



The journey of children and young people supported by the EHA.

David

David has a diagnosis of ADHD. He had been finding primary school extremely difficult, resulting in numerous exclusions due to disruptive behaviour. David was offered a new start at a nearby school. We supported his transition alongside the exclusion officer and educational psychologist by providing holistic consultation and direct support around his emotional health needs. David has settled well into his new setting with no behavioural incidents, which is a significant improvement from his previous school. His mother provided the following feedback:

‘Hi, I just want to thank you all for all your help and support you have given David and myself over the last few weeks, it has been a really hard time but I can finally see a light at the end of the tunnel, I have just picked David up from his visit and he was smiling. I’ve not seen him smiling at school in a long time, he was also telling me how much work he has done and has make some friends, he can’t wait to go back Friday. I really appreciate all your help’ **David’s mother**

Timothy

Timothy was referred to the service through his school. He was initially referred for low mood and anger management, with additional difficulties due to his ADHD and ASD. Timothy Completed 12 sessions with the Emotional Health Worker and then took part in group anger management. He is now happy at school, learning and making friends.

‘The EHA has been brilliant for Timothy. We have seen a vast improvement in his emotional state. He no longer states he wants to kill himself or this is the worst day of my life which were both a daily occurrence. He has become less volatile and angry and his outbursts have decreased. He is also more open to discussing what went wrong and what he could do next time’.

Timothy’s Head Teacher

Sarah

Sarah attends an independent school that provides an alternative curriculum for the most vulnerable young people. Sarah has ongoing struggles with social anxiety and anger, and has experienced extensive bullying in mainstream education. Her parents also struggle with mental health difficulties, maintaining employment and ongoing financial burdens. The Emotional Health Worker provided a highly individualised, relational and restorative approach in partnership with her school. This involved drawing on her love of animals to improve her social and communication skills, and address her worries about her family’s wider struggles.

Overtime Sarah has grown in confidence, been able to speak more openly with her parents, and engage in education and targeted vocational training. She has provided the following feedback:

‘By using the ‘I’ statements I can communicate better with my mum and dad at home.’ **Sarah**

Todd

Todd is a young boy that has struggled for some time with a food phobia. He had a very limited diet, which consequently restricted his overall quality of life as well as his family. An EHA Mental Health Worker provided a short term evidenced based anxiety intervention which was lead by Todd, and his mother over 12 sessions. By the end of the intervention Todd was eating a much wider variety of foods and his family had eaten at a restaurant for the first time in years. Both Todd and his mother provided feedback:

'I think [Mental Health Worker] has been really helpful with all the help and time she's giving me. I wouldn't be eating without her!' **Todd**

'I have sought help for my son for 10 years now and to no avail, however since seeing the Emotional Health Academy we have come on in leaps and bounds. We are now at a stage that I had lost hope that we were ever likely to achieve. A massive thank you to all involved.' **Todd's mother**

Adam


Adam is a looked after child who was at risk of permanent exclusion due to poor behaviour at school. At the time the EHA LAC Clinician became involved there was not a clear plan around how various therapeutic inputs were working together to support Adam's needs, as well as his transition to a new school. The LAC Clinician took responsibility as the lead professional and provided holistic supporting including supporting the school transition, building a relationship with Adam to facilitate his engagement with specialist mental health services, and to carry out any joint working alongside his specialist plan.

The LAC Clinician's impact resulted in a cohesive team approach that was lead by Adam. He successfully transitioned to his new school without incident and engaged with specialist mental health services. Unexpectedly as a result of this work a connection with a Marine Biologist, who is now personally supporting Adam in working towards his dream of a career in Marine Biology.

Jane

Jane is currently under a special guardianship arrangement with her grandparents. She was referred to the EHA by her school to help engage the family in working together to support her behaviour in the classroom. Jane was having tantrums, defiant, stealing and damaging property. This was having a significant impact on her friendships and learning. The Emotional Health Worker identified these problems were directly to difficulties in the home. As such they provided direct support to Jane and used a family centred approach to establish better relationship dynamics within the family over an extended period. The Emotional Health Worker helped the grandparents address negative lifestyle factors and to develop a great sensitivity to Jane's needs which resulted in improved emotional regulation. Jane's family relationships have now improved significantly. Difficulties at school have also decreased to the point where Jane is now supported fully by her pastoral care team and is enjoying closer friendships. The feedback from grandparents was:

'Jane's behaviour has really improved and we really enjoyed the flexibility of the Emotional Health Worker's approach. This is the first time we have felt able to trust a mental health professional' **Jane's grandmother**



Stacey

Stacey was struggling with anxiety, particularly in relation to obsessive thoughts and compulsive behaviours. Stacey was supported at her school over a period of 12 weeks. The Emotional Health Worker provided an evidenced based anxiety intervention that focused on helping Stacey to gradually overcome situations she was worried about and manage her thoughts and behaviours. Stacey experienced a significant reduction in her symptoms and improvements in wellbeing. Follow-up feedback from her family was that Stacey continues to make gains in her mental health and they now feel confident taking what they learnt during intervention and building on her gains.

'I found the techniques for managing my anxiety really useful' **Stacey**

'We have definitely seen a change in Stacey's emotional health and are really grateful for your help. We wish we had of known about the Emotional Health Academy sooner. We were unsure about what would happen after the support ended but by the end we were very confident in being able to move forward on our own'.
Stacey's mother

Alex

Alex is diagnosed with ASD and ADHD and was referred by his mother due to problems with low mood and aggression that was putting the family under significant pressure. Our Emotional Health Worker used a combination of restorative techniques and innovative coping strategies to help Alex improve his mood, behaviour and family relationships. His family described the positive impact to be huge, especially when many other interventions had been unsuccessful in the past.

'I would like to say a huge thank you to the Emotional Health Worker for the work that he has done with Alex - it really has had a positive impact. The focus of the work was on Alex's responses to demands and on helping him to manage feelings of anger or frustration. As a result of the input from the Emotional Health Worker, I can see that Alex is taking time to think about his responses and trying really hard to practice the strategy that the Emotional Health Worker taught him.

Thanks again for all of your help and support, Alex really valued it and myself and his step-father did too. I am so pleased that we have this provision available for children and young people and their families in West Berkshire.' **Alex's mother**



Head Teacher Feedback

Staff had an initial session with the Emotional Health Worker (EHW) beginning to look at Restorative Practice. This has been immediately put into practice by the staff. We are all looking forward to further training. The EHW has also been working with individual children and with a group of Year 6 children.

As Head Teacher, I was privileged to observe the EHW dealing with the group. The group totally engaged with the EHW and through restorative justice began to realise the impact of their behaviour. Obviously, there is still further work to be done for this group of pupils as they transition to Secondary School.

It is early days, and the EHW has only visited our school four times during this term. However, there has been an immediate impact. All my staff feel supported as well as the children which is an added bonus. As a result I have just increased our buy back from one hour to two hours per week.

Head Teacher Feedback

The Emotional Health Worker has had a positive impact on the school in that she has been able to support parents who have been desperate for CAMHS support. This in turn helped lessen the load on existing ELSA support assistants. We have had patients independently access the service. Do not stop or cut back the available service!

Head Teacher Feedback

The Emotional Health Worker has been fantastic in supporting a group of staff at my school. She comes with a wealth of experience and knowledge, and her sessions have been well received.

Head Teacher Feedback

We have been very impressed by the EHA offer. The staff we have worked with have been highly skilled, effective and professional. For us, the main benefits have been:

- an additional and higher level element to our established ELSA systems
- professional development opportunities for teachers and support staff
- excellent resources
- positive engagement with parents
- a clearly identifiable and positive impact on the children being supported

It is our intention to work very hard to build additional funding into our budget next year in order to buy more EHA time. That statement, in such challenging financial times, probably says more than anything about how highly we rate both the concept and delivery.
