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Key Partner Organisations

(Please be aware that individual agency offers to schools can change or develop over time)

Early Help Service

Email: EarlyHelp.Team@oldham.gov.uk
Phone: **0161 770 7777 opt. 1**
Works with: **Pupils, Families, Staff support/Training**

We work across all ages, with any member of a household, providing support with a range of issues including: health, mental health, substance use, debt, housing, employment and education.
We work alongside families and schools to develop practical and achievable action plans, allowing families and individuals to work towards the outcomes they have identified.

Educational & Child Psychology Service

Website: https://oldhamservices.co.uk/acns/
Email: acns@oldham.gov.uk
Phone: **0161 770 3110**
Works with: **Pupils, Staff support/training**

We apply psychological theory and practice to enhance the learning, development, and well-being of all children and young people. We do this through consultation, delivering training, individual assessment, therapeutic involvement, research projects, and/or providing strategic support (such as policy development).

Education Support Partnership

Website: https://www.educationsupportpartnership.org.uk/
Phone: **0207 697 2750**
Helpine: **0800 0562 561**
Works with: **Staff support/Training**

The UK's only charity providing mental health and wellbeing support services to education staff and organisations. We provide a free and confidential, 24 hour helpline with access to trained counsellors. Our grant service helps staff, or those retired from education experiencing short-term financial issues.
We also offer various services to education organisations, including training and professional development.

Family Information Service (FIS)

Website: www.oldham.gov.uk/FIS
Email: familyinfo@oldham.gov.uk
Works with: **Information for parents/carers**

The Family Information Service (FIS) is an online service that provides free, impartial, up-to-date information to support parents/carers with children and young people aged 0-19 years (up to 25 with additional needs), and prospective parents.
Information is provided on a range of services including: childcare; local and national services; financial support; support groups; choosing and applying for school places and programmes such as Get Oldham Working.
The FIS also provides a childcare brokerage service, which offers additional support to help find suitable childcare. This service is available to everyone but priority is given in certain circumstances, such as: parents requiring emergency childcare at short notice; carers of looked after children; single parents and those of children with additional educational needs.

Governor Support Service

Website: www.oldham.gov.uk/governors
Email: gb.support@oldham.gov.uk
Works with: **School leaders and the community**

School Governors are a team of volunteers who help to run each school by providing strategic leadership in a challenge and support role. Governors ask a lot of questions and they act as a "critical friend", supporting the work of the Head teacher and other staff in taking the school in the right direction. Governors have key lead responsibilities which includes ensuring that Emotional Health and Wellbeing is being supported across the school.

Health Watch

Website: https://www.healthwatcholdham.co.uk/
Email: info@healthwatcholdham.co.uk
Phone: **0161 622 5700**
Works with: **Service users of all ages**

The role of Healthwatch Oldham (HWO) is to provide an independent consumer voice for local people using NHS and social care services in Oldham. The services we cover range from GP practices, dentists, hospital based services and pharmacies, to social care services covering care homes, reablement and ongoing care particularly where Continuing Healthcare Funding is involved.
Healthwatch was set up in 2012 as part of the Government's Health and Social Care Act. It has a number of statutory and discretionary functions and its role can be summarised as providing: Insight; Information; NHS Complaints Advocacy Service & Influence.
Healthwatch Oldham delivers all these functions through a combination of:

- Quarterly Health and Wellbeing Forums and community outreach sessions.
- Confidential one to one casework interviews for NHS complaints or signposting.
- Membership on a range of local and regional strategic decision-making bodies.
- Statutory Enter and View functions within hospitals, care home, nursing homes, and day centres.
- Producing detailed service reviews to highlight the patient and family experience.
- Healthwatch engagement network and regular health and social care e-bulletins.
- Working in partnership with services across the voluntary, community and statutory sectors.

Healthy Young Minds

Website: **www.healthyyoungmindspennine.nhs.uk**
Phone: **0161 716 2020 (QUERIES ONLY – no referrals taken)**
Works with: **Pupils, Families**

Pennine Care's Healthy Young Minds services (previously known as CAMHS) are committed to providing a comprehensive and targeted intervention service, delivered in the heart of our communities, which positively aims to promote the emotional and psychological wellbeing of our children and young people.
The CAMHS directorate, including Healthy Young Minds community services and our Hope and Horizon inpatient units, is committed to developing our connections with other local services such as social care, paediatrics, education, health and the voluntary sector.

All Healthy Young Minds Referrals go through the Multi-Agency Safeguarding Hub and are submitted via the Early Help Form
https://apps1.oldham.gov.uk/EarlyHelpReferral/EHR00Referral.aspx
If it is necessary to speak to someone urgently you should contact the Duty Manager (Mon-Fri 9am-5pm).
In an emergency, young people should be directed to their local A & E Department

Laura Langhorn (Emotional Wellbeing Practitioner): **llanghorn@nhs.net**
Phone: **0161 770 8366**

Works with: **Pupils, Families, Staff support/Training**

I am employed by Healthy Young Minds as an Emotional Wellbeing Practitioner to work between School Nurses, Schools & Healthy Young Minds.
I spend 3 days a week working alongside the school nurses & 1 day a week at Healthy Young Minds.
I work between services to support early identification & appropriate intervention of children & young people who may be struggling emotionally.
I support school nurses with completing emotional health assessments & carrying out brief interventions; offer assistance with appropriate signposting; support school & health staff with accessing useful resources; help schools to implement the Whole School Emotional Health and Mental Wellbeing Framework; offer consultation to school nurses & schools; provide training, as requested, to school nurses & schools; raise awareness of mental health & reducing stigma. I also design & run (in conjunction with school) therapeutic groups, utilising evidence-based practice.

Inclusion Service & Post 16 Service

Website: https://oldhamservices.co.uk/inclusion/
Email: sais@oldham.gov.uk
Phone: **0161 770 6620 / 6621**
Works with: **Staff support/coaching for pupil inclusion – primary & secondary**

We offer advice to schools in the areas of: attendance, fair access, exclusions, educated at home and children missing in education.
This might include advice and guidance for staff/governors or parents as well as direct work with pupils.

K.O.G.S. (Keeping our Girls Safe)

Website: https://www.kogs.org.uk/
Email: K.O.G.S@hotmail.co.uk
Phone: 07491 068 364
Works with: **Pupils, Staff Training?**

Established in 2011 KOGS is a registered charity, set up to address the gaps in the service provision available to young people around prevention and early intervention. We seek to educate young people on unhealthy relationships and support those that had been groomed or exploited in a holistic way, including peer mentoring and one-to-one support.
KOGS are based in Oldham and work across Greater Manchester. Our work is outreach as we believe that young people work better in familiar environments. We work in schools, colleges, youth centres and within communities.
We offer educational programmes that are interactive and engaging, and provide young people with a positive outlet to explore topics such as unhealthy relationships, abuse, CSE and risks. Some of the programmes we offer are accredited which allows the young people participating to achieve a recognised qualification which can be topped up with additional activities.

Kooth

Website: https://kooth.com/
Local Integration & Participation Worker: Dez Wilson
Email: dwilson@xenzone.com
Phone (local area contact): 07930 532 639
Works with: Pupils (11-25)

Free, safe anonymous, online support for young people (up to 25). Kooth gives children and young people easy access to an online community of peers and a team of experienced counsellors. Access is free of the typical barriers to support: no waiting lists, no cost and complete anonymity. Launched in 2004 and accredited by the British Association of Counselling and Psychotherapy, over 1500 children and young people from across the country log in to Kooth every day.
Accessible through mobile, laptop and desktop and commissioned to be free at the point of use for young people in Oldham, Kooth is a powerful early prevention and treatment resource which young people are keen to use, and our safeguarding policies are paramount and strictly maintained.
Assemblies and workshops are also offered within schools by local workers.

Local Offer (SEND)

Website: www.oldham.gov.uk/localoffer
Email: local.offer@oldham.gov.uk
Works with: Information for parents/carers

Oldham's Local Offer is an online resource providing support and guidance to families with children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND). It contains a wealth of information about local and national services, resources and activities as well as information on support groups.
The Local Offer includes information on: how to find and access local support groups; social care provision; health care services; SEND provision in each school in Oldham, both mainstream and specialist; specialist provision outside the Oldham area where being used by local children with SEND; teaching approaches and adaptations to curriculum; school transport; information on eligibility to access funding and benefits; support available to children and young people to help them prepare for adulthood; employment and volunteering opportunities.
Whilst the Local Offer is a statutory requirement for families of children with SEND, it should be noted that is a **useful source of information for all parents** within the local area and should be promoted as such.

Local Safeguarding Children Board (LSCB)

Website: https://www.oldham.gov.uk/lscb/
Email: olscb@oldham.gov.uk
Phone: **0161 770 8081**

The LSCB is a statutory body with responsibility to coordinate and ensure the effectiveness of the multi-agency response to safeguarding children in the local area.
The LSCB team can offer support to all education establishments in relation to your responsibilities under Keeping Children Safe in Education, dealing with allegations against professionals and delivering relationship and sex education to pupils and parents.

Oldham
Local Safeguarding Children Board

Mahdlo Youth Zone

Website: https://www.mahdloyz.org/
Email: https://www.mahdloyz.org/
Phone: **0161 624 0111**
Works with: **Pupils, staff training**

State of the art youth zone in the heart of Oldham for 8-19 year olds (up to 25 for young people with a disability). Open 7 days a week, 52 weeks a year, we offer an exciting range of activities and opportunities that all young people from across the borough can access for just 50p as a member.
We offer targeted group work (this has included knife crime reduction, employment and enterprise and work with young people not in education, employment or training). We also offer an alternative provision. We offer sports, arts, one-to-one mentoring, duke of Edinburgh and work with young people with additional needs and disabilities. We also offer a safe social space for all young people. Schools have done sports days and activities and we have a comprehensive training programme for staff.

MAHDLO OLDHAM
Registered Charity 1134427. Egerton Street, Oldham, OL1 3SE. www.mahdloyz.org
The Queen's Award for Voluntary Service · Mentoring and Befriending Approved Provider Standard · NCVO · DofE The Duke of Edinburgh's Award
Mahdlo's vision is to be a beacon of excellence for youth-led provision in Oldham.

Oldham Community Leisure

Oldham active

Website: https://oclactive.co.uk/

Email: info@ocll.co.uk
Phone: **0161 207 7000**

Oldham Pledge

Website: www.theoldhampledge.co.uk
Email: **Suzy:** suzy.ashworth@oldham.gov.uk
Lorna: lp@hathershaw.org.uk
Phone: **Suzy: 07708 764811** **Lorna: 07967 715485**

The Oldham Pledge will provide and promote opportunities for children and young people to develop key character traits supporting every child to be school ready, life ready and work ready.

Papyus

Website: https://papyrus-uk.org/
Email: admin@papyrus-uk.org
Phone: **01925 572 444**
Works with: **Young people at risk of suicide, anyone concerned about a young person, staff training**
Hopeline UK: 0800 068 41 41 **Text: 07786 209 697**

Suicide is the biggest killer of young people in the UK. Paypyrus exists to reduce the number of young people who take their own lives by shattering the stigma around suicide and equipping young people and their communities with the skills to recognise and respond to suicidal behaviour.
We provide confidential help and advice to young people struggling with thoughts of suicide, and to anyone worried about a young person through our helpline, HOPELINEUK.
We engage communities and volunteers in suicide prevention projects, and help others to prevent young suicide by working with and training professionals, including school staff, with suicide prevention skills.
We aim to shape national social policy and contribute to local and regional suicide prevention strategies wherever we can.

POINT

Website: www.point-send.co.uk
Email: admin@point-send.co.uk
Phone: **0161 503 1547**

POINT aspire to an inclusive community and society without compromise, where all children and young people with additional needs and/or disabilities are treated equally and fairly. POINT Delivers a range of information, advice and support services for and with families of children and young people who have or may have SEND. POINT provide access to meaningful information, advice and peer support whilst enabling parents' voices to be heard and drive change. POINT's current services include:

- Oldham Parent Carer Forum
- Oldham SEND Information Advice Support Service
- SEND Training and Workshops Service
- SEND Mediation and Disagreement Resolution Service
- Ability Wheelz Inclusive Cycling Activity.

Further information and service contact details can be found on point's website.

Positive Steps

Website: www.positive-steps.org.uk
Email: info@positive-steps.co.uk
Phone: **0161 621 9400**
Works with: **Pupils, Parents, Staff Wellbeing, Staff Training**

We are a charitable trust that delivers a range of universal, selected and targeted support for pupils, parents, families and staff. These projects include: Young Carers, Young Person's Sexual Health and Substance Misuse, Family Support and Careers Guidance.
We also offer staff training programmes.

The Proud Trust

Website: https://www.theproudtrust.org/
Email: info@theproudtrust.org
Phone: **0161 660 3347**
Works with: **Pupils, Parents, Staff Support/Training**

The Proud Trust is a life saving and life enhancing organisation, which helps young people empower themselves to make a positive change for themselves and their communities. We do this through youth groups, peer support, managing the LGBT Centre for Manchester, delivering training and events, campaigns, undertaking research and creating resources.
As well as offering one-to-one support for LGBT+ young people, we can also offer whole school workshops, INSETs, training for teachers and the Rainbow Flag Award: a national quality assurance framework for LGBT+ inclusion and visibility which allows for a bespoke package tailored to the needs of individual schools. There are also free resources available for teachers to utilise on our website, and guidance for setting up LGBT+ groups within schools.
We are commissioned to run Youth Out, an LGBT+ Youth group which takes place on Tuesdays, 4.30-6pm at the Link Centre on Union Street.

QEST (Quality & Effectiveness Support Team)

Email: pam.hutchinson@oldham.gov.uk
Phone: **0161 770 3110**
Works with: **Pupils and Staff Support/Training**

We are a team of advisory specialist teachers and specialist teaching assistants who work with pupils and staff in Early Years settings, schools and academies to improve outcomes for pupils with special educational needs and disabilities.
We are able to provide assessments, training, advice and guidance, covering a range of learning needs including: Autistic Spectrum Conditions, Down Syndrome, Dyslexia, Dyspraxia, Speech, Language and Communication needs, Literacy and Maths difficulties and emotional well-being.
We are the Autism Education Trust's (AET) NW Regional Hub for autism training in schools.

SEMHS (Social, Emotional, Mental Health Support)

Email: claire.taylor@oldham.gov.uk
Phone: **0161 770 4485**
Works with: **Staff Support/Coaching for pupil inclusion – primary only**

Our aim is to support the staff in schools to explore any blocks to learning and improve the inclusion and outcomes for vulnerable pupils, particularly those at risk of exclusion. We do this by supporting colleagues with assessment, intervention and evaluation of provision for their most vulnerable pupils.
SEMHS work collaboratively with our school colleagues offering advice, modelling and coaching, according to staff and school needs. Although work focusses on pupil inclusion, with measure progress against targets using staff skill and confidence ratings.
The SEMHS team also ensures all primary permanently excluded pupils have access to continued education during the appeals process.

Sensory and Physical Support Service

Email: acns@oldham.gov.uk
Phone: **0161 770 3110**
Works with: **Staff Support/Coaching for pupil inclusion – primary only**

The Sensory and Physical Support Service is a specialist service, held centrally by Oldham Council, for children and young people who have hearing, vision or physical needs.
The team comprises of qualified teachers, specialist support assistants and a moving and handling advisor and provides direct teaching, advice and support to children, young people, schools, families and other agencies.
Team leaders can be contacted on:

Visual Impairment: joanne.jones@oldham.gov.uk
Hearing Impairment: clare.prior@oldham.gov.uk
Physical Disability keryn.green@oldham.gov.uk

Sports Development Service

Website: www.oldhamservices.co.uk/sports/
Email: anna.shiels@oldham.gov.uk
Phone: **0161 770 4051**
Works with: **universal, targeted, staff wellbeing, parents**

Sport Development offer a range of services across the Borough to increase levels of physical activity, support healthy lifestyles and support emotional health and mental wellbeing. The service delivers a universal offer to schools, as well as targeted sessions and parent engagement sessions.
Tailor made packages can be discussed to meet the needs of the school.

Tameside, Oldham & Glossop Mind: Youth in Mind

Website: www.togmind.org
Email: schools@togmind.org
Phone: **0161 330 9223**
Works with: **Young people aged 8-18 living in Oldham or attending an Oldham school**

We can offer drop in sessions, one-to-one early intervention, counselling, therapeutic courses, educational/awareness raising workshops and assemblies. To find out if your school is eligible to access any of the above services, please email us.
To access services in the community, please attend a drop in with us on Thursday evening at Positive Steps between 4pm-8pm or call for more info.

Oldham Youth Service

Website: www.oldhamyc.com
Email: Jodie.barber@oldham.gov.uk
Phone: **0161 770 3116**

Providing positive activities for young people including one-to-one and group work. We promote youth voice and participation through a range of methods and holistic youth support. We can also provide targeted activates with a specific focus.

0-19 Right Start & School Nursing Team

Kay Thomas (Clinical Manager): 0161 770 8404
Suzanne Ferguson (Team Leader): 0161 770 3337

Oldham, Failsworth & Chadderton Team: 01924 280 7621 / 7630
Oldham West, Royton, Shaw & Crompton Team: 0161 770 3337
Oldham Eat, Lees & Saddleworth Team: 0161 770 8366

School Nurses are public health nurses who lead and deliver the Healthy Child Programme for school-aged children and young people. The teams work in partnership with children/young people and their families to address health needs and promote health and wellbeing, with a focus on early help and support.
Each school has a named School Nurse, who promotes health and emotional wellbeing within schools and in the community by: developing school health plans; being available to address in confidence, any concerns about a child's health; providing advice to help children make positive health choices; assessing the health of year 6 pupils prior to transition to high school; supporting young people with particular health needs and providing training to education staff to manage these; delivering classroom-based health education; delivering immunisation programmes; working with other agencies to safeguard and protect young people; delivering the national child measurement programme.
Although School Nurses offer a confidential service to young people, there are times when the School Nurse may need to share information. Depending on their age and level of understanding, young people may be able to give their own consent to talk with a health professionals.
We are currently working to develop our service offer to schools – please contact us for more information.

(Please be aware that individual agency offers to schools can change or develop over time)

Quality Assurance Framework Summary

For full document please see
http://healthyyoungmindspennine.nhs.uk/media/1024/qaframework_191016_fv.pdf

Overview

Emotional Health and Mental Wellbeing is crucial in cognitive development and learning, along with physical and social health. Psychological and emotional distress can manifest in behaviours (such as anxiety, depression or aggressive/disruptive behaviours) and has an impact on the child's successful learning at school. Hence poor mental health undermines educational attainment.

As school leaders, pastoral leads and inclusion managers you are responsible for the commissioning of Emotional Health and Wellbeing Services for students within the school. The Quality Assurance Framework, developed by Healthy Young Minds (previously known as CAMHS), is intended to support schools in commissioning safe and effective services, which in turn give increased flexibility and provide an early intervention response. It is crucial that the services that are chosen are suitably accredited and can demonstrate that they will improve outcomes for their children and young people.
When commissioning interventions, it is important to ensure

1) They are safe and effective
2) They are provided by appropriately qualified and experienced practitioners
3) They are delivered to ensure value for money and minimise risk to the school.

Ofsted Criteria

The Ofsted criteria (based on the September 15 Ofsted Framework) for assessing schools' mental health provision requires Ofsted inspectors to routinely assess and report on pupils' emotional health and mental wellbeing, or the steps taken by the school to meet pupils' needs. A specific area within the framework looks at:

'Commissioning external support services for your school e.g. other agencies such as your local child and adolescent service (CAMHS) or voluntary sector organisations, to provide additional targeted support and interventions.'

Commissioning Services – What you need to Know

Schools considering commissioning services directly may find it helpful to ask for advice and assistance from commissioners of targeted and specialist CAMHS in local Clinical Commissioning Groups (CCGs) and local authorities. This will support the development of high quality services that meet the needs of the children and young people in the school.

Oldham's relevant CCG Lead contacts are:
Angela Welsh: a.welsh@nhs.net
Michael Bennett: Michael.bennett3@nhs.net
Joanne Tonothy: joanne.tonothy1@nhs.net

When commissioning or developing school based programmes, ask yourself the following questions, (remember, a range of services from a range of providers including statutory, independent or third sector can be commissioned).

- Have the right people got enough time to carefully think through and plan the programme?
- Can it be tailored to our context (school/wider community)?
- Does the programme(s) we have selected have clear, achievable and measureable goals?
- Are the outcome measures suggested useful to our school?
- How easy will it be to implement in practice?
- Can we do everything ourselves or do we need external facilitators/support?
- Can it be integrated in to and influence the whole school?
- Is it able to offer young people on-going support for as long as they require?
- How do we reach young people who may be absent from school?

Things to Keep in Mind

- Promoting good mental health if the responsibility of all staff in school. It is best addressed by looking at Universal, Selected and Targeted support. (Please see full framework for guidance on how to promote interventions in each category within your school)
- The young person and their family/carers should be involved at all stages. Written and informed consent should be given before any interventions take place.
- A young child may be helped by working directly with parents whereas older children may need a confidential space for themselves.
- Help can be provided individually, within the family or in a small group.
- Children's mental health is not to be seen in isolation and are likely best met as part of a support package with numerous professionals.
- Some children respond well to 'talking therapies' but other may benefit from different interventions such as art or play intervention.
- Research indicates that children experiencing problems want access quickly, in a confidential, non-judgemental, child/young person friendly setting.
- Confidentiality consistent with the child's safety and prevention of harm should be paramount, but balanced against information sharing guidance where there is a safeguarding concern.
-

Monitoring the Support

Defining pupil need on a more formal basis can help to inform commissioning decisions at school level. It is equally important to record and monitor the impact of any support that is put in place. There are a range of validated tools that are available to help measure

subjective mental wellbeing amongst student population.

Measuring and monitoring children and young people's mental wellbeing: A Toolkit for schools and colleges http://www.annafreud.org/media/4560/mwb-toolkit.pdf has recently been launched for schools and colleges to support the measurement and monitoring of young people's mental wellbeing. The toolkit (commissioned by Public Health England and led by the Evidence Based Practice Unit of the Anna Freud National Centre for Children and Families) provides schools with information on effective wellbeing instruments.

Schools will want to ensure that potential providers have effective quality assurance frameworks in place for the delivery of any commissioned intervention. This should provide on-going assurance of the service's quality and performance. One of the ways to assess and ensure the quality of services is through standards of service. All good provider organisations should give evidence showing how they will quality assure their services at the start of the commissioning process. Quality assurance typically consists of three key areas:

1. Policies and procedures;
2. Quality standards − both generic and specific for working with children and young people;
3. Service evaluation and audit

Useful Resources when Commissioning Support:

Mental health and behaviour in schools: Departmental advice for school staff' is non-statutory advice clarifying the responsibility of schools in terms of identifying, intervening, referring and commissioning support for students with mental health needs. It also provides case studies and good practice examples for schools trying to address pupils' unmet mental health needs. Available at: www.gov.uk/government/publications/mental-health-and-behaviour-in-schools

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Counselling in schools: a blueprint for the future is the recent non statutory advice from the Department for Education (DfE) to help school leaders set up and improve counselling services in primary and secondary schools. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/497825/Counselling_in_schools.pdf

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The Early Help and HYM (CAMHS) core service offers in your borough will provide details of the range of services available locally. Oldham's specific be accessed via the Healthy Young Minds website using the following link: http://healthyyoungmindspennine.nhs.uk/media/1008/hym-core-offer-april-16- oldham-v07.pdf

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The Youth Wellbeing Directory: Helps service users and commissioners find high-quality services to improve the emotional wellbeing and/or mental health of children and young people directly, or by supporting their families and caregivers. The directory enables users to search for services in their area and to have the reassurance that the services being promoted adhere to quality standards
www.youthwellbeing.co.uk

The Child Outcomes Research Consortium (CORC): Supports schools to measure the impact of mental health and well-being care using both student-reported well-being measures and academic engagement measures (such as attendance, attainment and behaviour). CORC's team of mental health measurement experts can work with individual schools, 14 | P a g e clusters or academy trusts through a CORC for Schools membership. http://www.annafreud.org/service-improvement/service-improvement-inschools/corc-for-schools/

Early Intervention Foundation (EIF) : There are a wide variety of evidence based EHWB interventions for supporting pupils in schools, and these are collated and rated in several existing online databases provided by organisations. The Early Intervention Foundation within the UK hold their own online guidebook available here http://www.eif.org.uk/wp-content/uploads/2015/08/Reviewof-Social-and-Emotional-Skills-Based-Intervention_Report-WEB-VERSION-1.pdf.

For the full reference list and the full document, please access:
http://healthyyoungmindspennine.nhs.uk/media/1024/qaframework_191016_fv.pdf

Questions to ask at Stages of the Commissioning Process

Questions to ask at stages of the commissioning process
Stage 1 – Planning

Are decisions as to what help is appropriate, based on an assessment of needs and outcomes identified through the early help or other assessment, and based on the child's age and development?
Why is intervention being recommended now?
Have you established the views of other professionals?
You must establish the views of the CYP and parents/carers Have they given their informed consent?
Are you clear that local funded services are not able to meet the CYP's needs – can you evidence your conclusions?
Are you sure the approach you are considering will not work in opposition to other intervention the CYP may be receiving?
What tendering or procurement processes will you be following?
Stage 2 – About the service
What is the intervention and how might it help?
Is there clear supporting evidence for the effectiveness from other professionals or research?
What involvement is required from the young person, their family and the professionals working with them?
Does the intervention use methods that are appropriate for children and young people?
How long will it continue for?
Is the intervention provided by a statutory (such as NHS or local authority) or a non-statutory service provider?
Stage 3- Qualifications and experience of staff and practitioners
You must check that the practitioner who will be working with the young person has the appropriate qualifications and that you know what they are. You must have sight of original documents/certificates etc. Have you checked these with named organisations?
You must check that the practitioner is registered with a recognised professional governing body. Have you checked this is the case with the named organisations?
You must request references for the practitioner and check they are valid
You must check that the practitioner has Right to Work and is registered for tax and national insurance contributions.
You must check that the practitioner has an enhanced DBS clearance for work with children. To work in your school you should request a new Enhanced DBS check be undertaken
You must ensure that the practitioner or organisation has Public or Professional liability insurance. Have you checked this is the case with the named organisations?
Do they follow a recognised ethical code and can they give you information about it?

You must ensure that the practitioner is receiving appropriate supervision and take the details of their clinical supervisor. How often does supervision take place? Have you checked this is the case with the named organisations?
What is their experience with children and young people?
Have they worked with children who have similar needs before?
Is the person warm, caring, non-judgemental and are comfortable with them working with your child or young person?
Stage 4 – Practical arrangements
You must confirm your arrangements in writing using a Service Level Agreement (SLA). This should cover:
1. When and where will the intervention take place
2. Special equipment requirements
3. Whether it will be necessary to suspend any other treatments or activities
4. Handover arrangements (teacher to practitioner) pre and post session
5. The arrangements for monitoring and review and evaluation. The practitioner should be expected to give feedback to the child, young person and family during the course of the intervention and to give their views on how it is going. Are you clear that you and the practitioner know what will and won't be included in the feedback?
6. A formal review at the mid-point with all parties concerned for courses of intervention lasting longer than six weeks
7. The agreed exit criteria that are to be used to end the intervention?
8. The agreed criteria for referring-on the CYP to another or more specialised service?
9. The number of sessions that are planned and the cost per session? a. What does the cost include/not include?
• The arrangements for payment
• Role of the practitioner, school and the child/family
• Compliance with the School's child safeguarding policies and procedures
• A complaints procedure
• Grounds for termination
• The terms if the intervention is terminated before its conclusion
• Information sharing requirements
• Warranties and indemnities also need to be considered
Are you sure the School can afford the costs and that input will not be ceased due to finance pressures, just when the CYP may be making progress?
Nationally recognised way of assessing the emotional well-being of children and young people such as Strength and Difficulties Questionnaires (SDQs) should be completed before and after interventions with the CYP parent/carer and teacher or significant other. SDQs are available from www.sdqinfo.com/b1.html
The school should request a written report from the practitioner at the end of the intervention and obtain the views of CYP and parents/carers/teacher when completing the SDQ.

You must keep records of their involvement and information about services you should have commissioned including financial records according to their procedures.