# PRIOR INFORMATION NOTICE – SERVICES CONTRACTS

**Contract for the Provision of Emotional Wellbeing & Enhanced Inclusion Support Pathways**

The contract will include all aspects of Social Emotional Mental Health needs and Providers will be expected to work with children from KS1 to KS4 to deliver high quality outcomes for our young people.

Providers will be expected to work across Waltham Forest to deliver high

quality outcomes for our young people.

We are seeking to gain some market insight from providers with a track record of proven knowledge and experience in all areas of SEMH needs including but not limited to from the list below:

**LOT 1: EMOTIONAL WELLBEING SERVICE**

 • Elements of delivery of emotional wellbeing service – inclusive schools and AP

 • Prevention and early intervention service for children with emerging, mild and

 moderate emotional wellbeing, mental health, relationships, and behavioural

 needs, who are at risk of exclusion.

 • Provided in a range of non-clinical settings including schools, AP settings, and

 other community buildings, as appropriate.

 • Provide evidence-based and evidence-informed interventions including

 counselling.

 • Align fully with clinical CAMHS Getting Help offer and Mental Health in Schools

 Teams (MHST).

 • Link to social prescribing and community-based offer to support schools in their

 holistic approach to emotional mental health and wellbeing in line with the

 Waltham Forest and North East London approach to personalised care.

 • Provide clinical assessment for children who have emotional wellbeing, mental

 health, relationships, and behavioural support needs, including anxiety disorders,

 self-harm, or other symptoms.

 • Support and supervision for staff who work with children with SEMH needs and

 other vulnerabilities.

**LOT 2: ENHANCED INCLUSION SUPPORT OFFER**

In order to contribute to the outcomes, as set out above, the provider(s) will:

 • Build capacity in schools and YFYS for child-centred assessment of SEMH and

 behaviour needs that lead to barriers to engagement in mainstream education.

 • Provide a whole school training and development offer.

 • Contribute to building systemic, trauma-informed, restorative and inclusive

 approaches in schools, AP settings and YFRS working in partnership with other

 specialists including CAMHS therapists and Ed. Psychologists, providing IAG,

 case consultation and surgeries to staff in their settings on how to implement

 these approaches in practice.

 • Implement quality assurance and evaluation processes consistent with the

 monitoring and reporting requirements of the service specification.

**LOT 2: ENHANCED INCLUSION SUPPORT OFFER: OLDER CHILDREN**

 • Implement intervention programmes with identified groups of young people - on

 confidence building, emotional literacy, self-regulation, nurture groups, bullying,

 sexual health, etc – to address SEMH needs and prevent exclusions.

 • Support children and/or young people during a defined period of enhanced

 intervention and ensure that this enables child to engage in education via

 resources provided by mainstream setting, including through digital resources, as

 necessary.

 • Devise with partners opportunities for participation and co-production: all support

 is based on principles of co-production. Children will be invited to reflect on

 content and quality of support offered to them and to contribute to process of

 design and improvement.

 • Implement quality assurance and evaluation processes consistent with the

 monitoring and reporting requirements of the service specification.