

CAMHS

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The background features a watercolor-style wash of blue and white. The blue is a vibrant, medium-toned hue, while the white is a clean, bright white. The colors blend together in soft, organic shapes, creating a textured, artistic feel. The blue wash is more prominent on the left and top, while the white wash is more prominent on the right and bottom.

CAMHS Pathways

Pathway	Brief description
Bucks Mental Health Support Team (MHST)	Offers schools and colleges mental health focused support where there is a mild to moderate mental health presentation. Intervention is short term (6-8 sessions) and is LI-CBT in approach. Offers individual and group work for young people who attend schools with an MHST worker as well as Whole school approach support. For example assembly's. This is being slowly increased as currently not all schools have these-current coverage approx. 65% in Bucks.
Targeted	Suitable for children who would benefit from CBT informed work (both individual and group). Short, targeted intervention of up to 6 sessions.
Neurodevelopmental Assessment	Neurodevelopmental assessment for ASD/ADHD (including ADOS, cognitive assessment, school observations) for children between the ages of 5 and 18.
Neurodevelopmental Intervention	Offer specialist assessment or direct work with families of young people who have ASD/ADHD where this impacts their access to therapeutic support.
ADHD Clinic	ADHD medication clinic for children with confirmed diagnosis of ADHD.
Intellectual Disabilities (ID)	Suitable for young people with a diagnosis of moderate-severe learning disability, or functioning at this level without diagnosis, for specialist mental health support.
Eating Disorders (ED)	Suitable for young people experiencing eating disorders. Provides urgent (within 7 days) or routine (with 28 days) assessments.
Getting More Help (GMH)	Works with children and young people with moderate to severe mental health disorders, including depressive disorders, anxiety disorders, OCD, PTSD, etc.

Adopted and Care Experienced Children (ACE)

Work with children and young people up to the age of 19y who live in care or have been adopted. Provide carer support, individual work, training and groups.

Outreach Service for Children and Adolescents (OSCA) and Crisis

Provide a specialised service for hard to reach/engage children and young people who present with severe, complex, and persistent mental health disorders. Offers DBT, and assertive engagement treatment model

Dynamic Support Facilitation Team (DSFT)

Support professionals and families where a young person has a diagnosis of intellectual disability and/or autism who are at risk of placement breakdown or admission.

Link Team

Supporting children who present with complex health needs or social situations. Offer a flexible approach and accessible to a wide range of professionals working with children and young people

Forensic CAMHS (FCAMHS) Offer advice, consultation, assessment and intervention to address the mental health and risk management needs of young people in the youth justice system and those presenting with high risk of harm to others.

Child and Adolescent Harmful Behaviour Service (CAHBS) A service for children and young people about whom there are concerns in relation to sexualised or sexually harmful behaviour. They provide assessments, consultation and work with young people and their family.

Bucks Early Engagement and Prevention Service (BEEPS) A service for people aged 14 and above who are at high risk of developing a new, future psychotic illness

Pathway for Eating disorders & Autism developed from Clinical Experience (PEACE) Tailored support for autistic people suffering with an eating disorder, their loved ones and their clinicians.

Early Intervention Service (EIS) A service for people aged 14 and above who are likely experiencing or at very high risk of developing a psychotic episode

There are also several services, Trust-wide, that are part of the CAMHS/Oxford Health “umbrella” and support young people with more complex or specialist needs.

A vibrant blue watercolor splash on the left side of the slide, with a torn paper edge effect separating it from the black background on the right.

Neurodevelopmental assessment update discussion

- Working together
- New model
- School involvement

Key Points for Schools:

- SPA – single point of access 01865901951 option1, is the front door triage service for CAMHS, this team is made up of very experienced mental health nurses and practitioners. They will support professionals and families in explaining the child's need and will determine which service best fits the child's need either internally or by signposting to other agencies. Children on the Neurodevelopmental waiting list are able to come back to SPA if there is a change in mental health presentation and they will be re-triaged in terms of other support.
- The next slide sets out the process for families the major change is the 1-day assessment process and the pre-assessment process. The essential information for you as a school team is to be aware that a family won't be offered an appointment until all forms have been returned, this is to ensure that we have the fullest picture possible of the child's needs prior to them arriving for their assessment. As such I'm sure you will appreciate your forms are key as you will be holding lots of valuable information about the child; parents and carers are sent the forms as a bundle with clear direction for those that need school completion.
- The Neurodevelopmental assessment team has recently recruited a peer support worker she is a parent with experience of parenting a child with neurodivergent needs. The peer support worker will be offering all parents new to the waiting list a webinar where she will provide current resources and signposting, she is also offering a parent 'drop in' clinic to support children and carers with non-clinical support. She will also from January be offering a post-diagnosis webinar which will be attended by a clinician in our ADHD medication clinic who will also present information regarding medication options including side effects etc to families where children have had an ADHD diagnosis.
- We will also be sending out a termly newsletter to all families on our waiting list, this newsletter provides current wait times, signposting for further support and links to resources which will be subject specific, so an example is September focus was returning to school and school avoidance. We are looking at a mechanism to send these newsletters to yourselves in school and to children's social care.

Process

1. Around 3 months before your assessment you will be sent a selection of forms by email, 6 of these forms are for you and your child to complete and 2 are for school.
2. You will be given 6 weeks to complete the forms and send them back.
3. Psychologists will review the forms and assess them. They will then decide whether your child will need more than one type of assessment.
ADHD: QB/ and or assessment
Autism: ADOS (Autism Diagnostic Observation Schedule) / and or assessment
4. You will be contacted by phone to attend an assessment/s. All assessments will take place on one day.
5. Once your child has had their assessment/s it will go to a panel of professional's who will review everything and decide whether a diagnosis can be given.
6. You will get a phone call to discuss the outcome.
7. Within 2 weeks you will get a written report via secure email if a diagnosis has been made, or a letter outlining the reasons why the threshold for diagnosis wasn't met.

