



Derby and Derbyshire
Safeguarding Children Partnership

LEARNING THE LESSONS – September 2019

Task and Finish Group Report

A task and finish group was established to review the journey of a young person with complex mental health needs who spent time in a number of out of County residential placements during the few years before he returned to Derbyshire and who was found lifeless with a ligature around his neck. The group was asked to provide a focus on risk assessment.

The full report is not for publication.

The information below is being disseminated in order to ensure that all practitioners and their managers are aware of a number of issues that arose during the Task and Finish Group, that have the potential to improve outcomes for children.

The Learning from the Task and Finish Group

- 1) Coordination and understanding of risk assessment is difficult when a child is living out of area, particularly when there are frequent changes of placement and no single agency has responsibility for coordinating care. Multi agency oversight should be provided within the locality within which the child is placed
- 2) Nationally, there have been a number of changes
 - a) Transforming Care agenda – with the aim of avoiding / minimising hospital admission for children and adults with learning difficulties and autism. This is operational in Derbyshire
 - b) Future in Mind – including some ring fenced funding to support children and young people with mental health needs. Service developments in this area continue in Derbyshire
 - c) The Department for Education published guidance “Statutory Visits to Children with SEND or Health Conditions in Long Term Residential Settings” in November 2017. These arrangements for children in Derbyshire are currently under development
 - d) Children with complex mental health issues who are discharged from Section 3 of the Mental Health Act are entitled to assessment and the provision of after care services under Section 117 of the Mental Health Act. The pathway for this is well established for adults, but less so for children and is currently under review.
- 3) Currently there is extensive educational support for children with autism, with models being used to ensure that the needs of this group of young people is met across as wide a level of educational provision as possible and not just in specialist centres