

The Mental Health Support Team at St Mary's C of E

Meet the Team

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Educational Psychologist



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Trainee EMHP

Proud to be part of

Who are we?

We work within Woking schools to support children and young people's emotional and mental health. We hope to provide support early to help prevent difficulties from increasing.

What Support Do We Offer?

- Individual CBT-based support for students
- Parent Interventions (supporting anxiety and challenging behaviours)
- Group support for students
- Workshops and assemblies
- Staff training on mental health topics
- Consultations with school staff to support and advise on emotional wellbeing and behaviour
- Signposting to other services
- Supporting schools in working towards a whole school approach to mental health and wellbeing



What We Can Help With

Anxiety:

- Frequent worry or anxiety
- Difficulties with social situations/separation
- Specific phobias e.g. dogs

Low Mood

- Feeling sad/unhappy/irritable
- Feeling withdrawn/isolated
- Unmotivated/fatigued

Difficulty Sleeping

Healthy Eating



How To Refer to Us

Speak to your child's teacher or Laura Merrick (HSLW) if you are concerned about your child's wellbeing. We discuss students and families in our referrals meeting to help identify appropriate support options.

If the MHST is suitable to support a child's needs, a referral form will be completed by an appropriate member of staff, and we will arrange an assessment upon receiving this.

Proud to be part of

Whole School Approach

- Hearing your views (We sometimes complete audits and questionnaires to get your views).
- Workshops / Assemblies
- Signposting
- Resources - To support you and what you're already offering
- Reducing stigma and Raising awareness
 - Linking in with other events already taking place within school.
- Staff training
- Participation – Helping students' views and ideas be shared with staff at school.





Cases We've Worked With

- JE- Year 4, 8 years old
 - Presenting difficulties:
 - Anxiety about talking in front of his class, participating in football and talking to new people.
 - Negative thoughts about himself such as 'I'm not good enough' and 'others are going to laugh at me if I make a mistake'.
 - Stopped playing sports when parents were watching
 - Not wanting to speak or read aloud in class
 - Goals for support:
 - To play football when one of his parents were watching
 - To talk to 3 new people in the playground



Cases We've Worked With

- JE- Year 4, 8 years old
 - Outcome
 - Challenged his thoughts to look at the evidence for and against them. Helping him to develop new, helpful thoughts about different situations.
 - He achieved his goal of putting his hand up in class and asking questions more.
 - Learnt that his predictions often don't come true.
 - He made progress to having more confidence around football games.



Cases We've Worked With

- ML - Female, Year 6
 - Presenting difficulties:
 - Lots of worries about lots of different things, such as SATS, being late for school, and whether something bad will happen, but particularly around social situations and friendships e.g. worries whether people like her, particularly if left on her own at school or no-one is talking to her.
 - Feeling scared and shaky, heart beats fast, sometimes gets stomach-aches and feels sick, seeks reassurance from Mum.
 - Goals for support:
 - By the end of sessions wanted to be feeling less worried at home and in school, and to know how to deal with any worries that she had.
 - She also wanted to be able to sort out friendship difficulties.



Cases We've Worked With

- ML - Female, Year 6 (cont)

- What we did:

- Learned to notice worries and then categorise them into ones she could do something about, and ones she could do nothing about. Then learned strategies to let go of the worries she could do nothing about, and problem-solving skills to deal with the worries she could do something about e.g. wrote a letter to friend explaining why she was upset.
- Also learned grounding techniques for when she was feeling anxious.
- Mum came to sessions to learn how to support at home.

Outcome:

- Reached 10/10 and 9/10 on goals and commented she was feeling more confident and had learned how to deal with her worries.
- Less reassurance seeking from Mum. Teacher commented she could see she had become more confident and articulate e.g. recited poem in assembly.



Cases We've Worked With

Parent Intervention – Helping Your Child with Fears and Worries Group

(Topics covered: understanding anxiety, setting goals, identifying anxious expectations, changing how parents respond, facing fears gradually and problem solving.)

3 children's parents (Reception-Yr 1)

6 Sessions (5 in person as a group and 1 follow up phone call)

Example of 1 child's parents:

Presenting Difficulties: L was seeking a lot of reassurance from mum, crying when separated from mum, hesitant to be out of sight of mum. This led to reduced engagement in activities, difficulties attending school and increased stress levels for parents.

Goal: To be able to go to school without crying or clinging to mum

Start: 2/10 End: 8/10



What we did:

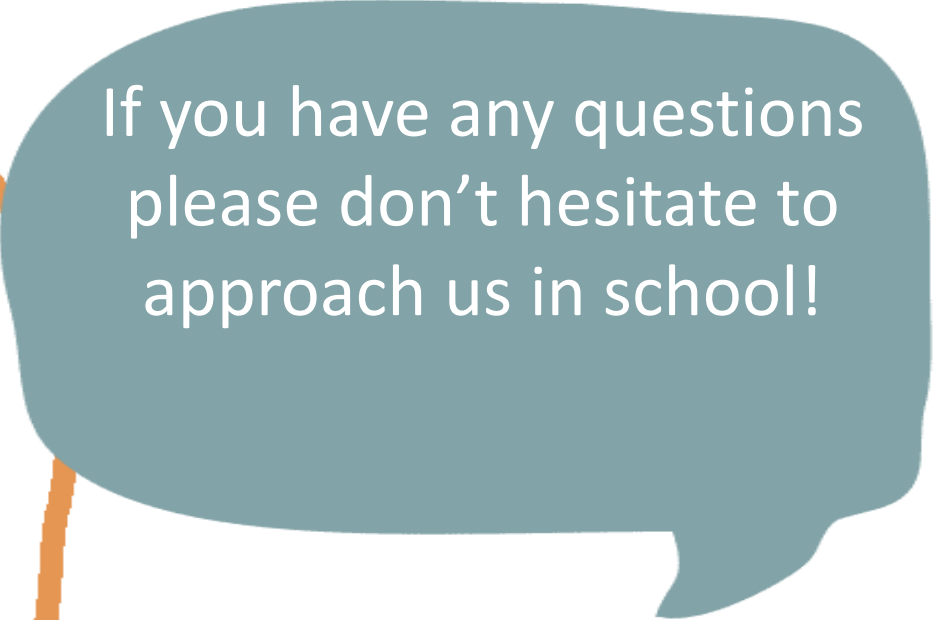
During sessions, we worked on mum reducing reassurance giving, increasing independence through tasks such as getting dressed by himself and creating a step ladder towards end goal including small steps such as mum taking bins out whilst L stays in house, leaving L in car whilst mum gets something from house, mum staying on bench whilst L plays in park.

Outcome:

After the sessions ended, L was going into school much happier, going to football club without needing sight of mum the whole time, going to birthday parties happily. Mum reported significant improvements in confidence, independence, and ability to engage in activities such as football.



Thank you
for
listening!



If you have any questions
please don't hesitate to
approach us in school!