



# Bloom Evaluation Report: Bloom Professionals Strand

December 2021



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## 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.

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## 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.

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. Dan Robinson, the Senior Bloom Administrator, was instrumental in setting up the survey on the 'Let's Talk Cornwall' platform; his industry and good humour have 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.

## Executive Summary

This report is one of a suite, each report noting the findings from one strand of the evaluation of the Bloom model and process. An Executive Report of the full evaluation is also available.

This report considers the findings of a survey conducted of all professionals noted as attending Bloom Professional Consultation (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. For more information about Bloom and its genesis, evolution and operation, please see Appendix 1.

The analysis of the responses to the survey and feedback questionnaire clearly shows that professionals value Bloom: a very high number would recommend making a referral to Bloom for young people who might need help with their emotional, social or mental wellbeing (96.2% for the survey; 97.6% for the feedback questionnaire).

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*'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.'*

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Equally importantly, respondents to both the survey and the feedback questionnaire indicated very strongly that they thought the Bloom Profs meeting led to an understanding of the young person's presentation and needs (survey 98.7% - 77 out of 78 respondents: feedback questionnaire 100% - 42 out of 42 respondents). Responses to questions interrogating whether the support suggestions made in the Bloom Profs meeting would be effective and helpful were also very positive (survey Q3c 97.4%; feedback questionnaire Q8 88%).

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*'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?'*

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The majority of Referrers (88.9%) had sought help from other services before Bloom; and when asked what they would do were Bloom not available, 36.6% spoke of referring to CAMHS, whilst 11 (26.8%) mentioned contacting the Early Help Hub. 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 was the single word given by one respondent: 'struggled!'*

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*The process is quick and beneficial. Great way of accessing services you don't know are there!*

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The survey sought to understand whether suggestions for help made in the Bloom Profs meetings were implemented; the analysis of responses shows that either all (38.2%) or some (61.8%) of suggestions were followed. Interestingly, the predominate reason given for not following a suggestion was parental unwillingness (whether due to parental commitments; parents' own issues and challenges; or lack of engagement).

The responses from the survey and the feedback questionnaire demonstrate that respondents have found Bloom, notwithstanding the manner of delivery, useful, informative and supportive. Unsurprisingly, there is correlation between the mode of meeting (virtual or in-person) previously attended by a professional and their preference for the mode going forward. However, the majority of respondents (50.4%) were agnostic about whether Bloom Profs should be held in-person, or virtually, going forward.

In light of the suggestions and free-form responses received, a review of the Bloom Communications Strategy and Plan should be undertaken to ensure there is a wider understanding of the remit and resourcing of the Bloom model and process amongst professionals attending Bloom Profs meetings. Further, consideration should be given to finding a means to ensure that all Bloom Profs meetings are consistently chaired and managed.

This report, taken together with the other reports within this comprehensive evaluation of Bloom, will help to inform the future development of the model.

## Conclusions

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. 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 realatively (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.

## Recommendations

**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

## Introduction

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. An Executive Report of the full evaluation is also available.

This report considers the findings of a survey conducted of all professionals noted as attending Bloom Profs meetings in 2020, excepting only those surveyed as part of other strands of the comprehensive Bloom evaluation (the Bloom Leadership Group<sup>1</sup>, and the Bloom Core Attendees<sup>2</sup>). This report also analyses the feedback gathered routinely during 2020 from professionals following a Bloom Profs meeting.

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<sup>1</sup> See *Bloom Evaluation Report: Bloom Leadership Team Strand*

<sup>2</sup> See *Bloom Evaluation Report: Bloom Core Attendees Strand*

## Methodology

It was agreed by the EWG that the views of professionals from differing organisations and services, including from the voluntary and community sector (VCSE), who had attended Bloom Profs meetings, should form part of the comprehensive evaluation of Bloom conducted during 2020/21. The focus of this strand of the Bloom evaluation was to determine to what extent professionals who had attended at least one Bloom Profs meeting during 2020 found them useful, and whether the suggestions made within Bloom Profs meetings were appropriate and helpful to the young person about whom they were made.

The EWG agreed that those professionals who had attended at least one Bloom Profs meeting during 2020 should be sent a survey to ascertain their views. This survey would supplement the findings from the routine feedback questionnaire (FQ) distributed to professionals following each Bloom Profs meeting. This had been, pre-lockdown, by hard copy questionnaire distributed and returned at the end of the meeting, but has latterly been sent out via an email link as a feedback questionnaire on the Cornwall Council 'Let's Talk Cornwall' platform.

Draft questions for the supplementary survey for professionals were formulated by the Bloom Evaluation Project Team (Deborah Clarke, the Bloom Operational Lead, and Derek Thompson, Bloom Project Officer and Data Analyst) and were agreed by the EWG. The EWG also determined that questions should not be mandatory, so that respondents were able to skip any that they did not wish to answer. The survey included a number of closed questions and others with freeform boxes to elicit broader comment. In addition, in order to use the survey platform, there was a corporate requirement to include two questions regarding customer satisfaction within the survey. As a member of the EWG, Lee Atkins (Regional Improvement Support Officer for CORC) who was supporting the Learning strand of HeadStart Kernow, acted as a critical friend.

It had been anticipated that the survey platform would be Netigate. However, as the questions within the survey were being agreed by the EWG, Cornwall Council announced a compulsory move from using Netigate as a survey platform to 'Let's Talk Cornwall'. Training was undertaken on this new platform, and the survey was set up on it by the Bloom Senior Administrator. The survey link was sent to all those professionals identified as having attended a Bloom Profs meeting during 2020. 314 professionals were sent the survey link which was accompanied by an email explaining what the survey was about and why the recipient had been contacted. 13 were returned by the system as unknown, presumably because they had left that employment or the email address was no longer in use.

The survey was open for a month from 10 February 2021, with respondents being prompted before the close of the survey, via a further email on 4 March

2021, to complete the survey if they had not yet done so. A copy of the survey is at Appendix 2.

Bloom feedback forms have been used at Bloom Profs meetings since July 2019 (see Appendix 3). The layout and focus are based upon the CHI-ESQ Experience of Service forms used within the NHS. Hard copy feedback forms have been handed to professionals at the end of their attendance at Bloom Profs meetings so that they can be completed immediately and returned to the Chair of the meeting for later analysis. Consent was requested as part of the data capture.

Given the emergence of Covid-19 and the adoption of a revised Bloom model to the Covid-19 Consultation model held online via Microsoft Teams, a modified feedback form based on the previous Bloom Profs feedback form was created in Netigate (now on the 'Let's Talk Cornwall' platform), and has been sent to professionals attending Covid-19 Consultation (C-19) meetings. These feedback forms are completed on a voluntary basis. Respondents have included Nominated Professionals and core meeting attendees.

This report considers the results of the supplementary survey, sent to all professionals identified as attending a Bloom Profs meeting in 2020, and the findings from the hardcopy and online feedback forms received from professionals regarding their attendance at Bloom Profs meetings during 2020.

As with all Bloom evaluation reports, 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, for final approval prior to publication.

## Analysis

In reflecting upon the findings of both the survey and the feedback questionnaire, it is helpful to recall that Bloom is a model and a process rather than a service, and to understand its provenance, governance and remit (see Appendix 1). With additional resource provided by HeadStart Kernow the Bloom model was rolled out across Cornwall from 2018. Pre-Covid19, Bloom was established in each locality in Cornwall. It is an early intervention consultation model for professionals offering an holistic approach, across services, to support children's emotional, social and mental wellbeing, and its core purpose is to support young people to thrive.

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 a Bloom Profs meeting. Therefore, once allocated to Bloom, parents / carers are asked to nominate a professional who knows the young person referred in a professional capacity to attend the meeting. The Nominated Professional is given some meeting dates and times from which they will agree one to attend. Meeting invitations are then sent out to a core membership of a CAMHS Clinical Psychologist, a Primary Mental Health Worker, and a HeadStart Locality Coordinator (who chairs the meeting). Other usual attendees will be a HeadStart Community Facilitator and a member from the relevant Early Help Locality team.

The Nominated Professional will also attend the Bloom Profs meeting, and other 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 might also be present.

The collaborative, multi-agency Bloom Profs meetings consider with the Nominated Professional carefully and as holistically as possible each young person's referral, their presentation and needs; and discuss how they might best be supported. The meeting will agree a psychological formulation for the 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. A 'Point of Contact' is agreed in the meeting as the meeting participant best placed to talk through the Consultation Plan (the only record of the meeting) with the young person and their parent / carer, and take forward any onward referral with their consent. This is usually, but not always, the Nominated Professional, but will be a professional who has an ongoing professional relationship with the young person and / or the parent / carer.

Pre-Covid (that is prior to March 2020), each locality (bar Penwith<sup>3</sup>) had an established Locality Steering Group and the frequency, timings and locations of Bloom Profs meetings within each locality had been agreed:

Table 1: Bloom roll-out: frequency, timings and locations of Bloom Profs meetings

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.

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 focusing of

<sup>3</sup> 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.

CAMHS upon those 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 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. January – 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 Primary Mental Health 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 central team's management of cohorts 2 and 3, in the revised 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:

Table 2: Bloom roll-out: Covid-19 EMW model Bloom Profs schedule

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.

### **The survey and feedback questionnaires**

The survey agreed by the EWG to be sent to professionals who had attended a Bloom Profs meeting during 2020 can be found at Appendix 2. The feedback questionnaire routinely sent to professionals via an email link following a Bloom Profs meeting can be found at Appendix 3. For ease, the results from the survey

and the feedback questionnaires are analysed separately; a consideration of their similarities and differences is given below.

To differentiate clearly between the two analyses, 'survey' relates to the one-off survey of professionals identified as attending a Bloom Profs during 2020, and 'feedback questionnaire(s)' refers to the routine gathering of professionals' opinions of Bloom closely following attendance at a Bloom Profs meeting.

### **Survey and feedback questionnaires: similarities and differences**

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, respondents feel that they receive sufficient and helpful communications about Bloom and the Bloom Profs meetings prior to attendance (SQ<sup>4</sup>3a *The communications I received were clear and helpful in explaining Bloom and the purpose of the Bloom Professionals Consultation meeting* 97.4%; FQQ<sup>5</sup>1 *I had sufficient information about Bloom before attending this meeting* 80.7%).

Importantly, a very high number of professionals 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%).

Equally importantly, a very high number of respondents to the survey and the feedback questionnaire 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 (SQ3c *The Bloom Professionals Consultation meeting made appropriate and helpful suggestions to support the young person / their family*; FQQ8 *I felt that the outcome of the meeting will effectively support the child/young person I represented*) were also very positive (survey 97.4%; feedback questionnaire 88%).

The Evaluation Project Team thought it would be useful to interrogate more deeply the data deriving from SQ6 *What are your reasons for attending a Bloom Professionals Consultation meeting?* By doing so, a deeper understanding of the

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<sup>4</sup> SQ – Survey Question

<sup>5</sup> FQQ – Feedback Questionnaire Question

views of Referrers, Nominated Professionals, and Points of Contact would be gained, together with an insight as to whether there was any correlation between the mode(s) (virtual / in-person) of Bloom Profs meetings they had attended, and their preference for the mode of meeting in future.

Whilst a correlation was found between the mode of meeting previously attended by a professional and their preference going forward for all three roles, the majority of respondents in all three roles 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.

Very similar numbers of Referrers had attended face-to-face Bloom Profs meetings, and virtual Bloom meetings.

32%	F = 12
34%	V = 13
34%	both = 13

With regard to meeting preference, the majority of Referrers expressed no preference for either face-to-face or virtual Bloom meetings.

29%	F = 11
47%	V = 8
50%	NP = 19

Work was undertaken to understand whether there was any correlation between the type of meeting a Referrer had attended and their preference for an in-person or virtual meeting going forward.

No Referrer who attended a face-to-face Bloom Profs meeting expressed a preference for virtual Bloom meetings.

Only one Referrer who attended a virtual Bloom meeting expressed a preference for face-to-face Bloom Profs meetings.

Over two-thirds of Referrers who had attended both face-to-face and virtual Bloom meetings did not express a preference for either type of meeting.

**CORRELATING MEETING ATTENDANCE AND MEETING PREFERENCE: Referrers**

Of the 12 Referrers who had attended only Face-to-Face Bloom meetings:

- 7 Referrers preferred Face-to-Face Bloom meetings
- 0 Referrers preferred Virtual Bloom meetings
- 5 Referrers had no preference for either Face-to-Face or Virtual Bloom meetings

**ATTENDANCE & PREFERENCE**

58%	F = 7
0%	V = 0
42%	NP = 5

Of the 13 Referrers who had attended only Virtual Bloom meetings:

- 1 Referrer preferred Face-to-Face Bloom meetings
- 7 Referrers preferred Virtual Bloom meetings
- 5 Referrers had no preference for either Face-to-Face or Virtual Bloom meetings

**ATTENDANCE & PREFERENCE**

8%	F = 1
54%	V = 7
38%	NP = 5

Of the 13 Referrers who had attended both Face-to-Face and Virtual Bloom meetings:

- 3 Referrers preferred Face-to-Face Bloom meetings
- 1 Referrer preferred Virtual Bloom meetings
- 9 Referrers had no preference for either Face-to-Face or Virtual Bloom meetings

**ATTENDANCE & PREFERENCE**

23%	F = 3
8%	V = 1
69%	NP = 9

Of Nominated Professionals, 24 had attended only virtual Bloom meetings.

34%	F = 19
43%	V = 24
23%	both = 13

With regard to meeting preference, the majority of Nominated Professionals expressed no preference for either face-to-face or virtual Bloom meetings.

29%	F = 16
23%	V = 13
46%	NP = 26
2%	No Response = 1

Only one Nominated Professional who attended a face-to-face Bloom meeting expressed a preference for virtual Bloom meetings.

Three Nominated Professionals who attended a virtual Bloom meeting expressed a preference for face-to-face Bloom meetings.

Over two-thirds of Nominated Professionals who had attended both face-to-face and virtual Bloom meetings did not express a preference for either type of meeting.

**CORRELATING MEETING ATTENDANCE AND MEETING PREFERENCE: Nominated Professionals**

Of the 19 Nominated Professionals who had attended only Face-to-Face Bloom meetings:

- 10 Nominated Professionals preferred Face-to-Face Bloom meetings
- 1 Nominated Professionals preferred Virtual Bloom meetings
- 7 Nominated Professionals had no preference for either Face-to-Face or Virtual Bloom meetings
- 1 Nominated Professional made No Response

ATTENDANCE & PREFERENCE

53%	F = 10
5%	V = 1
37%	NP = 7
5%	No Response = 1

Of the 24 Nominated Professionals who had attended only Virtual Bloom meetings:

- 3 Nominated Professionals preferred Face-to-Face Bloom meetings
- 11 Nominated Professionals preferred Virtual Bloom meetings
- 10 Nominated Professionals had no preference for either Face-to-Face or Virtual Bloom meetings

ATTENDANCE & PREFERENCE

13%	F = 3
46%	V = 11
42%	NP = 10

Of the 13 Nominated Professionals who had attended both Face-to-Face and Virtual Bloom meetings:

- 3 Nominated Professionals preferred Face-to-Face Bloom meetings
- 1 Nominated Professional preferred Virtual Bloom meetings
- 9 Nominated Professionals had no preference for either Face-to-Face or Virtual Bloom meetings

ATTENDANCE & PREFERENCE

23%	F = 3
8%	V = 1
69%	NP = 9

More Points of Contact had attended the virtual rather than the in-person Bloom Profs meetings.

27%	F = 6
41%	V = 9
3%	both = 7

With regard to meeting preference, the majority of Points of Contact expressed no preference for either face-to-face or virtual Bloom meetings.

27%	F = 6
14%	V = 3
59%	NP = 13

No Point of Contact who attended a face-to-face Bloom Profs meeting expressed a preference for virtual Bloom meetings. Of the six Points of Contact who attended only a face-to-face Bloom meeting, five expressed a preference for face-to-face Bloom meetings, whilst of the nine who had only attended virtual Bloom meetings, six had no preference for the mode of meeting. Over four-fifths of those who had attended both face-to-face and virtual Bloom meetings did not express a preference for either type of meeting.

**CORRELATING MEETING ATTENDANCE AND MEETING PREFERENCE:****Points of Contact**

Of the 6 Points of Contact who had attended only Face-to-Face Bloom meetings:

5 Points of Contact preferred Face-to-Face Bloom meetings

1 Point of Contact had no preference for either Face-to-Face or Virtual Bloom meetings

ATTENDANCE &  
PREFERENCE

83%	F = 5
17%	V = 1

Of the 9 Points of Contact who had attended only Virtual Bloom meetings:

3 Points of Contact preferred Virtual Bloom meetings

6 Points of Contact had no preference for either Face-to-Face or Virtual Bloom meetings

ATTENDANCE &  
PREFERENCE

33%	V = 3
67%	NP = 6

Of the 7 Points of Contact who had attended both Face-to-Face and Virtual Bloom meetings:

1 Point of Contact preferred Face-to-Face Bloom meetings

6 Points of Contact had no preference for either Face-to-Face or Virtual Bloom meetings

ATTENDANCE &  
PREFERENCE

14%	F = 1
86%	NP = 6

**The Survey**

A review of the attendee listings for every Bloom Profs meeting held in 2020 led to a list of 314 professionals from a wide variety of services and organisations who had attended at least one Bloom Profs meeting. These were identified as the Bloom 'professionals' to whom the survey was sent. Of those 314 emailed, 13 emails were noted as no longer extant or a return message was received stating that the email had been sent in error.

The response rate to the survey was 24.8%. The number of respondents was 78 although there were 90 visitors to the survey page. The survey included a number of closed questions and others with freeform boxes to elicit broader comment. Not every respondent answered every question.

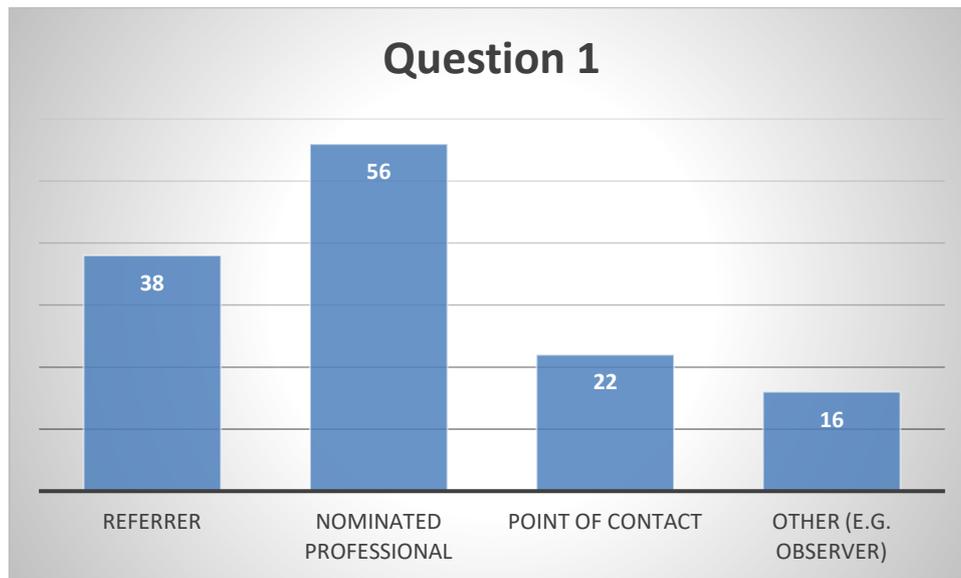
**Survey Question 1: role played in Bloom Profs meeting**

*[Q1 Please indicate which role(s) you have played in any Bloom Professionals Consultation meeting (check all that apply)]*

There were 78 responses to Survey Question 1 which asked respondents to identify the role they had in the Bloom Profs meeting(s) they had attended. Some respondents had had more than one role, as they had participated in more than one Bloom Profs meeting. The roles were:

- Referrer
- Nominated Professional
- Point of Contact
- Other (eg observer)

Fig 1: Professionals Survey Question 1: *Please indicate which role(s) you have played in any Bloom Professionals Consultation meeting (check all that apply)*



Further data analysis by the Bloom Evaluation Project Team shows the following correlations between roles, with a high number of Referrers also being Nominated Professionals and Points of Contact.

#### **REFERRERS**

82% of Referrers were also Nominated Professionals (31 out of 38)

47% of Referrers were also Points of Contact (18 out of 38)

34% of Referrers were also both Nominated Professionals and Points of Contact (13 out of 38)

#### **NOMINATED PROFESSIONALS**

55% of Nominated Professionals were also Referrers (31 out of 56)

25% of Nominated Professionals were also Points of Contact (14 out of 56)

23% of Nominated Professionals were also both Referrers and Points of Contact (13 out of 56)

#### **POINTS OF CONTACT**

82% of Points of Contact were also Referrers (18 out of 22)

64% of Points of Contact were also Nominated Professionals (14 out of 22)

55% of Points of Contact were also both Referrers and Points of Contact (12 out of 22)

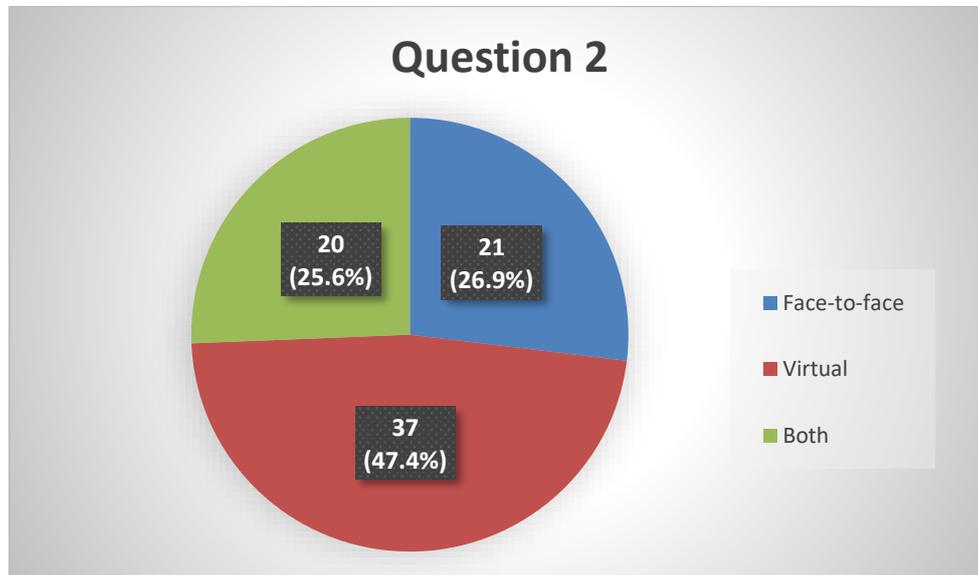
### **Survey Question 2: type of Bloom Profs attended (face-to face / virtual)**

*[Q2 Please indicate what type of Bloom Professionals Consultation meeting you have attended]*

Question 2 of the survey asked whether the professional had attended a Bloom Profs meeting when they were being held virtually following the advent of the Covid-19 pandemic, or in-person (pre-pandemic), or had attended both types of meeting. Of the 78 respondents, 20 (25.6%) had attended a meeting in both

modes. 21 (26.9%) had attended a face-to-face meeting, and 37 (47.4%) had attended a virtual meeting.

Fig 2: Professionals Survey Question 2: *Please indicate what type of Bloom Professionals Consultation meeting you have attended*



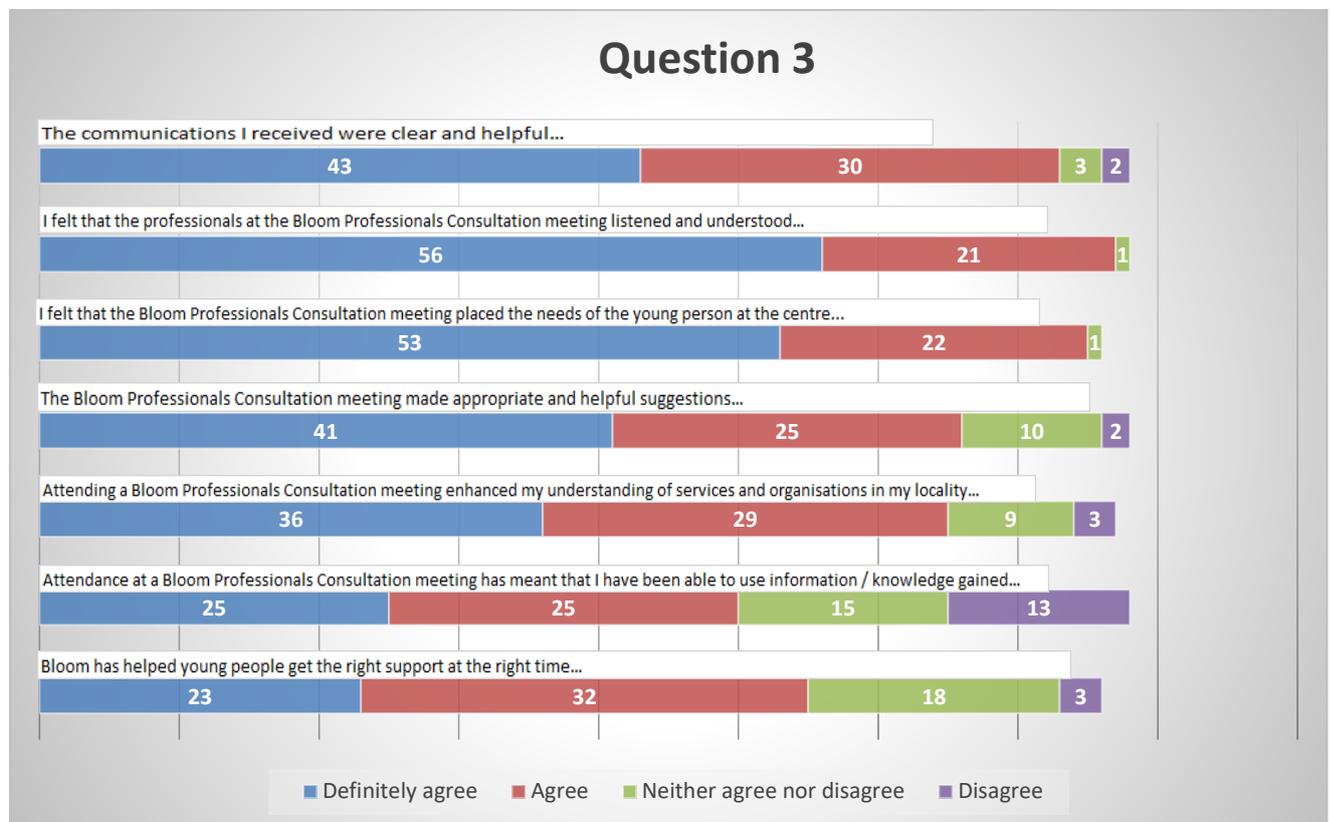
### Survey Question 3: subset of statements about Bloom

[Q3 These next questions require a score to indicate how you feel about them. Please check the box that best fits your experience of Bloom.

- The communications I received were clear and helpful in explaining Bloom and the purpose of the Bloom Professionals Consultation meeting.*
- I felt that the professionals at the Bloom Professionals Consultation meeting listened and understood what was going on for the young person.*
- The Bloom Professionals Consultation meeting made appropriate and helpful suggestions to support the young person / their family.*
- I felt that the Bloom Professionals Consultation meeting placed the needs of the young person at the centre of all discussions and suggested outcomes.*
- Attendance at a Bloom Professionals Consultation meeting has meant that I have been able to use information / knowledge gained there to support young people myself rather than making a new referral.*
- Attending a Bloom Professionals Consultation meeting enhanced my understanding of services and organisations in my locality.*
- Bloom has helped young people get the right support at the right time.]*

Question 3 with its subset of statements sought to understand how professionals broadly felt about their experience of Bloom (subsequent questions explored their responses in more detail). The possible responses to the subset of statements within this question were 'Definitely Agree', 'Agree', 'Neither agree nor disagree', 'Disagree' or 'Definitely Disagree'.

Of the 78 respondents, the overwhelming majority agreed or definitely agreed with each of the statements. No respondent definitely disagreed with any of the statements.



The percentages agreeing or definitely agreeing with each statement are as follows:

- a. 97.4% agreed or definitely agreed that *'The communications I received were clear and helpful in explaining Bloom and the purpose of the Bloom Professionals Consultation meeting'*.
- b. 98.7% agreed or definitely agreed that *'I felt that the professionals at the Bloom Professionals Consultation meeting listened and understood what was going on for the young person'*.
- c. 97.4% agreed or definitely agreed that *'The Bloom Professionals Consultation meeting made appropriate and helpful suggestions to support the young person / their family'*.
- d. 98.7% agreed or definitely agreed that *'I felt that the Bloom Professionals Consultation meeting placed the needs of the young person at the centre of all discussions and suggested outcomes'*.
- e. 83.3% agreed or definitely agreed that *'Attendance at a Bloom Professionals Consultation meeting has meant that I have been able to use information / knowledge gained there to support young people myself rather than making a new referral'*.

- f. 94.9% agreed or definitely agreed that *'Attending a Bloom Professionals Consultation meeting enhanced my understanding of services and organisations in my locality'*.
- g. 93.6% agreed or definitely agreed that *'Bloom has helped young people get the right support at the right time'*.

#### Survey Question 4: Bloom Profs meeting arrangements

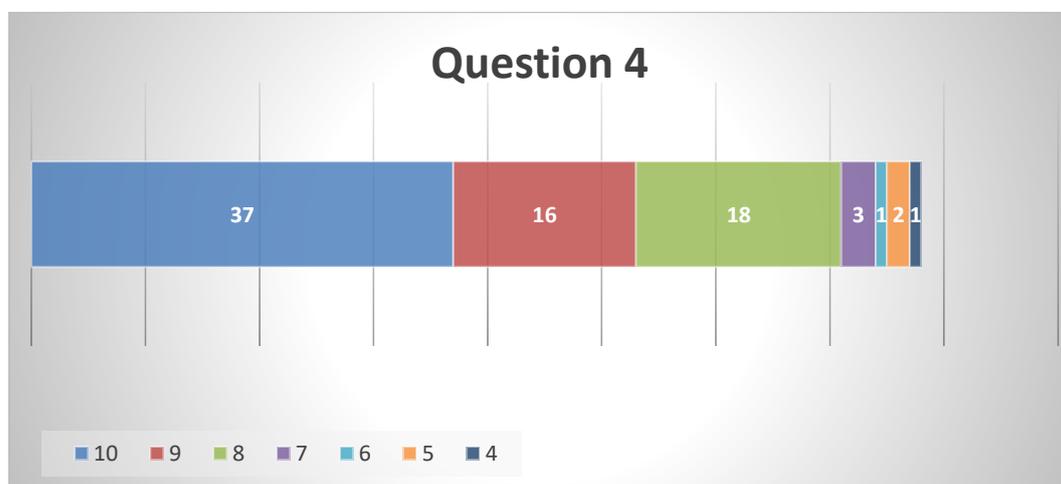
[Q4 Thinking about the arrangements overall, how easy did you find it to participate in Bloom?]

In order to understand whether professionals found the arrangements for attending a Bloom Profs meeting helpful, question 4 of the survey asked *Thinking about the arrangements overall, how easy did you find it to participate in Bloom?*

The responses were via a sliding scale where 1 was 'extremely difficult' to 10 which was 'extremely easy'.

Of the 78 respondents, 71 (91%) indicated that they had had a positive experience, giving scores between 10 and 8. Only 1 respondent gave a score below 5 (they gave a score of 4).

Fig 4: Professionals Survey Question 4: *Thinking about the arrangements overall, how easy did you find it to participate in Bloom?*



#### Survey Question 5: Recommending Bloom

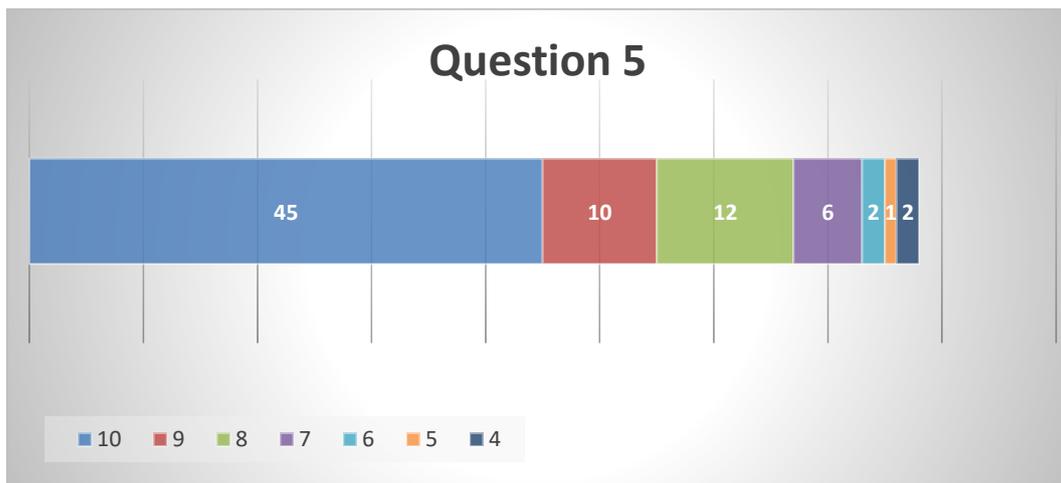
[Q5 How likely are you to recommend Bloom for young people who might need help with their emotional, social or mental wellbeing?]

Question 5 of the survey (*How likely are you to recommend Bloom for young people who might need help with their emotional, social or mental wellbeing?*) could be seen as a proxy for how satisfied professionals were with their

experience of the Bloom model and process. Responses to this question was via a sliding scale where 1 was 'not at all likely' to 10 which was 'extremely likely'.

Of the 78 respondents, 75 (96.2%) indicated that they were likely to recommend Bloom, giving scores between 10 and 6. Only 2 respondents gave a score below 5 (they gave a score of 3) with a further single respondent giving a score of 5.

Fig 5: Professionals Survey Question 5: *How likely are you to recommend Bloom for young people who might need help with their emotional, social or mental wellbeing?*



### Survey Question 6: Reasons for attending a Bloom Profs meeting

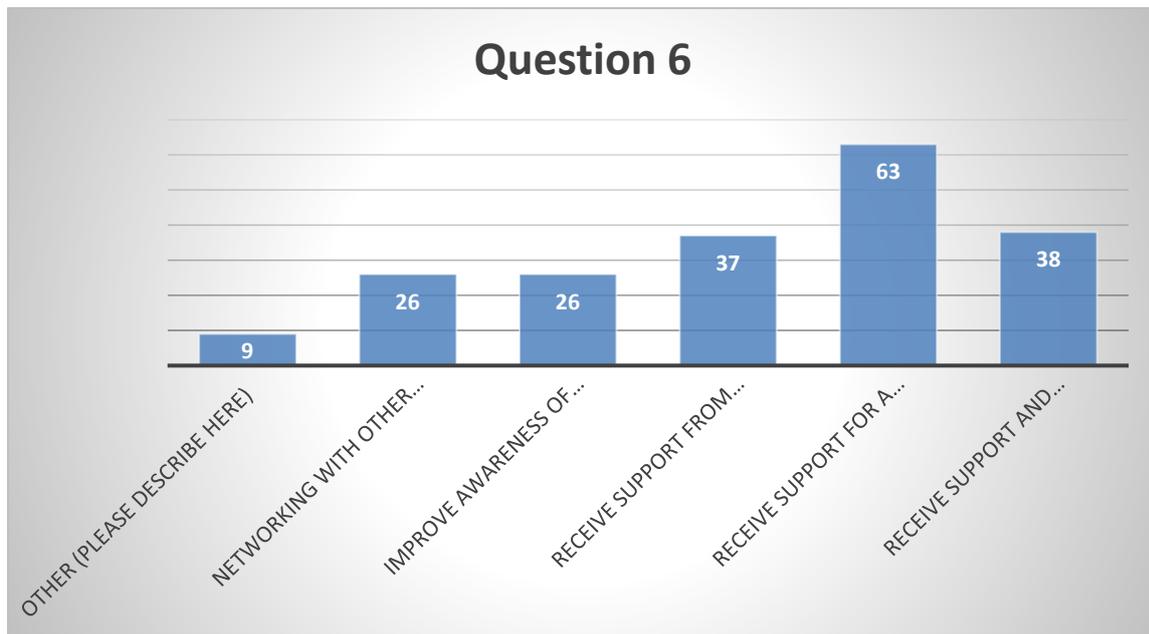
[Q6 What are your reasons for attending a Bloom Professionals Consultation meeting?]

There were 78 respondents to Question 6 of the survey. The question (*What are your reasons for attending a Bloom Professionals Consultation meeting?*) was designed to help Bloom understand the motivations behind a professional attending. Respondents were able to choose more than one reason for attendance and many chose two or more.

The overwhelming reason for attendance was unsurprisingly 'Receive support for a young person and/or their family' (63 responses; 31.7%).

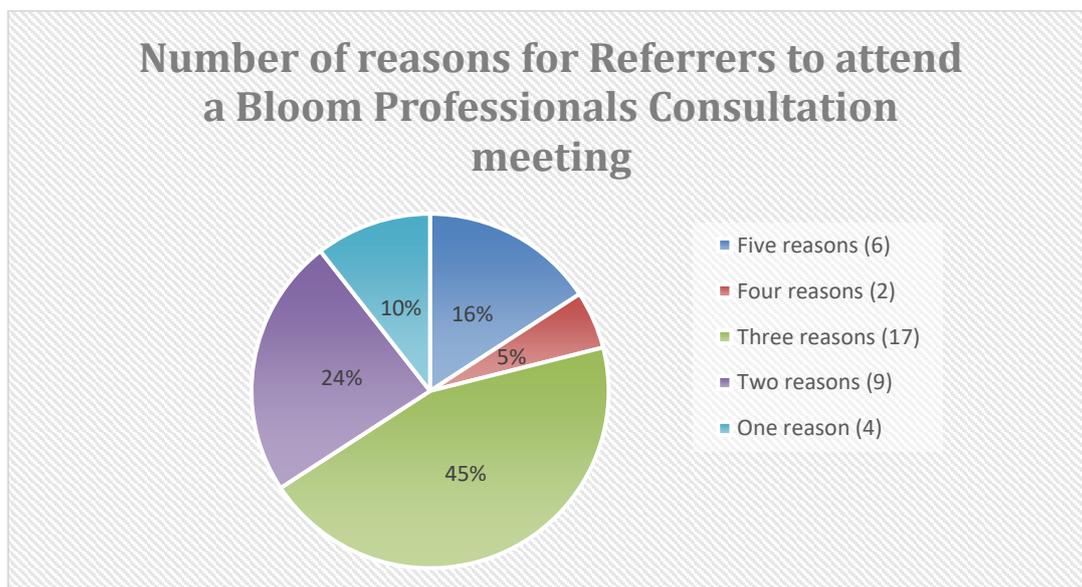
Interestingly, of the 199 choices made, only 38 (19%) gave 'Receive support and advice from CAMHS' as a response, with 37 responding 'Receive support from fellow professionals'.

Fig 6: Professionals Survey Question 6: *What are your reasons for attending a Bloom Professionals Consultation meeting?*

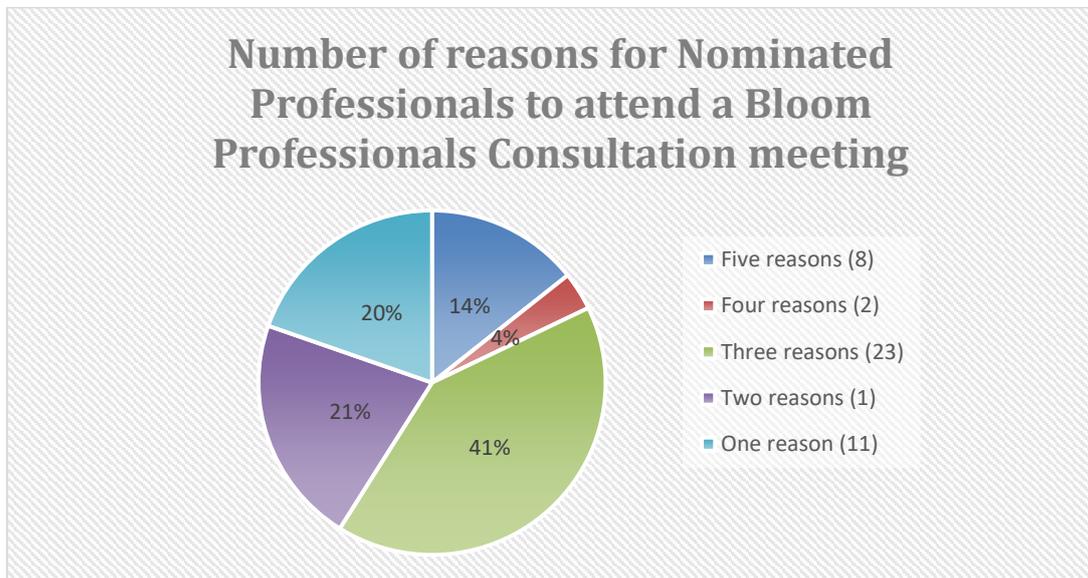


Other (please describe here)	9
Networking with other professionals	26
Improve awareness of services/organisations available in my locality	26
Receive support from fellow professionals	37
Receive support for a young person and/or their family	63
Receive support and advice from CAMHS	38

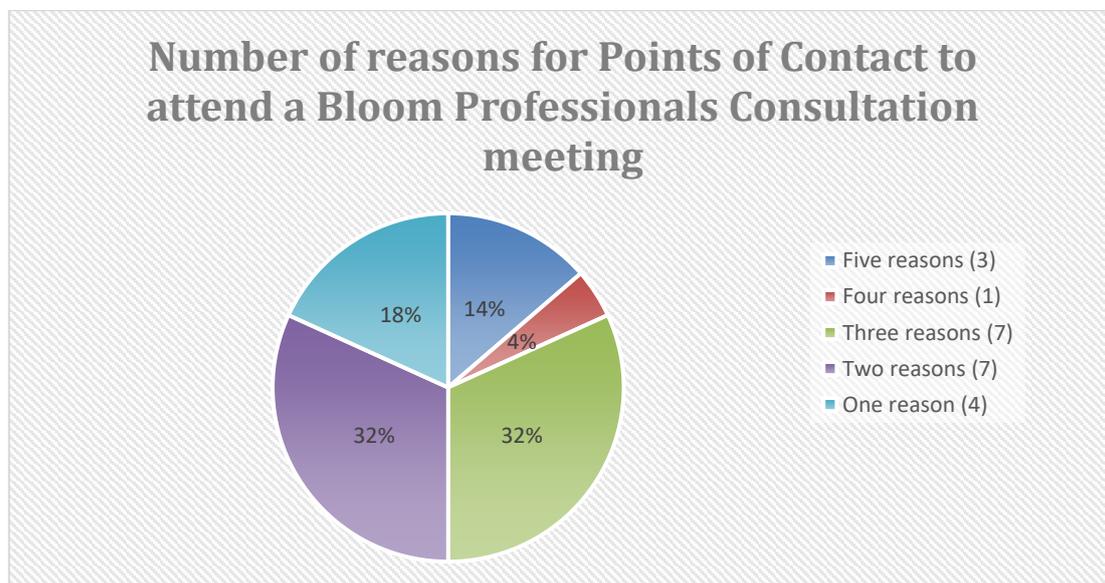
Further analysis undertaken by the Bloom Evaluation Project Team shows that of the 38 Referrers who responded to Question 6 of the survey, 17 gave three reasons for attending, with nine giving two reasons. A further six Referrers gave five reasons for attendance.



Of the 56 Nominated Professionals who responded to Question 6 of the survey, 23 gave three reasons for attending, with 12 giving two reasons. A further 11 Referrers gave one reason for attendance.



Of the 22 Points of Contact who responded to Question 6 of the survey, seven gave three reasons for attending, with a further seven giving two reasons. Another four Points of Contact gave one reason for attendance.



The further analysis also showed that there were similarities in the reasons that Referrers, Nominated Professionals and Points of Contact attended Bloom Profs meetings. It is striking that whilst all three highlighted the ability to gain CAMHS input, this was in conjunction with professional support, support from organisations and the networking opportunities Bloom Profs meetings afford. The detailed findings are given below.

There were 13 unique combinations of reasons given by Referrers for attendance, of which the highest three were as follows

For CAMHS input, for the YOUNG PERSON, and for PROFESSIONAL support	11	29%
For CAMHS input and for the YOUNG PERSON	6	16%
For CAMHS input, for the YOUNG PERSON, for PROFESSIONAL support, for support from ORGANISATIONS, and for NETWORKING opportunities	6	16%

There were 20 unique combinations of reasons given by Nominated Professionals for attendance, of which the highest three were as follows

For CAMHS input, for the YOUNG PERSON, and for PROFESSIONAL support	11	20%
For the YOUNG PERSON	8	14%
For CAMHS input, for the YOUNG PERSON, for PROFESSIONAL support, for support from ORGANISATIONS, and for NETWORKING opportunities	8	14%

There were 13 unique combinations of reasons given by Points of Contact for attendance, of which the highest four were as follows

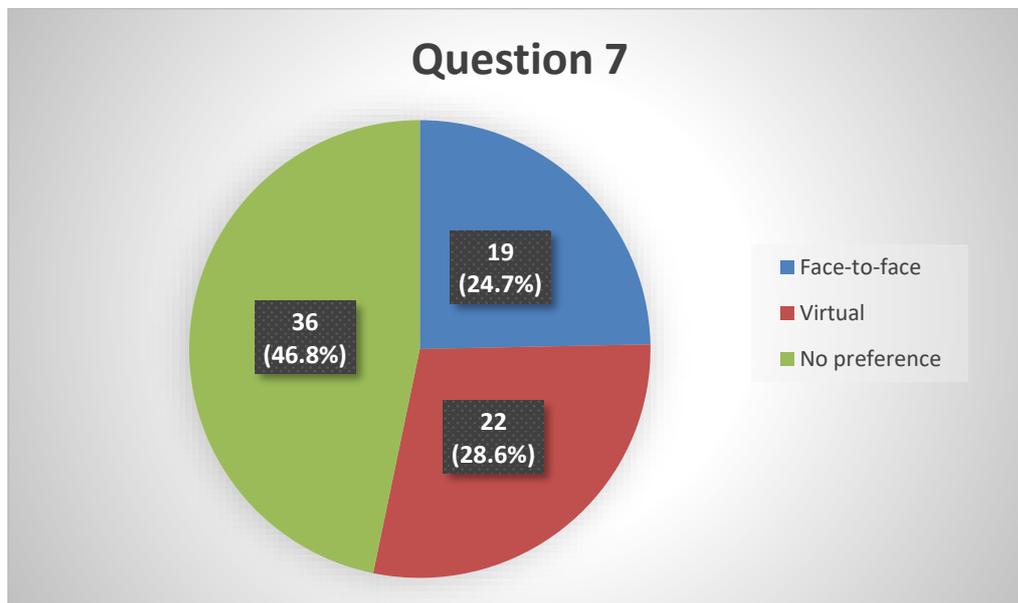
For CAMHS input and for the YOUNG PERSON	4	18%
For CAMHS input, for the YOUNG PERSON, and for PROFESSIONAL support	3	14%
For CAMHS input, for the YOUNG PERSON, for PROFESSIONAL support, for support from ORGANISATIONS, and for NETWORKING opportunities	3	14%
For the YOUNG PERSON	3	14%

### **Survey Question 7: Bloom Profs meeting mode preferences**

*[Q7 We have re-engineered Bloom due to Covid-19 so that Bloom Professionals Consultation meetings are no longer held face to face but via Microsoft Teams. Which format of Bloom Professionals Consultation meetings do you find most beneficial?]*

There were 77 respondents to Question 7 (*Which format of Bloom Professionals Consultation meetings do you find most beneficial?*) which sought to understand whether professionals had found any difference in the efficacy of the mode (virtual or in-person) of Bloom Profs meeting. These findings will help inform the forward-planning of the delivery of Bloom Profs meetings as any societal recovery from the Covid-19 pandemic strengthens. 36 (46.8%) showed no preference with a further 22 (28.6%) indicating that they found the virtual mode of Bloom Profs most beneficial.

Fig 7: Professionals Survey Question 7: *We have re-engineered Bloom due to Covid-19 so that Bloom Professionals Consultation meetings are no longer held face to face but via Microsoft Teams. Which format of Bloom Professionals Consultation meetings do you find most beneficial?*



### Survey Question 8: Nominated Professionals

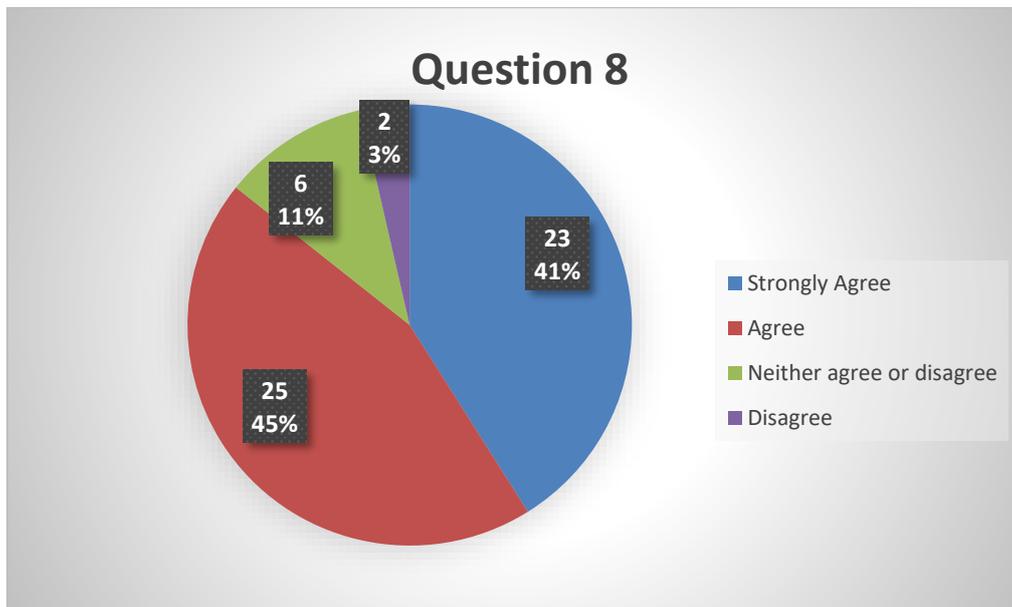
*[Q8 This question is for Nominated Professionals only. The communications I received about Bloom were clear and helpful in explaining what was expected of me as a Nominated Professional]*

Nominated Professionals play an important role within the Bloom model: they are chosen by the parent / carer to represent the young person and the family within the Bloom Profs meeting. They will be a professional who knows the young person in a professional capacity and will bring the 'voice of the child' into the meeting.

When contacted by Bloom to alert them that they have been nominated by a parent / carer to attend a Bloom Profs meeting, the Nominated Professional is sent some information about their role and Bloom, and this question within the survey sought to understand whether these communications were effective.

The possible responses were 'Strongly Agree', 'Agree', 'Neither agree nor disagree', 'Disagree' or 'Strongly Disagree'. There were no respondents who strongly disagreed.

Fig 8: Professionals Survey Question 8: *This question is for Nominated Professionals only. The communications I received about Bloom were clear and helpful in explaining what was expected of me as a Nominated Professional*



It is apparent that, of the 56 responses, the majority agreed that 'The communications I received about Bloom were clear and helpful in explaining what was expected of me as a Nominated Professional' (48 respondents; 85.7%).

### Survey Questions 9, 10 and 11: Referrers

[Q9 This question is for Referrers only. Had you tried getting help from other services before Bloom?]

[Q10 This question is for Referrers only. Did you make a referral to Bloom with an idea of the outcome you wanted?]

[Q11 This question is for Referrers only. What would you have done if Bloom was not available?]

Questions 9 – 11 of the survey sought to understand whether Referrers had turned to Bloom after having tried to obtain help from other services, and whether they had a firm idea of the outcome they wanted from Bloom. Q11 wondered what they might have done should Bloom not be available. Respondents were able to give a free-form answer to this question, whilst they were given a binary choice (yes / no) for questions 9 and 10.

It is apparent that the majority of Referrers had sought help from other services before Bloom (40 of the 45 respondents had done so ie 88.9%) and of the 44 respondents to Q10, a significant majority had referred to Bloom with a clear idea of the outcome they wanted.

Fig 9: Professionals Survey Question 9: *This question is for Referrers only. Had you tried getting help from other services before Bloom?*

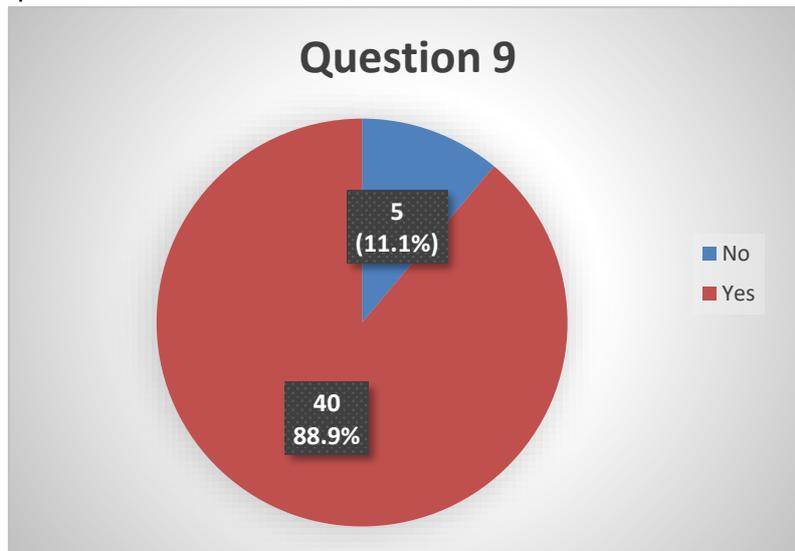
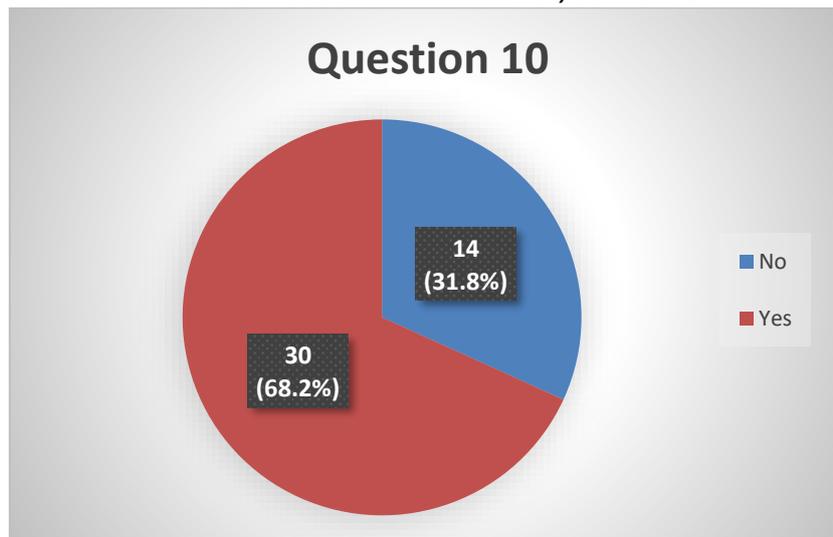


Fig 10: Professionals Survey Question 10: *This question is for Referrers only. Did you make a referral to Bloom with an idea of the outcome you wanted?*



Question 11 sought to understand what Referrers would have done had they not used Bloom. Of the 41 responses (see Appendix 4), 15 (36.6%) spoke of referring to CAMHS, whilst 11 (26.8%) mentioned contacting the Early Help Hub. One mentioned that they *'Discussed with my manager what appropriate services are available. 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'*.

Other comments speak to the educative function of Bloom *'I am not sure as services that I was aware of had either not worked or wasn't appropriate'; 'i*

would of (sic) struggled to find the right service for the young person'; 'I am not sure: I think I had exhausted all other avenues open to me'. Perhaps the most succinct response to the question of what a referrer would have done without Bloom was the single word given by one respondent: 'struggled!'

### Survey Questions 12 and 13: Points of Contact

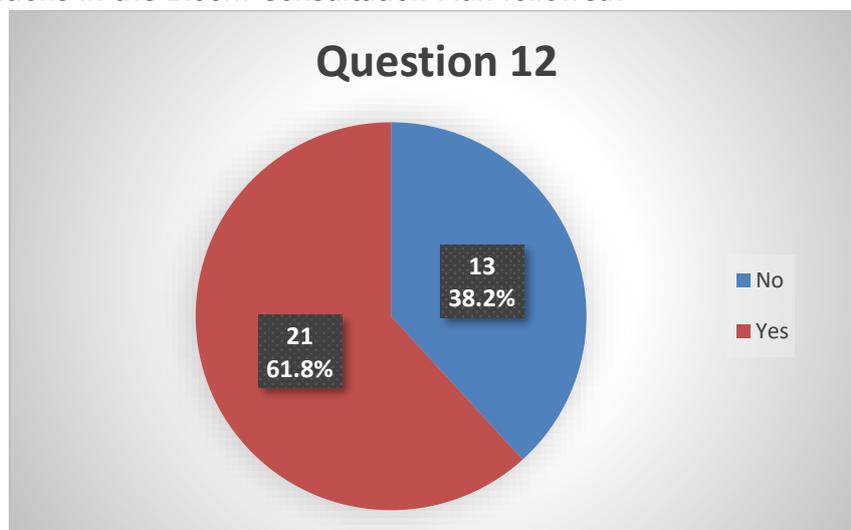
[Q12 This question is for Points of Contact only. Were suggestions in the Bloom Consultation Plan followed?]

[Q13 This question is for Points of Contact only. If any of the suggestions included in the Bloom Consultation Plan were not followed, could you tell us a little about why?]

Questions 12 and 13 were for Points of Contact only and focussed on what happened to the suggestions for help made at the Bloom Profs meeting, captured on the Consultation Plan. The Point of Contact is the person who agrees in the Bloom Profs meeting to discuss the Consultation Plan and the suggestions with the family and the young person, and to take forward those suggestions and referrals to which the parent / carer and young person give consent. Bloom has no remit or resource to follow up any suggestions or referrals itself and hence it is very difficult to measure the application or efficacy of the suggestions made in a Bloom Profs meeting. These questions were designed to try to address that gap.

The possible responses to Question 12 of the survey (*Were suggestions in the Bloom Consultation Plan followed?*) were 'Some', 'All' or 'None'. Of the 34 responses, 13 (38.2%) responded that all the suggestions noted in the Consultation Plan were followed, whilst 21 (61.8%) responded that some suggestions were.

Fig 11: Professionals Survey Question 12: *This question is for Points of Contact only. Were suggestions in the Bloom Consultation Plan followed?*



Question 13 (*If any of the suggestions included in the Bloom Consultation Plan were not followed, could you tell us a little about why?*) sought to understand, through a free form response, more about why some suggestions in the Consultation Plan were not followed. 19 respondents commented and the table following shows the distribution of reasons given why suggestions in the Consultation Plan might not have been followed:

Table 1: Professionals Survey Question 13

Reason for not following suggestions made in Consultation Plan	Number of respondents citing reason	Comments made
Parental unwillingness	7	<p><i>Much of what was suggested had been accessed before or there were reasons why it couldn't be - parental commitments preventing it, child not being of eligible age for the provision, cost of the provision couldn't be met by school or parent.</i></p> <p><i>Parents were not keen to do all recommendations</i></p> <p><i>Some of the suggestions were not suitable for the pupil or the parent was unwilling to engage in the services recommended.</i></p> <p><i>Some were suggestions that the family could engage with however they were not able to do this due to their own challenges</i></p> <p><i>One is dependent on parental agreement.</i></p> <p><i>Advice for parents to attend courses</i></p> <p><i>Only if family or child didn't wish to engage</i></p>
Suggestions previously tried	4	<p><i>Much of what was suggested had been accessed before or there were reasons why it couldn't be - parental commitments preventing it, child not being of eligible age for the provision, cost of the provision couldn't be met by school or parent.</i></p> <p><i>Some suggestions made were not achievable, ie male mentor - unable to find a service to provide this. Some suggestions were for things which had already been done - ie VIG</i></p> <p><i>Upon sharing with school, they had been tried</i></p> <p><i>One of the suggestions that was made had already been tried before and the family didn't wish to pursue. Another suggestion was put to the family and the young person was very clear that they did not want to give this a go.</i></p>

Suggestions unable to be followed through	4	<p><i>I have had 2 children that have had functional family therapy as an outcome from the plan, I have been unable to access this due to criteria. I have followed this up with my manager and team lead and it is being looked into.</i></p> <p><i>I followed them. But others who had actions in different teams did not follow up on theirs.</i></p> <p><i>Spoke about two children. Outcome for one child was wonderful. Outcome for 2nd child, I don't know. Psychiatrist did not respond to any follow up contact although we had been asked to work together.</i></p> <p><i>we chose the most appropriate service for the young person</i></p>
Funding issues	3	<p><i>Mostly to do with the cost of supporting interventions - There is so very little extra monies that are not already pre - budgeted in with a school. There is little/none monies that are instantly available in a school budget to cover these costs even though one may see and appreciate the positive ideas/interventions that may help a child.</i></p> <p><i>Much of what was suggested had been accessed before or there were reasons why it couldn't be - parental commitments preventing it, child not being of eligible age for the provision, cost of the provision couldn't be met by school or parent.</i></p> <p><i>Child not old enough to access funding (had to be 10 years old).</i></p>
Young person's unwillingness	3	<p><i>Some were not appropriate for the family or the young person or child did want to engage with some suggestions</i></p> <p><i>Young person was not interested in some of the interventions named</i></p> <p><i>One of the suggestions that was made had already been tried before and the family didn't wish to pursue. Another suggestion was put to the family and the young person was very clear that they did not want to give this a go.</i></p> <p><i>Only if family or child didn't wish to engage</i></p>
Child's age inhibiting access	3	<p><i>Much of what was suggested had been accessed before or there were reasons why it couldn't be - parental commitments preventing it, child not being of eligible age for the provision, cost of the provision couldn't be met by school or parent.</i></p>

		<p><i>Child not old enough to access funding had to be 10 years old.</i></p> <p><i>There weren't many suggestions due to the age of the child (5). Unfortunately there are limited services in Cornwall for such young children</i></p>
Suggestions not feasible or unsuitable	3	<p><i>Some suggestions made were not achievable, ie male mentor - unable to find a service to provide this. Some suggestions were for things which had already been done - ie VIG</i></p> <p><i>Some of the suggestions were not suitable for the pupil or the parent was unwilling to engage in the services recommended.</i></p> <p><i>Some were not appropriate for the family or the young person or child did want to engage with some suggestions</i></p>

### **Survey Questions 14, 15 and 16: Professionals' thoughts about Bloom**

*[Q14 This question is for everyone. What is the most helpful part of the Bloom process?]*

*[Q15 This question is for everyone. How could the Bloom process be improved?]*

*[Q16 This question is for everyone. Please use this space to tell us anything about your experience of Bloom that you would like to share?]*

Questions 14, 15 and 16 gave all respondents no matter their role within Bloom Profs meetings, an opportunity to comment further about Bloom in freeform responses.

It is evident in the 77 responses given to Q14 *[What is the most helpful part of the Bloom process?]* that professionals find Bloom helpful, supportive and collaborative with the following being representative of the comments made:

- *'The opportunity to really unpick the serious issues and for professionals to offer their perspective on support that could help.'*
- *'the discussions and contributions from all professionals bring valuable advice from different perspectives'*
- *'Being able to discuss the child and their situation helps to tease out need and avenues for support. It is also affirming with regard to provision already put in place/tried and approaches taken.'*

The wordcloud following is derived from the comments given in response to this question: see Appendix 5 for the verbatim comments.





Consent is requested as part of the data capture and the feedback has been used to support best practice in the meetings, and to capture any issues so that they might be addressed as quickly as possible.

During 2020 there have been a number of different cohorts of referrals through the Bloom model, due to the emergence of Covid-19 (see Appendix 1). There were 28 face-to-face Bloom Profs meetings held between January – March 2020, prior to the pandemic and lockdown. An average of 8 attendees were present at each meeting. During the latter half of 2020 Bloom referrals were discussed under the revised Covid-19 (C-19) model led by a central Bloom team (the Bloom Clinical and Operational Leads and the core Bloom Primary Mental Health Worker); from November 2020 a more decentralised East, Mid, West Covid-19 (C-19EMW) model was introduced. The C-19EMW model has different core teams of Clinical Psychologist, Primary Mental Health Worker and HeadStart Chair.

There were 52 C-19 consultation meetings held between April and October 2020, and 51 C-19EMW consultation meetings held between November and December 2020, each with an average of 9 attendees. 272 Netigate survey requests were sent out, from which 62 survey responses were received, a response rate of 23% (although not every respondent chose to answer every question).

Descriptor	Number of Bloom Profs, C19, C19EMW meetings	Average number of attendees	Number of feedback forms sent	Number of feedback forms received
Discussed within in-person Bloom Profs	28	8	Not known <sup>6</sup>	35
Discussed within centralised C-19 Bloom model	52	9	128	39 [30%]
Discussed within C-19 EMW Bloom model	51	9	144	23 [16%]

During 2019 and from January – March 2020 hard copy feedback forms were handed to professionals at the end of their attendance at Bloom Profs meetings so that they could be completed and collected immediately for later analysis. Custom and practice has been that the feedback forms are not distributed to all attendees at Bloom Profs since some attend many meetings due to their key role within Bloom (for example, Clinical Psychologists, Primary Mental Health Workers, HeadStart Locality Coordinators, HeadStart Community Facilitators, members of the locality Early Help teams, and others). This has continued, even

<sup>6</sup> Chairs are responsible for handing professionals feedback forms at the end of an in-person Bloom Profs meeting. The number of forms handed out is not recorded

as Bloom was re-engineered at pace to meet the emergence of the Covid-19 pandemic.

The hardcopy feedback form has ten specific questions relating to:

- Information and responses before the meeting (Q1 and Q2)
- Experience of the meeting (Q3 to Q7)
- After the meeting (Q8 to Q10)

Some of the questions are specific to Nominated Professionals (Q8 and Q9).

Q1	I had sufficient information about Bloom before attending this meeting
Q2	I received responses to any Bloom queries/communications I had prior to the meeting in a timely manner
Q3	The meeting room was suitable
Q4	I felt comfortable contributing to the meeting
Q5	My views and concerns were taken seriously
Q6	I felt supported as a professional at the meeting
Q7	I feel that the professionals present at the meeting helped guide a shared understanding/formulation of the child/young person I represented
Q8	I felt that the outcome of the meeting will effectively support the child/young person I represented
Q9	I understand what needs to happen next to support the child/young person I represented
Q10	If a colleague had similar concerns about a child/young person I would recommend making a referral to Bloom

The response scale ranges from 1 (Disagree) to 6 (Agree), and in addition there are three open feedback boxes for:

- What was good about attending this Bloom meeting
- Anything that wasn't helpful or needs improving
- Any further comment

With the adoption of the centralised Bloom Covid-19 Consultation model from April – November 2020, held online via Microsoft Teams, a modified feedback form based on the previous Bloom Profs feedback form was created in Netigate, and is now hosted on the 'Let's Talk Cornwall' platform. This was sent to professionals via an emailed link after the Bloom Profs meeting they attended. In line with previous practice at the in-person Bloom Profs meetings, not all attendees at Bloom Profs meetings are asked for feedback. The online survey remains in use as Bloom's response to the pandemic evolved in November 2020 to a more decentralised model (the C-19EMW model).

Questions in the online feedback form are as follows:

Q1	I had sufficient information about C-19 Consultation meeting (Bloom) before attending this meeting
Q2	I received responses to any C-19 Consultation meeting (Bloom) queries/communications I had prior to the meeting in a timely manner
Q3	The meeting forum was suitable
Q4	I felt comfortable contributing to the meeting
Q5	My views and concerns were taken seriously
Q6	I felt supported as a professional at the meeting
Q7	I feel that the professionals present at the meeting helped guide a shared understanding/formulation of the child/young person I represented
Q8	I felt that the outcome of the meeting will effectively support the child/young person I represented
Q9	I understand what needs to happen next to support the child/young person I represented
Q10	If a colleague had similar concerns about a child/young person I would recommend making a referral for a C-19 Consultation meeting (Bloom)

The response scale ranges from 1 (Disagree) to 6 (Agree) to permit a read-across from responses to the in-person Bloom Profs meetings to responses to the C-19 virtual Bloom Profs meetings.

In addition, there are three open feedback boxes for responses to the following:

- What was really good about attending this C-19 Consultation meeting (Bloom)?
- Anything that wasn't helpful or needs improving?
- Any further comments you would like to add?

As will be noted, the only changes between the hardcopy feedback form and the online form are the references in the latter to Covid-19, and to Q3 regarding the meeting forum (all C-19 Bloom Profs meetings are virtual, held via Microsoft Teams). This was done deliberately, to enable read-across from all forms of Bloom Profs meetings. Both the hardcopy and online surveys are completed on a voluntary basis, and no question is mandatory.

## Responses

The responses in the online surveys received for the C-19 model and the decentralised C-19EMW model align with the findings from the feedback received following the in-person model, demonstrating that respondents have found Bloom, notwithstanding the manner of delivery, useful, informative and supportive.

Questions		In-person Bloom	C-19 Bloom (centralised model)	C-19EMW Bloom (decentralised model)	Total respondents Percentages
		Scale 1 -6 where 1 is disagree and 6 is agree			
Q1	I had sufficient information about Bloom before attending this meeting  (online version: I had sufficient information about C-19 Consultation meeting (Bloom) before attending this meeting)	33 respondents  1 gave score of 2 3 gave score of 3 2 gave score of 4 13 gave score of 5 14 gave score of 6	26 respondents  2 gave score of 2  2 gave score of 4 3 gave score of 5 19 gave score of 6	29 respondents   2 gave score of 3 5 gave score of 4 8 gave score of 5 14 gave score of 6	88 respondents, of whom 80.7% gave score of 5 or 6
Q2	I received responses to any Bloom queries/communications I had prior to the meeting in a timely manner  (online version: I received responses to any C-19 Consultation meeting (Bloom) queries/communications I had prior to the meeting in a timely manner)	28 respondents  2 gave score of 4 7 gave score of 5 19 gave score of 6	24 respondents  2 gave score of 3 3 gave score of 4 3 gave score of 5 16 gave score of 6	26 respondents  6 gave score of 3 1 gave score of 4 6 gave score of 5 13 gave score of 6	78 respondents, of whom 82% gave score of 5 or 6
Q3	The meeting room was suitable  (online version: The meeting forum was suitable)	33 respondents  6 gave score of 5 27 gave score of 6	26 respondents  1 gave score of 4 6 gave score of 5 19 gave score of 6	28 respondents  1 gave score of 3 1 gave score of 4 7 gave score of 5 19 gave score of 6	87 respondents, of whom 96.6% gave score of 5 or 6
Q4	I felt comfortable contributing to the meeting	33 respondents  1 gave score of 3 1 gave score of 4 4 gave score of 5 27 gave score of 6	24 respondents  1 gave score of 4 5 gave score of 5 18 gave score of 6	28 respondents  1 gave score of 3 1 gave score of 4 7 gave score of 5 19 gave score of 6	85 respondents, of whom 94.1% gave score of 5 or 6
Q5	My views and concerns were taken seriously	32 respondents  4 gave score of 5 28 gave score of 6	24 respondents  1 gave score of 4 3 gave score of 5 20 gave score of 6	27 respondents  2 gave score of 3 1 gave score of 4 7 gave score of 5 17 gave score of 6	83 respondents, of whom 95.2% gave score of 5 or 6
Q6	I felt supported as a professional at the meeting	32 respondents	25 respondents	27 respondents  1 gave score of 3	84 respondents, of whom

		6 gave score of 5 26 gave score of 6	1 gave score of 4 5 gave score of 5 19 gave score of 6	2 gave score of 4 5 gave score of 5 19 gave score of 6	95.2% gave score of 5 or 6
Q7	I feel that the professionals present at the meeting helped guide a shared understanding/formulation of the child/young person I represented	27 respondents  4 gave score of 5 23 gave score of 6	10 respondents  2 gave score of 5 8 gave score of 6	5 respondents  2 gave score of 5 3 gave score of 6	42 respondents, of whom 100% gave score of 5 or 6
Q8	I felt that the outcome of the meeting will effectively support the child/young person I represented	27 respondents  3 gave score of 4 9 gave score of 5 15 gave score of 6	10 respondents  1 gave score of 4 4 gave score of 5 5 gave score of 6	5 respondents  1 gave score of 3  1 gave score of 5 3 gave score of 6	42 respondents, of whom 88% gave score of 5 or 6
Q9	I understand what needs to happen next to support the child/young person I represented	27 respondents  7 gave score of 5 20 gave score of 6	9 respondents  1 gave score of 3  2 gave score of 5 6 gave score of 6	5 respondents  1 gave score of 4 1 gave score of 5 3 gave score of 6	41 respondents, of whom 95.1% gave score of 5 or 6
Q10	If a colleague had similar concerns about a child/young person I would recommend making a referral to Bloom  (online version: If a colleague had similar concerns about a child/young person I would recommend making a referral for a C-19 Consultation meeting (Bloom))	27 respondents  4 gave score of 5 23 gave score of 6	10 respondents  1 gave score of 4 1 gave score of 5 8 gave score of 6	5 respondents  5 gave score of 6	42 respondents, of whom 97.6% gave score of 5 or 6

### **Bloom in-person model**

Feedback from those hardcopy feedback forms completed from January – March 2020 when Bloom Profs were held in-person and within each locality, demonstrates that Bloom was held in high regard and the model's strengths were recognised, replicating findings from feedback forms received during the previous year. The 35 respondents from the 28 Bloom Profs meetings held across all localities during this time agreed very strongly with the majority of questions asked.



- the way the meetings are chaired and run – collaborative, safe space
- range and experience of professionals present in the meeting
- high quality of advice available in the meeting
- professional support available during the meeting
- effectiveness of the meeting to unpick a situation and arrive at an agreed plan / way forward

Suggestions for improvement have also been received, including 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.

**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**

Freeform text comments were also elicited and given in the feedback questionnaires for the centralised C-19 meetings, with this comment perhaps most succinctly summing up the predominately positive comments received: *'I just want to emphasise just how impressed I was with the meeting, the set-up, the atmosphere and the support offered.'*

Other comments received regarding the C-19 centralised model were as follows:

- *'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.'*
- *'The information provided at the meeting was clear. All information was shared at the beginning so that all professionals understood what the issues were and where they had arisen from.'*
- *'A really good multi-professional meeting with knowledgeable team. It helped me familiarise myself with all the resources available to young people and how to access them. Hopefully a success for the patient who now has a clear action plan which will help.'*
- *'Very supportive forum to consider the needs of a very complex child with lots of experts to contribute to the meeting and help decide on next steps for him.'*

- *'As a school, we really appreciate the time and support of a group of very knowledgeable and skilled professionals. It is an extremely beneficial process'*
- *'This was my first time attending a Blooms meeting as I am new to Cornwall. For me, it was helpful to observe and see how Blooms work. There were good discussions focusing on the child and the impact of historic events that have impacted on the children.'*
- *'I felt comfortable to ask questions and and left confident that support can be reviewed for the young person after the current counselling sessions have completed.'*
- *'Thank you for being so responsive.'*
- *'Good to have different professionals who are able to share their knowledge and experience and give advice Friendly and relaxed atmosphere even though its on MST'*
- *'I find the meetings interesting and inspiring . Everyone is very friendly and you are made to feel involved and comfortable.'*
- *'It was good to bring a range of professionals together to draw on all experience'*
- *'Good to have different professionals coming together to share perspectives and ideas'*
- *'multi-agency exploration of the child's needs with mental health clinician expertise and experience to develop hypothesis and consider support'*
- *'The forum is friendly and welcoming of the workers presenting cases. I found this consultation particularly supportive as I line manage the worker presenting the case.'*
- *'A range of professionals in attendance where each contributed. Really well organised and chaired. Positive, welcoming environment'*
- *'Great meeting. Thanks!'*
- *'The meeting wasn't rushed and the professionals took their time to consider the best way forward.'*
- *'I appreciated that there were people from other professions who could ask probing questions and offer an objective stance without the emotional involvement that I have. I was particularly appreciative of the input of the Clinical Psychologist.. I felt that my voice and concerns were heard.'*
- *'I am glad to have attended my first BLOOM as I have heard about it, but have never been invited before. Felt it was worthwhile.'*
- *'it was very professional and supportive everyone respected each other and didn't over talk each other good plan found at the end of the consultation'*
- *'Good contributions made by the group, meeting held virtually to support current restrictions but avoid delays in support.'*

These comments have been echoed in those regarding the C-19EMW model, perhaps most succinctly summed up in these comments: *'It was lovely to get all professionals together in one place, and to have the opportunity to discuss concerns, our understanding of these concerns and care plans across organisations'; 'I feel these meetings are hugely beneficial in creating joined up working between partner agencies.'*

Other comments received regarding the C-19EMW decentralised model follow:

#### West comments

- *'Although I had nothing to share or discuss I felt as though if I had I would have been listened to. I found the experience was useful and feel that under the present circumstances this is a great way to assess the needs of the CYP in locality and find the appropriate support they require.'*
- *'I found this an extremely useful meeting. I was really impressed with the depth of knowledge about the child being discussed and the knowledge and advice given by the professionals. It was well run and chaired and everyone had an opportunity to contribute and ask questions. This was my first BLOOM and i was extremely impressed with the meeting and outcomes gained.'*
- *'Realising what it is: a process not a service.'*
- *'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?'*
- *'Lots of heads together with different ideas and perspectives.'*
- *'Felt like everyone was working towards the intended outcomes, people seemed comfortable to speak and ask questions. I was only an observer.'*
- *'Multi-agency approach and representatives from various sectors. Knowledge of professionals about what support was available and could be considered.'*
- *'Large number of professionals thinking together about how to best support a family/young person, good discussion from different perspectives'*
- *'Shared discussion regarding the YP and suggestions for support.'*

#### Mid comments

- *'knowledge and understanding of the professionals involved clear action points and way forward Clear understanding of the role professionals played and the limiteds and strengths of their roles Appropriately questionned and challenged'*
- *'Really helpful - many thanks'*

- *'It was good to have a shared view and agreement about the support and actions I already in place to support the family. To be able to access a multi-agency perspective.'*
- *'Wide range of perspectives and from different roles'*
- *'I felt that it was very positive to hear the expertise of the Multi Disciplinary consultation and felt that my input was also considered. The forum felt very supportive.'*
- *'I felt that it was very efficient, friendly and informative.'*
- *'It was helpful to hear advice from other professionals and to receive positive feedback regarding the TIS support given to the particular student'*

#### East comments

- *'Well chaired, enough professionals that knew the YP and family. Good plan and outcomes (hopefully!).'*
- *'I like the variety of services and professionals that the BLOOM meetings have'*
- *'Being able to understand how the process supports the young person'*
- *'It was very interesting and informative and it was nice to see the collaborative effort of the various agencies involved.'*
- *'It was really helpful for professionals to discuss this case and develop a psychological formulation. The referrer appeared to feel heard and supported with a plan going forward.'*
- *'Gave me an opportunity to observe'*
- *'It is always good to get the views of many professionals around the table. I found the contributions from the nursing team professionals particularly supportive and appropriate for the case discussed.'*
- *'It was informative and I felt supported throughout by all professionals.'*
- *'Clarification of my thoughts regarding support I will offer'*

When asked to comment about anything that was not helpful or needed improving in the C-19 centralised model, the majority of comments made noted similar sentiments to this: *'In the current situation the meeting was held as effectively as possible'* and this *'No- although the meeting wasn't face-to-face I feel Teams works really well for this type of meeting'*.

- *'It was very helpful to get advice from a range of professionals and to collaborate and work together to come up with the best supports for the young person I am supporting.'*
- *'No all helping towards best outcomes for child/family'*
- *'Nothing, really positive experience.'*
- *'thank you for inviting me along I found it very helpful'*
- *'It was informative and helpful to view the covid bloom. Thankyou'*
- *'No, it really was very supportive and impressive.'*

Other comments were:

- *Some of the roles working with children naturally overlap, so I feel it would be helpful when mentioning other voluntary sector roles or organisations that others have a shared view of what this is....a shared directory of services could be helpful for this.'*
- *'I missed the beginning hence wasn't sure who everyone was'*
- *'It would be good to hear why other professionals and more about their roles if they are not connected to the child discussed. Time went quickly and the discussion about what to do was rushed (it was complex) would it be worth protecting time at the end for this or limiting/structuring info sharing time at the start (or doing this in advance)'*
- *'It wasn't helpful that school did not attend -although that is not in your control I guess'<sup>7</sup>*

Comments made regarding anything that was not helpful or needed improving in the C-19EMW model were as follows:

West comments

- *'I feel it would be useful to be able to have a follow up / review of the actions.'<sup>8</sup>*
- *'As it was my first time doing one of these I was unaware of the 'etiquette' of using the hands up tool - perhaps this could be explained at the start.'*
- *'Timing - more time might need to be allocated or tighter time keeping? Looking over the report at the end adds more time so might be better for specific time to be allocated to this. Feels like there was a lot of pressure for the people doing the form / notes to have the perfect report done during the meeting with people pointing out things that need to be changed. I would find this very pressurising myself!<sup>9</sup>*

Mid comments:

- *'I would have liked a copy of the action plan from the meeting emailed to me.'<sup>10</sup>*

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<sup>7</sup> Parents / Carers choose the Nominated Professional and some actually specify that school staff must not attend the meeting.

<sup>8</sup> The Bloom model and process does not have the remit nor resource to follow up individual young people following the Bloom Profs meeting. However in light of the comprehensive Bloom evaluation, of which this report forms part, the Bloom Welcome Letter to Parents / Carers has been amended to enable them to opt in to participate in future research which could help to address this issue.

<sup>9</sup> Bloom is responsive and child-centred. While the virtual Bloom meetings, held over Microsoft Teams in response to the Covid-19 pandemic, are scheduled to last up to an hour, meetings will be longer if the case is more complex or warrants further discussion.

<sup>10</sup> Recipients of the Consultation Plan are the Parent / Carer, Referrer, GP and Point of Contact

## East comments

- *'Felt like there were too many people this time? Also see below...! I found it hard to gauge the room in terms of the 'mood' on Teams and this would have been easier in person. Virtual work removes a layer of the consultation that is really important; our feelings and being able to develop relationships in the room to have more difficult conversations safely. I felt some of the narrative around the child in the referral and meeting could be more focussed on blaming him (labels, 'his anger problem', protecting others from him) etc, and although I touched on this in the meeting, I feel like in person with additional non-verbal communication and relationships, this would have been easier to do and challenge in a more contained way which could have resulted in a more positive change.'*
- *'Think maybe there can be too many professionals that attend via zoom which makes it difficult to get everyone's views in - just an observation'*
- *'No all useful'*
- *'I don't know how much the referral document had been reviewed by all professionals prior to the meeting'.*
- *'I fully appreciate that some of us are working from home at the moment but the presence of individuals pets when discussing the concerns of a young person didn't seem entirely appropriate.'*

**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**

## 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 Covid-19 (C-19) Centralised Model	Online Bloom Profs meetings held with the 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) during the Covid-19 pandemic in 2020

Bloom Covid 19 East Mid West (C-19EMW) Model	Bloom Profs meetings held with area-specific core attendees (CAMHS Clinical Psychologist; Primary Mental Health Worker; HeadStart Locality Coordinator) during the Covid-19 pandemic in 2020 and 2021
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
CHI-ESQ Experience of Service	Routine outcome measure used by CAMHS
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
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
VCSE	Voluntary, Community and Social Enterprise

## 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 Bloom 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 Penwith<sup>11</sup>) 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

<sup>11</sup> 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: Professionals Evaluation Survey

### Bloom | Professionals Evaluation Survey

Let's Talk Cornwall

#### Bloom impact evaluation – Professionals survey

Please indicate which role(s) you have played in any Bloom Professionals Consultation meeting (check all that apply):

(Choose all that apply)

- Referrer
- Nominated Professional
- Point of Contact
- Other (e.g. observer)

Please indicate what type of Bloom Professionals Consultation meeting you have attended (check all that apply):

(Choose any one option)

- Face-to-face
- Virtual
- Both

These next questions require a score to indicate how you feel about them. Please check the box that best fits your experience of Bloom.

(Some questions on the following pages allow you to reply in your own words.)

Questions	Definitely disagree	Disagree	Neither agree nor disagree	Agree	Definitely agree
The communications I received were clear and helpful in explaining Bloom and the purpose of the Bloom Professionals Consultation meeting.					
I felt that the professionals at the Bloom Professionals Consultation meeting listened and understood what was going on for the young person.					
I felt that the Bloom Professionals Consultation meeting placed the needs of the young person at the centre of all discussions and suggested outcomes.					
The Bloom Professionals Consultation meeting made appropriate and helpful suggestions to support the young person/their family.					
Attending a Bloom Professionals Consultation meeting enhanced my understanding of services and organisations in my locality.					
Attendance at a Bloom Professionals Consultation meeting has meant that I have been able to use information/knowledge gained there to support young people myself rather than making a new referral.					
Bloom has helped young people get the right support at the right time.					

Thinking about the arrangements overall, how easy did you find it to participate in Bloom?

Questions	1	2	3	4	5	6	7	8	9	10
Use a scale of 1 – 10, where 1 = extremely difficult and 10 = extremely easy										

## Bloom | Professionals Evaluation Survey

Let's Talk Cornwall

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

Questions	1	2	3	4	5	6	7	8	9	10
Use a scale of 1 – 10, where 1 = not at all likely and 10 = extremely likely										

What were your reasons for attending a Bloom Professionals Consultation meeting?

Please check all that apply:

(Choose all that apply)

- Receive support and advice from CAMHS
- Receive support for a young person and/or their family
- Receive support from fellow professionals
- Improve awareness of services/organisations available in my locality
- Networking with other professionals
- Other (please describe here)

We have re-engineered Bloom due to Covid-19 so that Bloom Professionals Consultation meetings are no longer held face-to-face but via Microsoft Teams. Which format of Bloom Professionals Consultation meetings do you find most beneficial?

(Choose any one option)

- Face-to-face
- Virtual
- No preference

**This question is for Nominated Professionals only**

Questions	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
The communications I received about Bloom were clear and helpful in explaining what was expected of me as a Nominated Professional					

**This question is for Referrers only**

Had you tried getting help from other services before Bloom?

(Choose any one option)

- Yes
- No

**This question is for Referrers only**

Did you make a referral to Bloom with an idea of the outcome you wanted?

(Choose any one option)

- Yes
- No

## Bloom | Professionals Evaluation Survey

Let's Talk Cornwall

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**This question is for Referrers only**

What would you have done if Bloom was not available?

**This question is for Points of Contact only**

Were suggestions in the Bloom Consultation Plan followed?

(Choose any one option)

- None
- Some
- All

**This question is for Points of Contact only**

If any of the suggestions included in the Bloom Consultation Plan were not followed, could you tell us a little about why?

**This question is for everyone**

What is the most helpful part of the Bloom process?

**This question is for everyone**

How could the Bloom process be improved?

## **Bloom | Professionals Evaluation Survey**

Let's Talk Cornwall

---

**This question is for everyone**

Please use this space to tell us anything about your experience of Bloom that you would like to share:

Thank you for completing this survey. If you would like to view our privacy policy please [click here](#):

## Appendix 3: Bloom Feedback Forms (hardcopy and online)

### BLOOM PROFESSIONALS CONSULTATION MEETING FEEDBACK

DATE OF MEETING	
LOCALITY	
NAME (optional)	
JOB ROLE	
ORGANISATION	

NOMINATED PROFESSIONAL  or OTHER ATTENDEE  (please tick)

**Please circle the number that best represents your experience of the Bloom meeting you attended.**

**Disagree**

**Agree**

1                      2                      3                      4                      5                      6

I had sufficient information about Bloom before attending this meeting:

1                      2                      3                      4                      5                      6

I received responses to any Bloom queries/communications I had prior to the meeting in a timely manner:

1                      2                      3                      4                      5                      6

The meeting room was suitable:

1                      2                      3                      4                      5                      6

I felt comfortable contributing to the meeting:

1                      2                      3                      4                      5                      6

My views and concerns were taken seriously:

1                      2                      3                      4                      5                      6

I felt supported as a professional at the meeting:

1                      2                      3                      4                      5                      6

**FOR NOMINATED PROFESSIONALS ONLY:**

**Disagree**

**Agree**

**1                      2                      3                      4                      5                      6**

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

1                      2                      3                      4                      5                      6

I felt that the outcome of the meeting will effectively support the child/young person I represented:

1                      2                      3                      4                      5                      6

I understand what needs to happen next to support the child/young person I represented:

1                      2                      3                      4                      5                      6

If a colleague had similar concerns about a child/young person I would recommend making a referral to Bloom:

1                      2                      3                      4                      5                      6

**FOR ALL ATTENDEES:**

**What was really good about attending this Bloom meeting?**

.....  
.....  
.....  
.....  
.....  
.....

**Was there anything that wasn't helpful or that needs improving?**

.....  
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**Any further comments you would like to add:**

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**Thank-you for your feedback**

## Evaluation exploring professionals' perspectives of the virtual Bloom C-19 Consultation Meetings

We would like your help in evaluating the virtual Bloom C-19 Consultation Meetings. The survey asks a number of questions about your experience of attending these meetings and will help us in thinking about how we might improve them.

All information is anonymised, and participation in the evaluation is entirely voluntary. You do not have to give your name on the next page, but you do have to complete the date of the meeting, and whether you were present as a nominated professional or 'other' attendee.

This survey will close at the end of the month and will not be available to complete after this time. We would therefore very much appreciate this survey being completed at your earliest convenience.

### 1. About you

**Name (optional)**

---

**Job role**

---

**Organisation**

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- Locality 1 | Penwith
- Locality 2 | Kerrier
- Locality 3 | Carrick
- Locality 4 | Restormel
- Locality 5 | North Cornwall
- Locality 6 | Caradon

**Date of meeting**

---

**Please specify**

- Nominated professional
- Other attendee

**2. Meeting evaluation**

**Please select the number that best represents your experience of the Bloom C-19 Consultation Meeting you attended.**

	1 - Disagree	2	3	4	5	6 - Agree
I had sufficient information about Bloom C-19 Consultation Meeting before attending this meeting:	<input type="checkbox"/>					
I received responses to any Bloom C-19 Consultation Meeting queries/communications I had prior to the meeting in a timely manner:	<input type="checkbox"/>					
The meeting forum was suitable:	<input type="checkbox"/>					
I felt comfortable contributing to the meeting:	<input type="checkbox"/>					
My views and concerns were taken seriously:	<input type="checkbox"/>					
I felt supported as a professional at the meeting:	<input type="checkbox"/>					

**3.**

**Please select the number that best represents your experience of the Bloom C-19 Consultation Meeting you attended.**

	1 - Disagree	2	3	4	5	6 - Agree
I feel that the professionals present at the meeting helped guide a shared understanding/formulation of the child/young person I represented:	<input type="checkbox"/>					
I felt that the outcome of the meeting will effectively support the child/young person I represented:	<input type="checkbox"/>					
I understand what needs to happen next to support the child/young person I represented:	<input type="checkbox"/>					
If a colleague had similar concerns about a child/young person I would recommend making a referral for a Bloom C-19 Consultation Meeting:	<input type="checkbox"/>					

**4. Additional information**

**What was really good about attending the Bloom C-19 Consultation Meeting?**

---

**Was there anything that wasn't helpful or that needs improving?**

---

**Any further comments you would like to add:**

---

Thank you for taking the time to provide your feedback to Bloom.

## Appendix 4: Responses to Professionals Evaluation Survey Q11

Professionals Evaluation Survey Q11 *This question is for Referrers only. What would you have done if Bloom was not available?*

41 Referrers responded. The following are the verbatim responses.

- *continue to refer to other services ie CAMHS*
- *Kept referring to the service I wanted*
- *keep referring to CAMHS!*
- *Continue with in-house support*
- *I would have contacted the LA cseworker and asked her where else we could go for support.*
- *Continue to support*
- *Referred for other support, for example TYSW*
- *Camhs referral and explained to the parent that the waiting lists are extremely long, support unlikely and felt relatively useless!*
- *Spoke to CAMHS direct*
- *Not sure*
- *Continued with EHH and CAMHS referrals*
- *Sought advice from the Early Help Hub regarding services that may be able to support and looked at community based provision.*
- *Encouraged parents to seek help through GP or Early Help*
- *Discussed with my manager what appropriate services are available. Bloom makes it much easier to get lots of ideas and suggestions in one place.*
- *A referral to CAMHS or other services*
- *Kept referring to EH or MARU*
- *Continued to flag concern for the family via EHH and potentially MARU if things had moved forward without support*
- *Unsure*
- *Referred straight to CAMHS or to EHH, asking for a Primary Mental Health worker*
- *referred directly to CAMHS but with little hope of acceptance*
- *Referral back to a early Help Hub for further advice and signposting*
- *Continued to seek access to CAMHS / mental health support*
- *Follow up with a CAMHS request for ADHD assessment*
- *Repeated referrals to CAMHS or EHH*
- *I am not sure as services that I was aware of had either not worked or wasn't appropriate*
- *Struggle to manage a young person as often they do not fit into the CAMHS criteria although they may be experiencing low level MH issues, including self-harm which have the potential to develop into a full blown mental health crisis.*
- *I would have continued to seek professional guidance from another source*
- *Early Help Hub. Would have tried CAMHS direct.*
- *Looked for support from other agencies e.g. Young People Cornwall, discussed case with my Team mates for other ideas*
- *Continued to work with young person, family and professionals to find a solution.*
- *Re-looked at further input form CAMHS*
- *CAMHS Referral*

- *i would of struggled to find the right service for the young person*
- *Spoken to Agencies individually and referred again to CAMHS or EHH*
- *EHH*
- *I am not sure: I think I had exhausted all other avenues open to me*
- *struggled!*
- *Continued to look into other mental health support/counselling through Clear, G.P, school etc*
- *Contacted Jigsaw directly.*
- *Contacted other professional individually*
- *I referred to CAMHs LD team and it was passed onto BLOOM. I was not aware of BLOOM before this.*

## Appendix 5: Responses to Professionals Evaluation Survey Q14

SQ14 *This question is for everyone. What is the most helpful part of the Bloom process?*

There were 77 responses to this question. The following are the verbatim responses.

- *Input from other professionals, and sharing of ideas.*
- *The ability to discuss openly what options are available for the young person*
- *Guidance for next steps and knowledge of providers to support young person*
- *Having a range of professionals there to support*
- *professionals talking about the information which was given as the focus - showed the importance of a well written referral*
- *being able to talk as a group of professionals to plan ahead*
- *It was good to openly discuss a pupil with others, it was nice to have feedback on the work we had already completed for a pupil as well as affirmation that we were doing the right thing. I felt listened too, heard and understood by others.*
- *Access to multiple services at once.*
- *Discussion with other professionals, feeling able to develop a 'doable' plan to support the YP and family*
- *Listening and being part of the formulation process*
- *Knowing that an application will have some form of consideration and professional outlook within a reasonable timeline as such cases are often in a place of crisis*
- *Input from a range of professionals, and having the opportunity to share and be listened to.*
- *the discussions and contributions from all professionals bring valuable advice from different perspectives*
- *Speaking to CAMHS*
- *Listening to professionals bring all the information together to get an outcome*
- *Appointed someone as the contact and came up with suggestions of services that may benefit the young person.*
- *On occasions CAMHS/PMH have picked up referral previously rejected.*
- *Getting a wider perspective and learning more about the child's lived experience . Learning about how limited service provision is.*
- *Being able to discuss the child and their situation helps to tease out need and avenues for support. It is also affirming with regard to provision already put in place/tried and approaches taken.*
- *Hearing group discussion on child from range of professional perspectives*
- *Being able to discuss with lots of different professionals in different positions what may be supportive in one arena.*
- *Discussing the child with a variety of professionals in different roles to achieve the best outcome, especially CAMHS and child Psychology*
- *Ethos of child at the centre*
- *Consultation unpicking of muddled mind - guidance, support, direction for positive future outcomes.*
- *Collaboration / sharing ideas*

- *For me it was learning about other (community services) available to young people and families in the area. Also, working with other professionals, from other disciplines on developing a shared understanding of presenting difficulties*
- *Face to face meeting to discuss the needs of the child and talk to other professionals*
- *All professionals in one place to discuss one case at a time*
- *Multi-agency consultation and discussion about the young person*
- *Having a range of professionals from different agencies and the chance to talk through the referral and make the child come to life. You can explain in more detail your concerns. At first, it was a quick process so help was relevant and fast acting.*
- *An open discussion*
- *The impartial advice given by experts, their wide knowledge of sources of support.*
- *Actually being able to speak to the professionals who might be able to help. It's difficult to express and explain everything necessary in a written form. It also helped them to see how professional we were in school and the knowledge we had already used to try to support the family*
- *The bringing together of expertise to identify best ways to support young people*
- *Meeting all the professionals surrounding the pupil*
- *Having a professional discussion about a young person and 'batting' ideas around as to how to support. All professionals had an opinion as to what would work best and agreements were reached.*
- *Providing another level of support to CAMHs and families*
- *sitting down and having an open conversation with a variety of professionals with the same common goal*
- *discussion and gaining other professionals point of view as to what may be happening for the young person and guidance as to next steps*
- *professional networking, often when you present a case you are meeting voluntary services or professionals are able to signpost you to other services that may be the most appropriate service for a YP.*
- *To gain the ideas and experience of other professionals to support the young person.*
- *A space to discuss and gather information / help / ideas for the young person so enable the young person/family to move forward positively*
- *Getting a group of people together to think about the support available for a young person*
- *To be able to offer clear concise issues of concern in a structured process*
- *Knowledge sharing of information and resources. Being aware of criteria to reach access to services.*
- *Sitting around with other professionals who can call down additional support and getting the support for the young person in place.*
- *Joint hypothesis formulation with a multi-agency team*
- *Having different perspective on the issues within the family*
- *Getting different points of view and expertise coming together to discuss options to move forward*
- *Understanding what services might be available to support.*
- *Contact with other agencies*

- *It was fantastic to be able to talk about the child in a positive way to obtain the right level of support going forward. Professionals were able to look at the wider picture beyond our knowledge scope and put in place key outcome aims.*
- *The aspiration that there may be 'specialised or tailored support' to move things forward for these young people.*
- *The multi agency approach.*
- *Feedback from professionals and receiving a summary of the conversations and suggestions.*
- *Supporting professionals to safeguard and signpost to support*
- *Some families will get the outcome they consider the child needs*
- *to be heard by all professionals and them to look at the case holistically and affirm what has gone well and future suggestions to meet the young persons needs*
- *Discussing with other professionals*
- *Discussion with other professionals, with the needs of the young person at the centre. Great for discussing different strategies/services with different perspectives from different professionals.*
- *Having multiple professionals in a room discussing a child's difficulties helps coordinate care and ensures that the right level of care is delivered at the right time.*
- *Having multiple professionals in a room discussing a child's difficulties helps coordinate care and ensures that the right level of care is delivered at the right time.*
- *have the range of professionals who all had advice to give*
- *quick action and responses.*
- *Sharing information and ideas. Making effective formulations and recommendations*
- *Access to decision makers in person rather than just relying on forms.*
- *Holistic and thorough assessment of young person's mental health difficulties and their needs*
- *As someone new to the service and working in Cornwall, it has really helped me to understand what services are available for young people. Everyone is so knowledgeable and it has been really useful.*
- *To discuss the case and what would be the best way to support the children and the family. What needs to happen and the advice given from the bloom consultation has been used.*
- *Liaising with variety of agencies and the discussion re case.*
- *to have a timely discussion which includes all agencies in order to formulate a plan which will help meet the emotional needs of the cyp.*
- *varied knowledge around one table*
- *Having all the professionals in the same place at the same time instead having a lot of different meeting and correspondence*
- *It is useful to hear the opinions and suggestions of members from different disciplines regarding young people with some complex difficulties*
- *To hear other peoples views*
- *The opportunity to really unpick the serious issues and for professionals to offer their perspective on support that could help.*
- *professionals listening, reflection and advice*

## Appendix 6: Responses to Professionals Evaluation Survey Q15

SQ15 *This question is for everyone. How could the Bloom process be improved?*

There were 53 responses to this question. The following are the verbatim responses.

- *Parent/carers should have more input - often their views are not discussed.*
- *I don't have any ideas for improvements for the bloom service, I found it an incredibly valuable meeting.*
- *A chance for a follow up (say in 6 weeks)*
- *More ideas on how to support the YP directly, with targeted interventions.*
- *More representation from VCS etc and for them to pick up referrals*
- *More of it, be able to recover fully from Covid and strengthen its offering.*
- *ensure there is prior information of who else may currently be involved in the support and seek their views to contribute to discussions*
- *If suggested another agency to support such as Headstart referral done via bloom*
- *I felt the whole process was good*
- *I felt that the foster carer should have been present as they know the young person better than anyone.*
- *The remote Bloom process certainly saved a lot of time, so I feel this may be a way forward. some of the provision suggested is costly and it's frustrating that school and parents aren't able to access it because of this - a funding stream for children would make this doable, but I appreciate that's not likely to happen!*
- *Provide suggestions for help that can actually be accessed*
- *Follow up on the plan perhaps 6 weeks after may be helpful with point of contact*
- *Actions added to MOSAIC if the child is not supported by social services, so workers are able to find past BLOOM records and actions*
- *Personally, I feel it is a good service provision in the format it is now.*
- *continue increasing awareness of it*
- *I came into the process for the first time and had to ask at the end of the meeting what would happen next (who would contact family etc.). I think it's worth to being mindful that not everyone has attended meetings of that nature before.*
- *Involvement of education professional at each meeting (i.e. EP)*
- *The process from referral to meeting is getting longer - it worked really well when there was a quick turn around. At times, in the meetings, professionals were discussing and assuming that everyone had the same knowledge about the different agencies and what they do. I left a few meetings not really knowing what the next steps were because I didn't really know what everyone was suggesting.*
- *Not such a long waiting time.*
- *Make all child service professionals more aware of the process, aim and how to refer*
- *Unsure*
- *no improvements-difficult to ensure that some services/groups are available at the moment during the restrictions.*

- *Be more widely advertised and inform all health or education etc who can refer in.*
- *time slot extended for more complex children and families*
- *Commitment to the meeting from all professionals when a YP is presented. often the meetings are cancelled at short notice, I am aware that this is partly due to not having the appropriate staff to lead the meeting- clinical psychology.*
- *If and when we return to face to face , it would be useful to have the choice of virtual meetings to reduce travel and time used by professionals.*
- *As an interested professional (therapist) I can rarely attend meetings when they clash with school pick up. Obviously this doesn't apply to many everyone but if they finished by 2.30pm I would attend more often.*
- *As this remains in its infancy it is useful and does what it says on the tin.*
- *Your communication has become a little erratic recently.*
- *I have only attended one meeting so this is difficult for me to comment on although feedback I have been given by school staff I work with is that they felt a bit interrogated rather than supported when presenting information about a child/young person. I have also seen Bloom minutes for a young person I have worked with that suggested involvement from myself as part of the action plan (suggesting they did not know I had already been involved) and therefore I wonder if there is information missing from the process at times which could really impact on the hypothesis formulation and action plan. I also strongly feel that Educational Psychologists should be consistently part of the process/panel.*
- *A consistent range of professionals available to attend all meetings to have input from their own specialist areas*
- *By everyone taking the time to read the referral before the discussion so we are discussing the right child and right issues*
- *Clear understanding of support available*
- *Communication/ funding/*
- *Often a recommendation of refer to social care for assessment yet the YP does not meet threshold. I think a look at the threshold is required as the panel did not fully understand what social care threshold was and could not offer me an alternative.*
- *I feel that the process currently works well as is.*
- *Advertising and have more meetings*
- *I'd like to see parents take part able in the Bloom consultation/meeting rather than just professionals. From my experience Bloom meetings ask further questions of professionals attending that the family may not have given consent for. This makes me feel uncomfortable in terms of consent.*
- *i feel the processes I have been a part of have been successful*
- *Suggestions from Bloom for intervention should have the other agencies involved attending, review meeting process if things are not working rather than needing a new referral*
- *face to face*
- *Having more of the young person's voice captured in discussions. More thoughtful discussions of the timings of the different recommendations to ensure parents/carers do not feel overwhelmed by the outcome letter. More discussions about what is possible during the time of Covid and making clear to the the parent/carer e.g. whether VIG can still happen.*
- *I can't think of anything*

- *As I work in Devon, I feel this would be a beneficial service to have here in Devon*
- *Not at the current time due to restrictions.*
- *There is an assumption made that everyone knows how things work and who everyone is. That is not the case for everyone who attends.*
- *I only attended one meeting so I haven't got enough experience to judge this.*
- *No*
- *I think that it would be useful to have a written account (not too long) from the child (if poss) and parent which reflects their voice about what is troubling them and what they think will help. I'm not sure if you have that in place...sorry I don't know*
- *I dont think it needs to be improved*
- *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*
- *Face to face sessions of this type of interaction are preferable when we return to a time when this is possible. A list of who is attending with a summary of their role and remit would be useful ahead of the event.*

## Appendix 7: Responses to Professionals Evaluation Survey Q16

SQ16 *This question is for everyone. Please use this space to tell us anything about your experience of Bloom that you would like to share?*

There were 48 responses to this question. The following are the verbatim responses.

- *Very helpful service giving guidance which has led to gaining further support for young persons and family. Thank you!*
- *Very positive - thank you!*
- *Helpful and approachable*
- *As stated above I felt heard understood and valued by those who attended. Although they were at a loss to some further avenues of support they did have a great deal of knowledge that was passed on to me. It was an incredibly valuable experience and one I would recommend. It would be nice to have access to this service as a drop in 'clinic' so you can go to a meeting when you feel you need advice rather than waiting for a referral to be completed and accepted but I understand that this is not always practical.*
- *It has been something that all professionals working with young people need in their offering.*
- *I found Bloom process really helpful and I appreciated the positive and friendly approach welcoming all professionals and respecting all views*
- *I felt understood and heard, I had been unable to see the whole picture previously and the process helped me to get a better understanding of how everything slotted together to make a clear picture.*
- *The team knew about services in the area and made recommendations.*
- *The Bloom meetings I've attended (both physically and remotely) have all been very good - professionals have always read the report and have always asked pertinent questions. Understanding is good. The space is safe and the child has always been centre of the discussion, and action planning has helped school to support in appropriate ways, even if we haven't been able to fund the suggested provisions.*
- *I have been to two Bloom panels for 2 different children & nothing happened afterwards in terms of child getting better or more targeted support.*
- *I really enjoy attending Bloom meetings and always feel much more confident with what I am doing when I come away from them*
- *It would be helpful to know timescales as part of Bloom Feedback ie how long it may take for PMH team to see a child.*
- *I come from a CAMHS consultation service within primary/secondary schools as a consultation practitioner and find Bloom consultation forum extremely helpful. Having the opportunity in meeting and having discussions with other professionals.*
- *Successful/positive outcome for the family*
- *Both meetings I attended went on longer than the allotted time (which was half an hour I think), I feel time is needed to properly discuss a child and family's needs.*

- *The idea of it is brilliant and is much more purposeful than waiting for CAMHs - the support can be put in earlier and has a wider range. It just needs to remain a quick process and ensure clarity for the people representing the pupil - we don't always know what you are talking about!*
- *it was the most time efficient, effective meeting I've been to all year! It results in an action plan - so has a real-life impact.*
- *Found it extremely helpful*
- *I felt my opinions and knowledge of the pupil were listened to and professionals helped me with answers, strategies and suggestions that were helpful. I felt very appreciated.*
- *Good joint supportive working*
- *I found the whole experience accessible and child centred, for a child that had previous services involved it was great to have people on the panel that had an awareness of the child and family*
- *I have been part of Bloom since it's infancy when it was developed in Penzance, I developed really strong professional relationships and learned so much from my CAMHS colleagues. Prior to Bloom as a School Nurse I would often be holding a large caseload of children/ YP with mental health issues without the appropriate skills to manage them. Often prior to Bloom children with MH issues would drift or families were left to manage YP. I feel strongly about the reasons why Bloom was first initiated and we need to ensure there is a seamless pathway for YP who did not fit the CA,HS threshold if the decision was to end Bloom.*
- *I have found the BLOOM process very useful especially when I have become 'stuck' with how to move forward in supporting a young person.*
- *The meeting was respectful and positive. All professionals appeared passionate and interested in helping the young person/family*
- *I think it's a really positive network and hope it can be developed further*
- *I was impressed with response times. Time working with suicidal teenagers is crucial for response time.*
- *Friendly helpful advice and signposting for parents and CYP, with experienced professionals helping to guide and support with suggested options.*
- *As a school professional sometimes these meetings can be frustrating because the majority of the actions come back to the school.*
- *To me the foundations are there in BLOOM; the ideas and drawing on multi agency experience and knowledge all in view of supporting the child. It mainly , as usual comes down to the cost / availability of spaces. Time spent in a BLOOM meeting is using up professional time and would be worthy if the outcomes were more accessible and sustainable to the subjects. POC54*
- *The minutes took a long time to process, they need to be available within 48 hours at the latest especially if you work for early help the delay is too long and there is no evidence of recommendations. NP55*
- *I found Bloom a very positive experience with some great suggestions from the professionals panel that I was able to take back to the family and put the majority of these into action. NP POC REF 56*
- *I find it a positive experience, it is a needed platform of support, I would like to become more involved*
- *My professional views were valued and incorporated in the review of the whole situation, coming up with strategies i may not of come up with and affirming*

*actions i had taken were on the right path. it is a great process for refocusing on the important factor the young person in a child centred approach.*

- *I think bloom is a very useful and valued service, what is better than getting the advice from many professionals at the same time. It saves time, benefiting the young person quicker thus preventing unnecessary deterioration in their mental health. I felt supported as the referrer and relieved to see that everyone wanted to support the young person and find the right service/action.*
- *I think bloom meetings should be rolled out across the country.*
- *I have attended 3 Bloom meetings and have found each one to be a positive and helpful experience. Thank you!*
- *Everyone was very helpful and they were able to advise names and organisations to contact, which I have been able to follow up.*
- *I enjoy attending these meetings as it improves my ability to Network and learn about other services in the area. I feel valued as a professional to share my knowledge and advise on my area of specialist knowledge.*
- *There were some extraordinary, helpful, knowledgeable people that it would normally be impossible to speak to. That was hugely positive. There were some professionals who seemed to feel that they needed to protect themselves and neither listened or shared which was not so positive.*
- *The meeting was very helpful and I was relieved that the young person's difficulties were recognised and validated and so was my perspective.*
- *I have found Bloom so beneficial and find everyone so knowledgeable. I learnt something from every Bloom that I have attended and found the service so beneficial.*
- *Very helpful thank you.*
- *Really positive space, very well organised and I like the plan being written and agreed in real time. Useful for me to hear about what services are out there outside of the tier 3 services.*
- *good example of problem solving and action planning as long as enough information regarding problem/need is presented*
- *Our views were listened to and the best help and support for the student was given*
- *Bloom has helped me support my families, and gain knowledge of other services available*
- *I found this process extremely supportive and it has enabled us to move on and support the family in a more holistic way. It was extremely reassuring to be able to discuss with a number of other professionals.*
- *Referral process is not clear and I'm not sure what the criteria is*

## Appendix 8: Responses to Professionals Feedback Questionnaire (pre-Covid model) Q11

FQQ11 *What was good about attending this Bloom meeting?*

There were 34 responses to this question. The following are the verbatim responses.

- *To be able to discuss my concerns and get great feedback and ideas*
- *All being together to discuss the young person and plans to move forward with clear goals is really beneficial*
- *It was my first meeting so was unsure of the process I found the whole process very helpful and would definitely refer in the future*
- *Range of professionals meant a breadth of expertise was available. Informality meant it was easy to contribute to the discussion. Members of the meeting were proactive*
- *The friendly approachable professionals who listened and respected my views*
- *The entire meeting was positive and inclusive. Felt valued*
- *Welcoming, supportive, informative. Excellent provision of support and next steps*
- *Good understanding of needs of YP and exploration of available resources*
- *Useful to talk through issues with colleagues - a different viewpoint.*
- *Different points of view from different professionals*
- *Shared discussion and contributions about the YP to further an understanding of their needs and strategies to support them. Signposting of services and developing an understanding of the best areas to access support for the young person.*
- *Great input from variety of profs. Solution based discussion. Supportive*
- *Clearly chaired at a pace that was comfortable and easy to follow. Well ordered and logical.*
- *multi agency*
- *Knowledge of those children/young people that could slip out of sight if not meeting certain thresholds. Invaluable resource*
- *Hugely supported and knowledgeable professional help, advice and signposted*
- *Shared help with difficult case*
- *Straight to the point*
- *useful to talk through child in detail and recapping agreed outcomes*
- *Being able to discuss the case with confidentiality with a variety of professionals*
- *Informative professionals. Young person focused. Lots of options available*
- *shared understanding. Different environment to consider cases. Writing a formulation during the meeting*
- *Good to find out more about what services are available for children and young people. Helpful for own professional development*
- *supportive environment*
- *Shared ideas about a child - getting a mental health professional's opinions about next steps. It was good the the professionals had lots of information about each child in advance of the meeting*
- *It felt supportive and great to get some ideas*

- *Shared knowledge between professionals with aim to best support young person and their family*
- *Good to get a range of professionals together with knowledge over a range of services*
- *all the different professionals understanding of the situation gave good alternative views to think about*
- *all was useful*
- *all very helpful - focused and practical solutions*
- *I will be using it again*
- *Thank you for a very supportive and useful experience.*
- *The process is quick and beneficial. Great way of accessing services you don't know are there!*