



MFT CAMHS PARTICIPATION

A wrap-up of the last year
(April 2025 – March 2026)



MEET THE TEAM



Vicki (She/Her)

I have worked in CAMHS services for over 20 years and I am passionate about co-producing CAMHS transformation plans with young people and parents/carers to ensure we develop the best service possible. I am the strategic lead for participation and engagement in MFT CAMHS and am excited about future developments.



Ashlea (She/Her)

Having worked with young people in a variety of settings, from education to the charity sector, I am super passionate about growing participation here at MFT CAMHS. It's been inspiring seeing change over the past 18 months, I have really enjoyed building connections and communities where we learn, make positive change & have fun in the process!



Kulvinder (She/They)

I bring lived and professional experience of navigating services for myself, my family, and the young people and families I've worked with. As a parent and former teacher, I believe mental health is a shared community responsibility and am committed to supporting young people, with dignity and respect. I value participation and co-production that is meaningful, fun, and rewarding for those involved.



Hannah (She/Her)

Working at MFT CAMHS alongside a role at 42nd Street, I'm guided by my lived experienced navigating mental illness, neurodivergence, and support services, to amplify young people's voices and embed meaningful co-production across all of CAMHS. I am invested in creating fun, accessible, and safe spaces for participation, and ensuring that we are able to demonstrate tangible influence whilst continuing to advocate for the value of this work.



Welcome



WHAT WE WERE TRYING TO ACHIEVE 25/26:

Our participation priorities are based on the recommendations from 'You're Helping me Just by Listening' report by 42nd Street, CAMHS ESQ feedback and 'You're Welcome' Standards.

THE MFT PARTICIPATION PRIORITIES

- 1) While you Wait & Navigating the System
- 2) Co-producing Comfortable Facilities in an Accessible CAMHS Service
- 3) Convenient appointment times
- 4) Little things make a big difference
- 5) Bridging the gap in understanding
- 6) More ways to have a say



42nd Street- You're helping me just by listening report

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GLOSSARY



We have been working with lots of different MFT CAMHS teams, who we sometimes refer to using acronyms. This can become confusing - so here's a glossary of some key terms.



Core	This refers to our Core CAMHS Teams, which we have in Central Manchester, Salford, North Manchester, South Manchester, and Trafford
ESQ	Experience of Service Questionnaires
Galaxy House	This is the name of our inpatient unit
IST	Intensive Support Team
KS4	Key Stage 4 - typically ages 14-16 or years 10-11
LAC	Looked After Children
MFT CAMHS	Manchester Foundation Trust Child and Adolescent Mental Health Services
MHST	Mental Health Support Team (also known as TIE I-reach in Salford)
PC	Parents and Carers
PINS	Partnership for the Inclusion of Neurodiversity in Schools
PPS	Peadiatric Pyschosocial Services
SEND	Special Educational Needs and Disabilities
Thrive	Thrive teams help people navigate the service and are based in Trafford and Manchester
YP	Young People/Young Person

TIMELINE OF KEY MOMENTS



- Two young people were invited to contribute to DClinPsy teaching at Manchester University with a Clinical Psychologist from PPS
- Ashlea worked on the Autism Through our Lens Project

APRIL

- Ashlea started the PINS project
- In response to feedback, IST created a new Riding the Rapids group
- Galaxy House explored restrictive practice and ward refurbishments
- Emerge and PPS started gathering feedback on their building spaces.

MAY

JUNE

- We had our second work placement student!
- Ashlea met with Manchester College media students for a video collaboration
- Emerge had their first participation group
- Central Core CAMHS led a barriers to participation survey

JULY

- CAMHS and the Lowry collaborated on a care experience opportunity
- We held more website workshops for the design phase
- Manchester MHST began recruiting for a participation group
- Galaxy house consulted with young people about furniture and rooms

AUGUST



- Ashlea started the Forest School Summer Project
- We had the final design vote for the website
- Teams began creating video tours of their space
- Trafford MHST held a year 7 transition competition

SEPTEMBER

- Manchester LAC had an inspection by Young Inspector's and created an action plan for improvements
- Salford CORE held their first interviews with a young person involved
- Trafford Thrive linked with the Trafford Youth Cabinet about helpful resources and information



TIMELINE OF KEY MOMENTS



OCTOBER

- Website content continued to be reviewed
- Manchester MHST held their first participation group

NOVEMBER

- PPS explored ways to improve their environment and reviewed their current suggestion box
- Trafford CORE held their first foundation for attachment group which was co-facilitated with a lived experience parent/carer

DECEMBER

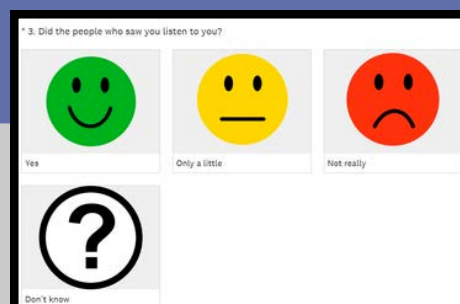
- PPS reflected on their yearly highlight of a young person who accessed the Journey of Life group becoming a peer facilitator
- Manchester MHST highlighted both the wins and challenges of their new participation group

JANUARY

- Kulvinder joined the team as parent/carer participation worker!
- Manchester MHST reviewed their staff one page profiles with young people



FEBRUARY



MARCH

- Hannah, our new young people's engagement worker started!
- Staff from across MFT CAMHS attended the Lundy Model of Participation Training
- Ashlea and Kulvinder ran a stall at the Salford SEND info event
- Ashlea started the next PINS project at Monton Green

- The participation team focused on collecting and inputting ESQ data
- Trafford MHST co-delivered groups in schools with 6th Form Youth Ambassadors
- We celebrated Children's Mental Health Week



Place2Be's

**CHILDREN'S
MENTAL HEALTH
WEEK**

9-15
FEB
2026

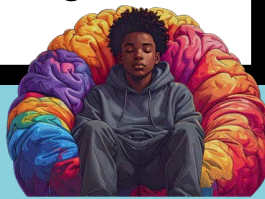
1) WHILE YOU WAIT & NAVIGATING THE SYSTEM - MAKING CAMHS MAKE SENSE

We have been working collaboratively to redesign the CAMHS website to make it more accessible, engaging, and meaningful. Developing the design was a really interesting process, as it involved balancing a wide range of differing opinions and perspectives. At times there were conflicting views, particularly between staff and young people, however the engagement workers strongly advocated for the youth voice throughout the process, and ultimately the young people's preferred design style was chosen.

CHILD & ADOLESCENT MENTAL HEALTH SERVICES ARE ...
HERE TO SUPPORT YOU

Once this direction was agreed, we hosted a creative workshops bringing together staff, young people, and the web developer to brainstorm ideas around imagery and themes. This became a genuine collaboration, full of creative energy and imaginative ideas linked to key website content.

The next stage of the project focused on working directly with young people on the written content itself. This included co-producing advice pages with Vicki, Hannah, and her colleague Chloe (who are lived experience practitioners at 42nd Street), and reviewing team information with young people to ensure language was clear, youth-friendly, and navigable.



42ND STREET

Ideas

- Handdrawn by yp.
- Needs to look more human.
- Don't make it look Ai.
- Commission an artist. / or yp themselves.



"IT WAS REALLY POSITIVE TO BE INVOLVED IN THE PROJECT. I FELT HEARD, AND IT WAS NICE KNOWING THAT MY INPUT COULD MAKE ACCESSING INFORMATION AND SUPPORT EASIER FOR OTHER YOUNG PEOPLE."

"I LOVED WORKING ON THIS PROJECT FOR THE CAMHS WEBSITE. WHETHER IT WAS MEETING NEW PEOPLE OR BEING ABLE TO IMPROVE SOMETHING THAT IS NEEDED TO SUPPORT PEOPLE I REALLY ENJOYED THIS EXPERIENCE."

YOU SAID

WE DID



- A key piece of feedback was that young people wanted the website to feel human and authentic, rather than AI generated.
- This led to the winning concept taking on more of a storybook/comic style feel.

WHAT'S NEXT?



Hannah and Ashlea are working with young people and the website developer to create a video for the website, explaining and celebrating the co-produced process.

2) CO-DESIGNING COMFORTABLE FACILITIES IN AN ACCESSIBLE CAMHS SERVICE - MAKING SPACES SAFER

Across CAMHS, teams have been working on plans to make waiting areas feel more welcoming, comfortable, and reflective of the people who use them. Here are some examples of the work done so far...

The engagement team are currently applying for the 'Small Change Big Difference' funding from MFT, to purchase items (such as fidgets, speakers, and sensory-friendly lighting) which will improve experiences of waiting rooms. We're basing our application of feedback collected by teams from their young people, alongside the recent ESQ data, and research emphasising the importance of safe and comfortable environments for therapeutic activities. Teams have requested items from our suggested list, which will be distributed across the seven waiting room areas in MFT CAMHS, if our application is successful.

YOU SAID
WE DID

"HAVE A FIDGET BOX/COMFORT BOX E.G. SOME PEOPLE LIKE TO HOLD/HUG THINGS WHEN TALKING"

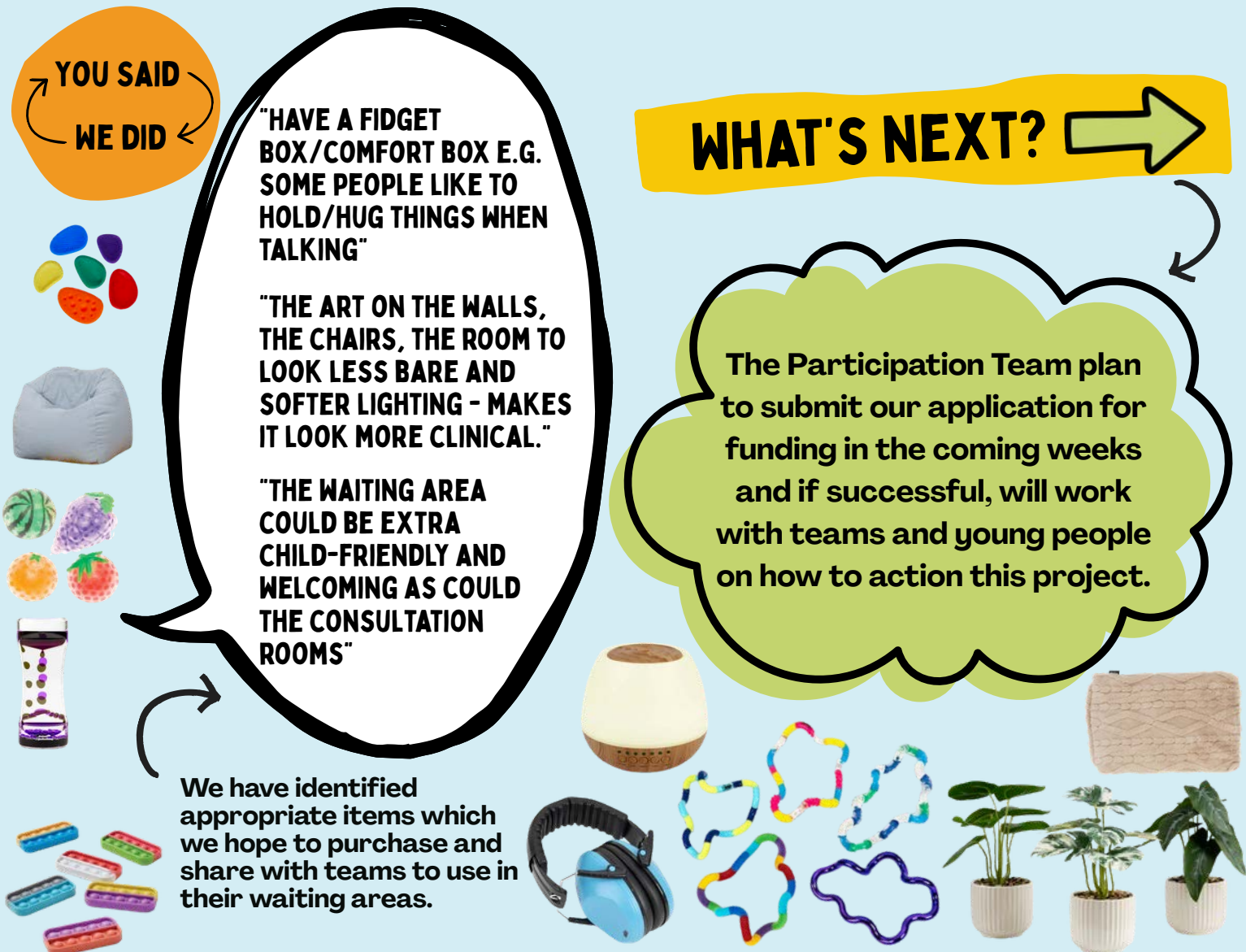
"THE ART ON THE WALLS, THE CHAIRS, THE ROOM TO LOOK LESS BARE AND SOFTER LIGHTING - MAKES IT LOOK MORE CLINICAL."

"THE WAITING AREA COULD BE EXTRA CHILD-FRIENDLY AND WELCOMING AS COULD THE CONSULTATION ROOMS"

We have identified appropriate items which we hope to purchase and share with teams to use in their waiting areas.

WHAT'S NEXT?

The Participation Team plan to submit our application for funding in the coming weeks and if successful, will work with teams and young people on how to action this project.



3) CONVENIENT APPOINTMENT TIMES- MAKING CAMHS MORE ACCESSIBLE

Kulvinder looked at the ESQ data with targeted teams to understand what YP and PC meant when they said their appointment times were not convenient. Teams fed back that YP and PC in the same family often preferred different appointment times, and that sometimes the wording of the question could be confusing. To understand this better, Kulvinder worked with the Thrive hubs and Trafford MHST to create different ways to collect feedback, like short questions, multiple choice, and easy rating tools.

Of the 1210 ESQ responses collected on convenient appointment times:

- 529 came from young people aged 12-18
- 163 came from 9-11 year olds
- 518 came from parents and carers

FEEDBACK



At the Salford SEND information day, Ashlea and Kulvinder spoke with families. Parents and carers said their biggest issues were around managing work and childcare, and appointments being cancelled without notice. Some liked the idea of after-school or weekend slots but also said these could be tiring for their children. Most people said they would like to be given a choice of times. Many young people said they preferred appointments during school time but worry about missing lessons or getting in trouble. Older students especially wanted more choice, expressing worry about consistently missing the same exam lessons. In general, young people preferred times that didn't affect their social lives, and none wanted appointments before school.

- We asked for further feedback to understand what young people and parents and carers wanted.
- M-Thrive have introduced a weekly evening drop-in to respond to parent feedback.
- Participation workers are exploring how to work with PC and schools to adopt a more child-led approach with regards to appointment times.

YOU SAID
WE DID

WHAT'S NEXT?



- We will consider how to offer optional times for appointments with our participation leads across a range of services.
- We hope to review ESQ wording re. convenient appointments.

4) BRIDGING THE GAP IN UNDERSTANDING- LISTENING TO ISSUES YOUNG PEOPLE FACE

Across MFT CAMHS, there has been shift in how interviews for new staff take place. Some teams are already working with young people in recruitment, and other teams are navigating how to embed this.

Since 2024, the MHST Trainee Education Mental Health Practitioner recruitment has been a collaboration with staff and young people. From exploring what makes a good worker to planning the case study and group activity, both staff and young people have benefited from this partnership.

Feedback has been listened to and actioned, meaning this year is a greater collaboration. We are in the planning stages again and excitingly have our first young person co-facilitating the planning session.



"BEING A YOUNG PERSON AT CAMHS RECRUITMENT DAYS IS EYE-OPENING. YOU MEET PASSIONATE PEOPLE, SHARE YOUR EXPERIENCES, AND HELP SHAPE MENTAL HEALTH SERVICES. IT'S EMPOWERING AND SUPPORTIVE, LETTING YOU MAKE A REAL DIFFERENCE."

As highlighted in "You're Helping Me Just by Listening" by 42nd Street, young people's views should be meaningfully included within care planning, governance, service design, and development. Similarly, the "You're Welcome" guidance emphasises the importance of staff having a greater awareness of the issues young people face, the language they use to describe their experiences, and the confidence and skills needed to engage in these conversations effectively.

This is why collaborating with young people on recruitment is so important, it helps embed youth voice directly into service planning and supports the recruitment of workers who can build understanding, communicate authentically, and bridge the gap between services and young people's lived experiences.

WHAT'S NEXT? ➡

As well as working with young people to co-design the upcoming Trainee Education Mental Health Practitioner recruitment process, we are supporting other teams to embed youth voice into recruitment and service development, watch this space...

5) THE LITTLE THINGS MAKE A BIG DIFFERENCE- IMPROVING THE LITTLE THINGS IN SERVICE DELIVERY

Young people often tell us that changes do not always have to be large to make an impact. Having space to be heard, and positive interactions with staff can make a big difference to the way young people experience CAMHS.

Small, personalised approaches such as staff creating one page profiles can help break down barriers, so that we are not complete strangers, giving young people a chance to build connections and trusting relationships before meeting.

These profiles can share simple but meaningful information about workers such as their role, interests, communication style, and what young people can expect. Developing one page profiles alongside young people can also help staff better understand individual needs, preferences, and what helps young people feel safe, comfortable, and heard within different settings.

Adapting these approaches to the individual and the setting can support more meaningful interactions, improve accessibility, and help young people feel understood and valued within services.

Your guide to a first appointment with Manchester Thrive in Education

Manchester Thrive in Education are a schools-based service that supports young people with their mental health and wellbeing. This guide explains more about who you'll meet, what usually happens in your first appointment and what choices you have.

All About Me
Meet your practitioner

Your appointment is with:
Your Name She / he

My job
Your job role and what you do

My favourite
My favourite...
My favourite...
My favourite...

My hobbies
In my spare time, I like...

If you see me around, say hi if you want to!



CO-PRODUCED WITH
THE MANCHESTER
MHST GROUP

ALL ABOUT ME

HELLO, MY NAME IS ASHLEA

FAVOURITE SUBJECT (DESIGN TECHNOLOGY)

FAVOURITE COLOUR

FAVOURITE PLACE

FAVOURITE FOOD

MY BIRTHDAY MONTH

FAVOURITE SPORT

FAVOURITE ANIMAL

ALL ABOUT Jack he/him

Hi, my name is Jack. I am looking forward to meeting you. Meeting new people can be scary so here is a little about me so I am not so much of a stranger when we meet.

Here's what I enjoy doing

- Being outside.
- Playing with sticks.
- Taking a nap in the greenhouse.
- Meeting new people and making new friends.

I also love...

- Hugs and head scratches.
- Chasing squirrels.
- Being at work.
- Treats!!
- Being there when you are feeling worried

My favourite activity to do here at forest school is... Den building, so I can help by taking big sticks!

WHAT'S NEXT?



The Trafford MHST team are leading a project on translating key letters and information resources. Hannah and Ashlea have linked in with the Emerge team to review & produce new information for transitioning to adult services.

6) MORE WAYS TO HAVE A SAY - YOUR SPACE, YOUR SAY

To make CAMHS participation more inclusive and accessible, we expanded our priority from simply developing participation groups to creating “more ways to have a say.” This has involved exploring a wider range of creative, flexible, and meaningful opportunities for young people to share their views and influence services, including competitions, surveys, workshops, environmental projects, co-produced resources, interviews, and collaborative projects across teams.

One example is the young people’s survey exploring “What makes a good worker?” where feedback has since been embedded into staff induction training to help shape more compassionate and person-centred practice.



Group Spotlight:
Crisis have been running their group monthly since August 2025!

WHAT'S NEXT? →

Looking ahead, we will continue building on this work by interviewing young people around shared decision-making, to help inform and develop the next staff training module.

YOU SAID
WE DID

PUTTING THIS PRINCIPLE INTO PRACTICE: THE VIDEO PROJECT...

Trafford Core staff wanted to create a video exploring the first steps of accessing CAMHS, and Ashlea suggested collaborating with the Manchester College to explore this...

- The students said that they didn’t want the videos to feel too formal, and that they wanted to explore creative and emotive ways of visualising this process.
- Ashlea worked with the students to create and present their video pitches, including the video brief, their concept, a storyboard, and filming locations and visuals.
- Two videos were created by the students, based on the winning pitches, and these videos now feature on the CAMHS website, exploring the emotional journey of receiving support through CAMHS.



OUR IDEA:

‘To grow is to be nurtured’

A teenager is growing alongside their plant. From exhausted to gradually embracing change and both becoming lively as time goes on.



PARTICIPATION FOR DIFFERENT GROUPS OF YOUNG PEOPLE



In April 2025 a report was circulated across CAMHS exploring the experiences of Salford based LGBTQ+ young people who may or may not be accessing our service, highlighting unique challenges and opportunities for service developments.

The findings reveal that LGBTQ+ young people experience higher levels of anxiety, depression, and self-harm, often exacerbated by discrimination, family rejection, and a lack of understanding from professionals. Barriers to accessing support include fear of judgement, inconsistent use of correct names and pronouns, and limited visibility of LGBTQ+ inclusivity within the service.



KEY RECOMMENDATIONS

- **Staff Training:** Comprehensive LGBTQ+ awareness training for all CAMHS staff to improve understanding and sensitivity.
- **Affirming Practices:** Ensuring correct use of names and pronouns, alongside the creation of safe spaces for open discussions about identity.
- **Improved Visibility and Representation:** Displaying LGBTQ+ inclusive materials, promoting support groups, and increasing access to LGBTQ+ mental health specialists.
- **Enhanced Signposting:** Implementing and promoting newly created LGBTQ+ mental health signposting resources to ensure staff, young people and their families can easily access relevant external support services.



WHAT'S NEXT? ➡

Ashlea has shared the report with the GM THRIVE and CAMHS Workforce team who are going to explore at how they can make sure it features in training. The workforce team are also going to bring it to their steering group to develop LGTBQ staff training.

PARTICIPATION FOR DIFFERENT GROUPS OF YOUNG PEOPLE



SPOTLIGHT ON: PARTNERSHIP FOR THE INCLUSION OF NEURODIVERSITY IN SCHOOLS (PINS)

Over the first three sessions of the pupil voice project, the group focused on building relationships, getting to know one another, and creating a safe and positive space to share ideas. Through creative activities and discussions, we explored individual strengths, what makes a good teacher, and how our senses influence what we like and dislike in school environments. This exploration phase naturally led the group to think more deeply about school life and identify changes they would like to see within their setting. The young people then voted on their top two ideas before splitting into smaller groups to develop these concepts further through planning, discussion, and creative problem-solving.



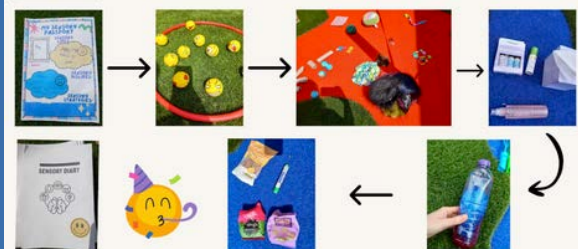
Some of their ideas include:

- More time outside
- Having calm boxes in different key school areas
- Bring your favourite book in on your birthday
- Creative club
- Environment Challenge - Learning and looking after our space



These ideas were shared with school leaders to action.

WEEK 3 - SENSORY TRAIL



WHAT'S NEXT? ➡

Ashlea will lead two more projects across different schools and create a summary report.

“One of the major strengths of the PINS project is creating meaningful opportunities for young people in participating schools to share their voice. Ashlea has excelled in leading this work. She consistently uses her own initiative and has truly made this element of the project her own. Highly organised and proactive, she works confidently with schools to set sessions up and collaborates exceptionally well with both professionals and young people. Ashlea adapts the activities thoughtfully to meet individual needs, and the young people have thoroughly enjoyed working with her. Schools have reported that her sessions have made a real difference, with some now using the insights gathered to shape and inform school policy.” - Wendy (Project Lead)

METHODS FOR AMPLIFYING YOUTH VOICE



SPOTLIGHT ON: FOREST SCHOOL'S PROJECT



A key part of Ashlea's role within the Forest School project has been amplifying and embedding youth voice throughout the project. Feedback from young people is now built directly into sessions through reflection log books, where participants can express their thoughts and feelings, alongside an anonymous feedback box inviting them to share highlights, ideas for change, and suggestions for future activities. This has supported a strong "you said, we did" approach, ensuring young people can genuinely shape the project.

YOU SAID

WE DID

We really enjoy cooking, it would be good to do more life skills here

"IT'S A CALM SPACE, FEEL FREE TO BE YOURSELF"

"FOREST SCHOOL HELPED ME GET OVER MY SOCIAL ANXIETY"

"FOREST SCHOOL MADE ME FEEL CALM AND CONFIDENT"

"I WAS NERVOUS COMING HERE BUT I HAD A LOT OF FUN"

"I LEARNT THAT I CAN BE ASSERTIVE AND BE A TEAM LEADER"



WHAT'S NEXT? ➡

Embedding youth voice throughout the Forest School project has helped demonstrate its impact and secure funding for 26/27, with plans to continue the project through new summer sessions with young people and their parent/carer, as well as and ongoing 5 Ways to Well being work with schools.

ASSESSING THE IMPACT OF PARTICIPATION WORK

INTERPRETING ESQ FEEDBACK

We received:

- 440 responses in 2023/24
- 814 responses in 2024/25
- 1213 responses in 2025/26!

- There was a 44% increase in responses since the previous year, and a 275% increase since appointing the engagement team in 2024.
- In 24/25, we received a mean average of 80.58% positive 'certainly true' responses across the twelve questions.
- In 25/26 our mean average for positive 'certainly true' responses rose to 82.25% (985 of 1213)
- Comfortable facilities received the lowest score, with 15% of respondents choosing either 'not true,' or 'don't know. We are working on this under priority 2.
- Respondents rated the way they were treated by staff most highly, with 92% selecting 'certainly true.'

LUNDY MODEL TRAINING

Several CAMHS teams, including Emerge, Manchester LAC and MHSTs, attended Lundy Model participation training delivered by Youth Focus NW. The training introduced a practical framework to ensure children and young people have a voice, are listened to, and can influence decisions that affect them.

This training has helped participation become more embedded as an everyday practice across CAMHS - on both an individual appointments and a group work level, and has reaffirmed it as a priority across teams.

Following the training, some teams are now planning to share their learning and deliver training within their own services. Hannah is also working on a co-produced Lundy Model training module for the CAMHS new starter training.

LUNDY TRAINING STAFF FEEDBACK

"IT CONFIRMED MY IDEAS THAT PARTICIPATION IS A RIGHT NOT JUST AN ADD-ON."

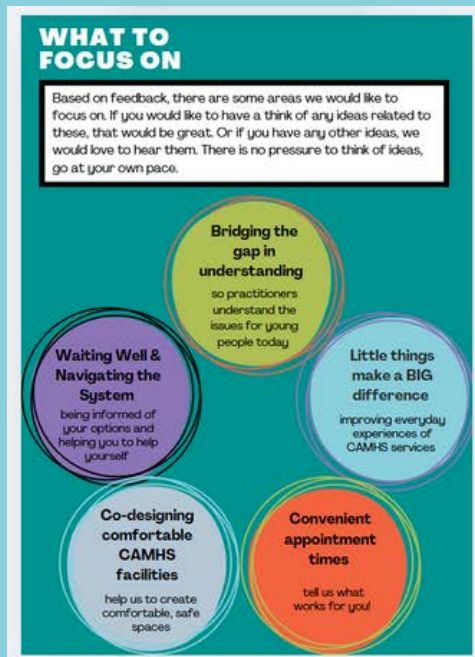
IT IS "A CLEAR, ENGAGING FRAMEWORK FOR EMBEDDING THE VOICES OF CHILDREN AND YOUNG PEOPLE MEANINGFULLY IN OUR PRACTICE."

IT "REALLY SHOWED HOW MUCH PARTICIPATION AND THE LUNDY MODEL UNDERPINS OUR EVERYDAY WORK AND HOW TO INCORPORATE THIS MORE INTO OUR PRACTICE."

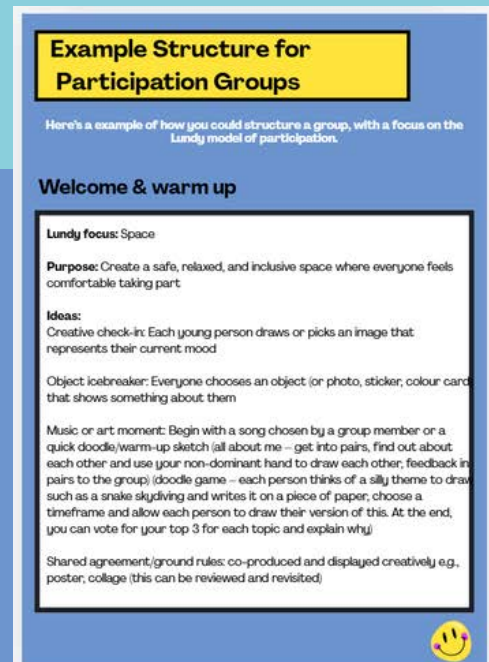
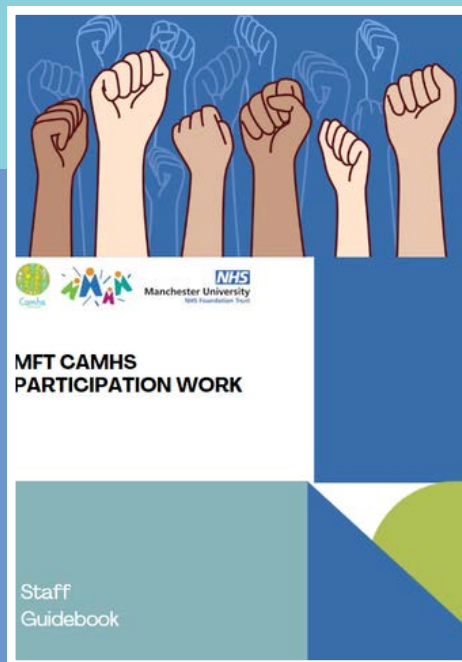


USEFUL RESOURCES

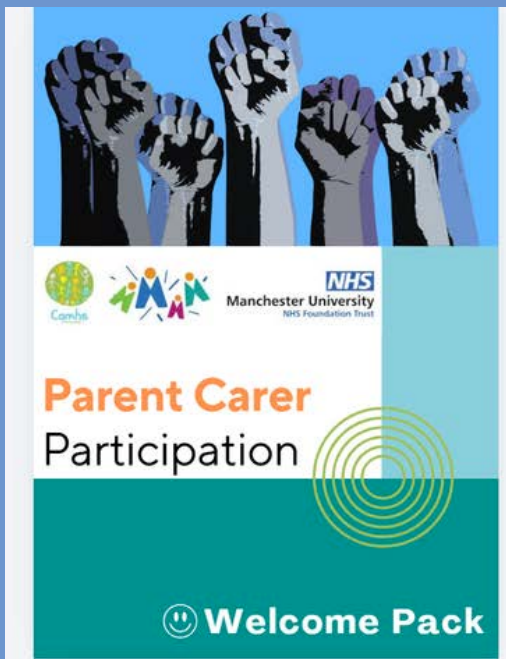
YP GUIDEBOOK



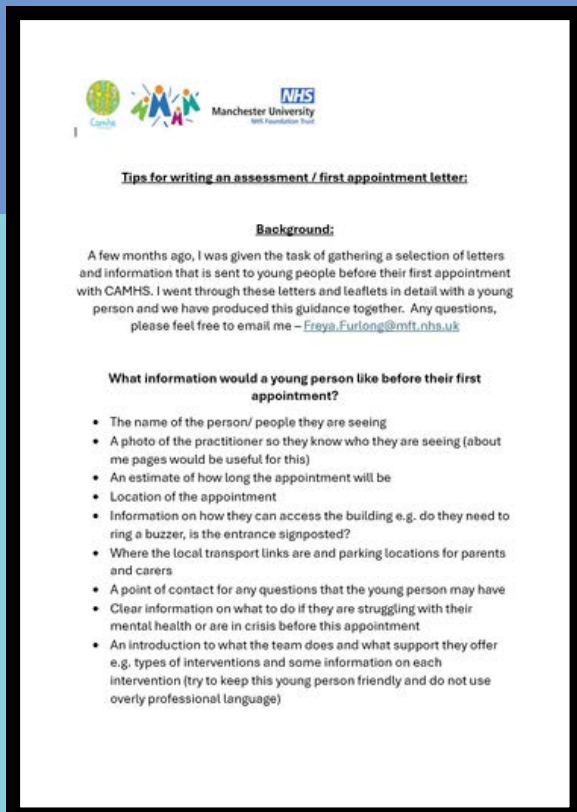
STAFF GUIDEBOOK



PARENT/CARER ZINE



OTHER EXAMPLES



REFLECTIONS ON THE 25/26 JOURNEY

Vicki

The engagement team have achieved a lot over the last year, and engagement is becoming embedded into the culture and values of MFT CAMHS. This can only improve our service, ensuring we meet the needs of children, young people and parents/carers. We have clear priorities for the next year to continue our participation and engagement journey.

Kulvinder

Looking back on my first three months here, it's clear that strong relationships are at the heart of this work. I've focused on building foundational connections, taking time to understand different perspectives and create opportunities for collaboration. This has included working with CAMHS teams, local offer practitioners, schools, and community centres, which has highlighted the knowledge and commitment already present across the community. Strong links have also been developed with the Salford and Manchester Parent Carer Forums, while attending the Salford SEND information day provided valuable insight into parent experiences, particularly around the Neurodiversity Pathway and appointment times.

I've also worked with a parent from the Manchester PCF to co-design a participatory listening project for CAPS, focusing on accessibility through translated materials, activities and plugging knowledge gaps. Through also collaborating with the Family Hub, library, and Odd Arts, it's been encouraging to see the community come together around meaningful work.

Supporting teams such as Salford i-Reach and CEDS to develop more accessible and engaging ways of gathering feedback has been another highlight, showing how participation can be both effective and inclusive.

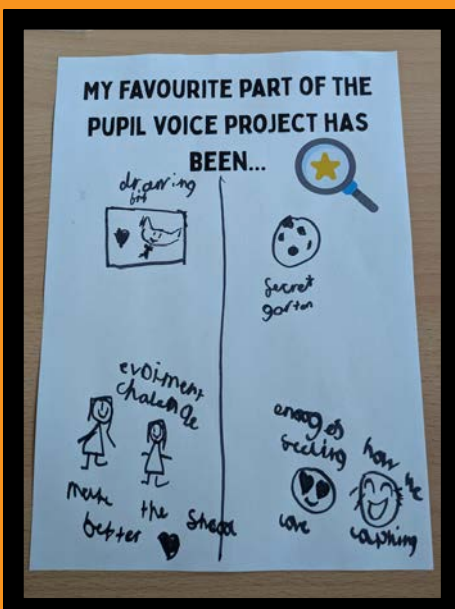
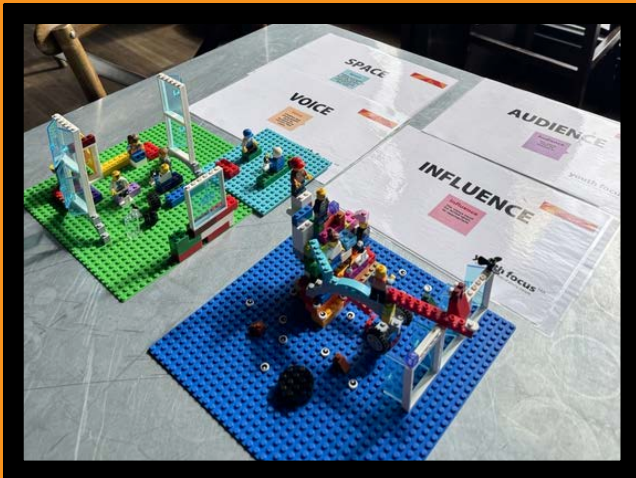
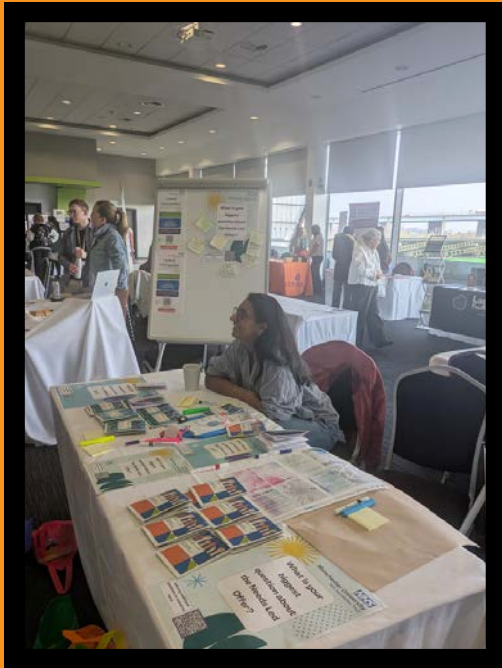
Participation Leads

"IT HAS BEEN A GENUINE PRIVILEGE TO WORK WITH A PEER MENTOR FOR THE FFA GROUP. IT IS AN EXCITING TIME TO WORK TOWARDS PAYING PEER MENTORS APPROPRIATELY, WHICH WILL HOPEFULLY INSPIRE OTHERS TO GET INVOLVED" - VICKY BAMBER, TRAFFORD CORE LEAD

IT HAS BEEN GREAT LINKING IN WITH MENTAL HEALTH AMBASSADORS, CO-PRODUCING NEWSLETTERS WHICH WE LOOK FORWARD TO DEVELOPING MORE MOVING FORWARD - TRAFFORD MHST TEAM

HIGHLIGHT OF THE YEAR HAS TO BE THE DEVELOPMENT OF PEER FACILITATION. A YOUNG PERSON WHO ACCESSED THE JOURNEY OF LIFE GROUP IS NOW A PEER FACILITATOR - PPS TEAM

IN THE FRAME: PARTICIPATION IN ACTION



ENGAGEMENT & PARTICIPATION

PRIORITIES 2026/27



These priorities are based on the recommendations from 'You're Helping me Just by Listening' report by 42nd Street, CAMHS ESQ feedback and 'You're Welcome' Standards.

While you Wait & Navigating the System

- We will co-produce a CAMHS website that provides clear and accessible information to all, aligned with the Thrive framework. Including self-help information, signposting to community resources and information about all MFT CAMHS services
- We will co-produce while you wait information

Coproducing Comfortable Facilities in an Accessible CAMHS Service

- We will support the development of video tours for CAMHS spaces
- We will support teams to ensure every waiting room has a 'You're Welcome Board'
- We will work with teams to help them action ESQ feedback to ensure waiting rooms are more comfortable

Convenient Appointment Times

- We will work with parents, carers and young people to understand what convenient appointment times mean for them, and support teams to action recommendations

Little Things Make a Big Difference

- We will support teams to introduce little things that can make a big difference. This might include providing fidgets, embedding 'All About Me' 1-page profiles and embedding 'Top Tips for 1st appointment letters'
- We will find out how young people and families want to be communicated with, and support teams to action these recommendations
- We will co-produce template letters

Bridging the Gap in Understanding

- We will develop a digital presence
- We will support a co-produced CAMHS induction training
- We will support all CAMHS teams to include young people and parents/carers on interview panels
- We will embed 'Expert by Experience' participation payment

More Ways to Have a Say

- We will support all CAMHS teams to run participation groups where appropriate
- We aim to improve ESQ engagement and develop action plans from feedback
- We will develop youth ambassador roles
- We will embed a new parent / carer engagement worker role to ensure parents and carers voices are heard in service developments

**Thank you for taking the time to read and
learn about participation here at
MFT CAMHS.**

**Any questions, reach out @
camhsparticipation@mft.nhs.uk**

