



121SPACE

This is our mentoring project which runs across boroughs of Reigate and Banstead and Tandridge.

Total referrals for year 2 was 76
(41 male; 35 female)

Reasons for referrals

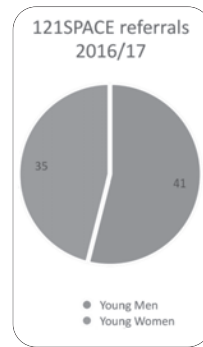
These are broad and cover areas such as;

- ◆ Concerns regarding mental health and wellbeing
- ◆ Family breakdown
- ◆ Domestic abuse
- ◆ Bereavement
- ◆ Poor health
- ◆ Not accessing education
- ◆ Socially isolated
- ◆ ASD and concerns re young people's access to education/services
- ◆ Risk of anti- social behaviour
- ◆ Involvement in anti- social behaviour
- ◆ Exposed to child sexual exploitation

We have developed strong links with schools in the two boroughs as well as partnerships with the police, youth support service, centre-based youth work service. Once the 1:1 mentoring comes to an end we offer a range of extended activities such as holiday activities, drop-in sessions, youth council meetings and peer mentoring opportunities in order to strengthen and consolidate positive change.

121SPACE recently received very positive feedback through Surrey's commissioning observations.

"The standard of young people's achievement and quality of practice are good.....the team demonstrated their ability to build strong relationships with young people which enable them to develop. Young people value the relationships they have with their workers."



Our many thanks to Dave Butterworth from AbingerWeb for continued website support:
www.learningspace.org.uk

James is a 17-year-old young man studying A Levels

He was referred to Learning Space to help with extreme anxiety.

He wanted to work on managing his anxiety and not to feel as though he was annoying everyone by fidgeting. James was very conscious of bodily reactions which included profuse hand sweating

Initially he found it difficult to walk in the room and any form of communication/movement was a constant struggle for him.

Our sessions largely focused on supporting him to feel as comfortable as possible, for him to feel in control and to monitor, recognise and identify progress made, session by session.

Between us we developed a structure for each of the sessions. We set agreed timings, using an alarm, along with a large scale so that James could monitor and communicate his levels of anxiety and control the length of his session.

We spent some time exploring his understanding of anxiety, his safe space, where he would like to be and what that would look like etc. He had found this useful and could recognise that coming to our weekly sessions and pushing himself was a brave step forwards in managing his anxiety.

Between us we worked on a report / toolkit that he could share with his school to help them understand and support his anxiety.

We spent a large part of the sessions developing communication skills. We did this using talking games/icebreakers. These enabled him to identify a further goal. He wanted to be able to engage in small talk, particularly with adults. The icebreakers pushed him each week to develop these skills to the point of having lengthier conversations using appropriate skills of enquiry, listening, reflection and explanation. This had been an unexpected positive outcome for him and his evaluation made the following observation;

"The talking activities have been helpful. Practising conversation techniques will be helpful to me in the future. This was unexpected as I didn't think this would happen as part of the sessions. This has been very important to me."



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ANNUAL REPORT 2016 / 2017

EXECUTIVE SUMMARY

Growing up is very difficult in today's society. From an early age children and young people are exposed to so many pressures. Many thousands of children and young people go through periods of mental ill health. When this happens to them, it can be impossible for them to make and keep friends, manage at school and feel good about themselves. And it can be bewildering for their parents and siblings. Many other children may not be diagnosed as having mental health problems but lack confidence and feel unhappy much of the time.

A recent report from Barnardos found.....

- One in 10 children and young people aged 5-16 has a diagnosable mental health disorder. Children and young people who live in poverty or poor housing are more likely to have mental health problems.
- Children whose parents have mental health problems often need special help themselves to cope and enjoy their childhood.
- It is thought that in the UK 1 in 15 young people has self-harmed – on average two in every secondary school classroom.

Learning Space works with children and young people who have mental health difficulties. We believe in getting involved early if we can, before a child or young person's problems become rooted. We provide children and young people with a worker they can trust and who they can talk to. We help them build their confidence and self-worth. We also work with their parents, making sure that parents feel supported. And we stay in close touch with other professionals.

Our unique offer is a therapeutic mix of solution focused coaching, mentoring and creative activities which is customised to the individual needs of the child or young person. These are delivered by our skilled team of experienced practitioners. Our sessions provide a safe, non-judgemental space to explore past experiences and events which continue to cause difficulties. Alongside this our solution focused approaches are future driven and look at where the child is now and where they want to be by emphasising visible goals and building on personal strengths and resources.

We know that early intervention is crucial when dealing with mental health problems. Lack of support at the outset can cause children to self-harm or become suicidal, to be violent and aggressive or to drop out of school ruining their prospects for the future. Investing in services such as Learning Space eases the burden on interventions further up the chain which are currently struggling to cope with demand.

I hope you enjoy reading about some of the children and young people we have been able to help this year.

Rev Nelson Porter

Chair of Learning Space Management Group



What We Do

Individual support for children and young people

-whose achievement or relationships in school are causing concern
-who are anxious, isolated, bullied, unhappy, angry or bereaved
-who are finding it difficult to settle in school

Group work with children and young people

-developing social skills, friendships and building confidence and self-esteem

Support for families

-when relationships in the family are difficult
-joint sessions with children and their parents / carers
-parenting skills

Support for schools

-solution-focused training for school staff
-staff mentoring
-supervision for home school link workers



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A Mindsight Surrey CAMHS service
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NHS Foundation Trust

Charity No.
1061545

Company No.
3325809



Adam

Adam is an 8 year boy whose mother was concerned about his angry and often violent outbursts. She wanted him to be able to manage his anger better. She also felt he was socially isolated and showed signs of 'quirky' traits e.g.: talking to himself which she felt left him having no friends and worried he presented as "odd" to others. He had had a previous assessment carried out by CAMHs but he had not met the criteria for continued intervention. There had been some concerns from school reporting that Adam lacked concentration and motivation.



Adam belongs to a chaotic, busy and large family. He lives with his mum, who works long hours as a cleaner, and her partner, his two younger half siblings, his older brother and two older stepbrothers. He sees his father regularly. One older sister and a brother live with dad along with two younger step brothers.

Adam attended 8 sessions. He was always happy to come and seemed to enjoy the activities and readily spoke about his feelings. Mum was invited to the last fifteen minutes of these sessions. She was engaged and there was plenty of humour in their relationship. Mum always had Adam's 8 month old half-brother with her.

Adam's best hopes were to be more helpful at home, have friends at school, to be able to be less angry and able to cope with his angry thoughts. He also wanted to have more time with mum when there was no shouting.

In most of the sessions we worked on self-esteem and confidence and Adam recognised the things he was good at and had insight into where he wanted things to improve. Alongside this we concentrated on the triggers that brought on his anger and how it affected him. We worked together on how he could manage his emotions more positively.

Adam wanted to change and he therefore worked well in the sessions. He was always happy when he noticed a difference no matter how small. At the evaluation mum was very pleased with the outcomes. He was now more helpful around the house, he had new friends which meant he was doing more outside the home, and she had just signed him up for a hockey course. At parent's evening the previous week teachers had noticed a positive change in his attitude and there was an improvement in his learning.

Mum said his angry outbursts could still be as violent but they were 50% less frequent and more manageable. She said she was no longer 'pulling her hair out' with his behaviour and their relationship had improved. She now always made time to have 10 minutes alone with Adam before his bedtime.

Shannon

Shannon is an 8 year girl whose mother was concerned about her angry and often violent outbursts. Mum also felt Shannon was socially isolated and showed signs of 'quirky' traits e.g.: talking to herself which she felt left her having no friends and worried she presented as "odd" to others. Shannon had had a previous assessment carried out by CAMHs but had not met the criteria for continued intervention. There had been some concerns from school reporting that Shannon lacked concentration and motivation.

Shannon belongs to a chaotic, busy and large family. She lives with her mum, who works long hours as a cleaner, and her partner, her two younger half siblings, her older brother and two older stepbrothers. She sees her father regularly.

Shannon attended 8 sessions. She was always happy to come and seemed to enjoy the activities and readily spoke about her feelings. Mum was invited to the last fifteen minutes of these sessions. She was engaged and there was plenty of humour in their relationship. Mum always had Shannon's 8 month old half-brother with her.

Shannon's best hopes were to be more helpful at home, have friends at school, to be able to be less angry and able to cope better with angry thoughts. She also wanted to have more time with mum when there was no shouting.

In most of the sessions we worked on self-esteem and confidence and Shannon recognised the things she was good at and had insight into where she wanted things to improve. Alongside this we concentrated on the triggers that brought on her anger and how it affected her. We worked together on how she could manage her emotions more positively.

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What do children, young people and families say?

On a scale of 0 to 5 where 5 is high how satisfied were you with the service you received from Learning Space?

5	63%
4	29%
3	4%
2	4%
1	0%
	0%

"These sessions have been great for him....more of them please!"

Would you recommend Learning Space to others?

YES	23	96%
NO	1	4%

"There have been a lot of positives...less incidents and he's a lot happier"

DISTANCE TRAVELLED

At the start of the intervention children and young people complete a scale of between 0 and 10 with 0 representing the worst things could be and 10 representing the best: This scale is repeated at the end of the intervention in order to measure distance travelled.

All reported an improvement in at least one area of their lives and majority reported four or more improvements.

The most common areas of improvement were feeling happier (77%), better able to manage feelings (77%), improved levels of confidence (77%) and managing school better (74%).

	%
Reporting a least one area of improvement	100
Managing school / college	74%
Attending school / college	12%
Learning	58%
Confidence	77%
Getting on with others	65%
Feeling happy	77%
Behaviour in school	47%
Behaviour at home	63%
Managing feelings (anger etc)	77%

"It is so good to have someone to talk to"

"Thank you for all you have helped me with...I have been happier and more confident....I hope you continue to help people as much as you've helped me"

"We've definitely seen an improvement since the sessions began...his confidence has grown and anxiety levels dropped"

"My confidence has improved and now I walk to school and call mum when I get there....before coming to Learning Space she had to take me every morning"

"Sessions have been fun...I glad I came!"

"I am so proud of the way he behaves now and I don't feel as angry with him"

"Everything is different for me now"

"Meg has definitely been more self-aware and so much more positive and independent"

"Whatever Learning Space does...keep doing it...to help other young people"

"There is still a long way to go but without Learning Space we would not have had the emotional tools to start my daughter's road to recovery....I have recommended Learning Space to several others"

"A huge thank you to Learning Space for all the support and encouragement....his behaviour is now so much better both at home and in school"

