



## **Innovation in Child & Adolescent Mental Health Services**

**SBRI Healthcare NHS England competition for development contracts**

**October 2014**

## Summary

A new national Small Business Research Initiative (SBRI) Healthcare competition is being launched by NHS England in partnership with the Academic Health Science Networks (AHSN's) to find innovative new products and services. The projects will be selected primarily on their potential value to the health service and on the improved outcomes delivered for patients.

The competition is open to single companies or organisations from the private, public and third sectors, including charities. The competition will run in two phases:

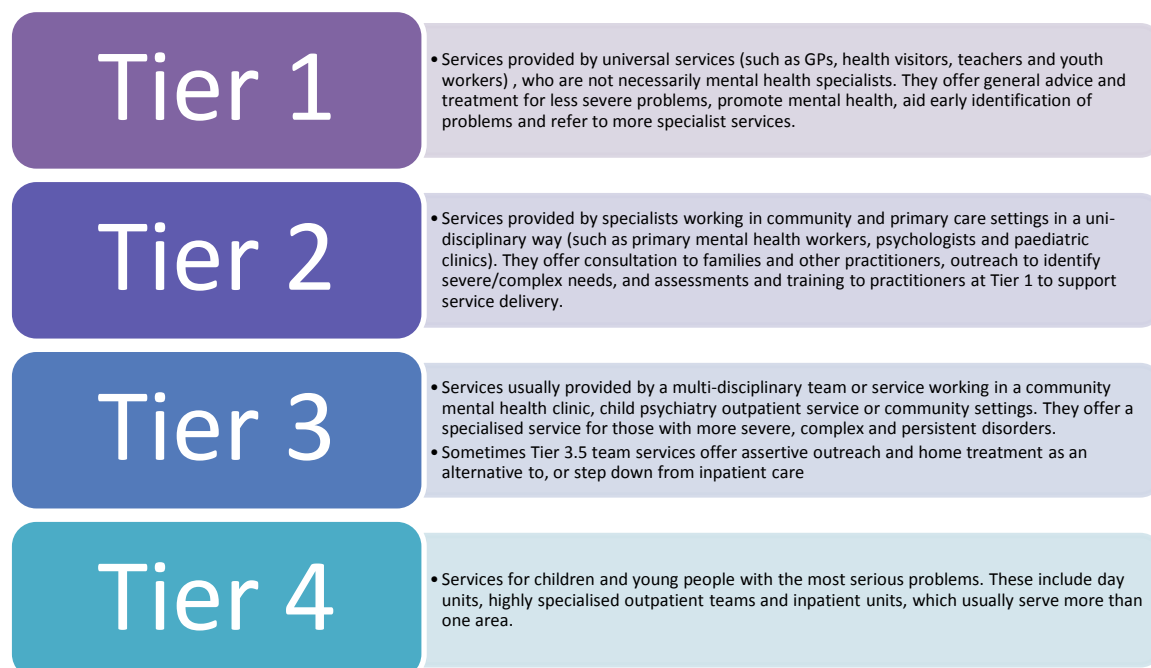
- Phase 1 is intended to show the technical feasibility of the proposed concept. The development contracts placed will be for a maximum of 6 months and up to £100,000 (inc. VAT) per project
- Phase 2 contracts are intended to develop and evaluate prototypes or demonstration units from the more promising technologies in Phase 1. Only those projects that have completed Phase 1 successfully will be eligible for Phase 2.

Developments will be 100% funded and suppliers for each project will be selected by an open competition process and retain the intellectual property rights (IPR) generated from the project, with certain rights of use retained by the NHS.

The competition opens on 20<sup>th</sup> October 2014. The deadline for applications is 1200hrs on 09<sup>th</sup> December 2014.

## Background – what is CAMHS?

CAMHS stands for Child and Adolescent Mental Health Services. It is often used to describe a range of services provided by the NHS, Education, Social Services and the voluntary and third sector providers. For the past fifteen years it has often been conceptualised in the following four tier model, known collectively as ‘Comprehensive CAMHS’<sup>1</sup>.



Tier 1-3 services are often commissioned and delivered in different ways according to local need and Tier 4 inpatient services are subject to national specialist commissioning arrangements.

There is a recognition that CAMHS services are subject to high levels of demand. They are currently subject to a health committee parliamentary inquiry, which will consider the current state of CAMHS, including service provision, access and funding; trends in children’s and adolescent mental health, including the impact of bullying and of digital culture; and preventative action and public mental health<sup>2</sup>.

## Challenges

### 1. Supporting children and young people and their families to give real-time feedback about the services that they receive and discover if they are meeting their needs

A great variety of statutory and non-statutory services provide CAMHS services. All too often these services lack a common care pathway and a consistent multi-agency integrated approach to supporting children, young people and their families.

<sup>1</sup> CAMHS review 2008 Department of Health

<sup>2</sup> [www.parliament.uk/business/committees/committees-a-z/commons-select/health-committee/inquiries/parliament-2010/cmh-2014/](http://www.parliament.uk/business/committees/committees-a-z/commons-select/health-committee/inquiries/parliament-2010/cmh-2014/)

We need a way to be able to capture feedback about these services, and what it was like for children, young people and their families to 'navigate' between them. We would like to find a way to do this through real-time feedback to the agencies and professionals involved in the CAMHS care.

At present children and young people often get support from many different agencies and it is difficult to coordinate this feedback in a way that might lead to system integration and improvement.

We are keen to explore online feedback mechanisms, mobile apps, and other innovations that will help to support knowledge mobilization and quality improvement across CAMHS networks.

In addition, we are interested in how we could capture the child or young person's therapeutic progress, in real-time in a way that is easy to understand and fun to use. For the child and young person this may include a way of capturing "What are my goals and how much progress have I made to achieving them?" This real-time feedback would allow the views and goals of young people to be routinely included in their care planning and will inform treatment/intervention decisions (e.g. are things changing or do we need to look at another intervention?) and will provide another way of demonstrating outcomes, other than symptom change.

For this part of the challenge we need solutions that:

- Allow us to access data, in real-time, in formats that children and young people will engage with
- Allow us to track progress with children and young people over time
- Allow us to collect aggregated data at service level, by treatment/intervention and by individual CAMHS worker
- Meet NHS and Social standards for information governance (tools are available to support compliance<sup>3</sup>)
- Promote equal access and make reasonable adjustments for those children and young people in need.

## **2. Helping support children and young people their families and carers to improve their emotional regulation**

Children and young people are born primed to develop inter-personal and thinking skills as they grow up. When things go well they learn how to calm down, deal with stress, cope with anxiety, feel self-confident and develop greater awareness of self and empathy for others. Learning, noticing and practicing the regulation of their emotions is an important element of maturation. It is a process that tends to be influenced by circumstance, culture and society.

We are keen to explore:

- Tools/games to aid emotional regulation/emotional wellbeing and the growth of resilience
- Bio feedback mechanisms
- Ideas that help parents and carers to better understand the importance of emotional regulation and the role they can play to support their child to develop these skills
- Ways in which communities might help (nurseries, schools, children's centres etc.)
- Tools for professionals to use (especially teachers in classroom settings)

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<sup>3</sup> Department of health information governance toolkit website [igt.hscic.gov.uk](http://igt.hscic.gov.uk)

- Innovations to support those working with children, young people and families across the spectrum of Black and Minority Ethnic (BME) groups in terms of building professional knowledge and understanding
- Methods to support children and young people for whom:
  - **Language** – English may not be a first language
  - **Communication Skills** are impaired (e.g. because of a speech and language difficulty, an autistic spectrum condition, a learning disability or a physical disability or illness etc.)

### 3. Using technology to promote emotional wellbeing and support evidence based treatments in child and adolescent mental health

There has been a growth in the use of technology, apps and self-management tools for mental health. We are keen to hear about innovations that promote wellbeing and help keep children and young people healthy and/or support the existing evidence based treatments for Child and Adolescent Mental Health and wellbeing as described in NICE guidance or high level research reviews (Key documents and links are in the resource section).

These could be:

- **Preventative:** being used to support emotional wellbeing in people's homes, schools, children's centres, nurseries, GP surgeries etc.
- **Designed to:**
  - Support early intervention including self-help or guided interventions for Children and Young People's Improving Access to Psychological Therapies (IAPT) services
  - Support effective treatments for mild- very severe mental health difficulties
  - Provide Tier 1 professionals with information and support to inform/help them make better decisions about a child and young person's presentation and what supportive action could be taken.

We are keen to find solutions that:

- Promote wellbeing
- Help to destigmatise mental health difficulties
- Are easy and fun to use
- Have been co-designed and/or co-produced with children, young people and their families
- Are socially inclusive and socially responsible
- Utilise games in a positive way

### 4. Improving access to treatment and support for 'seldom reached' groups

It is particularly important to think about how to engage with children, young people and their families who have a great need of a CAMHS service, but whom traditionally have been less likely to access mainstream CAMHS services because of:

- Poor transport links
- Barriers around language, culture and diversity
- Access to buildings

- Lack of appropriate services
- Service opening times that disrupt attendance at school and/or work
- Waiting times
- Parental mental illness or substance misuse
- Lack of trust or sense of partnership with CAMHS services
- Being unable to afford to take time off work

We are keen to find solutions that maximize the opportunities for these children, young people and their families to access CAMHS services. This may include:

- Real-time interpreting facilities or tools
- Innovative methods using visual/remote technology to offer a more flexible approach to service times or alternative ways of delivering treatments e.g. to enable virtual meetings and treatments to take place e.g. online therapy
- Ways to help CAMHS services meet the needs of a diverse population and deliver services that are more inclusive
- Ways to help diverse communities express what they would like in terms of a CAMHS service and become a powerful voice for change

## **5. Making young carers' lives easier**

There are approximately 244,000 under 19 year olds in England and Wales caring for a relative, of which about 23,000 are under nine<sup>4</sup>. Young carers provide regular or continuing care and emotional support to a family member who is physically or mentally ill, disabled or misuses substances. In England, one in 12 young carers spends more than 15 hours a week looking after a parent or sibling, one in 20 misses school and they are 50% more likely to have special educational needs or an illness<sup>5</sup>.

- We are keen to consider tools, systems or innovations which support young carers to: Feel less stressed and anxious
- Feel supported by others in the community
- Know the person they care for is safe, allowing them to engage in other activities away from the home or caring environment
- Be able to develop the skills they need to care well
- Pursue their own dreams and goals
- Optimise their educational attainment
- Actively participate in raising awareness about the needs of young carers

## **6. Making a difference to the emotional health and resilience of children and young people with long-term conditions, disabilities and life threatening conditions**

Children and young people with long-term conditions, disabilities and life threatening conditions are more likely to develop mental health issues such as anxiety or depression than the average population. We are looking for innovative ideas that could meet the needs of children within this wide range of conditions. Conditions can follow varying courses including:

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<sup>4</sup> Office of National Statistics, 2013

<sup>5</sup> [www.bbc.co.uk/news/education-22529237](http://www.bbc.co.uk/news/education-22529237)

- Lifelong (e.g. Deafness)
- Slowly deteriorating (e.g. muscular dystrophy)
- Potentially curable (e.g. cancer)
- Variable course (e.g. cystic fibrosis).

We are keen to explore ways in which technology could be used alongside physical care interventions to:

- Help to promote a holistic approach to health and emotional wellbeing
- Provide information for parents, carers and staff that supports mental health awareness
- Provide accessible treatments/interventions

## Scope

All areas of the health, education, social care and voluntary and third sector that feed into the 'Comprehensive CAMHS' system.

## Supporting documents

NICE Guidelines and pathways for children and young people (of particular relevance for CAMHS are CG28, QS48, CG128, CG155, CG185 and the NICE pathway for social and emotional wellbeing in children and young people (2014) NICE QS the health and wellbeing of looked after children and young people)

CAMHS Review 2008 Department of Health

CAMHS Review : One year on 2010 Department of Children Schools and Families

"A timeline of CAMHS policy in England" Young Minds available at

[http://www.youngminds.org.uk/training\\_services/policy/policy\\_in\\_the\\_uk/camhs\\_policy\\_in\\_england](http://www.youngminds.org.uk/training_services/policy/policy_in_the_uk/camhs_policy_in_england)

## Application process

This competition is part of the Small Business Research Initiative (SBRI) programme which aims to bring novel solutions to Government departments' issues by engaging with innovative companies that would not be reached in other ways:

- It enables Government departments and public sector agencies to procure new technologies faster and with managed risk;
- It provides vital funding for a critical stage of technology development through demonstration and trial – especially for early-stage companies.

The SBRI scheme is particularly suited to small and medium-sized businesses, as the contracts are of relatively small value and operate on short timescales for Government departments.

It is an opportunity for new companies to engage a public sector customer pre-procurement. The intellectual property rights are retained by the company, with certain rights of use retained by the NHS and Department of Health.

The competition is designed to show the technical feasibility of the proposed concept, and the development contracts placed will be for a maximum of 6 months and up to £100,000 (incl. VAT) per project.

The application process is managed on behalf of NHS England by the Eastern Academic Health Science Network through its delivery agent Health Enterprise East. All applications should be made using the application forms which can be accessed through the website [www.sbrihealthcare.co.uk](http://www.sbrihealthcare.co.uk).

Briefing events for businesses interested in finding out more about the competition will be held on the 11<sup>th</sup> and 13<sup>th</sup> of November in London and Leeds respectively. Please check the website for confirmation of dates and venues, information on how to register and details of the categories that will be presented at each event.

Please complete your forms using the online application process and submit them by 1200hrs on the 09<sup>th</sup> December 2014.

## Key dates

Competition launch	20 October 2014
Briefing events	11 & 13 November
Deadline for applications	09 December 2014
Assessment	January / February 2015
Contracts awarded	March 2015
Feedback provided by	April 2015

## More information

For more information on this competition, visit:

[www.sbrihealthcare.co.uk](http://www.sbrihealthcare.co.uk)

For any enquiries e-mail:

[sbrienquiries@hee.co.uk](mailto:sbrienquiries@hee.co.uk)

For more information about the SBRI programme, visit:

[www.innovateuk.org/SBRI](http://www.innovateuk.org/SBRI)