



Community Wellbeing Service (CWS)

Schools Information Pack

Your Community Wellbeing Team

Head of Service (Mental Health and Wellbeing)

Service Managers

Team Leaders

Clinical Supervisors, Senior Mental Health Practitioners (SMHPs)

Children's Wellbeing Practitioners (CWPs), Advanced Wellbeing Practitioners (AWPs) and 0-5 Pathway Practitioners (PPs)

Wellbeing Support Practitioners (WSPs), Wellbeing Support Practitioner Assistant (WSPA) and Team Administrator

Why do we have a Community Wellbeing Service?

The Community Wellbeing Service was established to improve early access to children and young people's mental health support. We are funded by the Integrated Care Board to deliver Mental Health support services to children, young people and families throughout Somerset.

Functions of the CWS

1

Provide evidence-based interventions, such as Low Intensity Cognitive Behavioural Therapy (LICBT) for mild to moderate mental health and wellbeing needs through:

1:1 Support
(face to face
or virtual)

Group Work

Parents/carers
and guardians
support

2

Offer timely advice to schools, provide signposting and liaise with external agencies to get the right support

3

Provide informative, engaging universal support to children, young people and their families across Somerset

What is LICBT?

- Low Intensity Cognitive Behavioural Therapy (LICBT) is an evidence-based therapeutic model that uses guided self-help interventions
- It supports children and young people who are able and motivated to make changes likely to improve mood or reduce anxiety
- 1:1 Sessions are 45 minutes and run for up to 8 weeks. They are goal-focused, with activities between meetings to build coping skills and maintain wellbeing

LICBT Criteria

	LIKELY TO BE APPROPRIATE	MAY BE APPROPRIATE	NOT APPROPRIATE
SUMMARY	Common mental health difficulties with no/few co-morbidities, that are likely to respond to early intervention/low intensity approaches	Common mental health difficulties that may respond to early intervention/low intensity approaches (However, consideration is required concerning the severity and impact of the difficulties)	Complex and/or significant levels of need
SEVERITY	Symptoms are mild and not present everyday	Symptoms are moderate and occur most days/ every day	Symptoms are severe and occur most days/ every day
NUMBER OF DIFFICULTIES	Single Difficulties	Main difficulty along with one difficulty in other area (mental health and/or physical difficulty)	Multiple difficulties occurring daily
ADDITIONAL LEARNING NEEDS	CYP/parent have no additional learning needs impacting on engagement with materials	Mild additional learning needs in young person and/or parent	Moderate additional learning needs
PRIMARY PRESENTATION	- Mild to moderate low mood - Symptoms of panic - Excessive worry - Negative thinking - Fear of social situations - Mild health anxiety - Behavioural routines and self-care in primary age children - Mild school avoidance (< 1 month) - Mild OCD (<1 hour a day) - Mild self-harm	- Suicidal ideation (no specific plans/ actions) - Mental health difficulties alongside neurodiversity - Mild disordered sleep and/or eating - Young person who is occasionally using drugs/ alcohol - Tics - Low self-esteem - Nightmares, night terrors - Hearing voices, visual hallucinations - Child in Need	- Purely Autism/ADHD/ ND traits or sensory processing disorders - Eating disorders - Significant self-harm or recent suicide attempt - Significant anger difficulties - Complex interpersonal challenges - Bereavement - Blood, needles and vomit phobias - Current bullying - Experiences of abuse or violence - Children under Child Protection orders - PTSD/ ongoing trauma

LICBT Criteria

When LICBT May Not Be Appropriate

Family Situation	Significant instability in family indicated by regular conflictual family relationships and/or significant emotional and mental health issues in family.
Opportunity	Young person has no self-agency and a lack of appropriate support.
Motivation	Young person and/or parent is not motivated to change.
Other Professional Support	Young person and/or family has additional agencies actively providing therapeutic support.
Suicidal Behaviour	Current or recent history of suicidal behaviour. Specific planning and/or suicide attempt within previous three months.
Suicidal Ideation	Current or intensive thoughts of suicide that distress and occur everyday.
Serious/Current Self Injury	Current self-injury is regular and significant requiring treatment more than once in the last 3 months or is escalating, significant and unpredictable.
Risk to Others	Current or reoccurring threatening and aggressive behaviours. Infliction of physical, sexual or emotional harm to others.
Risk and harm from others	Physical, emotional, and/or sexual harm, neglect and/or risk and harm from others.
Self Neglect	Significant difficulties with routine, self-care if independent or from caregivers if not. Shows signs of neglect, including exhaustion, poor hygiene, hunger/malnutrition etc.
Alcohol and Substance Abuse	Uses alcohol and/or substances with any regularity or family is dependent on substances.
Severe Mental Illness	Significant phobia and other higher level mental illnesses that may be diagnosed including: PTSD, Bipolar Disorder, Psychosis, Personality Disorders, Eating Disorders, Attachment Disorder, established Health Anxiety.
Eating Disorders	If CYP has a diagnosed or suspected eating disorder
Bullying	If CYP is currently being bullied or is accessing mental health support because of the effects of bullying.

1-1 Interventions

Brief Behavioural Activation (BA)

Behavioural Activation supports young people experiencing symptoms of low mood. It is based on the idea that by doing more valued activities people can feel better. It aims to help young people work out what is important to them (their values) and consider how they can spend more time doing activities that improve their mood.

Brief Coping Cat

Coping Cat supports children struggling with symptoms of anxiety aged 8-13. It is an effective intervention for separation anxiety, social phobia and social anxiety. It aims to help children recognise and understand physical reactions to anxiety and support them to establish effective coping strategies.

Behavioural Experiments (BE)

Behavioural Experiments support children and young people to help challenge negative thought patterns which prevent them from doing something they want to do. It works by putting thoughts to the test and reflecting on the outcomes.

Cognitive Restructuring (CR)

Cognitive Restructuring explores and challenges unhelpful thoughts by addressing negative automatic thought patterns and unhelpful thinking styles. We consider alternative, more balanced ways to view thoughts, and observe how this improves mood or confidence.

Exposure and Response Prevention (ERP)

Exposure and Response Prevention is suitable for young people experiencing symptoms of Obsessive Compulsive Disorder (OCD). Exposure in ERP refers to exposing the thoughts, images, objects and situations that cause anxiety or cue obsessions. Response Prevention in ERP refers to making a choice not to do a compulsive behaviour once the anxiety or obsessions have been 'triggered'.

Exposure and Habituation (E&H)

Exposure and Habituation is used to treat agoraphobia, social phobia, health anxiety, and other specific phobias. The intervention targets the feared consequences by putting the child/young person in charge, creating a plan to help them face the things that they are avoiding.

1-1 Interventions

Nurturing Positive Relationships

Nurturing positive relationships aims to support parents, carers and guardians to develop positive emotional co-regulation skills. The intervention helps parents/carers understand behaviour as a form of communication and encourages them to find different ways of meeting the child's needs.

Helping your Child with Fears

This intervention is delivered directly to parents, carers and guardians and is designed to support children between the ages of 5-13 who experience anxiety. It helps families to recognise triggers and factors that maintain anxiety. They then develop strategies to tackle their child's fears.

Worry Management

Worry Management aims to treat Generalised Anxiety and would be most suited to children and young people who experience constant worry and anxiety. They may particularly struggle with unpredictability and catastrophise about themselves, family, friends, and the wider community.

Habit Reversal Training

HRT is for children who have difficulties with repetitive involuntary physical or verbal behaviours, often described as tics. HRT helps young people gain control over their tics by replacing the tic with alternative, less disruptive responses. Over time, this reduces the frequency and intensity of the tics, improving the child's quality of life.

Parent-Led CBT for OCD

Parent-Led CBT for OCD is for parents of children between the ages of 5-12 who have difficulties with compulsive and repetitive behaviours. Parents learn how to talk to their child about their compulsions, and find ways to put their child's thoughts to the test together

Feelings First

Feelings First is an intervention for children and young people aged (8-13) who are communicating their difficulties through their behaviour. A practitioner will work with a child/young person to try and find out what their behaviour is communicating. They will learn to spot warning signs and create a plan for the family and child/young person to manage their feelings first, before the behaviour occurs.

0-5 Interventions

Young Somerset's 0-5 Pathway Practitioners can provide high-intensity, evidence-based parenting interventions supporting regulatory, relational and behaviour difficulties. This work will often taken place within the family's home or can be delivered within a space in the community.

Incredible Years - Home Coaching

The Incredible Years Home Coaching programme offers tailored, one-to-one support for parents and carers to strengthen positive parenting skills and build children's social, emotional, and academic development. Delivered in the home, this 8-10 week intervention provides practical strategies for managing behaviour, improving routines, and promoting positive relationships.

Video Interaction Guidance

Video Interaction Guidance is an evidence-based intervention that helps strengthen communication and relationships between children, parents, and school staff. Using short video clips of positive interactions, a trained practitioner works with parents or staff to reflect on what is going well and how to build on these moments. The approach encourages more attuned, supportive, and effective communication, leading to stronger relationships and improved wellbeing for children both at home and in school.



How to Make a 1:1 Referral

Need for Support Identified

Staff member in school becomes aware of a young person in need of support. If the child meets the referral criteria (p 3-4) staff member will make a professional referral or encourage the parent/carer/guardian or young person to fill in the appropriate referral form on the Young Somerset website: <https://www.youngsomerset.org.uk/make-a-referral/>



Triage

Our triage team will review the referral to determine appropriateness for assessment. If we decide our service is appropriate, they will be invited to an online assessment appointment. Face to face appointments are available for those children and young people for whom engaging online would be a barrier. If we believe there is a service better suited to support, we will signpost accordingly.



Assessment

During the assessment, the young person or parent will have the opportunity to discuss the issues raised in the referral and how these are affecting day to day life. Risk, safety and protective factors will be explored.



Universal Offer

Open to all, universal groups promote resilience, positive relationships, and coping skills, helping every young person build a strong foundation for mental health and wellbeing.

Pop Up Parents	Topics include understanding emotions, setting limits, all children are unique, becoming independent and supporting transition.	Parents/ Carers/ Guardians (Min. 4 attendees)	90 Mins Stand-alone Session
Transition to Reception	This programme supports with emotional readiness for starting school. Sessions explore feelings, routines, and coping strategies.	Children starting Reception and their parent/ carer/ guardian (8 per group)	45 Mins 6 Sessions
Friendships and Social Skills	This group supports children to develop friendship and social skills such as teamwork, making positive choices, and managing feelings.	Reception/ Year 1 Pupils (6 per group)	45 Mins 6 Sessions
Managing Big Emotions	This group supports children to recognise, label, and express basic emotions, while learning simple coping strategies.	Reception/ Year 1 Pupils (6 per group)	45 Mins 6 Sessions
How I Shine	A safe space for young carers and siblings of children with SEND to share experiences, discuss challenges and build friendships.	Reception KS1 KS2 (8 per group)	1 Hour 6 Sessions
Wellbeing Art Groups	Creative sessions that are designed to support the mental health and emotional wellbeing of young people.	KS1 KS2 (10 per group)	1-2 Hours 6 Sessions
Understanding Emotions	This group supports children to better understand and manage their emotions in a fun, engaging and age-appropriate way.	KS2 (10 per group)	1 Hour 4 Sessions
Primary Transitions	To prepare and equip pupils with practical strategies to help them manage transition with confidence.	Year 4 or Year 6 (Whole Class - 15 per group)	1 Hour 2 Sessions

Universal Offer

Decider Skills	Uses CBT tools to teach children and young people the skills to recognise their own thoughts, feelings and behaviours	KS2 (8 per group)	1 Hour 6 Sessions
Peer Mentoring	This programme enables children to develop the skills and confidence to help others in their school community.	Year 5 Pupils (10 per group)	1 Hour 6 Sessions
Tuning into Kids	In this group, parents/carers/guardians learn emotion coaching skills to improve communication within the family.	Parents/ Carers/ Guardians Ages 5-11 (Min. 6 attendees)	2 Hours 6-8 Sessions
Tuning into Teens	In this group, parents/carers/guardians learn emotion coaching skills to improve communication within the family.	Parents/ Carers/ Guardians Ages 11 - 16 (Min. 6 attendees)	2 Hours 6-8 Sessions
Confident Parenting	Topics covered: everyday challenges (e.g. worries and low mood, confidence and resilience)	Parents/ Carers/ Guardians (Min. 6 attendees)	2 Hours Stand-alone Sessions

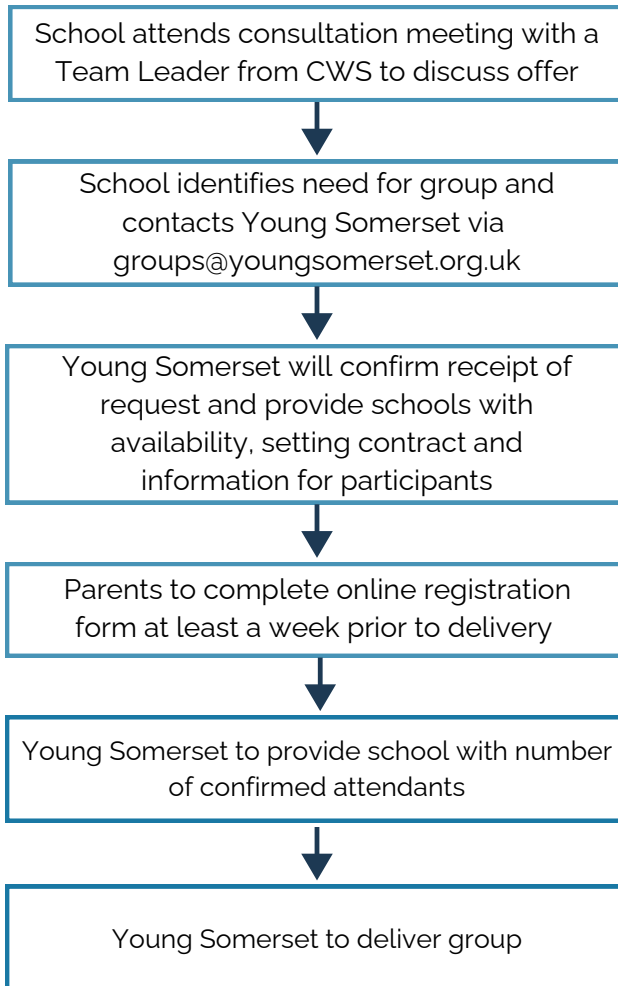
To begin your journey with us, we recommend arranging a consultation with one of our Team Leaders. This meeting is a chance to explore the support we can offer, discuss your school's specific needs, and start shaping a plan together. Our support includes The PATH (Planning Alternative Tomorrows with Hope) and Wellbeing Audits. We also provide assemblies for KS2–KS4 on topics such as anxiety, low mood, and resilience. To build on these, we can offer small follow-up workshops that give pupils practical tools and strategies to support their wellbeing. If you'd like to book a consultation or register your interest in our universal support, please get in touch at **wellbeing@youngsomerset.org.uk**

Targeted Offer

Group interventions are shown to be just as effective as 1:1 interventions, and are suitable for children and young people who would benefit from a more open and peer-supported setting.

Incredible Years	A supportive program that helps parents build relationships, encourage good behaviour, and confidently manage everyday parenting challenges.	Parents/ Carers/ Guardians of Children aged 3-6 years (Between 6-14 per group)	2.5 Hours 10 Sessions
Mind and Mood	Young people learn skills to manage their own mental health and wellbeing. Can be adapted for Y8 Transition from Middle to Senior School.	KS3 & 4 (Min. 6 attendees)	1.5 Hours 6 sessions
Worry Management	As 1-1 intervention (pg.5) with the added benefit of discussion and fun with peers while learning together.	KS2 & 3 (Min. 6 attendees)	1.5 hours 6 sessions
Coping Cat	As 1-1 intervention (pg. 5) - with the added benefit of discussion and fun with peers while learning together.	KS 2 & 3 (Min. 6 attendees)	1.5 hours 6 sessions
Nurturing Positive Relationships	As 1-1 intervention (pg.6) - with the added benefit of working alongside other parent/carer/guardians, offering a supportive peer space to learn in.	KS1 & 2 Parents (Min. 6 attendees)	1.5 hours 6 sessions
Helping your Child with Fears	As 1-1 intervention (pg.6) - with the added benefit of working alongside other parent/carer/guardians, offering a supportive peer space to learn in.	KS1 & 2 Parents (Min. 6 attendees)	1.5 hours 6 sessions
Timid to Tiger	Timid to Tiger* is a structured parenting programme designed to help parents of children with anxiety (typically ages 5-11).	KS1 & 2 Parents (Min. 4 families)	2 hours 8 sessions

Group Work Process



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It was good to feel listened to and not have to do anything I wasn't comfortable with because other things I had tried were more rigid. More 'you must do exactly this or it won't help' which wasn't helpful!

- Young Person Feedback
6 Month Post LI-CBT Intervention

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It has simply saved our family. It has allowed us as parents safety, innovation, validation, and awareness to approach situations and circumstances.

- Parent Feedback
Incredible Years Home Coaching

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This service was a big turning point for us. My daughter is like a different child now. We were so impressed thankyou.

**- Parent Feedback
6 Month Post LI-CBT Intervention**

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'Young Somerset have provided great support for some of our children as well as parents – I wouldn't hesitate to recommend.'

**- Headteacher Feedback
Universal Group Delivery**

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www.youngsomeset.org.uk

wellbeing@youngsomeset.org.uk

