



From policy to new services

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To talk about today

- Share ideas and frameworks I found useful when promoting the development of new NHS psychological services for children with additional needs in Gwent
- Share current framework for services in Gwent
- Hear from you – comments and feedback

Health inequalities

- People with Learning Disabilities have poorer health outcomes than their non-disabled peers

See Eric Emerson's work e.g. Emerson & Hatton (2014); Emerson, Baines, Allerton & Welch (2012)

Isolation

- Children with special educational needs (SEN) are twice as likely as other children to be bullied regularly (Institute of Education, 2014)
- Children and teenagers with a Learning Disability partake in fewer activities and participate less frequently than their peers without a learning disability. They also tend to have fewer friends (Solish *et al.*, 2010; Taheri *et al.*, 2016).

Poverty

- Children and young people with a disability are more likely to live in poverty than those without a disability (Emerson, 2012; Public Health England, 2015).
- The annual cost of bringing up a non-disabled child is three times higher than that of bringing up a non-disabled child (Children's Policy Research Unit, 2017)

Abuse and the care system

- Disabled children are three times more likely to be abused than their non-disabled peers (Jones et al., 2012)
- 2.5% of children in England have a Learning Disability but they form 25% of the Looked After Children population (Public Health England, 2015)

Psychiatric diagnoses

- 36% of children with Learning Disabilities are diagnosed with a psychiatric disorder, compared with 8% of children without Learning Disabilities (NICE, 2016)

Children with PMLD

- Possibly due to advances in medical care the number of children with PMLD is rising year on year (as predicted by Valuing People, 2001)
- These children are likely to require complex assessments and intensive support, putting additional pressure on families and services (Doukas et al., 2017)

Restrictive practices

Restrictive interventions may be widespread across the UK

- **88%** of the 204 respondents to the CBF survey said their disabled child had experienced physical restraint, with **35%** reporting it happening regularly.
- **71%** of families completing the CBF survey said their child had experienced seclusion - **21%** reported that this was taking place **on a daily basis**.
- Of the respondents to the CBF survey **50%** of children had been prescribed medication to manage challenging behaviour.
- Most of the restrictive interventions reported in the CBF survey were taking place in schools; for example **68%** of the physical interventions.
- The PABSS collection of case studies included **1058** reports of restraint and **544** reports of seclusion.

Challenging Behaviour Foundation (2019)

Parental stress

- Under pressure – the relationships of UK parents with a child with a learning disability (Relate & Mencap, 2017)
- All aspects of family functioning can be affected by the shared experience of living with a child with a learning/developmental disability
- Positive outcomes include an increased inner strength, resilience, cohesion, and community connection
- Challenges include strained marital relationships, financial pressures, sibling adjustment, and decreased parent efficiency
- Challenges lead to increased levels of stress experienced by parents of children with LD
- Why? The specifics of the caring role: greater financial responsibilities, physical, psychological and emotional strains, child's challenging behaviour, difficulties dealing with services, lack of support, feelings of social isolation, and concern about lifelong care of the child

Welsh Strategic Background

- Together for children and young people (Welsh Government, 2015)
- National Service Framework for children, young people and maternity services (Welsh Government, 2005)
- Social Services and Wellbeing (Wales) Act (Welsh Government, 2014)
- Learning Disability Improving Lives Programme (Welsh Government, 2018)

Positive Behavioural Support

- Definition and scope for Positive Behavioural Support (Gore et al., 2013)
- Supporting special school placements at risk of breakdown: behavioural and financial outcomes (Jackson Brown et al., 2014)
- Challenging Behaviour and Learning Disabilities: Prevention and Interventions for people with learning disabilities whose behaviour challenges (NICE, 2015)
- Supporting people with a learning disability and/or autism who display behaviour that challenges, including those with a mental health condition: Service model for commissioners of health and social care services (NHS England, 2015)

Paving the way (CBF and CDC, 2015)

- Establish a person-centred approach, right from the start, supported by a keyworker and a team around the child
- Identify problems early and respond rapidly using an integrated, multi-disciplinary approach to ensure all needs are met
- Provide evidence-based parenting programmes to help parents to support their child in the best possible way
- Establish local positive behavioural support service, working across homes and school
- Develop a local approach to crisis prevention so children can stay nearby if there is a crisis

Good practice guidance for commissioning services for people with a learning disability in Wales

A whole systems, lifespan approach to PBS:

- **PBS early intervention** (working with children, young people, their families and schools to prevent, reduce or stop the development of future episodes of behaviours that challenge)
- **PBS short term intervention** this may include intensive desensitisation or skills building interventions that enable someone to access universal services or engage/ contribute to their community.
- **PBS crisis in the community** emergency support for people whose behaviour presents a challenge should be available 24 hours a day, seven days a week.
- **PBS long – term support in the community** ongoing input from the PBS team due to complexity of needs.

Emotional support for children with additional needs

Intensive psychological support for children with additional needs and their families on the edge of care

Individual, family and systems psychological support for children with additional needs

E-PATs

Toolkits

Workshops

Parent counselling

Dad's group

Siblings group

Befriending

Health

Education

Social Care

Positive Behavioural Support

Attachment and Systemic frameworks

Clinical Posts: what's missing?

Team to provide intensive psychological support for children with additional needs and their families on the edge of care

Team to provide preventative and proactive individual, family and systems psychological support for children with additional needs

Health

Education

Social Care

Positive Behavioural Support

Attachment and Systemic frameworks

Bid Format

What is the problem you are trying to solve?

Poor access and inequality of access to joined up, quality services that support children and young people with Learning Disabilities, their families and systems of support across Gwent

What long term outcome/change are you hoping to achieve?

1. Earlier, targeted intervention that is equitable across the Gwent region
2. Shared knowledge, training and implementation of PBS
3. Reduced use of restrictive practices
4. Care close to home and increased Quality of Life

Bid Format

Who is your key audience?

Children and young people with Learning Disabilities, their families and systems of support

How will you reach them?

- 1.** Direct work with children and young people with Learning Disabilities, their families and systems of support
- 2.** Group work, training in evidence-based frameworks and multi-agency consultation and joint working
- 3.** Ongoing participation of young people and families in service development

Bid Format

What resources are available to support?

Existing multi-agency services

Young people and parent participation groups

Multi-agency steering groups (process and clinical guidance)

What activities will bring about change?

Development of new posts (outline process over first three years)

Clinical Posts

Intensive Positive Behavioural Support Team

Band 8b Lead Psychologist

Band 7 PBS Practitioner

2 x Assistant Psychologist

P-CAN
Band 8a
Psychologist

Assistant
Psychologist

P-CAN
Band 8a
Psychologist

Assistant
Psychologist

P-CAN
Band 8a
Psychologist

Assistant
Psychologist

CALDS
Band 8a
Psychologist

Assistant
Psychologist

Health

Education

Social Care

Positive Behavioural Support

Attachment and Systemic frameworks



Comments and feedback from you...

Please feel free to contact me:

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