

		Presentation or issue	Intervention	Service
Specialist Specialist Needs & Safeguarding Getting Risk Support Crisis	Consider if the feelings or behaviour are proportionate to life events, what the impact is, whether they are age appropriate. Establish if the feelings or behaviour are apparent at home, school and all other environments. Consider the impact of pursuing a mental health service for a child or young person who is experiencing feelings appropriate to their situation.	<ul style="list-style-type: none"> Deliberate self-harm requiring hospital treatment Suicidal ideation with imminent plan and means Psychotic episode (hearing unexpected voices, disjointed, unrealistic or racing thoughts not related to physical or substance misuse factors) Intentional overdose Other mental health crisis 	<ul style="list-style-type: none"> Emergency / safeguarding / risk management / intervention (including possible use of the Mental Health Act) Short term treatment / intervention for high risk cases Sometimes a referral to Tier 4 for specialist inpatient support, eg Forest House 	<ul style="list-style-type: none"> A&E / Children's Emergency Department Children's Services Urgent specialist CAMHS referral via SPA CAMHS Crisis and Treatment Team (C-CATT) Family Safeguarding Teams
		Getting More Help Tier 3	<p>Mental health problems which are:</p> <ul style="list-style-type: none"> Persistent Complex Severe Present in all environments – school home, community, with peers Beyond a normal response range to life problems <p>Where intervention at Tier 1 and 2 has not been successful OR the difficulties are of such a severity and are causing impairment to such a degree that a referral straight to specialist CAMHS is indicated e.g. psychosis, risk of suicide or severe self – harm, severe depressive episode, eating disorders</p> <p>A diagnosis or on the diagnostic pathway for either autistic spectrum disorder or global learning disability with an additional emotional, behavioural or other mental health need.</p>	Specialised community, multi-disciplinary services: <ul style="list-style-type: none"> Individual interventions Systemic Family therapy Other psychological therapies Risk management plans Weight management plans
Early Help & Targeted Additional / Complex Needs Getting Help Tier 2	Mild to moderate emotional or mental health issues, For example: <ul style="list-style-type: none"> Experiencing difficulty as a result of being a Young Carer Experiencing difficulty as a result of being in care Experiencing difficulty as a result of parental mental ill health Loss of a significant adult Deliberate self-harming Possible eating disorder Experiencing difficulty as a result of being LGBT ADHD <ul style="list-style-type: none"> Significant low self esteem Behaviour puts peers at risk Persistent or high risk substance misuse Risk taking behaviour Unable to display empathy Difficulty coping with anger / frustration Withdrawn / unwilling to engage Disruptive / challenging behaviour Unable to maintain peer relationships (bullying, bullied/ aggression etc) <p>NB At this stage, the behaviour or symptoms may be related to a practical or social problem. De-escalating this problem could support de-escalation of the associated emotional distress. Therefore appropriate interventions may be more practical or social in nature as opposed psychological.</p>	Short term psychological or counselling interventions delivered by a trained mental health professional EG: <ul style="list-style-type: none"> Counselling Cognitive Behavioural Therapy (CBT) Art therapy Solution focused brief therapy <p>Practical support to resolve / reduce the emotional burden of life problems EG:</p> <ul style="list-style-type: none"> Family support Mentoring <p>Support to universal services:</p> <ul style="list-style-type: none"> Consultation Training supervision 	<ul style="list-style-type: none"> Step 2 Community counselling Counselling or Mentoring in Schools Educational Psychologist Education support centre / outreach Multi Agency Safeguarding Hub (MASH) Families First Early Help Targeted Youth Support Team Wellbeing Service (16+) AF-DASH Specialist CAMHS provide a Tier 2 service for CLA and those known to Children's Services www.kooth.com online counselling (for 10-25s) 	
Universal Emerging Needs Getting Advice & Help Tier 1	<ul style="list-style-type: none"> Difficulties with normal life problems Poor self confidence Low self esteem Low aspirations Subject to discrimination Difficult family relationships Poor peer relationships <ul style="list-style-type: none"> Experimental substance misuse Not always safe choices Bereavement (not complex) Separation anxiety Poor concentration Difficulty sustaining relationships Not always engaged 	<ul style="list-style-type: none"> Mental health promotion & prevention Identify problems early in their development Offer general advice, information and support Signpost to sources of additional support Facilitate peer support Refer to more specialist services where necessary 	<ul style="list-style-type: none"> Schools & Children's Centres Health Visitors School Nurses GPs Youth Connexions Helplines and websites for support with external factors affecting wellbeing; with general emotional wellbeing; and for online therapeutic support and self-help. 	

Language key:

Safeguarding



Meeting the Needs



Thrive



CAMHS Tiers



CAMHS System Overview 2017

CAMHS (Child and Adolescent Mental Health Services) in Hertfordshire is made up of a number of providers. Thresholds and eligibility criteria are subject to change and as such, it is sometimes difficult to navigate the provision landscape. Provision is currently arranged across four tiers but this is moving towards a needs led model (Thrive).

This document has been prepared to illustrate some common presentations or issues and how we might categorise them into tiers or needs. Alongside these are the types of interventions that are helpful in meeting needs at each level and which services might provide such interventions. This document takes account of provision which covers most, if not all of Hertfordshire and therefore may not represent what is available locally.

Making a judgement about a child or young person's mental health needs is not an exact science; for example, a child with ADHD might present in any of these categories. Therefore, this guide is intended as an aid to professionals as opposed to a rigid framework to follow. We hope you find it helpful.

