

## Classification: OFFICIAL

### Briefing Note

**Title: MHST Service User Feedback Report**

**Date: 22 August 2024**

#### 1.0 Purpose

1.1 In accordance with Brighter Futures for Children's (BFFC) contractual agreement with the Buckinghamshire, Oxfordshire and Berkshire West (BOB) Integrated Care Board (ICB), the Mental Health Support Team (MHST) seeks feedback from service users and reports on it annually.

1.2 The MHST is expected to undertake regular service user feedback reports including parents, carers and children/young people's qualitative feedback exercises at minimum 1-year intervals to ascertain the following:

- Awareness of the existence of the service.
  - Ability to access the service within reasonable timescales.
  - Perception of service staff approach.
  - Did the service meet their needs, if not why?
  - What was not so good about the service?
  - What are the most helpful parts of the service?
  - What were the least helpful parts of the service?
  - What improvements did the service provision make to their emotional wellbeing?
  - What changes/improvements would they like to make to the service?"
- 1.3 This report is intended to summarise the service user feedback from 4<sup>th</sup> September 2023 to 22<sup>nd</sup> August 2024.
- 1.4 Service user feedback is used to improve the MHST service offer. This collaborative partnership between people who design, deliver and commission services and people who use the services and people who need them helps to ensure that the services meet local need.

# Classification: OFFICIAL

## 2.0 Summary

2.1 The MHST sought service user feedback using an online website (i.e. MS Forms).

2.2 The survey questions were designed specifically to address the areas requested by the commissioner.

Respondents were asked the following 10 questions:

- Please indicate which of the following applies to you when thinking about the MHST (e.g. parent/carer, school staff, etc).
  - Please indicate which school(s) apply to you, or the referral(s) that you made, when thinking about the MHST.
  - How did you find out about the service?
  - What support have you received from MHST?
  - How easy was it to make a referral to MHST?
  - How long did you wait for MHST support?
  - Please rate your experience of working with MHST staff (e.g. Excellent, Very good, Good, Satisfactory or Poor).
  - Did the service you received meet your needs? What did you find most helpful about the MHST?
  - What did you find least helpful about MHST and how can we improve?
  - What impact has the MHST support had on the person who received it?
- 2.3 The link to the online survey has been shared by email or text with parents and young people who had accessed the service. The link was also shared with school staff and professionals in July 2024, as a point of reflection at the end of that academic year.
- 2.4 The link to the online survey was also published on the MHST website and the SEND local offer webpage.

## 3.0 Conclusion / Recommendations

3.1 Please indicate which of the following applies to you when thinking about the MHST.

## Classification: OFFICIAL

● Parent/Carer	54
● Child/Young Person	181
● School staff	22
● Other professional	1



A significant proportion of the feedback (71%) was provided by children and young people (CYP). Compared with last year (see below), the number of parent respondents has increased, whilst the number of staff responses has decreased. The total number of responses received this year is only slightly lower than last year's total (258 responses versus 272), demonstrating that MHST has continued to reach a high number of clients.

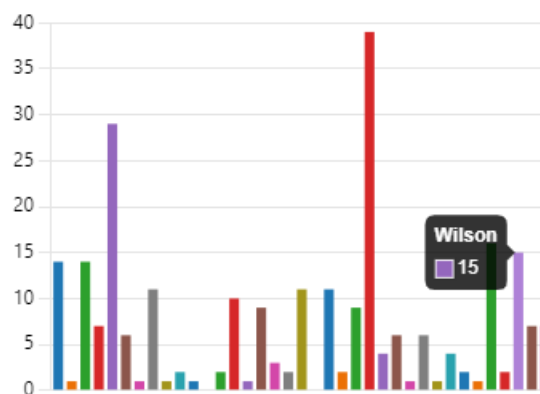
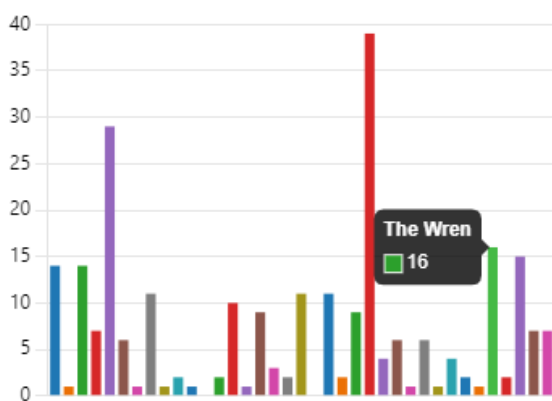
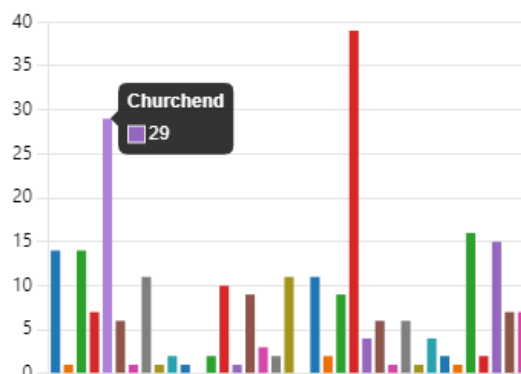
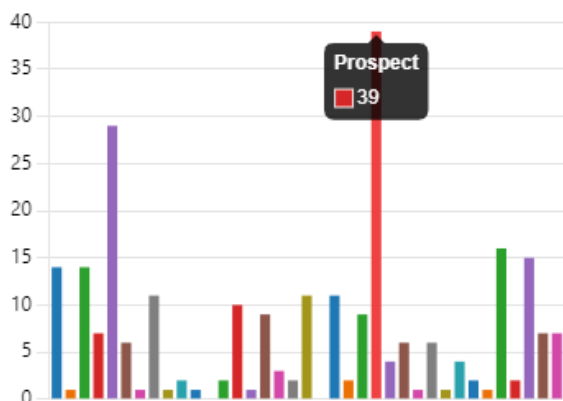
### Last year (2022-23)

● Parent/Carer	39
● Child/Young Person	187
● School staff	44
● Other professional	2



3.2 Which school(s) apply to you, or the referral(s) that you made, when thinking about the MHST?

# Classification: OFFICIAL

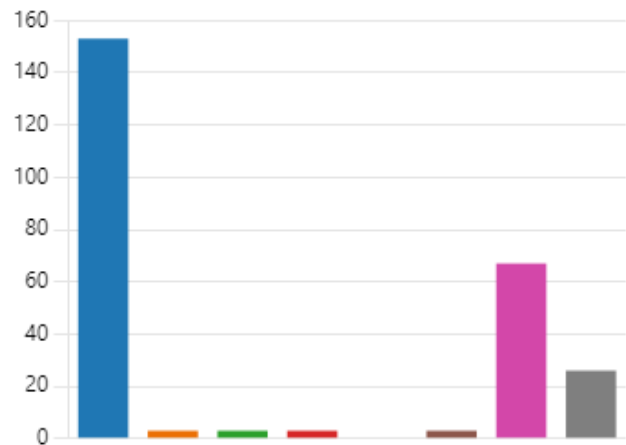


The top four referring schools were King’s Academy Prospect (secondary), Churchend Academy (primary), The Wren (secondary) and Wilson (primary). The next highest referring schools were Blessed Hugh Faringdon (secondary) and Alfred Sutton (primary), with 14 referrals each.

## Classification: OFFICIAL

### 3.3 How did you find out about the service?

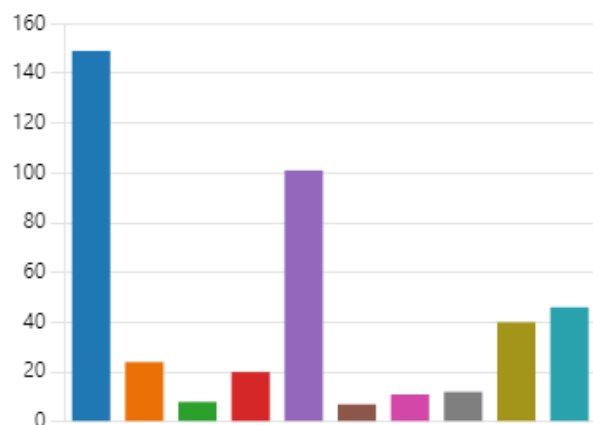
From school staff	153
Online	3
Word of mouth	3
Mental Health Surgery	3
Posters/Leaflets/TV coverage	0
GP/School Nurse/CAMHS	3
Direct from MHST staff	67
Other	26



60% of service users found out about MHST from school staff. This suggests that schools understand and promote the MHST service offer to parents and young people.

### 3.4 What support have you received from MHST?

Direct support from an Education...	149
Direct support from a Wellbeing...	24
Direct support from a Specialist ...	8
Direct support from a Primary ...	20
Group work	101
Consultation	7
Mental Health Surgery	11
Email or telephone contact	12
Parent workshop (e.g. World of ...)	40
Other	46



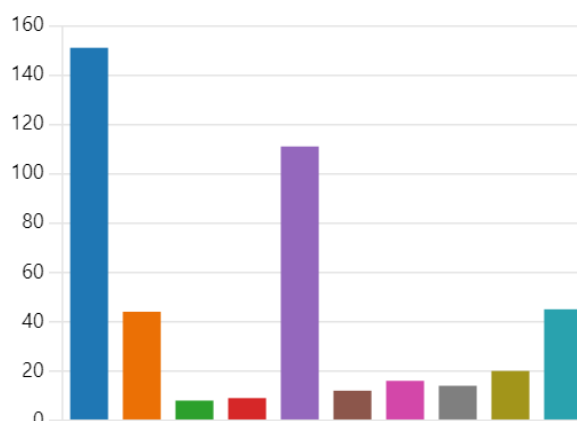
Most respondents received direct support from an Education Mental Health Practitioner (EMHP); this may have been in the form of 1-1 interventions or group work, which was the second highest method of support reported.

When comparing responses with last year (see below), these results show that MHST has maintained its service offer and has doubled the number of parents reached through delivery of MHST parent workshops.

## Classification: OFFICIAL

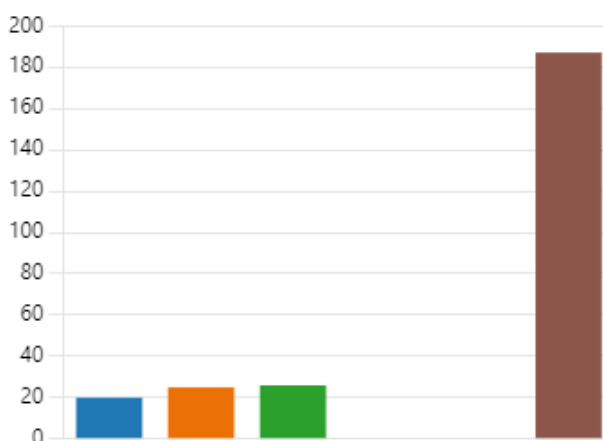
### Last year – 2022-23

Direct support from an Educatio...	151
Direct support from a Wellbeing...	44
Direct support from a Specialist ...	8
Direct support from a Primary ...	9
Group work	111
Consultation	12
Mental Health Surgery	16
Email or telephone contact	14
Parent workshop (e.g. World of ...	20
Other	45



### 3.5 How easy was it to make the referral to MHST?

Very easy	20
Easy	25
Neither easy nor difficult	26
Difficult	0
Very difficult	0
Not applicable	187



For most respondents who had made referrals, responses ranged from 'neither easy nor difficult' to 'very easy' in similar numbers, suggesting the referral process is straightforward. For a large number of respondents, this question was rated 'not applicable', which suggests that these referrals were submitted by school staff on behalf of CYP. This is most likely to reflect the feedback from the 101 CYP who had been referred by their schools or parent/carers for group work.

### 3.6 How long did you wait for MHST support?

## Classification: OFFICIAL

● 0 to 4 weeks	12
● 5 to 8 weeks	22
● 9 to 12 weeks	34
● 12+ weeks	38
● Not applicable	152



The majority of respondents answered 'not applicable' for this question, suggesting that most CYP and parents completing the Service User Feedback may have been unaware of how long they had waited to receive MHST support. Of those who specified a time-frame, the most common response was 12+ weeks (15%). When compared with last year's results (see below), waiting times have been longer this year. This may reflect an increased awareness, within schools and the local community, of MHST and its service offer during the last year, resulting in MHST receiving a higher number of referrals from CYP, parents and school staff. This also reflects the staff vacancies in MHST over the past year, which have impacted on waiting times. These vacancies are now filled, including 3 Trainee EMHPs who have a reduced training case load until they qualify (January 2025).

### Last year – 2022-23

● 0 to 4 weeks	56
● 5 to 8 weeks	44
● 9 to 12 weeks	30
● 12+ weeks	15
● Not applicable	128



# Classification: OFFICIAL

## 3.7 Please rate your experience of working with MHST staff.

● Excellent	157
● Very good	61
● Good	36
● Satisfactory	4
● Poor	0



A significant majority of respondents (61%) rated their experience of working with MHST staff as 'excellent'; 24% rated their experience as 'very good' and 14% gave a rating of 'good'.

## 3.8 Did the service you received meet your needs? What did you find most helpful about the MHST?

- The feedback collected demonstrates that the service provided by the MHST has been overwhelmingly positive and effective in meeting the needs of users. Many service users highlighted the usefulness of practical strategies, particularly around managing anxiety, stress, and emotional wellbeing.
- Techniques such as hand breathing, grounding exercises, and specific workshops on topics like self-esteem and separation were frequently mentioned as valuable.
- The staff's approachability, knowledge, and ability to provide tailored support were also highly appreciated, contributing to a sense of being understood and supported.
- Overall, the diverse range of interventions and support options alongside the personalised, empathetic delivery have significantly impacted service users' mental health and wellbeing, providing them with the tools to navigate their challenges more effectively.

*X was understanding and was willing to listen. It helped me learn to manage my feelings and made me realise I'm not alone.*

*Having some time to talk. Learning things like Box Breathing and Drawing thoughts and feelings.*

*I found the service invaluable, and it has improved my relationship with my daughter massively.*



## Classification: OFFICIAL

*The fluidity of the therapist approach to flexibly work towards our weekly needs was most helpful.*

*Fantastic service with knowledgeable and friendly staff. Been really supportive and helpful for some of our children and families. Joined the self-esteem workshop today and thought a lot of the information and strategies was very useful, which is what people really want - thank you!*

### 3.9 What did you find least helpful about MHST and how can we improve?

Many users specifically highlighted that they could not think of anything that needed improvement, with several expressing their hope for the continuation of workshops and sessions.

*Can't save the referral form - once it's been sent it's gone, so can't keep a copy for records.*

*More group work for the younger children in KS1, around emotions and strategies to use when feeling worried.*

*Nothing was unhelpful, but something more interactive than reading a book would be useful. We found the videos more helpful than reading the book.*

*The wait time for help, however I do understand this is because demand is so high.*

#### Areas for Consideration and Improvement:

- **Workshop Duration:** A few respondents noted that some workshops felt quite lengthy, suggesting that splitting longer sessions into two shorter ones could enhance engagement and retention of information.
- **Interactivity and Engagement:** Some responses suggest incorporating more interactive elements, such as additional activities, videos, and discussion opportunities, to keep sessions dynamic and engaging.

# Classification: OFFICIAL

## Suggestions for Future Development:

- There were requests for more workshops on specific topics, such as eating difficulties and stress relief techniques, as well as additional breathing exercises and games.
- Some users expressed interest in having recordings of sessions or takeaway summaries to reinforce learning after the workshops.

These insights will guide us in refining our services to better meet the needs of our community.

### 3.10 What impact has the MHST support had on the person who received it?

- The feedback highlights a generally positive impact of the MHST support on individuals. Many reported improvements in managing anxiety and low mood. Several comments noted increased confidence, better coping strategies, and a greater sense of calm. Some mentioned that the support has significantly helped them or their children with specific issues like separation anxiety, exam stress, and sleep difficulties.
- There were also mentions of improved school attendance, better emotional regulation, and enhanced family dynamics. Additionally, teachers and parents appreciated the practical strategies and advice provided, which helped them support their children more effectively. A few service users indicated that it was too early to assess the impact fully, while others observed small but positive changes.
- Overall, the support has had a meaningful and positive impact on the mental well-being of those who received it, with particular emphasis on reducing anxiety, improving emotional resilience, and enhancing the quality of life at home and school.

#### • Improved Anxiety and Mood Management:

*It has reduced my anxiety, and I can get into school.*

*I feel better and happier about doing things. I was encouraged to do things that I wasn't doing before.*

*It has stopped me from self-harming and given me ways of controlling my emotions.*

*It's helped me a lot with coping with things I worry about.*

*I am putting my hand up and talking in class and can order a drink and food when I go out.*

# Classification: OFFICIAL

• Positive Family and School Dynamics:

*Incredible... Helped me get my little girl back... Her anxiety crippled her... But with X's support, she's got her anxiety under control, and it's helped our whole family.*

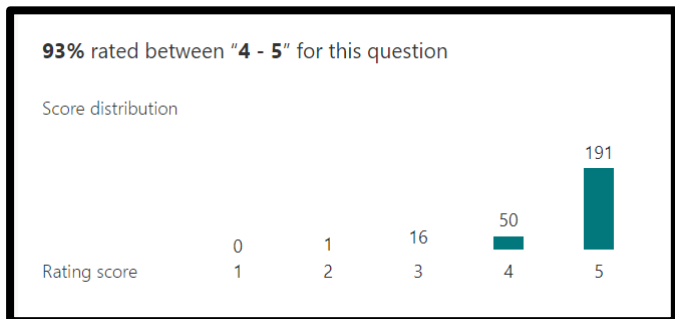
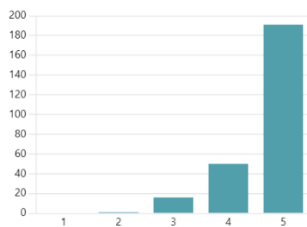
*You ran the Fears and Worries course for me last year, when X was really struggling with school attendance, and we had the attendance officers in. Anyway, I just wanted to email you and let you know that we're so grateful for your support. X's attendance this year was 95% and he's currently on the coach on his way home from the Year 6 residential. Getting X to that residential (and him enjoying it!) felt like an impossible dream when we started working together, but I just wanted you to know that he did it! And to say thank you for all your kindness and your support.*

*We have seen lots of positive improvements within the children who have received support.*

*Children in our school are receiving more specialist support with their mental health.*

3.11 Please rate your overall experience of working with MHST.

**4.67**  
Average Rating



## Classification: OFFICIAL

### 4.0 Next steps/Actions

- 4.1 The feedback will be shared with stakeholders and the BfC Comms team in autumn 2024.
- 4.2 A team meeting will be held in October 2024 to collectively discuss specific areas of feedback and how it will inform and influence the ongoing work of MHST.
- 4.3 Service user feedback will be sought throughout the next year, 2024-25. MHST practitioners will continue to give children/young people and parent(s)/carer(s) the link to the online feedback form when they close/review the client. The link will be shared with school staff via MHST planning meetings.
- 4.4 Take into account feedback when planning future workshops.
- 4.5 The feedback received regarding more workshops on specific topics has been taken into account when planning coffee mornings.
- 4.6 The link to the feedback survey will remain on the MHST website.

### 5.0 Actions completed in response to the last year's service user feedback:

- 5.1 The feedback was shared with stakeholders over summer 2023.
- 5.2 Service user feedback was sought again throughout the year for 2023-24.
- 5.3 MHST practitioners gave children/young people and parent(s)/carer(s) the link to the online feedback form when they closed/reviewed the client and the link was shared with school staff via MHST planning meetings.
- 5.4 The link to the feedback survey remained on the MHST website.

**Name:** Jane Handley & Sophie Courtier

**Job title:** EMHP and Assistant EMHP/Triage Co-ordinator, MHST