



The Exchange

East Ayrshire

REPORT

April to June 24



Support for Children & Young People

*The Exchange working in partnership with
East Ayrshire Council*



East Ayrshire Council
Comhairle Siorrachd Àir an Ear

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About The Exchange

The Exchange is part of **The TCS Group** – a psychological wellbeing organisation with over 18 years' experience working with children, young people, families, and adults.

The Exchange specialises in supporting the mental health and wellbeing of children, young people and their families. We are currently delivering a range of services in 767 schools, colleges and communities, working in partnership with 10 local authorities. We are invested in all things **wellbeing** and our team of psychologists, counsellors, Theraplay specialists and practitioners provide evidence-based support and accredited training as part of a whole-system resilience focused approach to improving mental wellbeing.

Exchange Families is set up to build resilience in early years, primary school children and teenagers by supporting parents and carers.

Exchange Youth provides counselling and psychological wellbeing support to young people aged 11-25 in schools and local communities.

Exchange Resource delivers accredited education, training and resources to schools and staff who support young people.

What does this look like?

- School and community based counselling
- Online counselling support
- D-EXY our digital wellbeing App
- Thera-play/counselling
- Group work
- Resilience programmes
- Resilience yoga
- Psychoeducation workshops
- NEET support
- Digital training suite
- In-person and virtual training
- Staff qualifications
- Tailored ALN training and resources



Aims of the Service

The mental health and well-being of every child and young person is priority throughout our principles of building resilience.

In partnership with East Ayrshire Council, deliver support to children, young people, parents and carers in the form of:

1-2-1 counselling support

Group Support

Online Chat Support

Workshops

The Exchange provides age-appropriate therapeutic interventions with a view to support managing present issues and developing resilience for coping in later stages. Our team works to minimise waiting times and involve the young people in the therapeutic process, assessing success frequently through the CORE score framework.

We work collaboratively with Schools across East Ayrshire Council to deliver a seamless service to all accessing support.

Contract Requirements

The Exchange

is commissioned to 28 provide days of counselling support to secondary schools and 13 days to primary schools across East Ayrshire

School	No of days	School	No of days
Grange Academy	5	Park School	1
RBA	6	Loudon Academy	3
Stewarton Academy	4	Doon Academy	2
Kilmarnock Academy	5	St Joseph's Academy	2

Awareness Raising and Promotion

Promotion of the service took place via multiple channels of communication

The Service Manager met with all secondary schools and the partnership development group to introduce the project and make them aware of the referral pathway and the support available.

Managers distributed physical and digital assets in the form of posters and leaflets to all schools and community centres. The materials included QR codes which directed users to our websites.

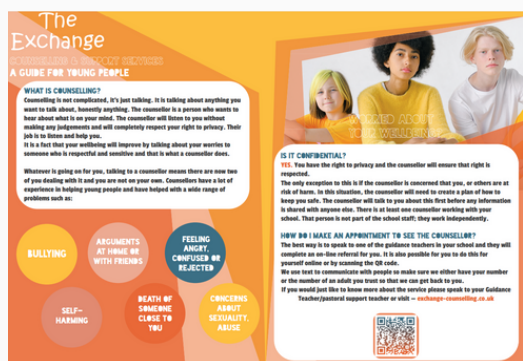
In-Person

The counselling team offered Secondary Schools drop in's during lunchtime for young people and school staff to discuss potential support options

Social Media

Weekly social media campaigns advertised our support options.

Managers provided information and links for schools to post across their digital platforms.



Secondary School Service

What support is offered?

Feeling
Angry,
confused or
rejected

Panic
Attacks /
Anxiety

Bullying

Problems at
home

Death of
someone
close

Self-Harm

The Exchange model is highly collaborative, focusing on resilience building interventions aimed at developing emotional intelligence, self-regulation, confidence, self-esteem, optimism, problem solving, and social competence in the young person.

The Exchange focus on the protective factors and the strength resources a young person needs to manage adversity, "bounce back" and strengthen their psychological wellbeing so as to thrive into the future, managing their own mental health and emotional wellbeing

What is the process?

An initial
assessment with the
young person will
take place

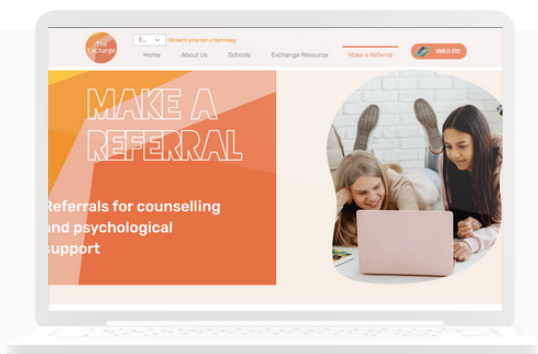
An appropriate
course of action is
identified

Up to 5 sessions are
provided (1-1 or as
part of a group)

How to refer

Schools, services, young people and parents can make referrals via:

- Telephone with our Client Support Team
- Drop in sessions with our Counsellors
- Our online portal through www.exchange-counselling.com or www.d-exy.com



Primary School Service

What support is offered?

Feeling
Angry,
confused or
rejected

Panic
Attacks /
Anxiety

Bullying

Problems at
home

Death of
someone
close

Transition

The Exchange model is highly collaborative, focusing on resilience building interventions aimed at developing emotional intelligence, self-regulation, confidence, self-esteem, optimism, problem solving, and social competence in the child.

The Exchange focus on the protective factors and the strength resources a child needs to manage adversity, "bounce back" and strengthen their psychological wellbeing so as to thrive into the future, managing their own mental health and emotional wellbeing

What is the process?

An initial meeting
with the parent will
take place

We will contact the
school to arrange an
initial meeting with
the child

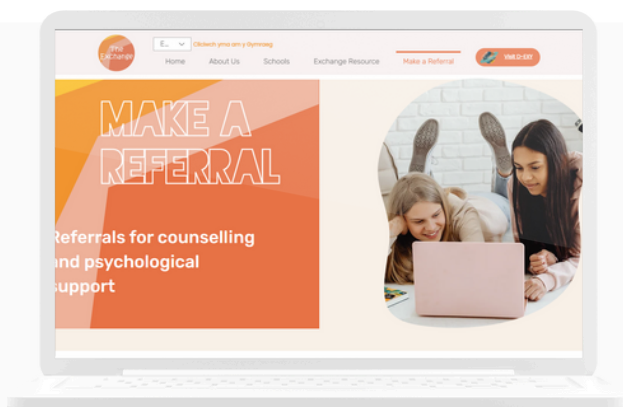
An appropriate
course of action is
identified and
shared with school
and parents

Up to 8 sessions are
provided (1-1 or as
part of a group)

How to refer

Schools can make referrals via:

- Telephone with our Client Support Team
- Our online portal through exchange-counselling.com



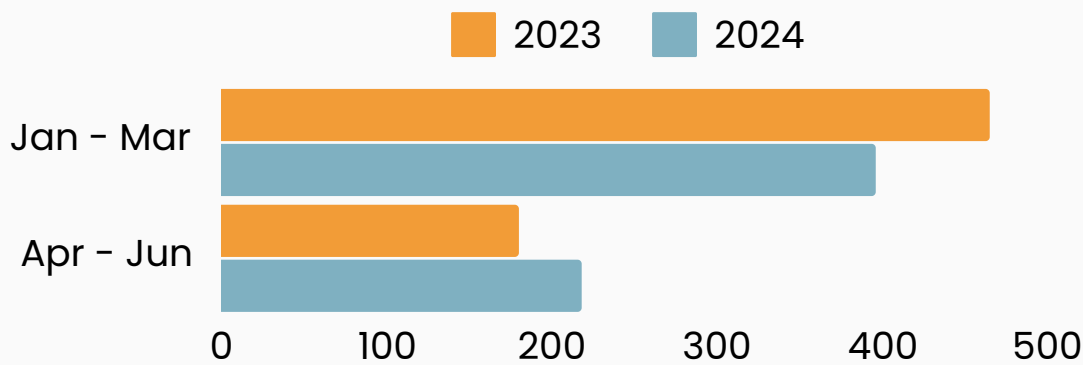
Referral Information

193
Young People

25
Children



Referrals comparison



There has been a 5% decrease in referrals during the second half of the academic year in comparison to 2023. This has helped with managing the demand for support.

The capacity and demand across secondary schools has been steady since February

Capacity and Demand

- Referrals received



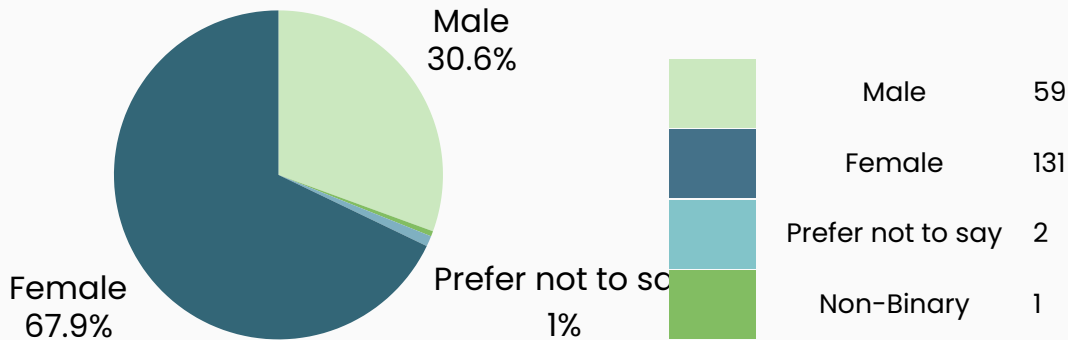
This academic year, The Exchange received referrals over and above the contracted capacity for the Primary service. The demand for this was 28% over what can be managed within the academic year. This had an impact on increased wait times and therefore action was taken this quarter to put a pause on accepting referrals after 01.05.24, this was agreed between The Exchange and East Ayrshire.

Secondary School Referral Information

193
Young People

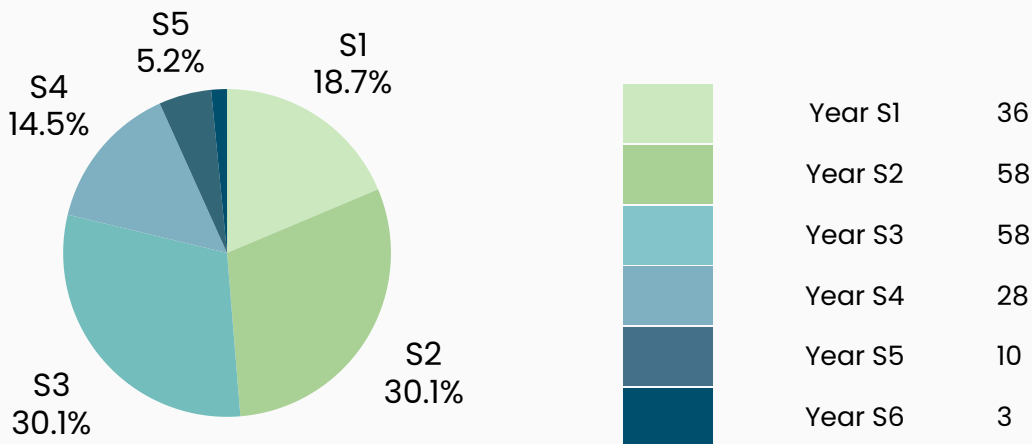
The number of boys referred for counselling aligns with the whole service average of 30%

Gender



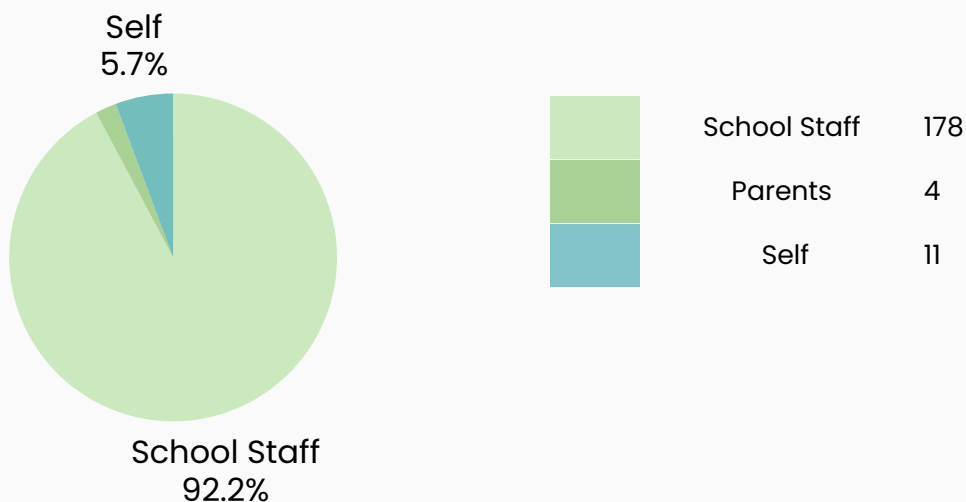
Recently, we surveyed boys in Grange Academy. We plan to replicate this survey in other schools to understand what we can do better to promote access to the service. Additionally, we will continue our male-focused efforts on the D-exy, which we previously reported as one of our most visited modules.

Year Group



The distribution of referrals across year groups remains consistent with previous quarters in East Ayrshire. Compared to the service wide data, we have approx 4% more referrals in S2&S3 and slightly less in S1. We hope that our S1 induction efforts this term will help increase referral in S1.

Referrer



The majority of requests come from school staff, with some staff also assisting young people in completing their D-exy booking forms. Our referral sources align with the whole service, with part self/parent referrals, making up the remainder. As a school-based service, this referral distribution is expected.

Secondary School Referral Information

Secondary Schools accessing support

School	Referrals	% of School
Doon Academy	8	3%
Grange Academy	31	2.5%
Kilmarnock Academy	30	2.5%
Loudoun Academy	23	3%
Park Secondary	5	3%
Robert Burns Academy	58	2%
St Josephs Academy	9	1.5%
Stewarton Academy	29	3%



The national average of school roll is 3-4% , we will monitor the slightly lower schools in the coming term. The slightly lower requests from some schools has provided the opportunity to offer longer term support to some young people.

This has been of huge benefit to those yp with more complex issues.

Secondary School Referral Information

Reasons for Referral

Reason	#	%	
Academic	4	1%	
Anger	24	10%	
Anxiety / Stress	123	53%	
Behaviour related	8	5%	
Bereavement	19	8%	
Bullying	8	1%	
Depression/Low Mood	41	4%	
Family / Relationships	60	17%	
Self-harm / Suicide	22	17%	
Self-worth	25	5%	
Trauma	7	4%	
Other*	6	3%	

Again anxiety is our leading request for support. Family/Relationship difficulties is 2nd this quarter. Anger is becoming a firm fixture in the 4 highest reasons for accessing counselling.

Across the services Anxiety, Family/Relationship difficulties and Low mood are the 3 most prominent presenting issues.

*Other include: Cyber safety, Offending, Sexual, Gender identity, caring responsibilities, Substances Misuse

Top 3 reasons by Gender

Male	Female	Prefer not to say	Non-Binary
Anxiety	Anxiety	Gender Identity	Anxiety
Low Mood	Low Mood	Self-harm / Suicide	Anger
Anger	Bereavement	Transgender issues	

Anxiety, low mood and anger emerged as the main presenting issues when analysed by gender, making this breakdown valuable for focus on group work, projects, and themes for D-exy. This trend was consistent across all Exchange services, with low mood and family difficulties also being significant issues for all genders in other services.

Top 3 reasons by Year Group

S1	S2	S3	S4	S5	S6
Anxiety	Anxiety	Anxiety	Anxiety	Family	Anxiety
Low Mood	Low Mood	Low Mood	Low Mood	Bereavement	Low Mood
Anger	Anger	Self-harm	Family	Suicide	Self-Worth

Breaking down the issues affecting young people by age group demonstrates that anxiety and low mood were predominant across all year groups.

Secondary School Engaged Client's Data

313

Young People engaged this quarter.

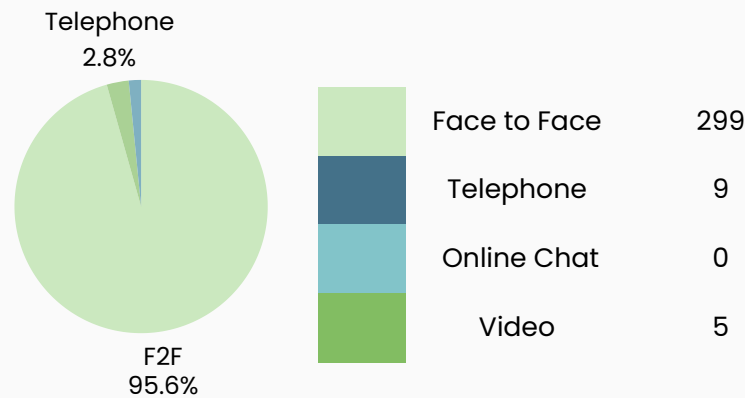
Predominant Issues

Academic	8	1%	
Anger	48	7%	
Anxiety	185	25%	
Behaviour related	17	2%	
Bereavement	35	5%	
Body Image	9	1%	
Bullying	22	3%	
Depression	17	2%	
Family	65	9%	
Low Mood	65	9%	
Relationship Difficulties	68	22%	
Self-harm	31	4%	
Self-worth	44	6%	
Stress	52	7%	
Suicidal Ideation	9	1%	
Trauma	16	2%	
Other	30	9%	

*Other includes

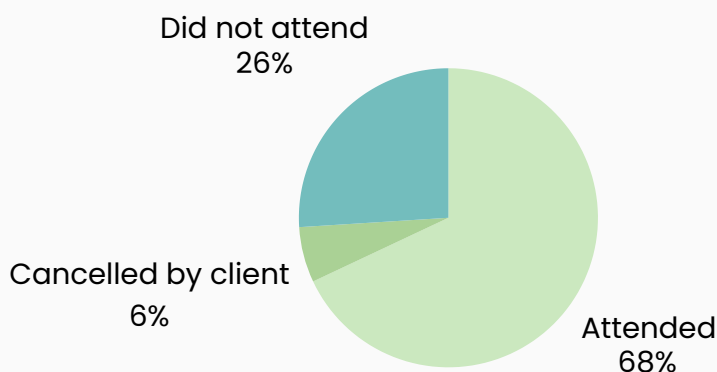
- Sexual (Including Orientation)
- Illness
- Eating Disorders
- Domestic Abuse
- Caring Responsibility
- Abuse
- Transgender Issues
- Substance Misuse
- Gender Identity

Type of Support



In line with previous quarters, majority of our support has been f2f, with a small number being online.

Attendance



Towards the end of the quarter exam leave and study leave have likely impacted attendance rates. The-Exchange average is between 70-75% which is where EA usually is

Engagement at point of assessment

	Attended assessment	301	88%
	Did not attend assessment	40	12%

	Male		Female		Non-Binary		Prefer not to say	
Attended assessment	95	87%	197	88%	1	100%	8	100%
Did not attend assessment	14	13%	26	12%	0	0%	0	0%
Total Clients Discharged	341							

341

Young People discharged this quarter.

Slight more girls attended initial assessment than boys. This is different to other services across The-exchange where we have reported that more boys attended initial assessments.

Engagement following assessment

	Counselling Completed	215	71%
	Brief intervention completed	61	20%
	Triaged & Signposted	25	9%

	Male		Female		Non-Binary		Prefer not to say	
Counselling Completed	69	73%	137	70%	1	100%	8	100%
Brief Intervention Completed	20	21%	41	21%	0		0	
Triaged & Signposted	6	6%	19	9%	0		0	
Total Completed Support	276							

Boys stayed in counselling longer than girls this quarter. It is nearly always the other way around.

Secondary School Outcomes



Young people who:	#
Completed support	276
Felt better following support (Clinical scores)	92% / 82%
Average number of sessions attended	5

YP Core

	Overall	
Average Start	20	<i>moderate to severe psychological distress</i>
Average End	12	<i>mild psychological distress</i>

The YP core is a standardised measure used to assess the YP's levels of distress at the start and end of counselling. We have reported higher core starts this academic year typically around 24, this quarter has seen an average start score of 20.

	Male	Female	Prefer not to say	Non-Binary
Average Start	19 <i>moderate</i>	20 <i>moderate-severe</i>	24 <i>moderate-severe</i>	21 <i>moderate-severe</i>
Average End	12 <i>mild</i>	13 <i>mild</i>	15 <i>moderate</i>	13 <i>mild</i>

Additional Information

	SEN	11
	Disability	7
	Looked After Child	2
	Care Experienced	18
	Non-Attender	1
	Young Carer	6
	Previously Accessed support	46
	ND Diagnosed	21
	ND Undiagnosed	37

Secondary School Feedback



Top 3 benefits gained from counselling

I felt really listened to

I was able to talk about the things that bothered me

I felt properly understood

Most helpful aspect of counselling

I felt really listened to	84%
I felt properly understood	70%
The Counsellor offered me new ways to look at things	60%
The counsellor gave me good advice	40%
It was a place where my thoughts & feelings were respected	61%
I felt important and valued	50%
I was able to talk about the things that bothered me	81%
The counsellor helped me to get support from others	50%

Comments

"My brother recommended to me, as he was respected as an individual not treated as the same as everyone treats us"

"I always believed that I can't talk to people my own age that I don't know. That belief is not as strong now and I'm ready to engage more with others. I'm excited about the future and don't feel afraid anymore that people will think I'm weird and awkward" "

"My son didn't want to go to school until he attended counselling and now he is attending and is more confident. he appreciated having someone to listen to him and also knew he could go back if needed. it has had a positive impact on our family life as his overall mood was better now."

Case Study 1 – Secondary

F S5 – 12 sessions.

Referral Source: School Guidance Team

Reason for Referral: Inability to concentrate in class, addiction and substance misuse, low moods, and family issues.

Resilience Audit

A resilience audit identified underused resources including autonomy, support network, guidance, security, and conflict resolution. expressed a desire to use counselling to explore her thoughts and emotions, discuss her addiction, and learn how to cope with her urges and cravings without judgment.

CORE Score

Start: Severe Clinical Distress

End: Healthy Range

Focus of Therapy

Create a safe and non-judgmental space for YP to freely talk, identify, explore, and express her thoughts and emotions.

Ensure she experiences the core conditions of empathy, congruence, and unconditional positive regard.

Psychoeducation: Provide age-appropriate education about addiction to help YP understand her substance use and its impact on her life.

Utilise the CORE form to continuously assess YP well-being.

Apply the Transtheoretical Model to explore the pros and cons of YP addiction, helping to identify her stage in the cycle of change.

Use the SMART model through the Harmless app to reinforce accountability, control, and to identify and set rewards for YP achievements. Explore urge surfing techniques to help YP manage and soothe her urges and cravings in a healthy way.

Explore and strengthen YP support network to provide her with a reliable source of encouragement and assistance.

Discuss YP relationships and family dynamics to address and explore her conditions of worth.

Outcome

YP developed new coping strategies using a comfort menu and sensory grounding techniques. YP showed a marked improvement in self-worth and reported feeling less anxious. YP gained more autonomy, improved concentration, and felt more confident in dealing with her addiction. YP began effectively using her support network to help her manage her urges and cravings. YP reported having more energy to socialise with friends and participate in activities. YP improved her ability to self-regulate and express her feelings in a healthier manner, verbalising without shame. YP family noted that she seemed happier and had more energy. School reported improved concentration and engagement in classwork and peer interactions.

Resources Utilised

Support Network: Leveraged friends, family, and school resources for ongoing support.

Autonomy: Encouraged independent decision-making and self-motivation.

Self-Regulation: Developed techniques for managing emotions and cravings.

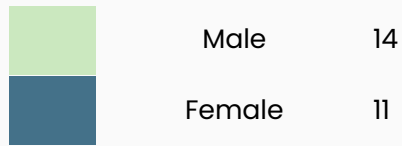
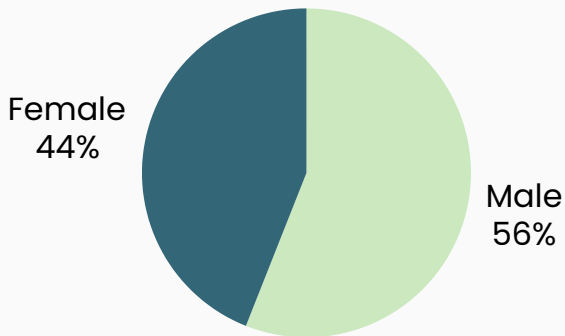
Guidance: Provided continuous guidance and support through counselling sessions.

Overall, YP demonstrated significant progress in addressing her presenting issues, leading to a healthier and more balanced life.

Primary School Referral Information

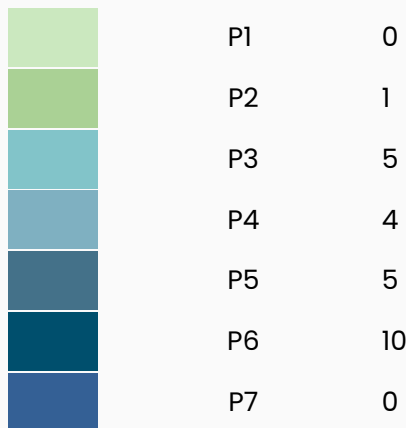
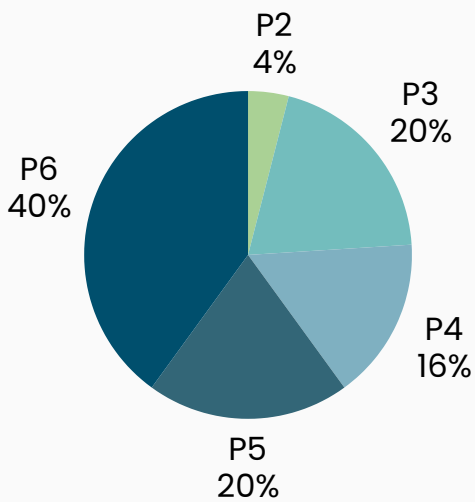
25
Children

Gender



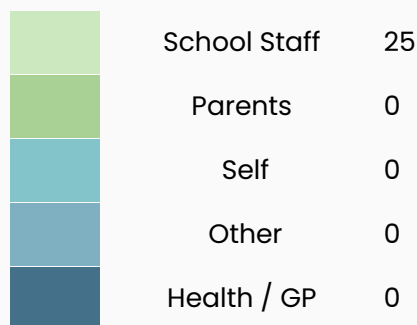
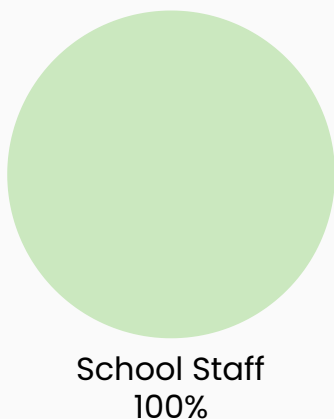
We received 25 referrals prior to the pause on 01.05.24.

Year Group



Majority of our referrals for this quarter were for P6 pupils, this is inline with what we usually see at this time of year.

Referrer



All 25 referrals received were from School staff.

Since 02.05.24 we received a further 9 referrals, 5 from School staff and 4 from parents who were all redirected to their school to access further support.

Primary School Referral Information

Primary Schools accessing support

School	Referrals	% of School population
Annanhill Primary	2	0.4%
Catrine Primary	1	0.7%
Dunlop Primary	1	0.7%
Fenwick Primary	1	0.9%
Galston Primary	1	0.3%
Hillhead Primary	1	0.5%
Kilmaurs Primary	1	0.4%
Loanhead Primary	5	1.8%
Lochnorris Primary	2	0.4%
Logan Primary	1	0.9%
Newmilns Primary	2	1.6%
Onthank Primary	2	0.4%
Shortlees Primary	1	0.3%
St Andrews Primary	1	0.3%
St Patrick's Primary	1	0.8%
St Xavier's Primary	1	3%
Whatriggs Primary	1	0.2%



The 25 referrals accepted this quarter were received from 17 schools across East Ayrshire.

Primary School Referral Information

Reasons for Referral

Reason	#	%	
Anxiety	12	48%	<div style="width: 48%;"></div>
Anger	2	8%	<div style="width: 8%;"></div>
Behaviour Related	10	40%	<div style="width: 40%;"></div>
Bereavement	1	4%	<div style="width: 4%;"></div>
Emotional Regulation	16	64%	<div style="width: 64%;"></div>
Family Difficulties	5	20%	<div style="width: 20%;"></div>
Illness	1	4%	<div style="width: 4%;"></div>
Relationships	12	48%	<div style="width: 48%;"></div>
Self-worth	4	16%	<div style="width: 16%;"></div>



This quarter we've seen an increase in referrals for emotional regulation, this is the top reason for referral, followed by anxiety & relationships.

Top 3 reasons by Gender

Male	Female
Emotional Regulation	Anxiety
Behaviour Related	Relationships
Relationships	Emotional Regulation

The top reasons for referral per gender is inline with the-exchange national statistics.

Top 3 reasons by Year Group

P2	P3	P4	P5	P6
Anxiety	Emotional Regulation	Behaviour Related	Anxiety	Emotional Regulation
Behaviour Related	Anxiety	Emotional Regulation	Relationships	Anxiety
Relationships	Behaviour Related	Relationships	Anger	Relationships

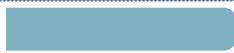









Emotional regulation is the top referral reason across all exchange services for P1-P7, it is interesting to see anxiety being top for P2 & P5 in East Ayrshire, and Behaviour related for P4's.

Primary School Client's Worked With

157
Children

This quarter we've supported 157 children and their families. This academic year we've worked with 332 children & families. This quarter 115 children were discharged from our service, 98 of these completed a full block of support.

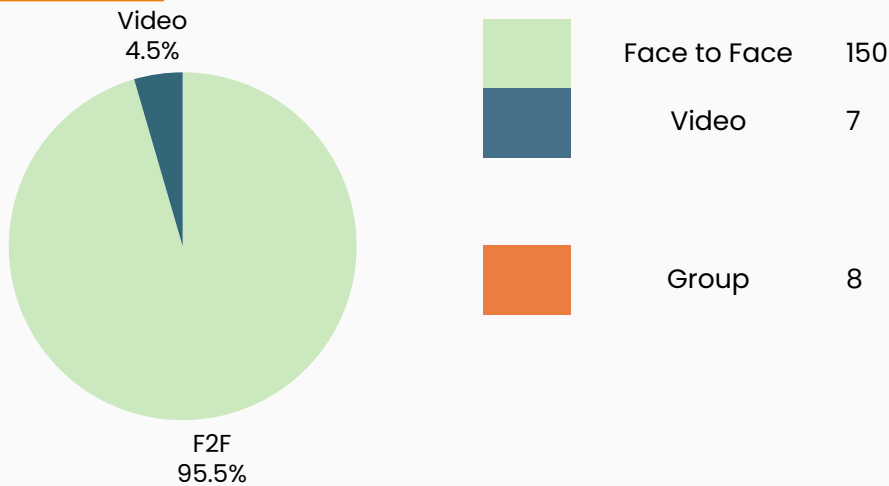
Predominant Issues

Anger	30	19%	
Anxiety	58	37%	
Behaviour related	35	22%	
Bereavement	15	10%	
Emotional regulation	22	14%	
Family Difficulties	20	13%	
Relationships Difficulties	24	15%	
Self-harm	2	1%	
Self-worth	20	13%	
Other	4	2%	

Anxiety was the top predominant issue, with anger, behaviour and relationships being prominent.

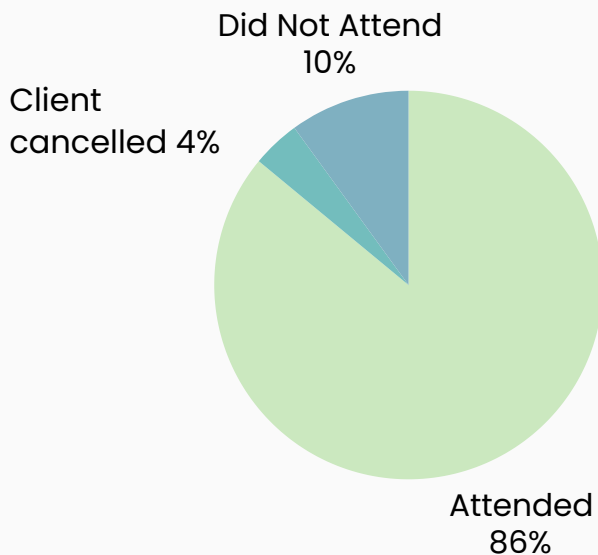
Other Includes:
Abuse
Emotional Intelligence
Trauma

Type of Support



Most clients were supported face to face, with 7 attending online group support and 3 attending face to face group support. The online sessions supported a group of P7's with their transition to Secondary school.

Attendance

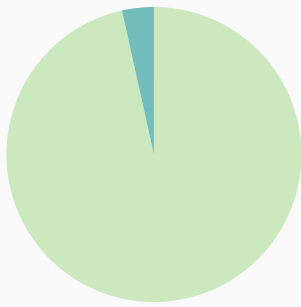


This quarter 538 sessions were attended, 64 the client did not attend, 25 were late cancellations.

Primary School Closed Information

Did not attend assessment

3.5%



Attended Assessment
96.5%



Attended assessment	111	93%
Did not attend assessment	4	7%

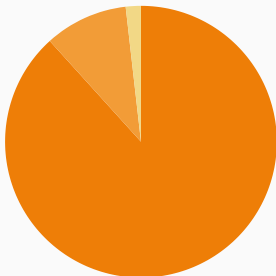
Overall engagement has been positive for our primary service. 8 pupils were closed at point of screening due to support no longer being required.

	Male		Female	
Attended assessment	48	96%	63	97%
Did not attend assessment	2	4%	2	3%
Total Clients Discharged	115			

Engagement following assessment

Brief intervention completed

9.9%



Counselling Completed
88.3%



Counselling Completed	98	88%
Brief intervention completed	11	10%
Triaged & Signposted	2	2%

We have broken down engagement by gender, here we can see more females disengaged from the support than males. This is a theme that we will monitor over the next quarter to gain insight

	Male		Female	
Counselling Completed	44	92%	54	86%
Brief Intervention Completed	3	6%	8	13%
Triaged & Signposted	1	2%	1	1%
Total Completed Support	98			

We signposted 1 child to CAMHS.

Primary School Outcomes

Children who:	#
Completed support	98
Felt better following support (Clinical scores)	88%
Parents who noticed an improvement	89%
Average number of sessions attended	7



Child & Youth Resilience Measure

	Overall
Average Start	52 (low resilience)
Average End	63 (moderate/high resilience)

	Male	Female
Average Start	52	55
Average End	60	62

98 children completed support, 88% of them reported an improvement using the Child & Youth Resilience Measure and 89% of parents/carers noticed an improvement in their child's wellbeing, using the SDQ. This is similar to our outcome data from last quarter and is higher than the national average improvement percentage.

SDQ

	Overall
Average Start	22
Average End	14

Primary School Outcomes

Additional

SEN	4
Disability	4
Looked After Child	5
Care Experienced	10
Non-Attender	1
Young Carer	2
Previously Accessed support	6
ND Diagnosed	4
ND Undiagnosed	18

This additional information provides a breakdown of those with a disability, those who have a neuro-diverse diagnosis or are awaiting this, and those who are care experienced, looked after or young carer's.

Therapeutic themes

Transition & Change	13
Bereavement	7
Relationships and social competence	9
Emotional Regulation	11
Self-esteem and Confidence	31
Anxiety Management	27

We have broken down the therapeutic theme of those completed support, we can see that self-esteem & confidence and anxiety management were top themes worked with.

Primary School Feedback



Parent Feedback

Parents who felt more confident in supporting family resilience	100%
Parents who felt more confident to support the emotional & developmental needs	100%
Parents who felt the family had Improved emotional wellbeing	100%
Parents who felt supported by us	100%
Parents that noticed an improvement in their child's wellbeing	91%
Parents that would recommend us to other families in need	100%

"It's been good to know that other children feel the same as I do"

Child - Online Group Support

"I cannot believe the difference in my son, he is happier and a lot more open about his feelings. He is also taking time not to think about his choices and actions before doing them. He has been sending quotes to his friends encouraging them to open up about their feelings."

Parent - Online Group Support

"It's like night & day with my child since starting the group support, there's a clear difference in the way he deals with his emotions."

Parent - Online Group Support

"The support from The Exchange has been amazing from the start. They're the first people to make me feel that they are actually listening to my child"

Parent - Face to face Support

"Thank you for helping me to be more brave and feel more confident"

Child - Face to face Support

Case Study – Primary

Referred by: School

Support offered: Face to face

Reason for Referral:

Bereavement

Home life & school life impacted by grief

Assessment:

Child & Youth Resilience Measure: 'low resilience'

Strength & Difficulties Questionnaire, completed by Mum: 'very high difficulties'

Narrative

Self-esteem, optimism and self-regulation were identified as under-resourced areas. Client reported often feeling overwhelmed with grief and struggled regulating. Due to this, client was finding themselves becoming increasingly upset in class which in turn made them feel self-conscious as peers would comment on them "always crying". This was impacting them daily.

Intervention

Thera-play sessions focused on understanding their grief, promoting self-esteem and self-worth and implementing regulation strategies. An emphasis on creating school-based strategies and implementing these into their daily school routine.

Outcomes

Child & Youth Resilience Measure increased: 'moderate/ high resilience'.

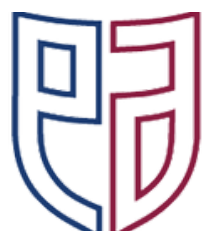
Strength & Difficulties Questionnaire, completed by mum, decreased: 'slight difficulty'.

Client reported a decrease in how often they would get upset in class, they now felt better equipped to deal with the sudden onset of grief and felt confident to approach school staff for time out.

The strategies given allowed them to feel more in control of their worries and in turn allowing them to feel more focused at school.

Parent and school both reported an increase in the client's self-esteem, self-worth and ability to self-regulate.

Working in partnership with



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Comhairle Siorrachd Àir an Ear



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