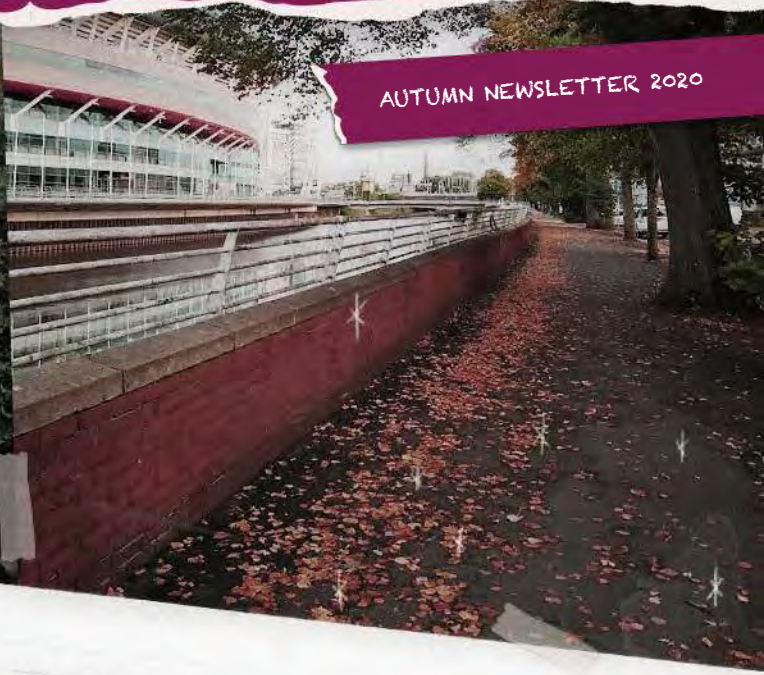




WELLBEING AND ME

TOGETHER FOR CHILDREN AND YOUNG PEOPLE (2)

AUTUMN NEWSLETTER 2020



CONTENTS (CLICK TO NAVIGATE):

WHAT'S NEW? P.3

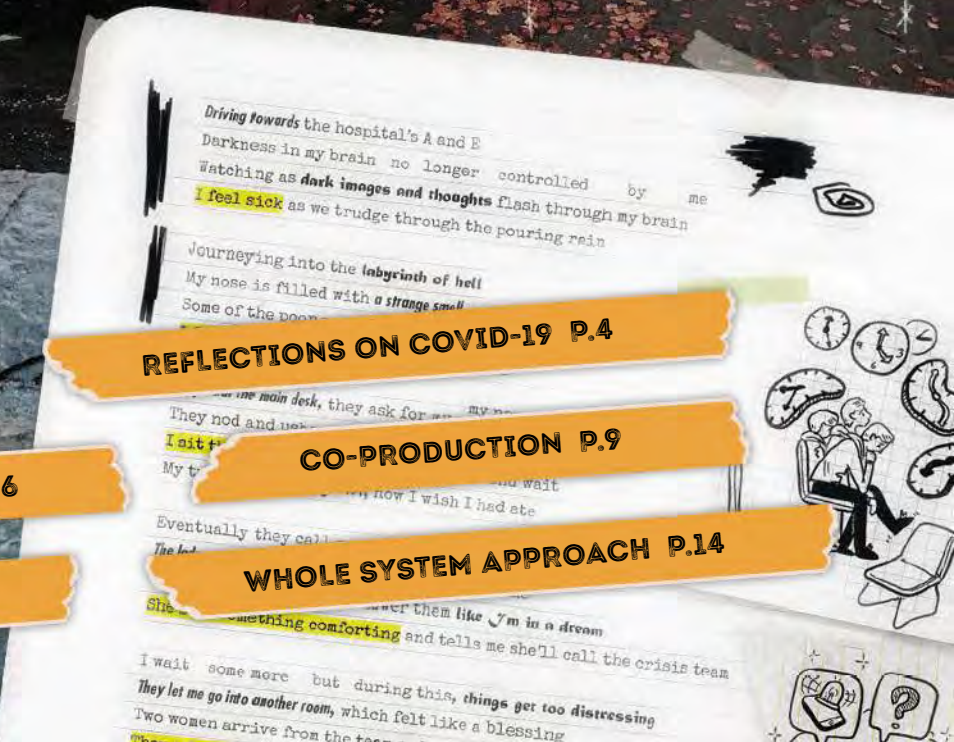
IN OUR OWN WORDS P.6

T4CYP (2) 2020 - 2022 P.11

REFLECTIONS ON COVID-19 P.4

CO-PRODUCTION P.9

WHOLE SYSTEM APPROACH P.14



HELLO...

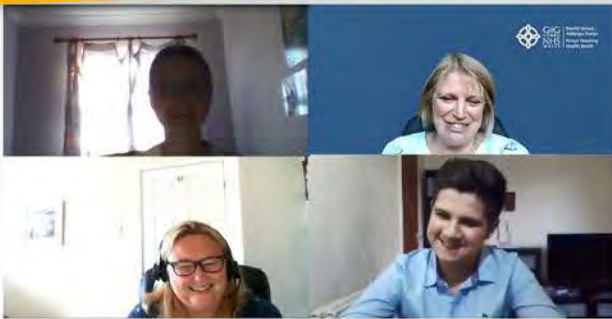
We believe in equality in young people’s emotional wellbeing and mental health, and that everyone has a right to look after their mental health in the way that works for them. We’re a group of young people who believe that co-production and listening to all voices is the only way to make this a reality. We hope you can take away positive ideas from this newsletter and that it inspires you to work further with young people in the future. [#co-production](#)

The Newsletter Team

IN THE HOT SEAT

Our Programme Chair, Carol Shillabeer, very bravely faced some questions from our Newsletter Team, Victor and Rain...

CLICK ON IMAGE TO WATCH VIDEO



“Between now and March 2022, we’ve got a lot of work to do... all of the problems and challenges won’t have been solved by 2022, but I hope we will have made really important progress”
- Carol Shillabeer



VALUES DRIVEN

T4CYP (2)’s aim is to improve the emotional wellbeing and mental health support for children and young people in Wales.

Our work will be:

EVIDENCE INFORMED

NEEDS-LED

DIGITALLY SUPPORTED

VALUES DRIVEN

CO-PRODUCED

T4CYP (2) Programme Team: Deb Austin, Annapurna Barry & Anna Coote

T4CYP (2)... WHAT'S NEW?

It's fair to say that this year hasn't exactly gone to plan!

There's no way we could have predicted a pandemic and the changes it's made to our daily lives. However... with the support of lots of amazing people the T4CYP (2) Programme has still made progress this year!

NEW NATIONAL YOUTH STAKEHOLDER GROUP MEMBERS

At the start of 2020, we worked with teams in Welsh Government & Children in Wales to find new members to join the National Youth Stakeholder Group. A warm welcome to our new members!

COMMUNICATIONS

We're now sending quarterly updates to anyone who has been involved in or has an interest in the Programme - we want to keep you up to date with our work. We're currently developing new T4CYP (2) webpages and don't forget you can also follow us on twitter! [@T4CYP](https://twitter.com/T4CYP)



A NEW PARENTS & CARERS NETWORK

As part of our focus on co-production, we've set up a Parents & Carers Network, with our Chair - Ceri Reed.

A RE-FOCUSED T4CYP (2)

Funding agreed to extend the Programme until March 2022, with a focus on three areas:

- Early Help and Enhanced Support
- Neurodevelopmental Services
- Working with Regional Partnership Boards

CLINICAL LEADS

We are pleased to welcome Clinical Leads Liz Gregory and Cath Norton to the T4CYP (2) team - they're also our Chairs of the Early Help and Enhanced Support and Neurodevelopmental work streams.

COVID-19

The Programme Team has supported important areas of work linked to COVID-19 over the past six months, including the mental wellbeing webpages of the ['How are you doing?'](#) campaign and supporting the development of guidance for schools on emotional wellbeing when re-opening after lockdown.

REFLECTIONS ON COVID-19: FROM THE T4CYP (2) PROGRAMME

- COVID-19 has highlighted existing inequalities - this includes the disproportionate social, economic and psychological impact on black, asian and minority ethnic communities; the impact of digital inequality on home learning and access to services; and the impact on families supporting children and young people with additional learning needs outside of school settings.

We need to make sure these inequalities are considered throughout the Programme's work, to make lasting change beyond the pandemic.

- Digital working is possible - although it can't be the only way to access support, it could help to reduce waiting lists. The swift roll out of telemedicine and other online support during lockdown meant support continued for many when they needed it most.

We need to look at the possibilities of offering an ongoing mix of digital and face-to-face support and services.

- There are lots of amazing organisations, clinicians, professionals and individuals in Wales who have shared information and found creative ways to support children and young people's mental health and wellbeing during lockdown.

We need to collect, share and promote examples of this good work.



SUPPORT



MEIC

Information, advice and advocacy helpline for children and young people in Wales



MIND CYMRU

Resources for young people, including information linked to coronavirus.



YOUNG PERSON'S MENTAL HEALTH TOOLKIT

Welsh Government's online resource with links to websites, apps and helplines to support young people with their mental health and emotional wellbeing.

REFLECTIONS ON COVID-19

We caught up with members of the National Youth Stakeholder Group about the impact of lockdown and COVID-19 on their lives... here are a few of their thoughts.

FINDING WAYS TO LOOK AFTER THEIR WELLBEING

- Playing computer games & board games
- Limiting time reading the news
- Exercising
- Learning a language
- Talking to friends



THINGS HAVE NOT BEEN EASY...

- Digital services are doing what they can, but not the same as face-to-face
- Too much negative media
- Difficult not seeing friends
- Difficult for young carers - no time out
- Worrying about accessing support or getting medication
- Anxiety about grading of exams



FINDING THE POSITIVES...

- Being more creative
- Learning new skills
- Inclusivity for young people with physical disabilities - online learning has enabled
- Feeling relaxed as pressure of exams taken away
- Community spirit

BIGGEST CONCERNS ABOUT LOCKDOWN AND THE 'NEW NORMAL'

- Pressure to teach yourself at home
- Worries of a second peak
- Lack of social distancing is stressful
- Feels weird to be out - anxiety interacting with people
- Need best digital support for quality learning from home for all

IN OUR OWN WORDS: RAIN

Driving towards the hospital's A and E
 Darkness in my brain no longer controlled by me
 Watching as **dark images and thoughts** flash through my brain
I feel sick as we trudge through the pouring rain

Journeying into the **labyrinth of hell**
 My nose is filled with a **strange smell**
 Some of the poor people **cry, groan or shriek**
I feel uneasy, a tear runs down my cheek

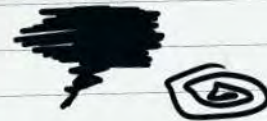
I approach the main desk, they ask for my ^{my name} name
 They nod and usher me to rows of chairs that **all look the same**
I sit there and wait and wait and wait
 My tummy starts to **growl**, how I wish I had ate

Eventually they call my name and **I'm brought into a room**
The lady smiles at me, she must be friendly I assume
 She asks me questions, I answer them **like I'm in a dream**
She says something comforting and tells me she'll call the crisis team

I wait some more but during this, **things get too distressing**
They let me go into another room, which felt like a blessing
 Two women arrive from the team and we have a chat
They ask me how I'm feeling and make me laugh, I wasn't expecting that

Eventually they **calmed me down** and started getting me ready to leave
We worked together to write a safety plan that my parents would receive
 I felt a little **scared going home** I have to admit
 Afraid the darkness would come back again and I'd **fall into the same pit**

I wish there were a separate A and E dedicated to mental health
 I found the hospital **frightening**; this change would have helped myself
 I'd hate to think of others having to go through what I am too
 But if I knew **I'd made a change** I'd feel like it would be a **breakthrough**



IN OUR OWN WORDS: VICTOR

GCSEs - AN EMOTIONAL CHALLENGE!

When the teachers told us that the school was closing on 20 March, we just thought we would have an extra two weeks for the Easter holidays.

We say goodbye but I still don't understand that I won't see my school, my teachers, my colleagues again - that the five years in high school will end without the most awaited exams, without wearing my hoodie that I just ordered with the names of all my colleagues, without a prom...

The first month passed quickly, as if I were on vacation, but then I felt abandoned. I tried to develop personally: I read, I learned to cook, I enrolled in online courses (I recommend [FutureLearn](#)) and I started learning Italian. As a young people's advocate, I also focused my attention on the education system and thinking about how it could be adapted.

The competition between students and the competition between schools to get the best results can affect students' emotional wellbeing. Extreme stress, lack of sleep, and piles of work can also affect children's mental health.

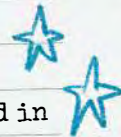
"We need to be encouraged to know that the world is not finished when finding out the GCSE results. What happens if you fail your GCSEs? Nothing!"

We also want the best results and we don't want to disappoint our family or the school, but sometimes it doesn't work out! We need to be encouraged to know that the world is not finished when finding out the GCSE results.

What happens if you fail your GCSEs? Nothing! You have not failed in life! Life goes on - be confident! We are the same young people, with the same aspirations and we have to be healthy, happy, and confident in order to create a society of the future!



Victor



IN OUR OWN WORDS: DAFYDD

THE OUTDOORS AND WHY WE SHOULD EMBRACE IT

Being outdoors greatly benefits both our mental and physical health. It's been proven over and over that spending more time outdoors leads to reduced stress, anxiety and mental fatigue, all of which easily seep into our lives through the pressures of school, work, social media etc.

It's times like these when we're all worried about what's going to happen tomorrow, where we're all worried about staying connected, and when we're all worried about paying the next bill that we need to embrace our surroundings the most. And with the rise of practices such as ecotherapy, there really is no excuse.

With this being said, many of us face barriers such as anxieties in a new environment or fatigue, but it's important to remember that it's ok to start small. Spending even five minutes in your garden and being aware of what's happening around you can provide you with a sense of ease.

Being in nature can give you a sense of freedom, and a place where you're not surrounded by day-to-day pressures. Whether it's walking, geocaching, surfing or rock climbing - there's something we can all do to embrace the beautiful world around us.

Dafydd



"For me, as a shy person who keeps to myself, being out there on the sea, or on a river with strangers I felt content, and more confident."

- Aled, 22 years old

NATIONAL YOUTH STAKEHOLDER GROUP

It's the National Youth Stakeholder Group's (NYSG) second year and they've been pretty busy! Take a look at just a few of their activities below...

Group members have helped develop:

- the 'No Wrong Door' Report with the Children's Commissioner for Wales
- Welsh Government's Young Person's Mental Health Toolkit and the Whole School Approach guidance
- T4CYP's draft Early Help and Enhanced Support Framework for Wales



A huge thank you to NYSG member, **Fahadi**, who took part in a T4CYP (2) webinar in July with Senedd Members, sharing the views of children and young people.

Gareth Hicks, Children in Wales, and **Ella Sivan, Welsh Government**, have been key members of the team behind the NYSG's meetings this year.

You may have seen... NYSG member, **Brooke**, on a BBC Wales news story in April about COVID-19 and its impact on children and young people!

We've had to say goodbye to Ella in September; she is moving on to work with a charity in London - you'll be missed!



Leading a question panel at the T4CYP (2) Conference in October last year with Ministers Vaughan Gething and Kirsty Williams. Illustration from a larger event visual summary by Laura Sorvala.

T4CYP (2) PARENTS AND CARERS NETWORK

Ceri Reed, founder of Parents Voices in Wales, joined us as Chair of our Parents and Carers Network back in March 2020. Here are her reflections and highlights so far...

When I received a phone call from Deb Austin, T4CYP (2) Programme Manager, to discuss the family/parent experience and the transformation of mental health services and support for children and young people in Wales, it was a huge surprise, a vision of hope and very exciting!

The foundations and culture of the T4CYP (2) Programme have been about inclusivity, shared visions and honesty. Not once has the parent contribution deemed to be irrelevant - it has been understood as crucial to the development of the Programme.

We know that the majority of parents and carers lose income as a result of their child having unmet neurodiversity needs and mental health issues. We know that many parents struggle with their own mental health due to the stress of the family situation.

"Not once has the parent contribution deemed to be irrelevant - it has been understood as crucial to the development of the Programme."
- Ceri Reed, Founder of Parents Voices Wales

HIGHLIGHTS

- [Co-producing a blog](#) with Dr Liz Gregory.
- Working with members of the Parents & Carers Network to review the draft Early Help and Enhanced Support Framework.
- Views collected from parents on the need for improved neurodiverse services being shared in a T4CYP (2) webinar with Members of the Senedd.
- Organising a webinar for parents and carers with neurodiversity expert, Dr Tony Lloyd.
- Submitting experiences and feedback from the Parents & Carers Network on the [progress of the Mind over Matter recommendations](#).

We know where the deficits in service provision are and we know families who have lost their children due to suicide.

We also know that the implementation of a whole system framework including early help and neurodiversity, the whole school approach and children's rights, will transform the lives of families.

The only disadvantage for us is that it hasn't happened already.



EARLY HELP & ENHANCED SUPPORT WORK STREAM

OBJECTIVE

Create a model that describes the early help and support that should be available across Wales to children and young people, with the aim of stopping the so-called 'missing middle'.

The 'missing middle' refers to children and young people who are ineligible for specialist services but are unable to access other additional support.

My name is Liz and I chair the Early Help and Enhanced Support (EHES) work stream.

Having worked in mental health for over 25 years I am delighted to have this opportunity, as one of my biggest frustrations has always been the gaps in services that children and young people fall through; and how we need to do more to address this.

My ambition is to turn things on their head and start with what every child and their family need to thrive, instead of always trying to fix things **after** they have gone wrong.

We will only achieve this by working together; putting children, young people and parents and carers at the centre of everything we do, and being open and honest about our blind spots.

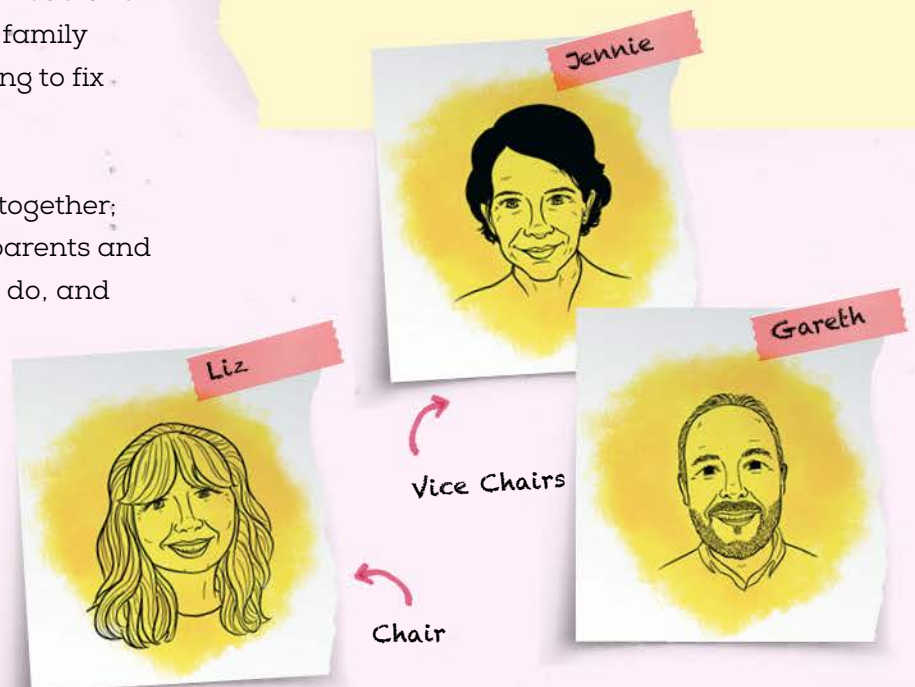
I could use many inspirational quotes here but the one I will choose for the first newsletter is "If you want to go quickly go alone, if you want to go far go together".

WE HAVE...

- Set-up a new EHES working group to keep us on track - they met for the first time in July.
- Met with National Youth Stakeholder Group members to develop the draft EHES Framework.
- Held a range of virtual drop-in sessions with professionals from different sectors, to chat about our initial ideas for the EHES Framework.

WE WILL...

- Engage with more organisations, parents, carers, children and young people across Wales to get feedback on the draft EHES Framework. (Autumn / Winter 2020)
- Produce a digital version of the EHES Framework. (2021)



NEURODEVELOPMENTAL WORK STREAM

OBJECTIVE

Continue to embed the Neurodevelopmental Pathway and Standards developed in the first phase of the T4CYP Programme.

Support the development of a whole system response for children and young people with neurodevelopmental conditions.

"Thank you for this opportunity to introduce myself..."

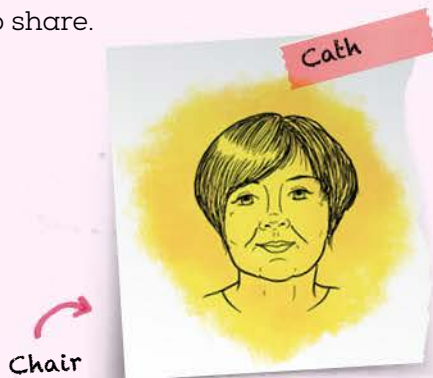
My name is Cath Norton, I qualified as a doctor way back in 1991 and I have worked as a Consultant Paediatrician specialising in child development and disability since 2003.

I have been given a wonderful opportunity to take on a clinical leadership role around Neurodiversity with T4CYP (2) and I am really looking forward to working with so many new people.

My post started on the 1 September 2020 and will continue in parallel with my existing NHS duties - I think that the next 18 months will be both exciting and challenging.

I hope to meet many of you soon, especially if you are also interested in neurodiversity and have ideas to share.

Bring it on!"



WE HAVE...

- Held a webinar with Senedd Members on our vision for neurodevelopmental (ND) services.
- Re-established our ND clinical leads group.
- Received go ahead for live testing of an online tool to support ND assessments, which gives advice and tips to families while waiting for formal assessment.

WE WILL...

- Engage with individuals, families and organisations across Wales, to talk about our vision for ND services. (Winter 2020/21)
- Develop the ND Standards to reflect the use of new digital technology, find out how health boards are responding to the Standards, and what challenges and opportunities they are identifying.

CONNECTIONS

The development of the EHES national framework will seek to provide an early offer for children and young people and their families, who otherwise would be referred to an ND team.

REGIONAL PARTNERSHIP BOARDS WORK STREAM

OBJECTIVE

Work with RPBs to look at current support for children and young people, with an aim of supporting each region to use the Early Help and Enhanced Support Framework at a local level.

"Hi, I'm Rachel and I'm the Chair of the work stream that's focusing on engaging and involving Regional Partnership Boards (RPBs) in the work of the T4CYP (2) Programme.

The members of RPBs come from local authorities (councils), the health board, the voluntary sector, housing, education, the private care sector, unpaid carers and service users.

There are a number of working groups reporting to the RPB that focus on specific areas of work like children and young people, older people, mental health etc.

It's important that the work of the T4CYP (2) Programme and the voices of children and young people feature strongly in the way that RPBs think about, plan and develop support and care for children and young people.

My role is to support the T4CYP (2) Programme Team to engage and involve RPBs in adopting the Early Help and Enhanced Support Framework and work towards implementing the recommendations made in the Children's Commissioner for Wales' Report '[No Wrong Door](#)'."



A MESSAGE TO NATIONAL YOUTH STAKEHOLDER GROUP MEMBERS

I am so grateful to the National Youth Stakeholder Group (NYSG) for meeting with me twice during our No Wrong Door work.

The first time we met last year, we were about to head off to visit all the Regional Partnership Boards (RPBs) to ask them what they were doing for children and young people's mental health in their area.

The NYSG supplied us with questions to fire at the Boards, and lots of very helpful advice about the best ways to talk about the project, and which bits we should emphasise in the report. We hope that you will see your influence in our report.

The second time I visited, earlier this year, we discussed some of the things we had found that the Boards were doing well, and the things that should be better.

We were very grateful for the feedback we received, particularly around wanting to be more involved in the work of RPBs, and to find out more about what they do. This feedback also influenced the report directly, including our recommendations to Welsh Government and the RPBs. I look forward to seeing you all again soon!

- Sally Holland, Children's Commissioner for Wales

WHOLE SYSTEM APPROACH

We see the T4CYP (2) Programme sitting within a **whole system approach** that draws in the skills and resources of **all** sectors to look after the emotional and mental wellbeing of children and young people in Wales.

Who does this include?

- Charities / third sector
- Children, young people, families & carers
- Communities
- Education
- Local authorities
- NHS services including Child & Adolescent Mental Health Services
- Regional Partnership Boards
- Researchers
- Social Care



FIND OUT MORE...



CLICK ON IMAGES
TO READ MORE

MIND OVER MATTER REPORT

We'll be continuing to work with the Children, Young People and Education Committee, chaired by Lynne Neagle MS, to make progress against the Mind Over Matter report recommendations – we're keen to hear feedback from the two year review.

SPOTLIGHT ON: EDUCATION

A whole-school approach to mental health and wellbeing

Welsh Government are developing guidance that aims to put the mental health and emotional wellbeing of all learners at the heart of every school in Wales.

It's meant to help schools understand what needs to be done to improve good mental health and wellbeing, to come up with a plan, and put that plan into action.

They've been keen to hear the views of all - children, young people, parents and professionals. The latest consultation on the [Draft Framework](#) ended on 30 September.

SPOTLIGHT ON: RESEARCH

Wolfson Centre for Young People's Mental Health

The Wolfson Foundation has funded a major new £10 million research centre in youth mental health based at Cardiff University and in partnership with Swansea University.

The Wolfson Centre for Young People's Mental Health will be a dedicated research centre focused on adolescent mental health and will open in 2021. For more information visit the [Cardiff University website](#).

CODE OF PRACTICE ON PROVISION OF AUTISM SERVICES

A consultation is open on the draft Code of Practice and supporting guidance. It closes on 14 December 2020 - take a look on the [Welsh Government website](#).

CLICK ON IMAGE TO WATCH VIDEO



IN THE HOT SEAT...

Eleanor and Dafydd put some pretty tough questions to Ruth Conway, Deputy Director, Operation of Schools. From implementing the Whole School Approach to looking after the mental health and wellbeing of pupils in light of COVID-19 and future lockdowns, watch the video to find out more...

CLICK ON IMAGES TO READ MORE

FIND OUT MORE...

