training provided by EPS, Beh Support and Specialist CAMHS (including venue and resources) £8,050 for 19 ELSAs = £424 per ELSA.</p>	<p>Costs</p> <p>Hourly rate X no of hrs of intervention = £8.00 x14= £112 Hourly rate X hrs planning and prep = £8.00x2= £16 TOTAL = £149</p> <p>ELSA training = £21 per child (assuming 20 contacts at any one time)</p> <p>TOTAL = £170</p>
5.	<p>Time length of support: (e.g. 1 month, half term, full term)</p> <p>1 term</p>	
6.	<p>Outcomes</p> <p>As well as qualitative improvements (e.g. reduced anxiety) please include specific quantitative data where possible e.g. comparisons of attendance, fixed term exclusions, lunchtime detentions etc in the term before and during TaMHS support, or compared to the same time periods in the previous year)</p> <p>Pupil reports that she feels less anxious and usually manages to employ effective strategies to control her anger. This is often more successful at school than at home. School attendance has improved by 5% since the same period last year. She has stopped leaving school and running home completely</p>	
7.	<p>Projected pathway for pupil WITHOUT TaMHS support e.g. fixed term exclusion, lunchtime detentions per half term, attendance, referral to other agencies.</p> <p>Pupil at risk of having more detentions and fixed term exclusions for her behaviour. (Detentions lasted one hour for each time she left school without permission.) Pupil 'on report' to her Year Learning Leader, taking up at least one hour of his time per week.</p> <p>Referral to the PMHW and the School Behaviour Advisor</p>	<p>Estimated costs</p> <p>Fixed term exclusion = £500 per event</p> <p>Referral to PMHW = £234 per intervention</p>

COST EFFECTIVENESS - TaMHS CASE STUDY

1.	Name of school: Secondary School 2	
2.	Year group of pupil: 9	
3.	<p>Case overview: Please give a short resume of the pupil's needs</p> <p>Pupil has behaviour, emotional and social needs and is currently at SA+ on the SEN register. Her attendance is very low and the EWO is involved. She is very confrontational especially with people she does not get on with and often acts in an aggressive way if provoked- she finds it very difficult to control her anger. Pupil struggles to express her feelings and thoughts appropriately and although she comes across very loud and confident, she does infact lack self-esteem. Although this pupil acts much older than her age she is very vulnerable. She lacks motivation to achieve any aspirations and future plans. She is a bright child but often says she is 'thick'. She has a very difficult home life, as within her family there has been substance misuse and bereavement.</p>	
4.	<p>Support provided though TaMHS</p> <p>Please describe any interventions/support offered to the pupil or family. Include any additional support accessed by key staff e.g. training</p> <p>Initially started anger management sessions as this was the reason she was getting into so much trouble at school and at home. Within them we focused on identifying what were the triggers of her anger, how she behaved and techniques to control her anger.</p> <p>Also sessions to improve her self-esteem and confidence and to encourage her to think about her future plans. Additional support for social skills including how to speak and act appropriately to other people. I have worked a little on bereavement, this is still an ongoing issue.</p> <p>Training provided by EPS, Beh Support and Specialist CAMHS (including venue and resources) £8,050 for 19 ELSAs = £424 per ELSA.</p>	<p>Costs</p> <p>Hourly rate X no of hrs of intervention = 14 x £8.50 = £119</p> <p>Hourly rate X hrs planning and prep = 2 x £8.50 = £17</p> <p>TOTAL = £136</p> <p>ELSA training = £21 per child (assuming 20 contacts at any one time)</p> <p>TOTAL = £157</p>
5.	<p>Time length of support: (e.g. 1 month, half term, full term)</p> <p>1 full term</p>	
6.	<p>Outcomes</p> <p>As well as qualitative improvements (e.g. reduced anxiety) please include specific quantitative data where possible e.g. comparisons of attendance, fixed term exclusions, lunchtime detentions etc in the term before and during TaMHS support, or compared to the same time periods in the previous year)</p> <p>Pupil's confidence and self-esteem has improved. She now thinks about her behaviour and the consequences before she acts. Her ability to control her anger has improved with less reported incidents of aggression towards staff and pupils. She thinks how she speaks to other people and there are less reported incidents of verbal abuse to staff and pupils. There has been a significant decrease in fixed period exclusion and internal exclusion and she has been prevented from being placed in the Behaviour Support Centre, which was the next step if her behaviour hadn't improved.</p>	
7.	<p>Projected pathway for pupil WITHOUT TaMHS support</p> <p>e.g. fixed term exclusion, lunchtime detentions per half term, attendance, referral to other agencies.</p> <p>Rise in fixed term exclusion and internal exclusion.</p> <p>Placement in Behaviour Support Centre. Long-term outcome school may have sought a place in Danesgate pupil support centre.</p>	<p>Estimated costs</p> <p>Fixed term exclusion = £500 per event</p> <p>Danesgate = £3,500 per term</p>

COST EFFECTIVENESS - TaMHS CASE STUDY

1.	Name of school: Primary School 1	
2.	Year group of pupil: 6	
3.	<p>Case overview: Please give a short resume of the pupil's needs</p> <p>Pupil has issues relating to anger management, social skills, self-esteem. Pupil received lots of detentions and had internal exclusions. There was feedback from home about angry behaviour</p>	
4.	<p>Support provided through TaMHS</p> <p>Please describe any interventions/support offered to the pupil or family. Include any additional support accessed by key staff e.g. training</p> <p>Meetings with mother One to one interventions Group intervention</p> <p>Training provided by EPS, Beh Support and Specialist CAMHS (including venue and resources) £8,050 for 19 ELSAs = £424 per ELSA.</p>	<p>Costs</p> <p>Hourly rate X no of hrs of intervention = £169.60 Hourly rate X hrs planning and prep = £180 TOTAL = £349.60</p> <p>ELSA training = £21 per child (assuming 20 contacts at any one time) TOTAL = £370.60</p>
5.	<p>Time length of support: (e.g. 1 month, half term, full term)</p> <p>1.5 terms</p>	
6.	<p>Outcomes</p> <p>As well as qualitative improvements (e.g. reduced anxiety) please include specific quantitative data where possible e.g. comparisons of attendance, fixed term exclusions, lunchtime detentions etc in the term before and during TaMHS support, or compared to the same time periods in the previous year)</p> <p>Calmer around school and on playground, fewer outbursts of anger Able to use self controlling strategies Able to talk things through and take advice</p> <p>No detentions More able to concentrate in class (pupil told us this) Mum happier with behaviour at home Feels better about himself</p>	
7.	<p>Projected pathway for pupil WITHOUT TaMHS support</p> <p>e.g. fixed term exclusion, lunchtime detentions per half term, attendance, referral to other agencies.</p> <p>Detentions Possible fixed-term exclusions Academic progress reduced</p>	<p>Estimated costs</p> <p>Fixed term exclusion = £500 per event</p>

COST EFFECTIVENESS - TaMHS CASE STUDY

1.	Name of school: Primary School 2	
2.	Year group of pupil: 5	
3.	<p>Case overview: Please give a short resume of the pupil's needs</p> <p>Pupil is disruptive in class, inappropriate attitude towards adults, underachieving, poor behaviour in playground, bullying other children, family history of exclusion and extreme behaviour</p>	
4.	<p>Support provided though TaMHS</p> <p>Please describe any interventions/support offered to the pupil or family. Include any additional support accessed by key staff e.g. training</p> <p>Individual and group work, focused on behaviour for learning, anger management and self-esteem.</p> <p>20 hours in a group of 3 6 hours individual</p> <p>Training provided by EPS, Beh Support and Specialist CAMHS (including venue and resources) £8,050 for 19 ELSAs = £424 per ELSA.</p>	<p>Costs</p> <p>Hourly rate X no of hrs of intervention = £216.40</p> <p>Hourly rate X hrs planning and prep = £86.56</p> <p>TOTAL = £323.96</p> <p>ELSA training = £21 per child (assuming 20 contacts at any one time)</p> <p>TOTAL = £344.96</p>
5.	<p>Time length of support: (e.g. 1 month, half term, full term)</p> <p>1 term</p>	
6.	<p>Outcomes</p> <p>As well as qualitative improvements (e.g. reduced anxiety) please include specific quantitative data where possible e.g. comparisons of attendance, fixed term exclusions, lunchtime detentions etc in the term before and during TaMHS support, or compared to the same time periods in the previous year)</p> <p>Settled in class, thinking about behaviour more, not getting into trouble so much, work has improved, no detentions, Behaviour Manager still makes phone calls home but now they are positive. Better attitude towards adults and other children. Parents more supportive.</p>	
7.	<p>Projected pathway for pupil WITHOUT TaMHS support</p> <p>e.g. fixed term exclusion, lunchtime detentions per half term, attendance, referral to other agencies.</p> <p>lunch time detentions fixed term exclusion Behaviour Support involvement</p>	<p>Estimated costs</p> <p>Fixed term exclusion = £500 per event</p> <p>Referral to Behaviour Support = £350 per Intervention</p>

COST EFFECTIVENESS - TaMHS CASE STUDY

1.	Name of school: Primary School 3	
2.	Year group of pupil: 6	
3.	<p>Case overview: Please give a short resume of the pupil's needs.</p> <p>Often in detention for silly behaviour in and out of class Struggles with own and others safety. Finds difficulty in sitting and concentrating for any length of time. Tends to be impulsive and quick to make rash decisions</p>	
4.	<p>Support provided though TaMHS</p> <p>Please describe any interventions/support offered to the pupil or family. Include any additional support accessed by key staff e.g. training</p> <p>Individual support for two 40 minute sessions each week as part of a self awareness intervention</p> <p>1 hour 20 minutes intervention weekly 40 minutes planning and evaluation weekly</p> <p>Training provided by EPS, Beh Support and Specialist CAMHS (including venue and resources) £8,050 for 19 ELSAs = £424 per ELSA.</p>	<p>Costs</p> <p>Hourly rate X no of hrs of intervention = £201.97 Hourly rate X hrs planning and prep = £100.98 TOTAL = £302.95</p> <p>ELSA training = £21 per child (assuming 20 contacts at any one time)</p> <p>TOTAL = £323.95</p>
5.	<p>Time length of support: (e.g. 1 month, half term, full term)</p> <p>1 x half term for self awareness -6 weeks 1 x full term for self esteem – 8 weeks</p>	
6.	<p>Outcomes</p> <p>As well as qualitative improvements (e.g. reduced anxiety) please include specific quantitative data where possible e.g. comparisons of attendance, fixed term exclusions, lunchtime detentions etc in the term before and during TaMHS support, or compared to the same time periods in the previous year)</p> <p>Not in detention as often Increased responsibility in school i.e. peer mentor Teacher more aware of needs when seating/organising class Using strategies to help with impulsiveness Not getting into trouble as much</p>	
7.	<p>Projected pathway for pupil WITHOUT TaMHS support</p> <p>e.g. fixed term exclusion, lunchtime detentions per half term, attendance, referral to other agencies.</p> <p>Without intervention there would have been increased detentions and missed lesson time due to bad behaviour, trouble with peers affecting whole class and school learning</p>	Estimated costs

COST EFFECTIVENESS - TaMHS CASE STUDY

1.	Name of school: Primary School 4	
2.	Year group of pupil: 5	
3.	<p>Case overview: Please give a short resume of the pupil's needs</p> <p>Pupil is a lovely boy whose moods change dramatically. He swings very quickly from high to low mood and gets extremely upset over minor issues. He is over-critical of himself, sometimes saying he is a jinx and his life is rubbish. He finds peer relationships very difficult, except for a small circle of friends.</p>	
4.	<p>Support provided though TaMHS</p> <p>Please describe any interventions/support offered to the pupil or family. Include any additional support accessed by key staff e.g. training</p> <p>Pupil has participated enthusiastically in a 6 week SEAL intervention and also attends a lunchtime club.</p> <p>Training provided by EPS, Beh Support and Specialist CAMHS (including venue and resources) £8,050 for 19 ELSAs = £424 per ELSA.</p>	<p>Costs</p> <p>Hourly rate X no of hrs of intervention = £11.45 X 6 = £68.70</p> <p>Hourly rate X hrs planning and prep = £102.95 (grp of 6) TOTAL = £171.65</p> <p>ELSA training = £21 per child (assuming 20 contacts at any one time)</p> <p>TOTAL = £192.65</p>
5.	<p>Time length of support: (e.g. 1 month, half term, full term) 6 weeks</p>	
6.	<p>Outcomes</p> <p>As well as qualitative improvements (e.g. reduced anxiety) please include specific quantitative data where possible e.g. comparisons of attendance, fixed term exclusions, lunchtime detentions etc in the term before and during TaMHS support, or compared to the same time periods in the previous year)</p> <p>Pupil is now more tolerant of other children and seeks help when he feels himself getting stressed and anxious. He is better at accepting and giving feedback and he uses strategies learnt to control his anxiety.</p>	
7.	<p>Projected pathway for pupil WITHOUT TaMHS support</p> <p>e.g. fixed term exclusion, lunchtime detentions per half term, attendance, referral to other agencies.</p> <p>Involvement of outside agencies i.e. Behavioural support or PMHW.</p> <p>His mood swings and anxieties may have escalated, which would have affected his learning and peer relationships.</p>	<p>Estimated costs</p> <p>Referral to Behaviour Support = £350 per intervention Or Referral to PMHW = £234 per intervention</p>

COST EFFECTIVENESS - TaMHS CASE STUDY

1.	Name of school: Primary School 5	
2.	Year group of pupil: 6	
3.	<p>Case overview: Please give a short resume of the pupil's needs</p> <p>Pupil has experienced problems with peers (bullying and forming friendships) Lacks self confidence Loses temper quickly Not always socially aware of a situation or how others may perceive his actions, or how his actions may escalate a situation.</p>	
4.	<p>Support provided though TaMHS</p> <p>Please describe any interventions/support offered to the pupil or family. Include any additional support accessed by key staff e.g. training</p> <p>Keeping in close contact with parents. Available at anytime for him to talk (school hours) Circle of friends (started prior to ELSA by behaviour support teacher, now supported by ELSA) 6 week Social and Emotional Group 6 week Self esteem Group</p> <p>Training provided by EPS, Beh Support and Specialist CAMHS (including venue and resources) £8,050 for 19 ELSAs = £424 per ELSA.</p>	<p>Costs</p> <p>Hourly rate X no of hrs of intervention plus Hourly rate X hrs planning and prep TOTAL = £161.66</p> <p>ELSA training = £21 per child <small>(assuming 20 contacts at any one time)</small></p> <p>TOTAL = £182.66</p>
5.	<p>Time length of support: (e.g. 1 month, half term, full term)</p> <p>On-going individual support when needed 2 x ½ term ELSA groups</p>	
6.	<p>Outcomes</p> <p>As well as qualitative improvements (e.g. reduced anxiety) please include specific quantitative data where possible e.g. comparisons of attendance, fixed term exclusions, lunchtime detentions etc in the term before and during TaMHS support, or compared to the same time periods in the previous year)</p> <p>Appears happier in school and at home More confident in lessons and more responsible for own actions Less lunchtime incidents No exclusions or detentions Less contact from mum</p>	
7.	<p>Projected pathway for pupil WITHOUT TaMHS support</p> <p>e.g. fixed term exclusion, lunchtime detentions per half term, attendance, referral to other agencies.</p> <p>Referral to outside agencies i.e. Limetrees Referral to Parent Support Advisor</p>	<p>Estimated costs</p> <p>Referral to PMHW = £234 per intervention</p> <p>Referral to Parent Support Advisor = £50.</p>

COST EFFECTIVENESS - TaMHS CASE STUDY

1.	Name of school: Primary School 6	
2.	Year group of pupil: 3	
3.	<p>Case overview: Please give a short resume of the pupil's needs</p> <p>Pupil needs support for emotional and behavioural difficulties. Extreme anxiety and tantrum behaviour on entering school each morning and on completing routine tasks.</p>	
4.	<p>Support provided through TaMHS</p> <p>Please describe any interventions/support offered to the pupil or family. Include any additional support accessed by key staff e.g. training</p> <p>1:1 support for child (inc anger management, social skills and empathy) Mentoring when necessary during outbursts. Support for parents to ensure consistent approach and decide goals/boundaries. Liaison with teacher and parent Liaison with Primary Mental Health Worker.</p> <p>Training provided by EPS, Beh Support and Specialist CAMHS (including venue and resources) £8,050 for 19 ELSAs = £424 per ELSA.</p>	<p>Costs</p> <p>Hourly rate X no of hrs of intervention = 15hrs= £141.75 Hourly rate X hrs planning and prep =2hrs= £18.90 TOTAL = £160.65</p> <p>ELSA training = £21 per child (assuming 20 contacts at any one time)</p> <p>TOTAL = £181.65</p>
5.	<p>Time length of support: (e.g. 1 month, half term, full term)</p> <p>6wks intensive 1:1 support = 12hrs 6wks support for parent = 3 hrs</p>	
6.	<p>Outcomes</p> <p>As well as qualitative improvements (e.g. reduced anxiety) please include specific quantitative data where possible e.g. comparisons of attendance, fixed term exclusions, lunchtime detentions etc in the term before and during TaMHS support, or compared to the same time periods in the previous year)</p> <p>Reduced anxiety. Increased cooperation and attainment. Much calmer behaviour at home with better routine reported and clear boundaries. Increased attendance at school. Referral for CAMHS due to eating/toileting anxiety that was uncovered in more detail. Mother experiencing less anxiety!</p>	
7.	<p>Projected pathway for pupil WITHOUT TaMHS support</p> <p>e.g. fixed term exclusion, lunchtime detentions per half term, attendance, referral to other agencies.</p> <p>Attendance would be problematic due to health issues (eating/toileting issues) and difficulties parents would face in getting her to school. Detentions for refusal to work/ complete homework at breaks/after school. High level of 1:1 support for learning and behaviour due to decreased attainment and classroom disruption Dinner time supervision Involvement of other agencies e.g. Behaviour Support, family support</p>	<p>Estimated costs</p> <p>Poor attendance costs = £580 per intervention.</p> <p>Referral to Behaviour Support = £350 per Intervention</p> <p>Referral to Family support = £50 per case</p>

**APPENDIX 7 REFERRALS TO CAMHS PRIMARY MENTAL HEALTH WORKERS
APRIL 2009 TO MARCH 2010**

<i>From:</i>	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	YEAR
Schools	0	0	2	2	0	2	0	3	1	1	4	0	15
GPs	2	5	5	7	6	7	5	8	1	5	7	8	66
Other	2	4	3	1	3	2	2	1	1	3	2	1	25

Data Source: manual collection

**REFERRALS TO CAMHS PRIMARY MENTAL HEALTH WORKERS
APRIL 2010 TO MARCH 2011**

<i>From:</i>	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	YEAR
Schools	2	1	3	3	0	1	4	3	3	6			26
GPs	4	8	6	7	1	2	8	13	6	10			65
Other	4	4	4	5	0	3	2	0	2	2			26

Data Source: manual collection

	Year 09/10	Year 10/11	%
		Expected	Increase
Schools	15	31	107
GPs	66	78	18
Other	25	31	24