



Bloom Evaluation: Executive Report

December 2021



Contents

About the Authors	2
Acknowledgements.....	2
Key Findings	3
Uniquely Bloom.....	4
Bloom’s alignment with strategic programmes.....	5
The Bloom model and approach.....	6
Bloom: early help and universal.....	8
Bloom: complexity and risk.....	8
Bloom’s costs	10
Bloom’s strengths	12
Bloom’s challenges.....	14
Bloom: communications	16
Bloom’s governance.....	16
Bloom’s carbon footprint.....	17
Bloom’s future	18
Recommendations	19
Bloom: recognition.....	19
Bloom: sustainability.....	19
Bloom communications	19
Bloom governance	20
Bloom Professionals Consultation meetings	20
Bloom processes	21
Bloom: future strategic developments	21
Methodology.....	23
Next Steps	25
Glossary.....	25
Appendix 1: The Bloom model, process and development	27
Appendix 2: Evaluation strand reports	31
Appendix 3: Recommendations from each evaluation strand	34
Appendix 4: Conclusions from each evaluation strand report	39

About the Authors

This report, and the analysis it contains, has been produced by Deborah Clarke, Operational Lead for Bloom and HeadStart Locality Coordinator, and Derek Thompson, Bloom Project Officer and Data Analyst. Both Deborah and Derek have achieved PRINCE2 and other project management qualifications.

Deborah was previously a University Head of Quality Assurance and Enhancement with responsibility *inter alia* for the development, implementation and review of policies and procedures; course validations and modifications; collaborative provision; Assessment Boards; Committee administration; student complaints and discipline; and graduation ceremonies. She has been a member of leadership teams for new cross-governmental initiatives such as the Connexions Partnerships, and the Young Gifted and Talented national programme, working closely with the Departments of Education; Children, Schools and Families; Culture, Media and Sports; and the Education Development Trust. Other experience includes working as a freelance management consultant; roles with the Open University; serving with the British Council both overseas and in the UK, managing multi-million pound development programmes for China, Indonesia and elsewhere on behalf of the Foreign and Commonwealth Office and the Department for International Development; and in the theatre as actor and administrator.

Derek previously worked for Children and Young People Specialist Mental Health Services (CAMHS) as the Child Outcomes Research Consortium (CORC) Data Coordinator for Cornwall and developed the Bloom Senior Administrator role. Prior to this he held senior project management roles with BT plc. Derek is also a writer and published author.

Acknowledgements

We would like to thank the young people of Cornwall and their parents / carers, who have put their trust in the Bloom model and process as a means of getting help. We are also grateful to those organisations and services that participated in this evaluation, and particularly the National Children's Bureau who undertook some of the surveys and analyses underpinning the reports.

Sincere thanks also go to our colleagues in HeadStart Kernow and CAMHS who provide the foundations of Bloom, and to the professionals across the statutory, non-statutory and voluntary sectors – past and present – who have helped establish Bloom across Cornwall.

The support and guidance provided by the members of the Bloom Evaluation Working Group has been invaluable. The industry and good humour of Dan Robinson, the Senior Bloom Administrator, have both been noteworthy throughout the evaluation.

We would like to thank The National Lottery Community Fund for their vision and financial support through HeadStart Kernow, enabling us all to make a real difference to children and young people in Cornwall who are experiencing emotional, social and mental health difficulties.

Key Findings

The Children's Commissioner notes in their report *The state of children's mental health services 2020/21* that 'even before the pandemic, services were not able to meet the level of need, so had no capacity to deal with the unprecedented surge in mental health problems amongst children we have seen since. Improving NHS specialist services is only part of the answer. We also need a broader system response to children's mental health, incorporating schools and the voluntary sector.'

Bloom¹ is an established response to this call from the Children's Commissioner.

*Bloom is a 'really colourful, rich process and we can see the child. It's not just a name or a statistic on a piece of paper. It's a real human being that we're discussing with love, compassion, and kindness'*²

This Executive Report collates and synthesises the findings, conclusions and recommendations from each of the strand evaluations that together form the comprehensive evaluation of the Bloom model and process undertaken during 2020/21.

*'The depth of discussion and the support went beyond my expectations. Everyone was relaxed but professional; it made for an excellent environment for discussion and resulted in solid possible solutions for a complex situation. The child was very much at the centre of the discussions, but there was a very necessary holistic analysis of the situation. The range of professionals invited to the meeting was impressive.'*³

The strand evaluation reports form a suite which together attempt to understand the utility of the Bloom model and process to the broader ecology of children's and young people's services within Cornwall; to those who refer young people; to those who attend Bloom Professionals Consultation (Bloom Profs) meetings; and to those for whom the model exists to help: young people.

*'there would be a significant gap in the support experienced by young people and families in Cornwall if Bloom did not exist'*⁴

All the evidence from the evaluation indicates that Bloom delivers a time-efficient and effective model to help support young people's emotional, social and mental well-being. Key findings from the evaluation follow.

¹ For information about the Bloom model, its approach and its operation, please see Appendix 1

² *Bloom Evaluation Report: Bloom Core Attendees Strand*

³ *Bloom Evaluation Report: Bloom Professionals Strand*

⁴ *Bloom Evaluation Report: Core Attendees Strand*

Uniquely Bloom

Bloom is recognised as occupying a unique space and highly-valued position within the children's service ecology in Cornwall.⁵ It is a child-centred professional consultation model that the evaluation has shown promotes professionals' resilience and development through informal peer support, knowledge sharing, and the promotion of a dynamic and robust professional network. Within a relatively short period of time, the Bloom model has shown itself to be highly agile and responsive, and cost effective.⁶

Senior Stakeholders noted that, whilst there are other approaches which *prima facie* are similar to Bloom, the involvement in each Bloom meeting of a CAMHS Clinical Psychologist and a Primary Mental Health Worker (PMH), enabling a psychological formulation to underpin the discussion of potential support, was important and unique to Bloom.

'there was no equivalent space to Bloom and particularly .. there was no forum that brought together the same variety of professionals'⁷.

Should Bloom not be available, the evaluation finds that respondents thought there would be a detrimental impact on services, with young people being subject to 'referral bounce', with the likelihood of needs and presentations escalating until they met service thresholds for referral. The wider system would also be affected, they suggested, through a higher volume of inappropriate referrals, particularly to CAMHS; and the loss of information sharing, peer support and collaborative working opportunities.⁸

'Without Bloom, CAMHS would receive a lot more referrals.'⁹

Without Bloom, the evaluation of professionals attending Bloom Profs meetings¹⁰ suggests that referrers would continue referring to CAMHS or the Early Help Hub, but also that they would struggle to locate appropriate and timely interventions. One said they would make a '*Camhs (sic) referral and explained to the parent that the waiting lists are extremely long, support unlikely and felt relatively (sic) useless!*'. Perhaps the most succinct response to the question of what they would do if Bloom was not available was the single word given by one respondent: '*struggled!*'¹¹

⁵ Bloom Evaluation Report: Bloom Professionals Strand

⁶ Bloom Evaluation Report: Bloom Professionals Strand

⁷ Bloom Evaluation Report: Core Attendees Strand (Appendix 1 NCB Report)

⁸ See eg Bloom Evaluation Report: Bloom Leadership Team Strand; Bloom Evaluation Report: Bloom Professionals Strand

⁹ Bloom Evaluation Report: Bloom Leadership Team Strand

¹⁰ Bloom Evaluation Report: Bloom Professionals Strand

¹¹ Bloom Evaluation Report: Bloom Professionals Strand

Bloom's alignment with strategic programmes

Alignment with strategic programmes was suggested in the extant Bloom pilot documentation; direct reference to such programmes is made in the documentation underpinning the governance architecture of the later Bloom roll-out across Cornwall.

This comprehensive evaluation of Bloom demonstrates how closely the model aligns with and exemplifies the Cornwall One Vision Partnership Plan for Children: *'One Vision is an ambitious plan but, by bringing together all of the people and services that work with and support children and young people, we can break down barriers that can prevent each and every child and young person from harm and promote being safe, healthy and have equal chances in accessing all available opportunities to achieve brighter futures.'*¹² Senior Stakeholders of the Bloom model noted that it continued to align with strategic programmes and partnerships, such as the One Vision Partnership Plan and the transformational priorities within the Turning the Tide strategy. Bloom *'was described as cross-cutting across the four 'One Vision' priorities and facilitative of multi-disciplinary conversations'*.¹³

*'Bloom supports Cornwall Council's One Vision, Inclusion, Best Start to Life, as well as health agendas. It's a kind of coming together of all of those things'*¹⁴

Bloom was largely recognised within the evaluation as being an important part of the local eco-system supporting young people's emotional, social and mental wellbeing, and as holding a unique place within the local landscape. There was also a high degree of positivity for the model in relation to Cornwall's ambitions of system change.¹⁵

*[without Bloom] 'Arguably we would be missing the opportunity to prevent young people's distress turning into a mental health need.'*¹⁶

¹² [One Vision - Cornwall and Isles of Scilly Integrated Care System - Cornwall and Isles of Scilly Integrated Care System \(cioshealthandcare.nhs.uk\)](https://www.cioshealthandcare.nhs.uk)

¹³ *Bloom Evaluation Report: Bloom Senior Stakeholders Strand* (Appendix 1 NCB Report)

¹⁴ *Bloom Evaluation Report: Core Attendees Strand* appendix 1 NCB Report p22

¹⁵ *Bloom Evaluation Report: Bloom Senior Stakeholders Strand*

¹⁶ *Bloom Evaluation Report: Bloom Senior Stakeholders Strand* (Appendix 1 NCB Report)

The Bloom model and approach

Bloom is available for all young people aged 0 – 18 who live or are educated in Cornwall. Anyone can make a referral and there are no referral criteria, meaning that it is a universal model and approach¹⁷ to help support young people's emotional, social and mental wellbeing.

The attendees at Bloom Profs meetings include the key participation in each meeting of a CAMHS Clinical Psychologist and a Primary Mental Health (PMH) Worker. Other professionals (HeadStart Locality Coordinators (chairs), Early Help Locality managers, HeadStart Community Facilitators and other professionals, as well as the parent / carer's nominated professional) also attend leading to rich discussion and suggestions of appropriate support for the young person. Parents / carers and young people do not attend the meetings, allowing a safe space for professionals to talk together holistically about the young person's presentation and needs, which may include family and other dynamics.

BLOOM meetings are such an excellent concept - I love the free forum for all to air ideas; also the fact that it is a quick, efficient process with immediate advice going to the family. Please can I attend another one?¹⁸

It is recognised¹⁹ that the Bloom model and approach

- keeps the young person at the centre of its approach
- is needs-based and holistic
- is flexible and non-prescriptive
- is inter-professional
- is supportive of parents and families, and professionals
- is inclusive
- allows a safe space for professionals to talk together holistically about the young person's circumstances, presentation and needs
- leads to suggestions of appropriate support for the young person, including community-based support

Professional networking, informal supervision, a deeper understanding of psychological presentations and formulation and the provision of specialist advice which can then be applied to other young people's presentations are noted as other benefits of the Bloom approach.²⁰

¹⁷ Bloom Evaluation Report: Core Attendees Strand; Bloom Evaluation Report: Bloom Leadership Team Strand

¹⁸ Bloom Evaluation Report: Bloom Professionals Strand

¹⁹ See eg Bloom Evaluation Report: Core Attendees Strand; Bloom Evaluation Report: Young People & Parents / Carers Strands; Bloom Evaluation Report: Review and Analysis of the Bloom Project Pilot Business Cases and Documentation 2014 – 2018, and the Development of Bloom 2018 – to date

²⁰ Bloom Evaluation Report: Review and Analysis of the Bloom Project Pilot Business Cases and Documentation 2014 – 2018, and the Development of Bloom 2018 – to date

'there is a lot of learning that takes place...you talk about provision that sometimes the referrers don't know about...across psychological aspects, practical things, logistics'²¹

The Bloom evaluation reports note the value placed on the Bloom model and approach by participating respondents. The presence within each Bloom Profs meeting of a CAMHS Clinical Psychologist and a PMH Worker is acknowledged as being integral to the model, and enables frontline professionals from a range of services and organisations to engage with clinical expertise.

In the collaborative and supportive forum that Bloom provides, professionals are able to share information, knowledge and experience, and to gain a broader understanding of trauma and other factors which impact on young people's presentations and behaviours. Through links with the CAMHS Learning Disability Team and other specialist teams, attendees at Bloom Profs (particularly perhaps those working directly with young people) benefit from specialist advice which they can then apply to other young people's presentations.²²

'The SENCO had not previously heard of those services and as a result of the information being shared, they made two additional referrals for other children, which shows how the impact of effective information sharing can be felt beyond the young people who access Bloom directly'²³

The attendance at Bloom Profs meetings of HeadStart Community Facilitators and colleagues from the Voluntary, Community and Social Enterprise (VCSE) enable the inclusion of suggestions of community-based support appropriate for the young person being discussed. Potential links to current initiatives within Cornwall to establish social prescribing for young people present opportunities for further embedding this approach.²⁴

²¹ Bloom Evaluation Report: Core Attendees Strand

²² Bloom Evaluation Report: Core Attendees Strand; Bloom Evaluation Report: Young People & Parents / Carers Strands

²³ Bloom Evaluation Report: Core Attendees Strand

²⁴ Bloom Evaluation Report: Review and Analysis of the Bloom Project Pilot Business Cases and Documentation 2014 – 2018, and the Development of Bloom 2018 – to date

Bloom: early help and universal

The referral route for Bloom (the CAMHS Access Team which is co-located with the Early Help Hub screen all referrals and allocate those suitable to Bloom) means that Bloom is available for all young people aged 0 – 18 who live or are educated in Cornwall. There are no referral criteria – all those referrals allocated to Bloom are discussed, meaning that it is a universal service.²⁵

'it's getting that level of understanding of children's presentations in there, right at the start, rather than waiting for children's distress to build'²⁶

The multi-agency Bloom Profs meetings bring together professionals from a number of organisations and services including the VCSE so that referrals for a young person may be discussed holistically. Community-based support is part of the potential supporting infrastructure surrounding a young person which can be used to address their presenting difficulties as appropriate.²⁷

'Bloom makes it much easier to get lots of ideas and suggestions in one place'²⁸

Bloom: complexity and risk

Bloom referrals can indicate considerable complexity in a young person's presentation and circumstances. Analysis does seem to indicate that there are high levels of referrals which are complex.²⁹ While Bloom can facilitate early help it can also help support much more challenging presentations. The Bloom model provides a 'safe space' valued by professionals able to speak candidly together about the young person's presentation and needs, which may include family and other dynamics.³⁰ Through Bloom, professionals are enabled to understand a young person's behaviours and presentation more fully such that they are able to (continue to) manage risk appropriately and more confidently.³¹

'just as important if not more important than hard outcomes...soft outcomes lay the foundations to enable that model of change so that families can then feel more confident and children and young people can feel more confident and self-assured to take the steps that they need to make those hard changes and hard outcomes'³²

²⁵ Bloom Evaluation Report: Core Attendees Strand; Bloom Evaluation Report: Bloom Leadership Team Strand

²⁶ Bloom Evaluation Report: Bloom Leadership Team Strand

²⁷ See eg Bloom Evaluation Report: Review and Analysis of the Bloom Project Pilot Business Cases and Documentation 2014 – 2018, and the Development of Bloom 2018 – to date

²⁸ Bloom Evaluation Report: Bloom Professionals Strand

²⁹ Bloom Evaluation Report: Bloom data and Analysis Comparison Report 2019 and 2020

³⁰ Bloom Evaluation Report: Core Attendees Strand

³¹ Bloom Evaluation Report: Core Attendees Strand

³² Bloom Evaluation Report: Core Attendees Strand

Professional networking, shared learning, peer support, cross-team and cross-organisation working, the sharing of risk, informal supervision, and a deeper understanding of psychological presentations and formulation are other benefits of the Bloom partnership approach to helping support those young people who do not reach CAMHS or PMH thresholds.³³

*'[A] school might have a bad relationship with CAHMS because CAHMS have historically not accepted a couple of referrals and they thought they might have done. Having Bloom ... gives that deeper level of understanding as to why these things might not be accepted and what is mental health and what isn't mental health, and how external social factors can impact on somebody.'*³⁴

The attendance at every Bloom Profs meeting of a CAMHS Clinical Psychologist and a PMH Worker enables the swift movement into CAMHS / PMH should the discussion raise concerns that were not apparent from the referral.

There were 39 cases in 2020 where *prima facie* the referrals did not meet CAMHS / PMH criteria, but which, following a Bloom discussion, were moved into those services without the need for further referral. Such streamlining of processes is an exemplar of cost-, time-, and resource saving.³⁵

³³ Bloom Evaluation Report: Cost Benefit Analysis Strand

³⁴ Bloom Evaluation Report: Bloom Leadership Team Strand

³⁵ Bloom Evaluation Report: Cost Benefit Analysis Strand

Bloom's costs³⁶

Amongst the evaluation tasks, a cost benefit analysis (CBA) of Bloom was undertaken³⁷ which sought *inter alia* to understand the societal costs and those to an individual were the Bloom model and process not to be available within Cornwall. Work was also undertaken to understand the carbon footprint of the Bloom model and process. The Bloom CBA report therefore provides some context for a consideration of continuing and future investment in Bloom, post the involvement of HeadStart Kernow.

There are difficulties inherent in attributing costs to non-intervention for young people with mental ill-health and other presentations, but it is clear that these costs are both societal and personal, and can often pertain to life-long difficulties and disadvantage should these not be addressed at the earliest opportunity.

As part of the Bloom CBA evaluation strand the NCB delivered a cost benefit analysis based on five prevalent referral factors noted within Bloom referrals: anxiety; self-harm; depression / low mood; families affected by domestic violence and abuse; and not attending school regularly. The NCB note that their findings '*could be said to underestimate, even in terms of economic costs, the impact of the issues considered*' but concludes that the '*total potential costs to services society, families and young people amongst the 2019 closed cases resulting from all five referral factors is estimated to be in the region of £4.29 million to £7.23 million. This equates to an average of £19,881 to £33,472 for each [of] the young people who had at least one of the five referral factors considered by this analysis*'.³⁸

For the first time, cost modelling undertaken by the Bloom Evaluation Project Team enables a financial cost per young person discussed within the Bloom model to be attributed, so allowing conclusions to be drawn regarding the cost of the model, including to each of its senior partners (CAMHS and Cornwall Council (HeadStart Kernow)).

The cost of the Bloom virtual model is £140 000 per annum³⁹
 The cost of the model per young person is £533⁴⁰
 The average cost⁴¹ of the Bloom model to the senior partners⁴² per young person is £475.50

³⁶ See *Bloom Evaluation Report: Cost Benefit Analysis Strand* for more detail

³⁷ *Bloom Evaluation Report: Cost Benefit Analysis Strand*

³⁸ *Bloom Evaluation Report: Cost Benefit Analysis Strand*

³⁹ Modelling calculations include in-kind costs incurred by professionals from other organisations / services through attending Bloom Profs meetings but not office accommodation costs or staffing on-costs for Senior Partners or others

⁴⁰ Based on the 263 referrals discussed and closed through the virtual model in 2020

⁴¹ for 2019 and 2020, irrespective of meeting mode (virtual / face-to-face)

⁴² Senior partners are CAMHS and HeadStart Kernow (Cornwall Council)

This cost-modelling will facilitate direct per capita comparisons to be made with other interventions and services providing support to young people within Cornwall and more widely. Bloom itself is able to evidence cost and resource savings through the streamlining of some processes.⁴³

Bloom is a cost-efficient means of effecting change for young people (overall, 93% of professionals agreed that they felt that the suggestions made in the Bloom Profs meeting were appropriate, helpful and would effectively support the young person⁴⁴), and averts potential financial costs to society.⁴⁵ The model facilitates professionals to work more effectively and efficiently, in a more focussed way supported by a psychological formulation.

'I think what we pay into Bloom, we reap back many times over. They are able to offer that really early intervention that could mean the difference between a young person never needing mental health services again, versus a young person's mental health deteriorating, them having to come into specialist CAMHS. Having perhaps eight to ten sessions with one of our senior psychologists. Nursing time, admin time! You look at a whole treatment episode that a young person might have if they hadn't have had that early intervention in Bloom and that consultation'⁴⁶

⁴³ Bloom Evaluation Report: Cost Benefit Analysis Strand

⁴⁴ Bloom Evaluation Report: Bloom Professionals Strand

⁴⁵ Bloom Evaluation Report: Cost Benefit Analysis Strand considers the findings of a cost benefit analysis conducted by the National Children's Bureau (NCB) [Appendix 1: *The Bloom consultation model: potential costs avoided analysis*]. The NCB notes that there are challenges in undertaking analyses of economic cost since they are unable to capture the full potential impact of issues under consideration and of the failure to intervene early. However, the NCB analysis aims to understand the potential costs to services, society, families and young people themselves associated with the wide-ranging needs with which young people present within Bloom.

⁴⁶ Bloom Evaluation Report: Bloom Senior Stakeholders Strand Appendix 1 NCB Report

Bloom's strengths

Professionals strongly value Bloom: 97% are noted as recommending making a referral to Bloom for young people who might need help with their emotional, social or mental wellbeing.⁴⁷

The evaluation⁴⁸ finds that the Bloom model is noted as

- enabling informed recommendations for appropriate pathways of support for young people through a multi-agency approach
- supporting prevention and early intervention by enabling support given to children and young people to be at an earlier and more universal level than might otherwise be the case
- reducing waiting times for support and relieving system pressure
- fitting with local priorities for system transformation
- cultivating collaboration with professional development through the building of positive working relationships and networking amongst professionals
- supporting professionals to ask questions, share information and knowledge and to support each other within a safe space
- enhancing the resilience and confidence of frontline professionals providing support to young people
- giving access to clinical expertise within Bloom Profs meetings
- enabling child-centred holistic discussions of young people, leading to timely and appropriate suggestions for support
- having a collaborative and collegiate structure
- averting potential financial costs to society⁴⁹

Other strengths frequently identified throughout the evaluation reports include

- the multi-agency nature of the model
- the support given to professionals, particularly Nominated Professionals, within Bloom
- Bloom's collaborative and collegiate structure

'the more people we have, the more powerful it is, because we can really put our heads together to figure out what might work'⁵⁰

⁴⁷ Bloom Evaluation Report: Bloom Professionals Strand

⁴⁸ See eg Bloom Evaluation Report: Bloom Senior Stakeholders Strand; Bloom Evaluation Report: Bloom Leadership Team Strand; Bloom Evaluation Report: Core Attendees Strand; Bloom Evaluation Report: Bloom Professionals Strand

⁴⁹ Bloom Evaluation Report: Cost Benefit Analysis Strand considers the findings of a cost benefit analysis conducted by the National Children's Bureau (NCB) [Appendix 1: *The Bloom consultation model: potential costs avoided analysis*]. The NCB notes that there are challenges in undertaking analyses of economic cost since they are unable to capture the full potential impact of issues under consideration and of the failure to intervene early. The NCB analysis aims to understand the potential costs to services, society, families and young people associated with the wide-ranging needs with which young people present within Bloom

⁵⁰ Bloom Evaluation Report: Core Attendees Strand

Bloom's supportive collaborative approach is perceived as benefiting professionals in schools and other settings, whilst more young people are thought to be able to receive the right support in a timely fashion due to Bloom than might otherwise have been the case. The importance of not pathologising young people (a key tenet of Bloom) is noted.⁵¹

*'a unique value of Bloom is the space it provides for almost-supervisions, reassurance for professionals that they are doing the right thing and are managing risk well'*⁵²

The evaluation reports note that Bloom supports young people to access the right kind of support through providing a space to pause, reflect and problem solve. This was felt to be particularly important for those young people who may have already experienced multiple interventions, who have been passed between services, or who have not met referral criteria⁵³ (a majority of those who had made referrals (89%) reported that they had sought help from other services before Bloom).⁵⁴

*Practitioners 'particularly valued Bloom's multi-disciplinary nature; how it offers a space for problem solving and thinking outside the box; the support it gives to professionals who are often dealing with challenging cases; and the options it offers for children and families who have been passed between services or who have not met narrow thresholds.'*⁵⁵

Additionally, Bloom's pragmatic test-and-learn approach, which has been evident from its inception⁵⁶, enables flexibility and agility. During 2020, the Bloom model was re-engineered to meet the exigencies of the Covid-19 pandemic, such that it was able to assist 263 young people to receive appropriate and timely support, an increase over the number in 2019 (257). An average of 260 young people's referrals were discussed in 2019 and 2020, with 2021 set to exceed that figure despite the impact of Covid-19.

*'As I work in Devon, I feel this would be a beneficial service to have here in Devon'*⁵⁷

Analysis of Bloom referrals does seem to indicate high levels of referrals where there is considerable complexity in a young person's presentation and

⁵¹ Bloom Evaluation Report: Bloom Senior Stakeholders Strand

⁵² Bloom Evaluation Report: Core Attendees Strand

⁵³ Bloom Evaluation Report: Core Attendees Strand

⁵⁴ Bloom Evaluation Report: Bloom Professionals Strand

⁵⁵ Bloom Evaluation Report: Core Attendees Strand

⁵⁶ Bloom Evaluation Report: Review and Analysis of the Bloom Project Pilot Business Cases and Documentation 2014 – 2018, and the Development of Bloom 2018 – to date

⁵⁷ Bloom Evaluation Report: Bloom Professionals Strand

circumstances.⁵⁸ The evaluation shows that Bloom helps support challenging presentations. Through Bloom, professionals are enabled to understand a young person's behaviours and presentation more fully such that they are able to (continue to) manage risk appropriately and more confidently.⁵⁹

Bloom's challenges

There is a difficulty inherent within Bloom for it to be able to demonstrate its impact: Bloom is not a service with a resource to follow individual outcomes, but rather a model and a process which gathers together professionals from a variety of services and organisations to discuss holistically young people's referrals which are allocated to Bloom by the CAMHS Access Team which is co-located with the Early Help Hub. The comprehensive Bloom evaluation, of which this report forms part, was initiated in part to help to demonstrate Bloom's reach and impact.

Despite having a recognised position within the wider ecology in Cornwall of the organisations and services which focus on children and young people, as a partnership initiative, and as a model and process rather than a service, Bloom has no clear organisational 'owner'.⁶⁰ Other challenges for Bloom are

- the resource required from CAMHS, Cornwall Council, and other services / organisations to sustain Bloom⁶¹
- ensuring professionals' attendance at Bloom Profs meetings
- ensuring the voice of the child and family is clearly present within Bloom Profs meetings
- being unable to check whether suggestions made in the Consultation Plan were followed up, or to understand how beneficial such suggestions were⁶²
- the complexity of the referrals discussed
- the possible emotional impact of meetings on the professionals present
- the importance of having a professional within the Bloom Profs meeting who is able to access and relay information appropriately from Mosaic⁶³
- the need to ensure there is a wider understanding of the remit and resourcing of the Bloom model and process amongst Bloom's various constituencies
- ensuring all Bloom Profs meetings are consistently chaired and managed⁶⁴

⁵⁸ *Bloom Evaluation Report: Core Attendees Strand*

⁵⁹ *Bloom Evaluation Report: Core Attendees Strand*

⁶⁰ *Bloom Evaluation Report: Bloom Service Providers Strand*

⁶¹ See eg *Bloom Evaluation Report: Bloom Senior Stakeholders Strand*; *Bloom Evaluation Report: Core Attendees Strand*

⁶² *Bloom Evaluation Report: Bloom Leadership Team Strand*; see also *Bloom Evaluation Report: Bloom Professionals Strand* where the analysis of responses shows that either all or some of suggestions made in the Bloom Profs meeting were followed. The main reason given for not following a suggestion was parental unwillingness (due to parental commitments; parents' own issues and challenges; or lack of engagement).

⁶³ *Bloom Evaluation Report: Core Attendees Strand*

⁶⁴ *Bloom Evaluation Report: Professionals Strand*

The funding of interventions suggested in a Bloom Profs meeting to help support a young person remains a perennial issue. Bloom does not have any funds or funding which can 'follow the child' from the Bloom Profs meetings to any subsequent implementation of an intervention suggested at a Bloom Profs meeting. This is unlikely to change, but can lead to unmet expectations and disappointment.⁶⁵

*'It can be difficult where guidance or advice has been given however we are not able to take up the referral due to not being able to access funding.'*⁶⁶

⁶⁵ Bloom Evaluation Report: Bloom Service Providers Strand

⁶⁶ Bloom Evaluation Report: Bloom Service Providers Strand

Bloom: communications

Bloom is a partnership initiative and a model and process and, as such, it is difficult for those not closely involved to understand the limitations of remit and resource it operates under. Although Bloom has a comprehensive Communications Strategy and Plan agreed by its multi-agency Cornwall-wide Steering Group (CWSG), it was deemed pragmatic to put it on hold given the prevailing uncertainty about Bloom's sustainability and future post-HeadStart; the advent of the pandemic; the need to focus upon maintaining delivery of Bloom during the periods of lockdown; and the continuing uncertainty about possible Covid-19 restrictions.

Some of the comments and suggestions received in response to the comprehensive Bloom evaluation suggest that there is a communication deficit about Bloom's remit, resource and model, and that it would be beneficial to revisit the Bloom Communications Strategy and Plan, once the future of Bloom is secured for the post-HeadStart period, to consider how Bloom's constituencies might be better informed.⁶⁷

Bloom's governance

Bloom is overseen by a Cornwall-wide Steering Group (CWSG) as a county-wide multi-organisational initiative, and by six Locality Steering Groups that oversee and support each locality Bloom model. Each Locality Steering Group determines the frequency, time and location of the Bloom Profs meetings held within each locality. The multi-agency nature of the Steering Groups not only reflects the model and process but also enables the model to be held to account.⁶⁸

Members of the Bloom Steering Groups found the Steering Groups a good use of their time, and wished them to continue. A very large majority wanted them to continue as currently established rather than subsumed within another body or agenda. All respondents thought the papers, data and reports they received were useful although it was evident that members of the locality Steering Groups would value seeing data regarding 'their' model alongside that of others, to give them a broader understanding of how Bloom was operating county-wide.⁶⁹

With its test-and-learn approach Bloom's ability to reflect has become increasingly embedded within its processes and routine data collection and

⁶⁷ *Bloom Evaluation Report: Bloom Senior Stakeholders Strand; Bloom Evaluation Report: Core Attendees Strand; Bloom Evaluation Report: Bloom Professionals Strand; Bloom Evaluation Report: Bloom Service Providers Strand*

⁶⁸ *Bloom Evaluation Report: Bloom Steering Group Members Strand*

⁶⁹ *Bloom Evaluation Report: Bloom Steering Group Members Strand*

analysis. Such data analysis has formed a strand of this comprehensive evaluation project.⁷⁰

*'I am unaware of how it could be improved as during the times i have been involved in bloom i have found it easy to access, friendly and supportive. The feedback from the process has been clear and relevant'*⁷¹

Bloom's carbon footprint

As part of the comprehensive evaluation of Bloom, the environmental impact of Bloom was considered to establish how Bloom contributes to the strategic Climate Change programme of Cornwall Council and other organisations. The detail of the analysis carried out is rehearsed within the *Bloom Evaluation Report: Cost Benefit Analysis Strand*. It notes that there are multiple challenges and complexities in calculating the environmental impact of Bloom including the

- vehicular CO² impact of a typical face-to-face Bloom Professionals Consultation meeting
- CO² impact of computers, as Bloom moved to virtual Bloom Professionals Consultation meetings rather than face-to-face meetings, in response to the Covid-19 pandemic
- CO² impact of heating homes, whilst homeworking is in place, in response to the Covid-19 pandemic
- use of paper documents, whilst acknowledging that the change to virtual meetings has significantly reduced a reliance on paper

The Bloom Evaluation Project Team focused on 'saved' CO² emissions from the switch to virtual Bloom Professionals Consultation meetings. The Bloom Evaluation Project Team were able to extrapolate that, over one year, virtual Bloom Profs meetings have saved at least 10.3 tonnes of CO² emissions over the in-person Bloom Profs meeting model and over 36k miles of travel (based on the supposition that 150 in-person meetings were held per annum).

⁷⁰ *Bloom Evaluation Report: Bloom Data and Analysis Comparison Report 2019 and 2020*

⁷¹ *Bloom Evaluation Report: Bloom Professionals Strand*

Bloom's future

There is widespread support for the Bloom model and approach amongst all constituencies canvassed within the evaluation; they also support the Bloom model's continuation following the closure of the HeadStart programme on 31 August 2022, with the concomitant loss of HeadStart resourcing for Bloom.

'the impact of not having Bloom is...we would go back to pre-Bloom where we would have so many referrals...the longer something waits the worse it gets'⁷²

An understanding that some young people were falling through gaps in provision, combined with a network of professionals and services who were energised and enthused to find a way to ameliorate this, led directly to a Bloom pilot being set up in Penwith.⁷³ Bloom is not a commissioned service, so a joint commitment from each service and organisation to enable the resourcing of the model was important in facilitating the establishment of the pilot, and has continued to be pivotal as it was rolled out across Cornwall and then re-engineered to meet the exigencies of the Covid-19 pandemic.

There was *'a great amount of positivity for the model'⁷⁴* from Senior Stakeholders, the majority of whom support the continuation and sustained future funding of Bloom, post-HeadStart.

[Through Bloom] 'more young people were able to receive support, and the right support ... than might otherwise be the case'⁷⁵

Other groups were equally positive about the model and want its future to be secured, post-HeadStart involvement⁷⁶. Bloom Core Attendees for example are clear that Bloom should continue due to *'its positive impact on young people, families, practitioners, and children's services across Cornwall'⁷⁷* whilst they are reportedly concerned about the future of Bloom post-HeadStart.

HeadStart Kernow provides the resource for the operational management, administration and data analysis of Bloom. As this resource is time-limited, the ambition and resolution which started Bloom as a pilot will again be required, to ensure that Bloom continues post-HeadStart⁷⁸.

⁷² Bloom Evaluation Report: Core Attendees Strand

⁷³ Bloom Evaluation Report: Review and Analysis of the Bloom Project Pilot Business Cases and Documentation 2014 – 2018, and the Development of Bloom 2018 – to date

⁷⁴ Bloom Evaluation Report: Bloom Senior Stakeholders Strand

⁷⁵ Bloom Evaluation Report: Bloom Senior Stakeholders Strand

⁷⁶ Bloom Evaluation Report: Bloom Professionals Strand; Bloom Evaluation Report: Core Attendees Strand; Bloom Evaluation Report: Bloom Leadership Team Strand

⁷⁷ Bloom Evaluation Report: Core Attendees Strand

⁷⁸ Bloom Evaluation Report: Review and Analysis of the Bloom Project Pilot Business Cases and Documentation 2014 – 2018, and the Development of Bloom 2018 – to date

Recommendations

The following recommendations derive from those made within each Bloom evaluation strand report (see Appendix 2 for the full list).

Bloom: recognition

Recommendation 1: that Bloom is recognised as delivering a cost and time efficient and effective service for young people and professionals⁷⁹

Bloom: sustainability

Recommendation 2: that Bloom is placed on a sustainable footing, with adequate resourcing to ensure it is able to continue to deliver the Bloom model in a timely and robust manner to the benefit of young people and professionals⁸⁰

Recommendation 3: that Bloom is fully funded as a locality-based service across Cornwall, taking into account the evidenced impact on young people's and their families' lives, as well as the evidenced financial costs to young people, their families, and wider society when young people are not able to thrive and reach their full potential⁸¹

Bloom communications

Recommendation 4: that the Bloom Communications Strategy and Plan should be reviewed and revised, to include an implementation timeframe⁸² which necessarily will be shaped by the discussions surrounding the sustainability of Bloom. Such a review should ensure that the revised Bloom Communications Strategy and Plan is fit-for-purpose⁸³ and include

- a review of all communications sent to partners, stakeholders, Nominated Professionals, and parents, to ensure that they continue to be fit-for-purpose⁸⁴
- a review of the Memorandum of Understanding for organisations⁸⁵ so that it is clear that the formulation and suggestions for support noted on the Consultation Plan as a result of a Bloom Profs meeting should be accepted and where possible, fulfilled by the appropriate receiving agency, including the Early Help Hub⁸⁶
- a comprehensive primary healthcare engagement strategy, taking into account the advocacy work undertaken by Dr Laura Ashton on behalf of Bloom⁸⁷

⁷⁹ *Bloom Evaluation Report: Cost Benefit Analysis Strand*

⁸⁰ *Bloom Evaluation Report: Cost Benefit Analysis Strand*

⁸¹ *Bloom Evaluation Report: Cost Benefit Analysis Strand*

⁸² *Bloom Evaluation Report: Bloom Senior Stakeholders Strand*

⁸³ *Bloom Evaluation Report: Core Attendees Strand*

⁸⁴ *Bloom Evaluation Report: Bloom Leadership Team Strand*

⁸⁵ *Bloom Evaluation Report: Bloom Leadership Team Strand*

⁸⁶ *Bloom Evaluation Report: Bloom Senior Stakeholders Strand*

⁸⁷ *Bloom Evaluation Report: Bloom Senior Stakeholders Strand*

- consideration of more frequent communications, as resource allows, to be sent to Steering Group members updating them on developments⁸⁸

Such a review should ensure a wider understanding of the remit and resourcing of the Bloom model and process amongst professionals attending Bloom Profs meetings⁸⁹ as well ensuring a wider and deeper understanding of the Bloom model amongst Bloom 'service providers'.⁹⁰

The review should also consider the best means to disseminate wider system intelligence (eg system blockages) from Bloom, in order to inform system-change where necessary.⁹¹

Bloom governance

Recommendation 5: that Bloom reviews its current governance documentation regularly to ensure alignment to relevant local, regional and national imperatives⁹²

Recommendation 6: that Bloom Steering Groups continue as established and that

- the option to attend Steering Groups virtually should be offered where possible
- consideration be given to the length of Steering Group meetings and discussions
- Bloom Locality Steering Groups receive those CWSG papers focussing on county-wide data and feedback
- all Locality Steering Groups receive Bloom Evaluation reports⁹³

Bloom Professionals Consultation meetings

Recommendation 7: that a quality audit be conducted of Bloom Profs meetings in all localities / areas to ensure that a consistency of approach and structure is maintained⁹⁴ such that all attendees have similar experiences of Bloom, and are enabled to contribute to the meetings⁹⁵

Recommendation 8: that more Community of Practice meetings should be scheduled, for all Bloom Core Attendees including CAMHS Clinical Psychologists

⁸⁸ *Bloom Evaluation Report: Bloom Steering Group Members Strand*

⁸⁹ *Bloom Evaluation Report: Bloom Professionals Strand*

⁹⁰ *Bloom Evaluation Report: Bloom Service Providers Strand*

⁹¹ *Bloom Evaluation Report: Core Attendees Strand*

⁹² *Bloom Evaluation Report: Review and Analysis of the Bloom Project Pilot Business Cases and Documentation 2014 – 2018, and the Development of Bloom 2018 – to date*

⁹³ *Bloom Evaluation Report: Bloom Steering Group Members Strand*

⁹⁴ *Bloom Evaluation Report: Bloom Senior Stakeholders Strand; Bloom Evaluation Report: Core Attendees Strand; Bloom Evaluation Report: Bloom Leadership Team Strand*

⁹⁵ *Bloom Evaluation Report: Bloom Professionals Strand*

and Primary Mental Health Workers, to inculcate a deeper understanding of the Bloom model, processes and delivery⁹⁶

Recommendation 9: that consideration be given to extending and formalising an offer of support for attendees at Bloom Profs meetings⁹⁷

Recommendation 10: that the use, with consent, of the formulation within the Bloom Consultation Plan to support onward referrals should be promoted⁹⁸

Bloom processes

Recommendation 11: that the feedback statement noted in the *Bloom Evaluation Report: Young People & Parent / Carers Strands* is added to the Bloom welcome letter with immediate effect, creating an opportunity for parents / carers (or young people themselves if age appropriate) to 'opt-in' for participation in future evaluations⁹⁹

Recommendation 12: that Nominated Professionals should be specifically reminded to liaise with the young person and their parent / carer, prior to attending a Bloom Professionals Consultation meeting, so that the 'voice of the child' is more clearly present in the discussion¹⁰⁰

Recommendation 13: that data collection, analysis, monitoring, reviewing and evaluation of Bloom continue to permit year-on-year reflection, and to facilitate and inform future development, efficiencies and effectiveness¹⁰¹

Bloom: future strategic developments

Recommendation 14: that consideration be given to ensuring access to Mosaic for Bloom Profs meetings¹⁰²

Recommendation 15: that Bloom and the Early Help Hub discuss how onward referrals from Bloom Profs meetings might best be actioned¹⁰³

Recommendation 16: that Bloom explores how additional information might be captured on the CAMHS referral form¹⁰⁴

⁹⁶ *Bloom Evaluation Report: Core Attendees Strand*

⁹⁷ *Bloom Evaluation Report: Core Attendees Strand*

⁹⁸ *Bloom Evaluation Report: Bloom Service Providers Strand*

⁹⁹ *Bloom Evaluation Report: Young People & Parents / Carers Strands*

¹⁰⁰ *Bloom Evaluation Report: Young People & Parents / Carers Strands*

¹⁰¹ *Bloom Evaluation Report: Review and Analysis of the Bloom Project Pilot Business Cases and Documentation 2014 – 2018, and the Development of Bloom 2018 – to date*

¹⁰² *Bloom Evaluation Report: Core Attendees Strand*

¹⁰³ *Bloom Evaluation Report: Bloom Senior Stakeholders Strand; Bloom Evaluation Report: Core Attendees Strand*

¹⁰⁴ *Bloom Evaluation Report: Bloom Leadership Team Strand*

Recommendation 17: that consideration is given to developing a process for Bloom to review referrals previously discussed within Bloom¹⁰⁵

Recommendation 18: that there should be an exploration of the potential to widen the reach of Bloom, where the Bloom model is appropriate, to include referrals concerning professionals working with more complex cases in the 18-25 age range, and those of families struggling with toddlers and infants¹⁰⁶

Recommendation 19: that Bloom explores how to link with the Dynamic Support Register should its use be extended to include all vulnerable children¹⁰⁷

Recommendation 20: that case studies be used to show a young person's narrative journey through Bloom¹⁰⁸

¹⁰⁵ *Bloom Evaluation Report: Review and Analysis of the Bloom Project Pilot Business Cases and Documentation 2014 – 2018, and the Development of Bloom 2018 – to date*

¹⁰⁶ *Bloom Evaluation Report: Bloom Senior Stakeholders Strand*

¹⁰⁷ *Bloom Evaluation Report: Bloom Senior Stakeholders Strand*

¹⁰⁸ *Bloom Evaluation Report: Young People & Parents / Carers Strands*

Methodology

The Bloom Cornwall-wide Steering Group (CWSG) agreed in September 2020 that a comprehensive evaluation of the Bloom model and process should be undertaken. A sub-group of the CWSG, the Evaluation Working Group (EWG), was established and met regularly to provide advice, support, sense-check, and ensure that evaluation timescales remained on track.

Strands within the overarching Bloom evaluation included consideration of:

- An analysis of the original Bloom Penwith pilot business cases
- Cost Benefit Analysis of Bloom
- Senior Stakeholders
- Core Bloom Professionals Consultation meeting attendees
- Bloom Professionals Consultation meeting - other attendees
- Bloom 'service providers' (organisations suggested at a Bloom Professionals Consultation meeting which might provide appropriate support for the young person being discussed)
- Parents / Carers
- Children and Young People
- Bloom Leadership Group
- Bloom Steering Group members
- Bloom Data and Analysis Comparison Report 2019 and 2020

This report is therefore one of a suite, each report noting the findings from one strand of the evaluation of the Bloom model and process, excepting that which reports on both the Children and Young People and the Parents / Carers strands. More information about the focus of each report is noted in Appendix 3.

The reports are uniformly constructed and each details the methodology employed and the analysis undertaken.

Analysis, research, data collection and report writing were undertaken by the Bloom Evaluation Project Team (Deborah Clarke, the Bloom Operational Lead, and Derek Thompson, Bloom Project Officer and Data Analyst), with notable assistance from the National Children's Bureau (NCB). The NCB were also separately supporting HeadStart Kernow as they were funded by The National Lottery Community Fund as Support and Development Provider, providing bespoke support to the six HeadStart partnerships across England.

The NCB's analyses and findings underpin a number of the reports within this evaluation suite, and they can be found in the appendices to those reports¹⁰⁹. This externality has been useful in lending some objectivity to those evaluation strands, although some of the commentary and recommendations within the NCB reports of their analyses and findings contain understandable misapprehensions about the model and its working in practice since the authors are not closely acquainted with the Bloom model and process. The NCB reports have therefore been annotated by the Bloom Evaluation Project Team where comments warranted further elaboration or clarification.

This Bloom report has been circulated to all members of the EWG including Dr Lisa Gilmour (Bloom Clinical Lead) and Charlotte Hill (Head of Partnerships, Innovation & Wellbeing, Children's Health & Wellbeing, Cornwall Council; Chair CWSG), as well as to the HeadStart Kernow Learning Lead and CAMHS senior management for final approval prior to publication.

¹⁰⁹ These reports are:

- *Bloom Evaluation Report: Cost Benefit Analysis of Bloom*
- *Bloom Evaluation Report: Bloom Senior Stakeholders Strand*
- *Bloom Evaluation Report: Bloom Leadership Team Strand*
- *Bloom Evaluation Report: Bloom Core Attendees Strand*

Next Steps

This is one of a suite of reports, reviewing all aspects of the Bloom model and process, operability, efficacy and resilience. Taken together, they will inform decision-making about the sustainability of Bloom post-HeadStart and any future development and enhancement of the model.

Glossary

Bloom	Bloom is an innovative partnership approach with CAMHS and Cornwall Council, HeadStart Kernow and other services and organisations, and is an early intervention consultation model for professionals working with young people experiencing difficulties with their emotional, social or mental wellbeing
Bloom Pilot Project	The Bloom Pilot Project incorporates the first two phases of Bloom: the first phase initiating Bloom from November 2014 in Penwith, and the second phase running from June 2015 as the model became more established within Penwith
Bloom Professionals Consultation meeting (Bloom Profs)	A Bloom Professionals Consultation meeting can be requested for any child/young person struggling with emotional, social or mental wellbeing difficulties, as long as they are aged 0-18 years and they live or are educated in Cornwall. Referrals are made via the Early Help Hub on a CAMHS referral form and are screened and allocated to Bloom by the CAMHS Access Team
CAMHS	Children and Young People Specialist Mental Health Services sits within Cornwall Partnership NHS Foundation Trust and provides assessment, advice and treatment for children and young people with severe and complex mental health problems. CAMHS also provides support and advice to their families or carers
CFT	Cornwall NHS Partnership Foundation Trust
CWSG	Bloom Cornwall-wide Steering Group
Early Help Hub	Professional triage and processing hub for all service requests for Children's Early Help Services led by Cornwall Council and the Cornwall NHS Partnership Foundation Trust (CFT)
EWG	Evaluation Working Group – a sub-group of the Bloom CWSG established to advise, support, sense-check, and ensure progress on the evaluation suite
HeadStart Kernow	HeadStart is a six-year, £67.4 million National Lottery funded programme set up by The National Lottery Community Fund, the largest funder of community activity in the UK. HeadStart aims to explore and test new ways to improve the mental health and wellbeing of young people aged 10 to 16 and prevent serious mental health issues from developing. HeadStart Kernow is led by Cornwall Council
HeadStart Kernow Community Facilitator Contract	The HeadStart Community Facilitator contract delivers services to support young people aged between 10 -16 years old, supporting them with their emotional health and wellbeing and preventing the onset of mental ill health, through the delivery of one-to-one and group support for young people, low level support for parents and families, and support for community groups. Interventions are delivered by six locality-based Youth Facilitators (who mainly deliver one-to-one and group work), and three Community Facilitators (who broadly deliver work with parents, families and community-based groups). The contract is managed by the Learning Partnership for Cornwall and the Isles of Scilly
KPIs	Key Performance Indicators

Nominated Professional	Once a referral is allocated to Bloom, parents / carers are asked to nominate a professional - who knows the child / young person referred in a professional capacity - to attend the Bloom Profs meeting to bring their voice and that of the family to the discussion
Point of Contact	A 'Point of Contact' is agreed at the Bloom Professionals Consultation meeting. They take responsibility for discussing the Consultation Plan with the parent / carer and young person, taking forward any actions and suggestions for support that the parent / carer and young person wish to pursue

Appendix 1: The Bloom model, process and development

Bloom Overview

An innovative partnership approach between Cornwall Partnership NHS Foundation Trust, Cornwall Council, HeadStart Kernow and other services and organisations, Bloom is an early intervention consultation model for professionals offering an holistic approach, across services, to support children's emotional, social and mental wellbeing. Bloom is designed as a rapid and responsive model for children and young people from 0 -18, working within the Tavistock i-THRIVE model. Its core purpose is to support young people to thrive.



Bloom Pilot

A pilot of the Bloom approach supported by CAMHS, GPs, and Cornwall Council ran from November 2014 in the Penwith locality. It was set up to:

- help fill a gap in provision for children and young people with emotional, behavioural and mental health problems who did not meet the threshold for specialist CAMHS
- address the 40% of all GP referrals to CAMHS that were rejected
- build stronger links between professionals in different services
- look at the needs of the whole family as well as the child
- reduce the pressure on specialist CAMHS

With additional resource provided by HeadStart Kernow, the Bloom model was rolled out across Cornwall from 2018, and, pre-Covid19, Bloom was established in each locality in Cornwall.

Bloom Governance

Bloom is overseen by a Cornwall-wide Steering Group (CWSG) as a county-wide multi-organisational initiative, and by six Locality Steering Groups that oversee and support each locality Bloom model. Each Locality Steering Group determines the frequency, time and location of the Bloom Profs meetings held within each locality.

Bloom encourages a test-and-learn approach so that the Bloom model and process remain agile, always subject to the Bloom Underpinning Principles which have been agreed by the CWSG. In brief, these Underpinning Principles are:

- The needs of the child/young person and family comes first
- Working together to meet the needs of the child/young person ie referrals received by Bloom will be treated as a call for a Bloom Professionals Consultation meeting to consider that particular case. They will not be 'bounced back'
- Timely, clear and concise communications written in plain English
- A 'point of contact' for every child
- Bloom is multi-organisational and every voice is valued

Bloom Referral Route and preliminary processes

Any individual or organisation (eg GP, school / college, family worker, school nursing team, parent / carer, or the young person themselves) can refer a young person aged 0-18 years to Bloom by sending a CAMHS referral form to the Early Help Hub. The young person may be in any of the four i-THRIVE quadrants; the CAMHS Access Team co-located within the Early Help Hub determine which referrals are allocated to Bloom.

Since the Bloom model is one of professional consultation, no family member nor the young person referred attends Bloom Profs meetings. Therefore, once allocated to Bloom, parents / carers are asked to nominate a professional, who knows the child / young person referred in a professional capacity, to attend the meeting. This Nominated Professional is given a number of meeting dates from which they will agree one to attend. Meeting invitations are then sent out to the core Bloom Professional Consultation (Bloom Profs) meeting attendees. These are a CAMHS Clinical Psychologist, a Primary Mental Health Worker, the HeadStart Locality Coordinator (who chairs the meeting), a HeadStart Community Facilitator and the Early Help Locality team. The Nominated Professional and others, including from the VCSE and other agencies, organisations, and services, are also sent the meeting invitation.

Bloom Professionals Consultation meetings

The collaborative, multi-agency Bloom Profs meetings, which always include a Clinical Psychologist, Primary Mental Health Worker and a HeadStart Locality Coordinator as Chair, consider as carefully and holistically as possible each

young person's referral, their presentation and needs, and discuss how they might best be supported. Other attendees at Bloom Profs meetings might include professionals such as teachers, Social Workers, Family Workers, representatives from a variety of other organisations and agencies including the voluntary and community sector, and community workers.

The meeting will agree a psychological formulation for the child / young person, and a plan of suggested positive next steps and actions to help them thrive including, where appropriate and possible, agreed community-based support.

Pre-Covid (that is, prior to March 2020), each locality (bar Penwith¹¹⁰) had an established Locality Steering Group and the frequency, timings and locations of Bloom Profs meetings within each locality had been agreed as follows:

Locality	Penwith	Kerrier	Carrick	Restormel	North Cornwall	Caradon
Frequency	Weekly during term time/ as necessary through summer school holiday	Weekly during term time/ as necessary through summer school holiday	Weekly during term time/ as necessary through summer school holiday	Weekly during term time/ as necessary through summer school holiday	Weekly during term time/ as necessary through summer school holiday	Weekly during term time/ as necessary through summer school holiday
Timings	Thursday 1400-1600	Wednesday 1400-1600	Thursday 1000-1200	Wednesday 1400-1600	Tuesday 1000-1200	Thursday 1400-1600
Location	Penzance	Camborne	Truro	Rotation: Newquay; St Austell; the Clays	Rotation: Bodmin; Launceston	Liskeard

Each Bloom Profs meeting could discuss up to four referrals allowing up to 24 to be discussed weekly.

Bloom and Covid-19

With the advent of the pandemic, it was necessary to amend the Bloom model due to the inability to hold face-to-face meetings and the necessary focussing of CAMHS upon children and young people most at risk, adversely impacting on their ability to support the existing model. It remained an imperative that existing referrals to Bloom should be considered in a timely manner; it was also

¹¹⁰ As Penwith had been the location for the Bloom pilot, the Bloom model was well-established with Bloom Profs meetings taking place on a weekly basis. The inaugural Penwith Bloom Locality Steering Group was held in December 2020.

critical that a switch be made to hold Bloom Profs meetings online via Microsoft Teams. During 2020 there were four different 'cohorts' as noted below:

1. Jan – 23 March 2020: Bloom Profs held as usual in each locality
2. 23 March – 27 April 2020: Referrals allocated to Bloom but with no Bloom Profs meeting arranged were triaged by a central team: Dr Lisa Gilmour (CAMHS Clinical Psychologist; Bloom Clinical Lead); Henry Lewis (core Bloom Primary Mental Health worker); Deborah Clarke (HeadStart Locality Coordinator; Bloom Operational Lead)
3. April – November 2020: Centralised Covid-19 (C-19) model: online Bloom Profs meetings held with the central team (Bloom Clinical Lead; core Bloom PMH Worker; Bloom Operational Lead), the Nominated Professional and other professionals
4. November 2020 onwards: Decentralised C-19 East Mid West (C-19EMW) model: online Bloom Profs meetings held with area-specific core attendees (CAMHS Clinical Psychologist; Primary Mental Health Worker; HeadStart Locality Coordinator), the Nominated Professional and other professionals

Learning from the core team's management of cohorts 2 and 3, in the decentralised C-19EMW model (which is area-specific ie East, Mid and West Cornwall), each referral is discussed in an hour-long meeting with breaks scheduled between them. The weekly timetable is noted below:

Area	East	Mid	West
Day	Thursday afternoon	Thursday morning	Wednesday afternoon
Meeting slot	13.00 – 14.00	09.15 – 10.15	13.00 – 14.00
Meeting slot	14.30 – 15.30	10.30 – 11.30	14.30 – 15.30
Meeting slot	16.00 – 17.00	11.45 – 12.45	16.00 – 17.00

It will be noted that the C-19EMW model limits the number of referrals which are able to be discussed weekly to nine, necessitating close management of the Bloom referral caseload to ensure all referrals are discussed within a Bloom Profs meeting in a timely manner.

Management information and data analysis

Various reports are prepared for each Locality Steering Group and the Cornwall-wide Steering Group, including a detailed annual data report.

Appendix 2: Evaluation strand reports

The focus of each report is noted below.

Bloom Evaluation Report: Cost Benefit Analysis Strand

The focus of this strand of the Bloom evaluation was to determine the costs of the Bloom model as delivered through face-to-face or online 'virtual' Bloom Profs meetings; and to understand the societal costs and those to an individual were Bloom not to be available within the wider ecology of children's and young people's services within Cornwall.

The Evaluation Project Team built a cost- and time-resource model to provide for the first time a means of calculating the cost of the Bloom model to each of its senior partners (CAMHS and HeadStart Kernow). Work was also undertaken to understand the carbon footprint of the Bloom model and process. This is included within this report, as is a consideration of the findings of research undertaken by the NCB at the Evaluation Project Team's behest. This report therefore provides some context for a consideration of continuing and future investment in Bloom, post the involvement of HeadStart Kernow.

Bloom Evaluation Report: Review and Analysis of the Bloom Project Pilot Business Cases and Documentation 2014 – 2018, and the Development of Bloom 2018 – to date

This report considers the findings of an analysis of the original Bloom Penwith pilot business cases, and as a corollary to this activity, also provides information about the development of Bloom from its inception to its current delivery as a virtual model due to the advent of the Covid-19 pandemic.

Bloom Evaluation Report: Bloom Senior Stakeholders Strand

This report considers the findings of an analysis of views of Senior Stakeholders from CAMHS, Cornwall Council, and other organisations and services as reported by the NCB who carried out individual structured interviews with 15 Senior Stakeholders identified by the Bloom Evaluation Working Group.

The NCB Report aimed to understand the perceptions of Bloom's Senior Stakeholders as informed either from their direct experience of the model or from insights reported to them from their colleagues. It notes Senior Stakeholders' perceptions of the model's strengths and challenges, together with their understanding of the impact of Bloom on children, young people, families, services, organisations and support systems.

Bloom Evaluation Report: Bloom Steering Group Members Strand

This report considers the findings of a survey conducted of members of the Bloom CWSG and of the six Bloom Locality Steering Groups. This survey sought to understand the views of Steering Group members about the existing governance arrangements for Bloom; whether the Steering Groups were thought

useful; how the information within the papers, data and reports provided for the Steering Groups were received; and whether the Steering Groups should continue in their existing or a different form.

Bloom Evaluation Report: Bloom Leadership Team Strand

This report considers the findings of an analysis of the views as reported by the NCB of the Bloom Leadership Team whose six members are drawn from CAMHS, HeadStart Kernow, and the CAMHS Access Team co-located with the Early Help Hub. The Bloom Leadership Team comprises the Clinical Lead, the Operational Lead, the Senior Administrator, the Project Officer and Data Analyst, the Key Primary Mental Health Worker, and the CAMHS Access Team Manager.

The NCB Report aimed to ascertain and analyse the opinions and views of the Bloom Leadership Team via structured interviews. The NCB Report summarises the views of the Bloom Leadership Team about

- the strengths and challenges of the Bloom model
- the effectiveness of the Bloom process at enabling a meeting to take place in a timely manner and any challenges
- the impact of Bloom on children, young people, families, organisations and support systems
- the opportunities for improving and developing Bloom (model and process)
- the future sustainability of the Bloom model

Bloom Evaluation Report: Bloom Core Attendees Strand

This report considers the findings of an analysis of the views of core attendees at Bloom Profs meetings, from CAMHS, Cornwall Council, and other organisations and services, as reported by the NCB.

Present at every Bloom Profs meeting, and without whom it cannot proceed, are a HeadStart Kernow Locality Coordinator who chairs the meeting, a CAMHS Clinical Psychologist, and a Primary Mental Health Worker. At most meetings a member of the locality Early Help Team and a HeadStart Community Facilitator will also attend. Together these roles form the 'core attendees' at Bloom Profs meetings, and all those who were identified as such (in total 35 professionals) were invited to attend one of a number of area-specific focus groups, conducted by the NCB. 15 did so, and the NCB Report summarises their views about

- the strengths and challenges of the Bloom model and process
- the impact of Bloom on young people, families, professionals and services
- the changes to Bloom as a result of the Covid-19 pandemic

Bloom Evaluation Report: Bloom Professionals Strand

This report considers the findings of a survey conducted of all professionals noted as attending Bloom Profs meetings, excepting only those surveyed as part of other strands of the comprehensive Bloom evaluation (the Bloom Leadership Team, and the Bloom Core Professionals). This report also analyses the feedback gathered routinely from professionals following a Bloom Profs meeting.

Bloom Evaluation Report: Bloom Service Providers Strand

This report considers the findings of a survey conducted of Bloom 'service providers'. These are those organisations and services which are often signposted within Bloom Profs meetings as being the most appropriate to support the young person whose referral is being discussed.

This survey sought to discover whether those organisations and services identified from an analysis of Consultation Plans written as a result of Bloom Profs meeting discussions, and which included those from the voluntary and community sector (VCSE), were aware of Bloom; and whether the requests they received as a result of Bloom Profs meetings were appropriate and helpful to the young person about whom they were made.

Bloom Evaluation Report: Young People & Parents / Carers Strands

This report considers the evaluation strands which focussed on the experience of young people and of parents / carers within Bloom, and provides a narrative of the approaches to evaluating these which were considered and implemented. This Bloom report reflects upon the approach used, the insights gained, and extrapolates the benefits of Bloom based upon this information.

Bloom Evaluation Report: Bloom Data and Analysis Comparison Report 2019 and 2020

The CWSG receives annually a comprehensive data report, and this report builds and expands upon that foundation to give a comparison of data between Bloom referrals closed in 2019 and 2020 on both a Cornwall-wide and locality basis, together with analysis and recommendations.

Appendix 3: Recommendations from each evaluation strand

The recommendations below are those contained within each evaluation strand report.

Bloom Evaluation Report: Cost Benefit Analysis of Bloom

Recommendation 1: that Bloom is recognised as delivering a cost and time efficient and effective service for young people and professionals

Recommendation 2: that Bloom is placed on a sustainable footing, with adequate resourcing to ensure it is able to continue to deliver the Bloom model in a timely and robust manner to the benefit of young people and professionals

Recommendation 3: that Bloom is fully funded as a service across Cornwall, taking into account the evidenced impact on young people's and their families' lives, as well as the evidenced financial costs to young people, their families, and wider society when young people are not able to thrive and reach their full potential

Bloom Evaluation Report: Review and Analysis of the Bloom Project Pilot Business Cases and Documentation 2014 – 2018, and the Development of Bloom 2018 – to date

Recommendation 1: That Bloom reviews its current governance documentation regularly to ensure alignment to relevant local, regional and national imperatives

Recommendation 2: That consideration is given to developing a process for Bloom to review referrals previously discussed within Bloom

Recommendation 3: That data collection, analysis, monitoring, reviewing and evaluation of Bloom continue to permit year-on-year reflection, and to facilitate and inform future development, efficiencies and effectiveness

Bloom Evaluation Report: Bloom Senior Stakeholders Strand

Recommendation 1: Revision of the Bloom Communications Strategy and Plan to include review and dissemination of key messages and updates, and implementation timeframe

Recommendation 2: That should ongoing funding for Bloom be forthcoming, there should be an exploration of the potential to widen the reach of Bloom, where there is no other forum available, to include referrals concerning professionals working with more complex cases in the 18-25 age range, and those of families struggling with toddlers and infants

Recommendation 3: That the Memorandum of Understanding for organisations be revisited so that it is clear that the formulation and suggestions for support noted on the Consultation Plan as a result of a Bloom Profs meeting should be accepted and where possible, fulfilled by the appropriate receiving agency, including the Early Help Hub

Recommendation 4: That Bloom and the Early Help Hub discuss how onward referrals from Bloom Profs meetings might be actioned in a timely and positive manner

Recommendation 5: That a review of the Bloom Communications Strategy and Plan should include a comprehensive GP engagement strategy, taking into account the promotional and advocacy work undertaken by Dr Laura Ashton on behalf of Bloom

Recommendation 6: That Bloom explores how to link with the Dynamic Support Register should its use be extended to include all vulnerable children

Recommendation 7: That a quality audit be conducted of Bloom Profs meetings in all localities / areas to ensure that a consistency of approach and structure is being maintained

Bloom Evaluation Report: Bloom Steering Group Members Strand

Recommendation 1: that Bloom Steering Groups continue as established

Recommendation 2: that Bloom Locality Steering Groups receive those CWSG papers focussing on county-wide data and feedback

Recommendation 3: that all Locality Steering Groups receive Bloom evaluation reports

Recommendation 4: that Steering Group papers are distributed where possible 10 working days ahead of the meeting

Recommendation 5: that as resource allows, more frequent communications are sent to Steering Group members updating them on developments

Recommendation 6: that the option to attend Steering Groups virtually should be offered where possible

Recommendation 7: that consideration be given to the length of Steering Group meetings and discussions

Bloom Evaluation Report: Bloom Leadership Team Strand

Recommendation 1: That a review of the Bloom Communications Strategy and Plan should include a review of all communications sent to partners, stakeholders, Nominated Professionals, and parents, to ensure that they continue to be fit-for-purpose, and that the Memorandum of Understanding for organisations be included in this review

Recommendation 2: That a quality audit and other measures (eg further Community of Practice meetings) be considered to ensure that a consistency of approach and structure of Bloom Profs meetings in all localities / areas is being maintained

Recommendation 3: That Bloom explore how additional information might be captured on the CAMHS referral form

Bloom Evaluation Report: Bloom Core Attendees Strand

Recommendation 1: That Community of Practice meetings should be scheduled for all Bloom Core Attendees including CAMHS Clinical Psychologists and Primary Mental Health Workers, to inculcate a deeper understanding of the Bloom model, processes and delivery

Recommendation 2: That consideration be given to gaining permissions to access Mosaic for Bloom Profs meetings, and to whom such permissions should be granted

Recommendation 3: That Bloom and the Early Help Hub discuss how onward referrals from Bloom Profs meetings might be actioned in a timely and positive manner

Recommendation 4: That a review of the Bloom Communications Strategy and Plan should take place once the future of Bloom is secure to ensure that it is fit-for-purpose and can be implemented forthwith

Recommendation 5: That consideration be given to extending and formalising an offer of support for attendees at Bloom Profs meetings

Recommendation 6: That a quality audit be conducted of Bloom Profs meetings in all localities / areas to ensure that a consistency of approach and structure is being maintained

Recommendation 7: That a formal consideration of the best means to disseminate systemic failures, blockages or other wider system intelligence from Bloom would be useful, in order to inform system-change where necessary

Bloom Evaluation Report: Bloom Professionals Strand

Recommendation 1: to consider means of ensuring that Bloom Profs are chaired consistently such that all attendees have similar experiences of Bloom, and are enabled to contribute to the meetings

Recommendation 2: that the Bloom Communications Strategy and Plan be revisited, to ensure a wider understanding of the remit and resourcing of the Bloom model and process amongst professionals attending Bloom Profs meetings

Bloom Evaluation Report: Bloom Service Providers Strand

Recommendation 1: that the Bloom Communications Strategy and Plan be revisited, to ensure wider and deeper understanding of the Bloom model amongst Bloom 'service providers'

Recommendation 2: promote the use, with consent, of the formulation within the Bloom Consultation Plan to support onward referrals

Bloom Evaluation Report: Young People & Parents / Carers Strands

Recommendation 1: that the feedback statement is added to the Bloom welcome letter with immediate effect, creating an opportunity for parents / carers (or young people themselves if age appropriate) to 'opt-in' for participation in future evaluations

Recommendation 2: that Nominated Professionals should be specifically reminded to liaise with the young person and their parent / carer, prior to attending a Bloom Professionals Consultation meeting, so that the 'voice of the child' is present in the discussion

Recommendation 3: that case studies be used to show a young person's narrative journey through Bloom

Recommendation 4: that consideration be given to collecting information about the volume of suggestions in the Consultation Plans being followed, not followed, and accepted or not accepted by suggested services, and the reasons for such non-acceptance

Bloom Evaluation Report: Bloom Data and Analysis Comparison Report 2019 and 2020

Recommendation 1: consider formalising robust and realistic Bloom KPIs to monitor and improve performance, alongside a review of the processes underpinning the setting up of the Bloom Profs meetings

Recommendation 2: that, given that those aged 10 fall outside the scope of the 11+ contract for children and young people commissioned by Cornwall Council, and that HeadStart Kernow will close in mid-2022, Bloom should explore what service is best placed to undertake further analysis and focus upon this age group to help ensure that they continue to receive appropriate and timely assistance and services

Recommendation 3: that, given that HeadStart Kernow will close in mid-2022, Bloom should explore what service is best placed to undertake further analysis, and focus upon ages when young people transition to other places of education (10, 11, 15, 16) to help ensure that they continue to receive appropriate and timely assistance and services

Recommendation 4: that a review of the Bloom Communications Strategy and Plan should include a comprehensive GP engagement strategy, taking into account the publicity and advocacy work undertaken by Dr Ashton on behalf of Bloom

Recommendation 5: that, should resource permit, those schools / colleges with a low ratio of referral rates to Bloom compared with their population should be identified to assist with the identification of best practice in early help approaches

Recommendation 6: that, should Bloom's future be secured, and resource allow, an event / workshop be held for secondary schools across Cornwall to increase awareness of Bloom

Recommendation 7: that Bloom explore the feasibility of running joint 'community of practice' events with the CAMHS Access Team within the Early Help Hub

Appendix 4: Conclusions from each evaluation strand report

The conclusions below are those contained within each evaluation strand report.

Bloom Evaluation Report: Cost Benefit Analysis Strand

The analysis contained within this report allows the following conclusions to be drawn:

A developing understanding of the costs of non-intervention

Despite the difficulties inherent in attributing costs to non-intervention for young people with mental ill-health and other presentations, acknowledged in the studies and reports consulted for this report, it is clear that these costs are both societal and personal, and can often pertain to life-long difficulties and disadvantage should these not be addressed at the earliest opportunity. As part of this evaluation strand the NCB were asked to deliver a cost benefit analysis based on five prevalent referral factors noted within Bloom referrals: anxiety; self-harm; depression / low mood; families affected by domestic violence and abuse; and not attending school regularly.

The NCB analysis notes that their findings *'could be said to underestimate, even in terms of economic costs, the impact of the issues considered'* and concludes that the *'total potential costs to services society, families and young people amongst the 2019 closed cases resulting from all five referral factors is estimated to be in the region of £4.29 million to £7.23 million. **This equates to an average of £19,881 to £33,472 for each [of] the young people who had at least one of the five referral factors considered by this analysis'*** (our emphasis).

In the local context, in 2019/20 Cornwall Council commissioned 300 places per annum at £20k per place (ie £6m) for young people to attend an Alternative Provision Academy (APA).¹¹¹

Cost-effectiveness of Bloom

The robust cost- and resource-modelling undertaken for this report allows for the first time an understanding of the costs of the Bloom model, and those for each of the senior partners (CAMHS and Cornwall Council (through HeadStart Kernow)). It also allows direct per capita cost comparisons to be made with other interventions and services.

The cost of the Bloom virtual model per annum is £140k¹¹²; the cost of the model per young person is £533 (based on the 263 referrals discussed and closed through the virtual model in 2020).

¹¹¹ Source: Cornwall Council

¹¹² Modelling calculations include in-kind costs incurred by professionals from other organisations / services through attending Bloom Profs meetings but not office accommodation costs or staffing on-costs for Senior Partners or others

The cost of the Bloom model per annum for CAMHS and Cornwall Council jointly is £104k for the virtual model; £143k for the pre-Covid19 face-to-face model.

The overall cost of the Bloom model includes in-kind costs incurred by professionals from other organisations / services through attending Bloom Profs meetings. Such additional costs for Bloom per annum equate to £36k for the virtual model; and £35k for the pre-Covid19 face-to-face model.

The robust cost- and resource-modelling undertaken for this report allows for the first time direct per capita cost comparisons to be made with other interventions and services. It is beyond the remit of this report to undertake those comparisons, but other reports in the wider Bloom evaluation contain many comments attesting to the value of Bloom to the wider ecology of children's services within Cornwall, and to its cost-effectiveness.

Benefits of Bloom within the support ecology of Cornwall

The benefits of Bloom are noted within the other reports which together form this Bloom evaluation. They note that the Bloom model provides a 'safe space' valued by professionals able to speak candidly together about the young person's presentation and needs, which may include family and other dynamics. Professional networking, shared learning, peer support, cross-team and cross-organisation working, the sharing of risk, informal supervision, and a deeper understanding of psychological presentations and formulation are other benefits of the Bloom partnership approach to helping support those young people who do not meet the criteria for CAMHS or Primary Mental Health (PMH).

The attendance at every Bloom Professionals Consultation (Bloom Profs) meeting of a CAMHS Clinical Psychologist and a PMH Worker allows psychological formulations to inform suggestions for support made at the meetings, and facilitates the swift movement into CAMHS / PMH should the discussion raise relevant concerns that were not apparent from the referral.

There were 39 cases in 2020 where prima facie the referrals did not meet CAMHS / PMH criteria, but which, following a Bloom discussion, were moved into those services without the need for further referral. Such streamlining of processes is an exemplar of cost and resource savings.

Bloom Evaluation Report: Review and Analysis of the Bloom Project Pilot Business Cases and Documentation 2014 – 2018, and the Development of Bloom 2018 – to date

The analysis of the existing documentation supporting the establishment of the Bloom Project Pilot (phases 1 and 2) allows the following conclusions to be drawn:

The importance of vision and networks

An understanding that some young people were falling through gaps in provision, combined with a network of professionals and services who were energised and enthused to find a way to ameliorate this, led directly to the Bloom pilot being set up in Penwith. Bloom was (and is) not a commissioned service, so a joint commitment from each service and organisation to enable the resourcing of the model was important in facilitating the establishment of the pilot.

HeadStart Kernow was latterly able to resource the administration of Bloom and to manage the roll-out of the model across the county. As this resource is time-limited, the ambition and resolution which started Bloom as a pilot will again be required, to ensure that Bloom continues as consistently and effectively post-HeadStart.

Alignment with strategic programmes

The extant Bloom pilot documentation does not explicitly state the model's alignment with strategic programmes, but the governance documentation underpinning the later roll-out across Cornwall references Bloom's alignment with them.

With continuing reviews of strategic imperatives, existing policy documents, and the reprioritisation and realignments of organisational priorities, the current Bloom model will need to retain clarity about how it continues to align with partner organisations' imperatives. It will need to regularly review its governance documents to ensure their alignment with strategic programmes, in order that it can continue to demonstrate its strategic fit.

Multi-agency approach and community-based support

The multi-agency Bloom Cornwall-wide and locality-based Steering Groups established as part of the project to roll-out Bloom across Cornwall continue to speak to the original concept of Bloom as bringing together professionals from a number of organisations and services including the Voluntary, Community and Social Enterprise (VCSE) so that a referral for a young person could be discussed holistically.

Community-based support was always seen as part of the potential supporting infrastructure surrounding a young person which could be used to address their

presenting difficulties as appropriate. This has continued to be case as Bloom was rolled out across Cornwall, as attendees at Bloom Professionals Consultation meetings include HeadStart Community Facilitators and colleagues from the VCSE who are able to point to community-based support appropriate for the young person being discussed. Potential links to current initiatives within Cornwall to establish social prescribing for young people present opportunities for further embedding this approach.

Professional consultation model

The Bloom Professionals Consultation meetings have evolved from the initial vision as articulated in the documentation from the first two phases of the Pilot Project. They remain clearly influenced however by the initial vision and practice as they evolved through the pilot phases, specifically through the key participation in each meeting of a CAMHS Clinical Psychologist and a Primary Mental Health worker, and by the attendance of other professionals (HeadStart Locality Coordinators (chairs), Early Help Locality managers, HeadStart Community Facilitators and other professionals, as well as the parent / carer's nominated professional).

As with the pilot phase, parents / carers and young people do not attend the meetings. This allows a safe space for professionals to talk together holistically about the young person's presentation and needs, which may include family and other dynamics, leading to rich discussion and suggestions of appropriate support for the young person.

Professional networking, informal supervision, and a deeper understanding of psychological presentations and formulation are other benefits of the Bloom approach.

Continuing evaluation

Whilst both of the phases within the Bloom Pilot Project noted the importance of evaluation, it is not clear what data was collected nor how robust the conclusions of any analysis undertaken might have been. However, in order to ascertain the effectiveness of any programme or approach, robust data collection and comparator analysis year-on-year are important. As Bloom was rolled out across Cornwall, data collection was integrated into the model's processes such that routine evaluation and data analysis are now in place, such that regular reporting is available to the Bloom Cornwall-wide and Locality Steering Groups. Post-HeadStart, such data analysis and reporting will need continuing resourcing if the Bloom model is to be able to demonstrate its ongoing efficacy and efficiency.

Bloom Evaluation Report: Bloom Senior Stakeholders Strand

The analysis of findings from the structured interviews held with Senior Stakeholders allows the following conclusions to be drawn:

Strategic fit

Bloom is acknowledged as 'pivotal' locally in relation to strategic partnerships with CAMHS, the One Vision Partnership Plan and the transformational priorities within the Turning the Tide strategy. The NCB Report notes that it *'was described as cross-cutting across the four 'One Vision' priorities and facilitative of multi-disciplinary conversations.'*

The governance documentation underpinning the roll-out of Bloom across Cornwall references Bloom's alignment with strategic programmes such as One Vision, the CAMHS Transformation Strategy and Turning the Tide, and Cornwall Council's Education Strategy. Further, the Bloom model is underpinned by an explicit understanding between all partners (Cornwall Partnership NHS Foundation Trust (CFT), Cornwall Council, HeadStart Kernow and other services and organisations) that it works within the Tavistock i-THRIVE model, as noted within many of its supporting documents.

Support for Bloom

The NCB Report notes that the majority of Senior Stakeholders would support the continuation and sustained future funding of Bloom, post-HeadStart. There was *'a great amount of positivity for the model'* and its confidence- and capacity-building, with Senior Stakeholders acknowledging that Bloom has many strengths. These included its collaborative, collegiate, multi-agency approach, and the support it gives to professionals working directly with the young people referred. Importantly, Senior Stakeholders are reported as acknowledging that through Bloom *'more young people were able to receive support, and the right support ... than might otherwise be the case'.*

Communications with Senior Stakeholders

It is evident from the NCB Report that there are some misperceptions about Bloom, due to an understandable lack of familiarity with its operation. Given the advent of the pandemic and the need to focus upon continuing delivery of Bloom Professionals Consultation (Bloom Profs) meetings, communications with Senior Stakeholders who are not members of the Bloom Cornwall-wide Steering Group (CWSG) have not been prioritised to date.

Bloom does have a comprehensive Communications Strategy and Plan agreed by its multi-agency Steering Group (the CWSG), but it has not been pragmatic to put it into effect given the uncertainty which prevails currently about Bloom's sustainability and continuation post-HeadStart. The Communications Strategy and Plan could usefully be revisited once the future of Bloom is secured for the

post-HeadStart period, so that Senior Stakeholders (not all of whom are members of the CWSG) may be kept informed of Bloom developments.

Challenges

Senior Stakeholders noted that there were challenging resource implications regarding the involvement of professionals within Bloom Profs meetings. Creative solutions could be tested to understand whether they facilitated the ability of professionals such as GPs to be more involved in the meetings.

Concerns raised by Senior Stakeholders included potential overlaps with other processes and services such as Team Around the Child meetings and the Early Help Hub; and the number of cancelled Bloom Profs meetings. These matters are addressed in some detail in the following sections of this report and in the annotations to the NCB Report at Appendix 1, and are largely based upon misapprehensions about the Bloom model and process.

Bloom Evaluation Report: Bloom Steering Group Members Strand

The analysis of the results from the survey of members of the Cornwall-wide Steering Group and the six Bloom Locality Steering Groups allows the following conclusions to be drawn:

Steering Groups are valued, and should continue

It is evident that the majority of respondents wish the Steering Groups to continue in their current form, and, as is currently the case, to determine the frequency of their meetings. Where possible a blended approach to meetings should be offered so that attendees can attend either in person or virtually. In order to retain membership, it will be important to consider shortening the length of the meetings, but in all cases ensuring that they keep to time and that discussions are kept on point. Papers should be sent out in good time prior to any Steering Group meeting.

Bloom: impact and comparative data

The response to this survey indicates that Bloom is valued, but that its impact remains opaque. It is hoped that this comprehensive evaluation of Bloom will aid the understanding of the model and its efficacy. It is in any case clear that the members of the Locality Steering Groups would value more comparative data across models, to enable them to better understand how their own model is performing, although all respondents thought that the papers, reports and data they currently receive were useful.

Bloom Evaluation Report: Bloom Leadership Team Strand

The analysis of findings from the structured interviews held with members of the Bloom Leadership Team allows the following conclusions to be drawn:

Support for Bloom

Unsurprisingly, Bloom has the support of the Bloom Leadership Team who, working within Bloom on a day-to-day basis, are able to articulate the strengths of the model and process including its collaborative, collegiate, multi-agency approach, and the support it gives to professionals working directly with the young people referred. They were also clear of the value of Bloom to the wider children's services' ecology within Cornwall.

Challenges

Bloom is not a commissioned service, so the commitment from HeadStart Kernow to resource the governance and administration of Bloom, and to manage the roll-out of the model across the county, has been very important. However, the Bloom Leadership Team acknowledge that Bloom faces an existential challenge as the HeadStart resource is time-limited, and that support from

partner organisations and services will need to be in place if Bloom is to continue. The continuing development of Bloom and the implementation of the Bloom Communications Strategy and Plan are dependent upon such commitment.

Bloom – early help and universal

The NCB Report suggests that Bloom is helpful in enabling support given to children and young people to be at an earlier and more universal level than might otherwise be the case (*'it's getting that level of understanding of children's presentations in there, right at the start, rather than waiting for children's distress to build'*). The referral route for Bloom (the CAMHS Access Team who are co-located with the Early Help Hub screen all referrals and allocate those suitable to Bloom) means that Bloom is available for all young people aged 0 - 18 who live or are educated in Cornwall. There are no referral criteria – all referrals allocated to Bloom are discussed, meaning that it is a truly universal service. Close management of both operational and clinical resource is required to ensure that all referrals are discussed within an appropriate timeframe (the informal KPI is within twelve weeks of receipt within Bloom¹¹³).

Bloom's educative function

The presence within each Bloom Profs meeting of a CAMHS Clinical Psychologist and a Primary Mental Health Worker is acknowledged as being integral to the model, and enables frontline professionals from a range of services and organisations to engage with clinical expertise and to gain a broader understanding of trauma and other factors which impact on young people's presentations and behaviours. Through Bloom, they are better able to understand psychological formulation, mental health, and the CAMHS offer: *'[A] school might have a bad relationship with CAHMS because CAHMS have historically not accepted a couple of referrals and they thought they might have done. Having Bloom ... gives that deeper level of understanding as to why these things might not be accepted and what is mental health and what isn't mental health, and how external social factors can impact on somebody.'*

Communications Strategy and Plan

Bloom has a comprehensive Communications Strategy and Plan agreed by its multi-agency Cornwall-wide Steering Group (CWSG), but it was deemed sensible to put it on hold given the prevailing uncertainty about Bloom's sustainability and continuation post-HeadStart. Communications about Bloom have also not been prioritised to date due to the advent of the pandemic and the need to focus upon continuing delivery of Bloom during the periods of lockdown, and uncertainty about Covid-19 restrictions.

¹¹³ The average length of time between receipt of referral by Bloom and the case being closed in Bloom was 57 calendar days in 2020 (see *Bloom Evaluation Report: Bloom Data and Analysis Comparison Report 2019 and 2020* for more information)

The Communications Strategy and Plan could usefully be reviewed once the future of Bloom is secured for the post-HeadStart period, to ensure that it includes all communications sent out by, or on behalf of, Bloom, and that it aligns with the post-HeadStart Bloom strategy.

Bloom Evaluation Report: Bloom Core Attendees Strand

The analysis of findings from the focus groups held with Bloom Core Attendees allows the following conclusions to be drawn:

Support for Bloom, and sustainability

Unsurprisingly, Bloom has the support of the Bloom Core Attendees who are able to articulate the strengths of the model and process including its collaborative, collegiate, multi-agency approach, and the support it gives to professionals working directly with the young people referred. The Bloom Core Attendees are clear that Bloom should continue due to *'its positive impact on young people, families, practitioners, and children's services across Cornwall'*.

Bloom is not a commissioned service, so the commitment from HeadStart Kernow to resource the governance and administration of Bloom, and to manage the roll-out of the model across the county, has been very important. However, the HeadStart resource is time-limited, and the Core Attendees are reportedly nervous about the future of Bloom post-HeadStart *"the impact of not having Bloom is...we would go back to pre-Bloom where we would have so many referrals...the longer something waits the worse it gets"*.

Bloom – early help and universal, and impact on professionals

The NCB Report suggests that the Bloom Core Attendees experience the referrals discussed within Bloom Profs meetings as increasingly complex and challenging and are therefore unsure whether Bloom is actually an early help model. Analysis does seem to indicate that there are high levels of referrals which are complex¹¹⁴. The referral route for Bloom (the CAMHS Access Team who are co-located with the Early Help Hub screen all referrals and allocate those suitable to Bloom) means that Bloom is available for all young people aged 0 - 18 who live or are educated in Cornwall. There are no referral criteria – all those referrals allocated to Bloom are discussed, meaning that it is a truly universal service. Close management of both operational and clinical resource is required to ensure that all referrals are discussed within an appropriate timeframe (the informal KPI is within twelve weeks of receipt within Bloom¹¹⁵).

¹¹⁴ During the latter half of 2020, following the conclusion of a Bloom Profs meeting, core Bloom meeting attendees (the Clinical Psychologist, Primary Mental Health Worker and the HeadStart Locality Coordinator) agreed which quadrant(s) of the i-THRIVE framework the referral aligned to. Analysis of those 79 closed Bloom cases in 2020 demonstrates that the majority of referrals discussed in Bloom fall wholly or partially beyond the Getting Advice quadrant. 14% (11 referrals) fell within more than one quadrant, suggesting complexity, whilst 10 referrals (13%) fell wholly or partially within the Getting Risk Support quadrant (see *Bloom Evaluation Report: Bloom Data and Analysis Comparison Report 2019 and 2020* for more detail about referrals)

¹¹⁵ The average length of time between receipt of referral by Bloom and the case being closed in Bloom was 57 calendar days in 2020 (see *Bloom Evaluation Report: Bloom Data and Analysis Comparison Report 2019 and 2020* for more information)

The NCB Report notes that professionals attending Bloom Profs meetings might benefit from the knowledge that they are able to access a support offer via Bloom, and to have more information about Bloom generally.

Bloom's child-centred approach

Participants in the focus groups valued the Bloom approach of placing the young person at the heart of a holistic intra-professional discussion. With no referral criteria, any referral allocated to Bloom will proceed to a Bloom Profs meeting where professionals together will carefully consider the young person's needs and presentation leading to a psychological formulation and suggestions for appropriate support and next steps: *'it is a "really colourful, rich process and we can see the child. It's not just a name or a statistic on a piece of paper. It's a real human being that we're discussing with love, compassion, and kindness"'*.

Bloom's supportive, educative and quasi-supervision functions

The presence within each Bloom Profs meeting of a CAMHS Clinical Psychologist and a Primary Mental Health Worker is acknowledged as being integral to the model, and enables frontline professionals from a range of services and organisations to engage with clinical expertise. In the collaborative and supportive forum that Bloom provides, professionals are able to share information, knowledge and experience, and to gain a broader understanding of trauma and other factors which impact on young people's presentations and behaviours. Through Bloom, they are better able to understand psychological formulation, mental health, and service provision *'there is a lot of learning that takes place...you talk about provision that sometimes the referrers don't know about...across psychological aspects, practical things, logistics'*.

Importantly, the NCB Report also notes a secondary benefit of intra-professional working: the ability given through Bloom, of applying information and knowledge acquired at a Bloom Profs meeting to other situations and colleagues *'The SENCO had not previously heard of those services and as a result of the information being shared, they made two additional referrals for other children, which shows how the impact of effective information sharing can be felt beyond the young people who access Bloom directly.'*

A number of the Core Attendees are reported as seeing Bloom as offering an opportunity for something akin to clinical supervision: *'a unique value of Bloom is the space it provides for almost-supervisions, reassurance for professionals that they are doing the right thing and are managing risk well'*. Through Bloom, professionals are enabled to understand a young person's behaviours and presentation more fully such that they are able to (continue to) manage risk appropriately and more confidently *'just as important if not more important than hard outcomes...soft outcomes lay the foundations to enable that model of change so that families can then feel more confident and children and young*

people can feel more confident and self-assured to take the steps that they need to make those hard changes and hard outcomes’.

Communications Strategy and Plan

Bloom has a comprehensive Communications Strategy and Plan agreed by its multi-agency Cornwall-wide Steering Group (CWSG), but it was deemed sensible to put it on hold given the prevailing uncertainty about Bloom’s sustainability and continuation post-HeadStart. Communications about Bloom have also not been prioritised to date due to the advent of the pandemic and the need to focus upon continuing delivery of Bloom during the periods of lockdown, and uncertainty about Covid-19 restrictions.

The Communications Strategy and Plan could usefully be reviewed once the future of Bloom is secured for the post-HeadStart period, to ensure that it includes all communications sent out by, or on behalf of, Bloom, and that it aligns with the post-HeadStart Bloom strategy.

Strategic fit

The NCB Report notes that the Bloom Core Attendees acknowledge that Bloom aligns with other services’ priorities and supports existing programmes of work: *‘Bloom supports Cornwall Council’s One Vision, Inclusion, Best Start to Life, as well as health agendas. It’s a kind of coming together of all of those things’.*

Challenges

The Bloom Core Attendees are reported as having some concerns over the scheduling of Bloom Profs meetings, the types of referrals Bloom receives, the support given to professionals attending Bloom Profs meetings, and the inability of the Bloom model to evaluate the onward journey of a young person following a Bloom Profs meeting and discussion, and therefore the efficacy of the suggestions for support given. These matters are addressed in some detail in the following sections of this report and in the annotations to the NCB Report at Appendix 1.

Bloom Evaluation Report: Bloom Professionals Strand

The analysis of the results from the professionals' survey and feedback questionnaires allows the following conclusions to be drawn:

Professionals would strongly recommend Bloom for young people needing help with their emotional, social or mental wellbeing

It is not possible to do a direct read-across for all the questions from the professionals survey to the established feedback questionnaire, so analysis of similarities and differences between the responses to the survey and feedback questionnaire is difficult. However, it is clear that in both instances a very high number of respondents would recommend Bloom.

SQ05 *How likely are you to recommend Bloom for young people who might need help with their emotional, social or mental wellbeing?* **96.2%**

FQQ10 *If a colleague had similar concerns about a child/young person I would recommend making a referral to Bloom* **97.6%**

Bloom is effective

Respondents to the survey and to the feedback questionnaire strongly indicated that they thought the Bloom Profs meeting led to an understanding of the young person's presentation and needs.

SQ3b *I felt that the professionals at the Bloom Professionals Consultation meeting listened and understood what was going on for the young person* **98.7%**

FQQ7 *I feel that the professionals present at the meeting helped guide a shared understanding/ formulation of the child/young person I represented* **100%**

Responses to the questions interrogating whether the support suggestions made in the Bloom Profs meeting would be effective and helpful were also very positive.

SQ3c *The Bloom Professionals Consultation meeting made appropriate and helpful suggestions to support the young person / their family* **97.4%**

FQQ8 *I felt that the outcome of the meeting will effectively support the child/young person I represented* **88%**

Bloom's accessibility allows any referral allocated to be discussed

Bloom occupies a unique space within the children's service ecology in Cornwall (there is no referral criteria, any referral allocated to Bloom will be discussed, and the model brings together professionals including CAMHS Clinical Psychologists). Without Bloom, the survey suggests that Referrers would continue referring to CAMHS or the Early Help Hub, but also that they would struggle to locate appropriate and timely interventions. The survey sought to understand what Referrers would have done had they not used Bloom. Of the 41 respondents to SQ11 (*What would you have done if Bloom was not available?*), 36.6% spoke of referring to CAMHS; 26.8% mentioned contacting the Early Help Hub. One mentioned that *'Bloom makes it much easier to get lots*

of ideas and suggestions in one place.' Another said they would make a '*Camhs (sic) referral and explained to the parent that the waiting lists are extremely long, support unlikely and felt relatively (sic) useless!*'. Some professionals would continue to make referrals to CAMHS '*but with little hope of acceptance*'.

Existing communications about Bloom for professionals are helpful

Responses to both the survey and feedback questionnaire indicate that professionals feel that they receive sufficient and helpful communications about Bloom and the Bloom Profs meetings prior to attendance.

SQ3a *The communications I received were clear and helpful in explaining Bloom and the purpose of the Bloom Professionals Consultation meeting* **97.4%**

FQQ1 *I had sufficient information about Bloom before attending this meeting* **80.7%**

Future meeting mode for Bloom

Professionals showed no preference for either a virtual or in-person mode of meeting for Bloom Profs, despite there being, unsurprisingly, a correlation between the mode of meeting previously attended by a professional and their preference going forward. The majority of respondents were agnostic about the mode of Bloom Profs going forward: of the 115 responses, a majority (58; 50.4%) showed no preference as to the mode in future. 24 (20.8%) expressed a preference for virtual meetings with 33 (28.7%) preferring the meetings to be held in-person.

Information and communications about Bloom are important

Bloom is a partnership initiative and a model and process and, as such, it is difficult for professionals to understand the limitations of remit and resource under which it operates. Some of the comments and suggestions received suggest that there is a communication deficit in this regard, and that it would be beneficial to revisit the Bloom Communications Strategy and Plan to consider how professionals might be better informed.

Consistency within Bloom Profs meetings

Suggestions for improvement were received which included limiting the number of professionals invited to the virtual Bloom Profs meetings; effective time management of the meeting; ensuring that everyone attending understands the 'journey' of the referral into Bloom; and taking time at the end of the meeting to ensure that the next steps, including who will receive a copy of the Consultation Plan following the meeting, have been understood by all attendees. It will be important to consider how best to ensure a consistency of approach within every Bloom Profs meeting.

Bloom Evaluation Report: Bloom Service Providers Strand

The analysis of the results from the survey of members of Bloom 'service providers' allows the following conclusions to be drawn:

Information and communications about Bloom are important

Bloom is a partnership initiative and not a service owned by one organisation. Rather, it is a model and process and as such, it is difficult for it to be recognised as having a clear position within the wider ecology within Cornwall of organisations and services which focus on children and young people.

This survey has shown that whilst many of those organisations and services taking part in this survey are aware of Bloom, many respondents do not appear to have experience of the Bloom Profs meetings, nor were they aware of the various Steering Groups. This suggests that there is a communication deficit, and that it would be beneficial for those working in those organisations and services to have a deeper understanding of the Bloom model and process. Revisiting the Bloom Communications Strategy and Plan could provide an opportunity to consider how best to inculcate this.

Use of the Bloom Consultation Plan to support onward referrals

The use of the formulation within the Bloom Consultation Plan would help to support any onward referral, by enabling a greater understanding of why the young person might benefit from the suggested support noted in the Plan. Any use of information contained within the Bloom Consultation Plan should of course be subject to consent.

Funding of interventions suggested by Bloom

As a model and process, Bloom does not have funding to enable any of the suggestions for interventions made at the Bloom Profs meetings. In addition, currently there is only anecdotal feedback within the meetings as to the length of waiting lists and any available means of funding the interventions suggested. It would be helpful as part of a review of the Bloom Communications Strategy and Plan to identify means of engaging with service providers to obtain regular information on waiting lists and funding for use at Bloom Profs meetings.

Bloom Evaluation Report: Young People & Parents / Carers Strands

The analysis of the young people's case studies and the insights gained from them allows the following conclusions to be drawn:

Evaluation difficulties inherent in the Bloom model

There are difficulties inherent within the Bloom model and process when evaluating the efficacy and impact of Bloom on young people and parents. These are rehearsed in detail within the Methodology section of this report but GDPR and data protection considerations have inhibited the use of surveys or interviews with those whose referrals have been discussed in Bloom; and Bloom itself has no resource or remit to follow an individual beyond the Bloom Profs meeting to ascertain whether suggestions made in a Consultation Plan were followed through and how useful they were. These considerations have led to the case study approach to try to gain some understanding of young people's experience of Bloom; and to the inability to include a parent strand within the comprehensive Bloom evaluation.

Confirmation of the Bloom approach in practice

This strand of the evaluation confirms that the central tenets of the Bloom approach are recognised and appreciated:

- *Bloom keeps the young person at the centre of its approach* – the needs and presentation of the young person are held at the centre of all Bloom Profs meetings and suggested outcomes
- *Bloom is needs-based and holistic* - Bloom Profs meetings can fill in the missing details and take into account a young person's early life and formative experiences to create a deeper understanding of their needs and presentation, so enabling the most appropriate support recommendations to be made to help improve different aspects of a young person's life
- *Bloom is flexible and non-prescriptive* – through carefully discussing each young person's referral, Bloom considers each young person's individual needs, and makes suggestions for support based upon the discussion. There is no 'one size fits all' approach: Bloom considers all professionals' views in Bloom Profs meetings and is not afraid to challenge assumptions
- *Bloom is inter-professional* – Bloom understands that a referral may contain a single professional perspective and that other professionals may have valuable insights into a situation, and other information. Bloom facilitates holistic information sharing so that the Bloom Profs meeting and Consultation Plans can include specialist clinical assessment, input from professionals from differing disciplines, suggestions for support by a wide variety of agencies / organisations / services, and community-based support
- *Bloom is supportive of parents and families, and professionals* – where appropriate, Bloom can make support suggestions for parents and / or the family. Through bolstering support that is already in place, eg signposting a professional to an organisation / service / agency of which they were

previously unaware, Bloom helps affirm professionals' existing practice and supports them to continue their work with the young person

- *Bloom is inclusive* – Bloom can discuss presentations and make appropriate suggestions for any young person whose referral it receives (referrals are allocated to Bloom by the CAMHS Access Team which is co-located with the Early Help Hub). Bloom can determine the most appropriate support for any young person allocated to it, including those who already have a formal diagnosis, are awaiting assessment, or have emotional, social and / or mental wellbeing issues (which might be connected to a life-long physical health condition), including disrupted education. Bloom can offer recommendations for both short- and medium-term support options and works in tandem with, and takes into account (where known), any existing therapeutic and other existing support interventions already in place.

The importance of CAMHS and other professional links to Bloom

The participation of CAMHS clinicians in the Bloom Profs meetings is integral to the Bloom model, and their clinical perspective adds immense value. Through the psychological formulation which is derived from the discussion, a young person's presentation can be understood by the professional(s) involved with the young person, as well as underpinning the support suggestions made. Through the CAMHS partnership in Bloom, referrals are able to be opened directly to CAMHS from Bloom if that is deemed appropriate within the Bloom Profs meeting, so saving professionals' time and resource by not having to complete another referral.

Through links with the CAMHS Learning Disability (CAMHS LD) Team and other specialist teams, attendees at Bloom Profs (particularly perhaps those working directly with young people) benefit from specialist advice which they can then apply to other young people's presentations.

Complexity and risk

The case studies confirm that Bloom referrals can indicate considerable complexity in a young person's presentation and circumstances. While Bloom can facilitate early help it can also, through its inter-professional Bloom Profs meetings, help support much more challenging presentations. Bloom recognises risk and acts upon safeguarding concerns, including guiding referrers to make a separate referral to the Multi-Agency Referral Unit (MARU) because of safeguarding concerns, and suggesting, where there is known risk, follow-up actions in the event of an escalation.

Variation in detail given in referrals and Consultation Plans

The amount of information contained within referrals and Consultation Plans varies widely. Bloom has no ability or remit to amend the CAMHS referral form unilaterally, and experience suggests that no matter how carefully a form is designed, not all users will carefully consider the headings or questions

contained within it, but rather simply use the form as a vehicle to deliver the information they want to give.

Bloom Evaluation Report: Bloom Data and Analysis Comparison Report 2019 and 2020

The data analysis contained within this report allows the following conclusions to be drawn:

Focus on particular age cohorts and referral factors

It is hoped that this report sheds light on particular age cohorts and referral factors, where further study or focus may be helpful in considering future commissioning or service drivers.

The data suggests that the ages of 10 and 15 may warrant especial attention. The highest combined incidence of case closures across 2019 and 2020 for females was Age 10 (28), and this is also true for Age 10 males (40).

Age 15 referrals closed in Bloom increased from 19 (7% of the total 2019 cohort) to 24 (9% of the total 2020 cohort) and show increases in five out of six referral factors¹¹⁶ noted, calculated as a percentage of each year's cohort:

- Parents or children with a range of health problems (up 9%)
- Anxiety (up 7%)
- Families affected by domestic violence and abuse (up 5%)
- Children who have not been attending school regularly (up 3%)
- Depression / Low Mood (up 2%)
- Self harm (down 5%)

The data also suggest that an increased focus on strategies to address the increases in depression / low mood and the numbers of young people whose referrals reference 'Parents or children with a range of health problems' would be beneficial.

Although the incidence of anxiety has shown a slight decrease year on year from 50% to 46% (as a percentage of the year's cohort), it remains high, and impacts a significant number of young people who are allocated to Bloom.

Movement between Bloom / PMH / CAMHS

The analysis of data within this report shows that of the referrals allocated to Bloom, those which resulted in PMH / CAMHS involvement increased from 13% in 2019 to 15% in 2020. Without Bloom, these referrals may not have received the appropriate support at the earliest opportunity, as it was only through discussion at a Bloom Professionals Consultation (Bloom Profs) meeting that it was determined that they should be allocated to PMH / CAMHS as the most appropriate needs-based outcome.

¹¹⁶ Referral factors are determined from two sources: the referral document and the consultation plan

Given that an average of 14% of all referrals allocated to Bloom subsequently result in PMH / CAMHS involvement, it may be beneficial to work up exemplar referrals and / or to hold a series of events for Bloom's professional networks with the CAMHS Access Team within the Early Help Hub. The aim would be to improve the clarity and detail in referrals, such that the CAMHS Access Team may more easily be able to identify more young people who would benefit from more immediate access to PMH / CAMHS than via Bloom.

GP engagement

The report notes that there were some significant reductions in the numbers of referrals closed in Bloom that came from GPs year on year. In Penwith, for example, overall referrals closed in Bloom fell from 55 in 2019 to 31 in 2020: a reduction of 44%. Within that locality cohort, GP referrals closed in Bloom (as a percentage of total closed referrals in that locality) fell from 42% (23 out of 55) to 6% (2 out of 31).

Engaging GPs proactively so that their understanding of Bloom is increased should be prioritised. This could be undertaken as part of an expanded Bloom Communications Strategy and Plan, once the future of Bloom is secure.