



one-eighty

▶ TURNING LIVES AROUND

THE FIRST
10 YEARS

one-eighty

▷ TURNING LIVES AROUND

Impact Report

The first 10 years of
turning lives around

March 2022

OUR VISION



For every child to enjoy a positive and flourishing relationship with education.

OUR MISSION



One-Eighty exists to connect vulnerable children and young people with a positive learning experience by working on patterns of thinking, behaviours and emotions to enhance learning.

OUR VALUES



We are goal orientated and outcome focused.
We are innovative in our approach.
We offer wrap-around support.
We are holistic.
We partner with other agencies to develop a creative support package.
We see therapeutic work as short-term and intensive.
We look to psychology research to influence our ideas.
We mentor.
We engage with people where they are at.
We see families as central to behavioural change.
We see education as a key to future success.
We see schools as the anchor for community cohesion.
We believe children and young people can develop their resilience.
We are hopeful.

FOREWORD



from Susie Besant,
Founder and CEO

When I started One-Eighty, I never imagined the impact we would have made 10 years on! From two staff supporting just 12 young people from a 1-room office at a community centre, a decade later One-Eighty has grown into an award-winning charity which has turned around the lives of thousands of young people and their families across Oxfordshire and Buckinghamshire, of which I am so proud.

One-Eighty is needed now more than ever. The needs and demands of young people's mental health have become more complex and have been further exacerbated by the pandemic, creating more and more pressure on children's mental health services. At the same time, resources, staffing levels and funding for children's services have been shrinking. If left unresolved, mental health problems can significantly affect young people's social and educational development, which in turn can negatively impact adult life. I, and my team, are determined to keep committing our skills and expertise to try and prevent this from worsening over the next decade.

We must give **hope** to the young people who are struggling with school, their home life and in their community. We need to **inspire** young people and support their mental wellbeing before they reach crisis point, thus reducing waiting lists for children's services. We must continue to **engage** and support professionals working with vulnerable young people and share our learning with them to have more impact.



“ Just over one in three children and young people with a diagnosable mental health condition get access to NHS care and treatment¹ ”

There have been many highlights in One-Eighty's journey:

- our **first intensive one-to-one intervention** where a child had social care involvement and was viewed as 'having no hope' as many professionals had tried to engage him, yet we supported him back into school on a part-time timetable and enrolled his sister on a learner-driver course. Our success led other professionals to seek support from our service and our reputation grew from here;
- seeing the engagement from not only the children who took part in our **first funded preventative mental health project, 'Make Me Smile'** in 2012, but how enthused teaching staff were to have additional tools to implement in their classroom which had an immediate positive impact;
- being awarded '**Charity of the Year 2019**' at the Oxford Business Awards – demonstrating the recognition of our immense passion and dedication to inspiring children and young people across the county;
- being **appointed on the OSCB Board (Oxfordshire Safeguarding Children's Board)** as voted by the voluntary and community sector, representing the voice of like-minded charities and community groups across Oxfordshire;
- **extending our reach into Buckinghamshire** and being sought after for delivering tailored training courses to professionals;
- and **our more recent partnerships** – working across vulnerable communities; implementing, developing and being support for our Abbey Woods Partnership; in addition to collaborating strategically with Response organisation.



I am so proud to be leading One-Eighty. With such a passionate and committed team, I know that we have the expertise and vision to turn around the lives of thousands more children and young people. I look forward to the next 10 years with hope for our young people – with One-Eighty leading the way to support young people's mental health across Oxfordshire, Buckinghamshire and into Berkshire West.

You can help us to achieve this vision. By supporting One-Eighty with a one-off or regular donation, you will enable us to provide hope and inspiration for children and young people who are dealing with trauma, bereavement, mental health difficulties or difficult family circumstances, who one day may become an apprentice for One-Eighty and do the same for others. Together we can continue to turn more young lives around.



“ **80%** of young people with mental health needs agreed that the coronavirus pandemic had made their mental health worse²”

ABOUT ONE-EIGHTY

The idea for One-Eighty was born out of Chief Executive Susie's work at the Youth Offending Service. Together with friend and colleague Johnny Latham, she researched the causes of young people disengaging from education and the triggers which led them to commit their first low-level offence. She also supported young people and their families to find activities they enjoyed and re-establish a love for learning.

This led to the creation of a manual and training tool – 'Raise the BAR' – to support young people to reflect and develop their behaviours for the future. It was based on critical thinking theory (from which therapies like cognitive behavioural therapy and systematic therapy were developed). But, whilst effective for 76% of young people, a need for a more tailored approach for those who seemed to 'slip through the net' was identified.

Today, One-Eighty is a registered charity, empowering children and young people (aged 4-18) and their families to improve their mental health and re-engage with education. Working across Oxfordshire and Buckinghamshire, our support bridges the gap between the young person, education and mental health sectors. We have a holistic approach which engages primary and secondary educational establishments and other organisations supporting vulnerable young people.

This is achieved through our individually tailored intensive one-to-one interventions, preventative mental health projects and tailored mental health training and support, all of which use Cognitive Behavioural Therapy (CBT), Dialectical Behavioural Therapy (DBT) and Trauma-Informed Therapy as the foundations for support.

Our focus is on delivering sustainable, long-term change for each young person – putting them at the heart of our support and investing time with them and their family to give them the tools and strategies they need to have hope for the future.

We know that, with persistence, involving those around them (families, their school and other professionals) and by meeting them where they are at, we can engage young people in their learning journey, even when they are at a point in their lives when they often reject support.

“Someone once said about our education system, “If at first you don't succeed, you don't succeed”. I've seen the truth of this in terms of wasted potential and disrupted lives through the work I've done in the past in some of the UK's most disadvantaged communities. I'm supporting One-Eighty because it gives the young people in our communities who are most in need of support the chance for a new start and a fulfilling path ahead, using approaches that we know really work.



Dame Helen Ghosh
Patron of One-Eighty

“It is with great pride that I see Susie and her team celebrate the significant milestone represented by One-Eighty's 10th Anniversary. Along the way they have built a charity which has changed the lives of many young people – most of whom had very few other people who were truly there for them. In this ten-year journey One-Eighty has built expertise, reputation and an unrivalled commitment to turning around the lives of vulnerable young people. The last two years have heightened still further the challenges these young people face making our services even more vital and more urgent. With your help we can work with even more young people giving them hope for the future and engaging with them to achieve their potential. We hope you will join us on our journey through the next ten years.



Tina Elder
Chair of Trustees at One-Eighty

“One-Eighty are able to have a positive impact on a family. They are able to build trust with children and families which in turns helps families to build trust with other professionals. They are able to be flexible and work in a way that works for the young person. They work hard and are able to raise concerns and challenge when appropriate or needed. They are able to support young people to view education in a positive way.

Children's Practitioner
Banbury Children's Services

10 YEARS OF TURNING LIVES AROUND

GIVING HOPE

through our complex one-to-one interventions

Why our support is needed

In July 2021, **one in six children aged five to 16 were identified as having a probable mental health problem**³. Current waiting times for an initial assessment within the Children and Adolescent Mental Health Service (CAMHS) range from 3 to 6 months, and those waiting for a more specialist diagnosis can wait up to 3.5 years. Over the last 10 years there has been a £325m reduction in annual spending on children's services, and a 48% decrease in spending on early intervention services⁴.

Local authorities have a statutory responsibility to deliver crisis interventions to protect children, meaning they prioritise young people in extreme crisis first. Those young people with more mild to moderate needs are left waiting for support from children's services for significant periods of time. Parents are unsure where else to go, or cannot afford to seek help elsewhere.

The Covid-19 pandemic has made children and young people's mental health worse⁵. Young people with complex mental health needs have become even more isolated, with their normal circles of support significantly reducing or unavailable (such as home visits by social workers or school attendance). Over the last year, One-Eighty has seen close to a 40% increase in referrals to our one-to-one service.

We know that across Oxfordshire and Buckinghamshire there are over 20,000 children and young people identified as having needs which would benefit from One-Eighty support – this includes those with Education, Health and Care Plans and those with special educational needs (SEN)⁶.

Number of young people One-Eighty have supported



Intensive interventions: Kate's story

"One-Eighty came at a time when Kate had nothing. You intervened and provided such a positive experience when she needed it the most. We are so grateful for all the support which Kate benefited from so much."

Kate's Carer

Kate's childhood had been challenging and, at 17 years-old, she was living with a carer. Her general mental health was poor, she had previously self-harmed and had suicidal thoughts. She didn't want to leave the house and couldn't do simple things like go to the shops or meet friends. She regularly clashed with different adults; teachers, social workers and her carer. As a result, Kate had disengaged from school.

Through One-Eighty's intensive intervention programme, Kate learned more about her emotions, how her behaviour affected these and the strategies she could use to support herself. Her previous aggressive and explosive behaviour changed. She started to attend a college course, made friends and was able to go out on her own.

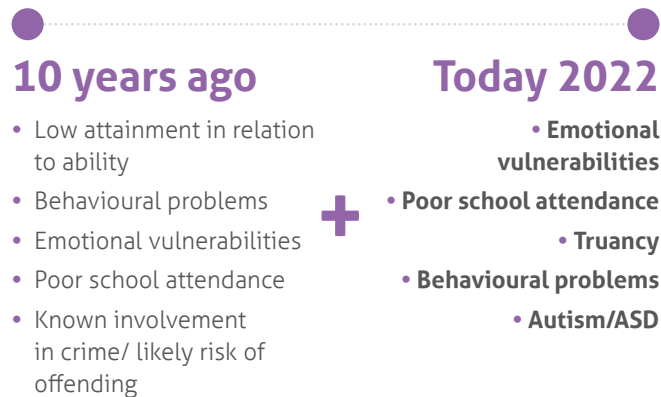
Kate is now making plans for the future and hopes to become a counsellor. Her life has turned around and she has a new, positive outlook for her future.

What we do

Our one-to-one support is designed to deliver lasting results for years to come. We engage with vulnerable young people with complex personal challenges (such as trauma, bereavement, mental health difficulties, and those with difficult family circumstances) which prevent them from engaging with school, sometimes meaning they do not attend for months at a time.

30% of the young people we work with are Children We Care For (young people living with foster parents, or living in residential children's homes or residential settings like schools or secure units) or have a special guardianship order (where a formal court order has placed a young person with someone permanently and gives this person parental responsibility). 30% have a parent or sibling with mental health needs, and 54% have experienced domestic violence or substance misuse within the family unit.

Key reasons for referral to One-Eighty



“One-Eighty have positively influenced James, age 8, to find his own strategies of self-help to use at both school and home. They were fantastic at communicating with me and helping James to discuss strategies with me and open up about his thoughts. I have seen an incredible change in James – he is able to talk positively about himself and has a far greater sense of self. Thank you.

Class Teacher Oxfordshire Primary School



Intensive interventions: Owen's story

Owen – aged 11 with a diagnosis of autism – found it hard to communicate his thoughts and worries, meaning he often got angry and had physical outbursts. He had an overwhelming need to avoid or resist demands and struggled with sensory issues. Attending school made him more and more anxious, until he avoided going to school at all.

One-Eighty staff gradually helped Owen to understand his emotions and worries, helped him learn how to communicate his feelings, and shared strategies to help him deal with his anxieties and worries. Staff worked with Owen's mum, helping her overcome her own anxieties about being separated, and giving her skills to help her to manage Owen's behaviour. When Owen was ready, One-Eighty supported Owen to settle in at a new specialist school.

Owen is now really happy at school, has made close friends and is enjoying learning. He understands how to manage his frustration and as such now has no physical outbursts in the classroom. At home, he has a strong relationship with his Mum and no longer resists the boundaries she sets. His life has completely turned around.

Since One-Eighty began, the number of young people being referred for emotional vulnerabilities and behavioural problems has significantly increased. This is due to an increase in mental health needs, diagnosis and awareness, as well as the fact that, as our reputation has grown, so has the complexity of referrals coming to us. By giving hope to vulnerable young people who are disengaging from their home and community, we are able to support young people who are turned away by other services – we are a unique organisation that tailors to individuals' needs and remains persistent in this way, unlike many other services.

We begin with an in-depth assessment through detailed conversations with the referrer, teachers, professionals, parents, foster carers and the young person themselves, to understand how our work can benefit them. Our aim is to understand the root cause of their behaviour, so that we can build a tailored intervention plan and put in place the right case team. Over six to eight weeks, with three or four sessions a week, we create a tailored intervention plan to support their needs, helping them to develop more appropriate behaviours and coping strategies, building self-esteem and mental health resilience, which are underpinned by psychological models.

Our impact

One-Eighty's intensive 8-week intervention programme supports children and young people to remain at home and continue to access their current school or further education college.

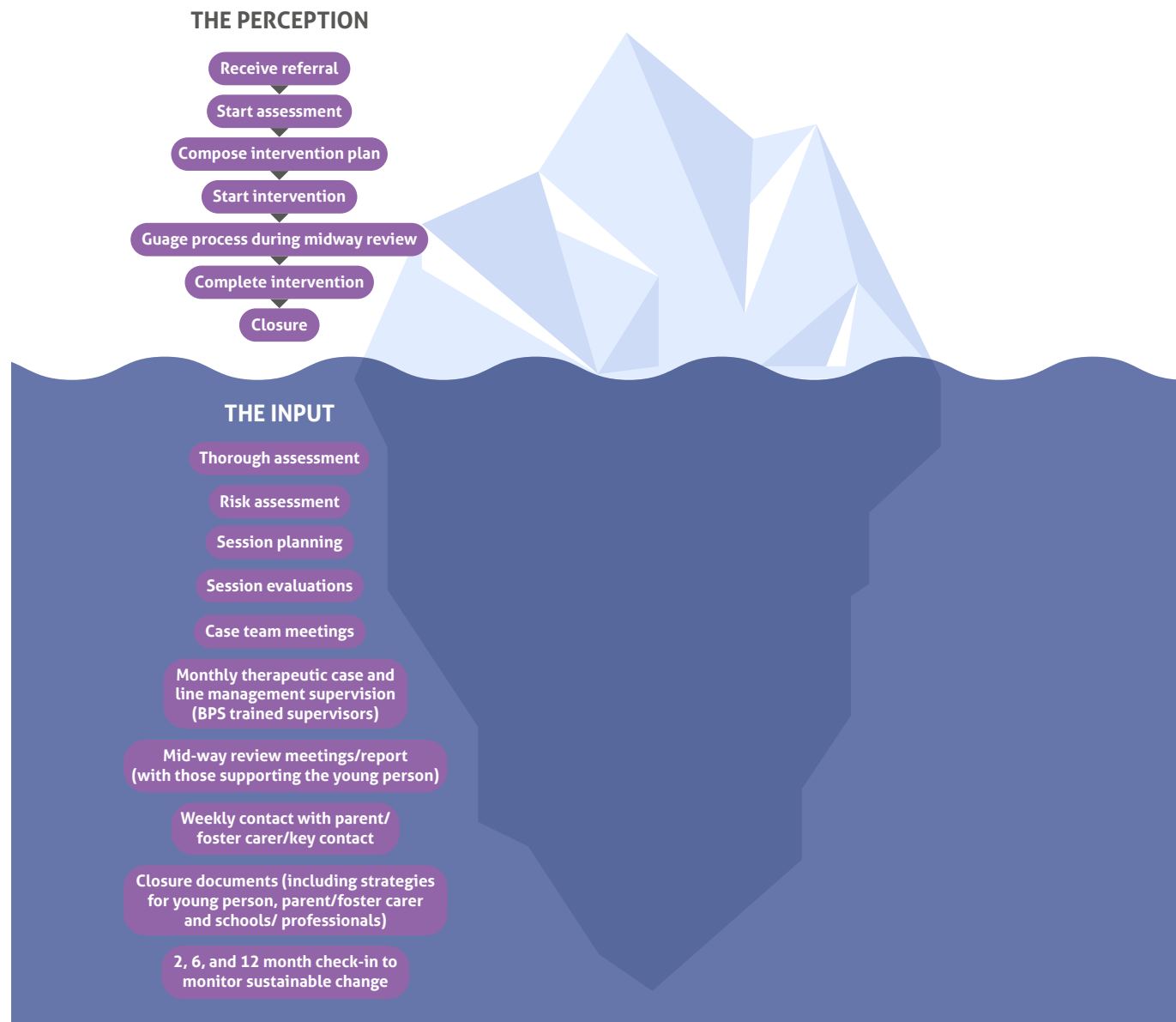
The cost of our intervention – which includes 2 weeks of assessment, 8 weeks of sessions for the young person with 3 consistent staff members, family support and liaison with other professionals – costs **£5,800**. In comparison, other specialist provision ranges from **£5-£15k** per year for **alternative provision**, **£27-£100K** per year for a **place at a special school**, and **£157k** for an **out of county placement**.



“ The progress made with William, age 16, during the last intervention was a miracle – they had not been attending school but, since One-Eighty became involved, they are now on track for their GCSEs and they have maintained friendships which was unexpected

Class Teacher Oxfordshire Primary School

The Iceberg model: One-Eighty provision for an intervention supporting one young person



Intensive interventions: Lauren's story

Lauren, aged 10, was struggling to cope in the global pandemic with the restrictions of the first national lockdown. She was growing increasingly isolated and her anxiety was making her worry about going back to school.

We met Lauren online due to national restrictions, with weekly sessions taking place over an eight-week period. Lauren needed support with managing uncertain situations, so we gave her different strategies to help her relax – she really enjoyed creating a stress ball and calm jar. Lauren had a very negative opinion of herself so we helped her to build her self-esteem, encouraging her to learn from her mistakes and giving her tools to problem-solve. We also helped her keep in contact online in a safe way with her peer-group. We met online separately with Lauren's foster carers, providing strategies and activities to help them build Lauren's self-esteem and to help her communicate her feelings to them.

Lauren successfully returned to school in September 2020, where teachers commented on her more positive attitude and her improved focus. She is now in her last year of primary school and is starting to think about how she can adapt to her new life at secondary school.

10 YEARS OF TURNING LIVES AROUND

INSPIRING

young people to support their mental health and wellbeing – preventative mental health focus

Why our support is needed

We know from our work across Oxfordshire and Buckinghamshire that, even before the COVID-19 pandemic, the demand on children's services was high and waiting lists increasing. Discussions since September 2021 with parents, schools and other professionals highlight that the impact of the pandemic and lockdown on families – particularly of primary school-age children – has been considerable. In general parents/carers are reporting:

- **attachment/separation anxiety**
- **screen time dependency**
- **reduced emotional resilience in parents/carers** having operated at a 'crisis level' for so long
- **that setting and maintaining consistent boundaries has become more challenging**
- **feelings of lethargy from restricted living,** meaning that instigating new opportunities as a family requires more effort.

A local Co-Space/Oxford University study reported that overall, primary school children have had greater changes in levels of mental health difficulties throughout the pandemic, compared with secondary school age children⁶. As we write this report, children in Year 6 (aged 10-11) last had a full uninterrupted school year in year 3 when they were aged 7-8 years old, while those in Year 3 (aged 7-8) last had a full uninterrupted school year in reception when they were aged 4-5 years old. The impact on their mental health has been enormous with many primary schools across Oxfordshire and Buckinghamshire reporting increased levels of anxiety and wellbeing needs.



“ 50% of mental health problems are established by age 14 and 75% by age 25. Prevention is an important approach to improving mental health. It means stopping mental health problems from developing, getting worse or coming back.

The Mental Health Foundation

What we do

Our preventative mental health projects support primary and secondary school age young people, giving them the coping tools and strategies to support their mental health in the same way they would their physical health. Currently, our preventative mental health projects focus specifically on the transition age group – supporting young people between the ages of 10-14 as they move from primary to secondary school.

Our impact

95% of young people who attended our summer project showed improvements in their personal goals, and 74% of professionals were able to see changes in the young person on their return to school.

“After the Make Me Smile session, a parent got in contact with us to find out about counselling for their child. Their child previously experienced significant trauma but had been very resistant to talking about this. However, as a result of the session, they told their parent they felt that talking to someone about their experiences would be helpful.

Teacher



SUMMER PROJECT/ TRANSITIONAL SUMMER PROJECT

These projects link education with fun activities to support vulnerable learners; young people from disadvantaged backgrounds (where families are affected by poverty, debt and unemployment), young people in the care of the local authority and young people from families where education is undervalued or parents had a negative relationship with education when they were children. The projects support and engage young people in learning over the summer break, and for many provide them with a 'summer story' to tell their peers on return to school.

The Transitional Summer Project bridges the gap between the summer term in primary school and the autumn term in secondary school. Through two group trips, fun activities and two one-to-one sessions, we are able to inspire young people to keep learning. We support young people with:

- transition anxieties
- anxieties caused by being away from the school routine
- developing individual qualities – confidence, organisational skills and self-esteem
- provision of enriching opportunities that may not otherwise be accessible
- interpersonal and social awareness skills
- safeguarding concerns.



Transitional Summer Project: Rhys' story

Rhys, aged 10, was nervous about moving schools. He worried he would get angry with other students and get picked on. His primary school understood him and had put strategies in place so that this didn't happen very often. He knew who to speak to if he felt unhappy.

He was nervous about joining the summer project but, to his surprise, he really enjoyed the group trips and made new friends. One-Eighty taught him calming strategies and ways to manage tricky emotions – he persevered with more challenging tasks without getting angry.

He found being away from his carer hard and worried he would miss them at secondary school. One-Eighty showed him how distraction techniques could help, and set clear boundaries with him and his carer around when he could contact them.

On his first day at secondary school, Rhys was very nervous but used his calming strategies to settle himself. He remembered how he had made new friends over the summer and felt confident to join in activities. With One-Eighty's support he was also able to find a trusted adult who knew all about him and could support him if he felt he needed this.

Since the project ended, Rhys has continued to thrive, has made new friends and regularly attends after school clubs.



MAKE ME SMILE

Make Me Smile offers a space for young people to develop a basic understanding of mental health and learn strategies to manage their worries. The project comes at a crucial time for Year 6 students, who have a range of different challenges ahead. Through group discussions, storytelling and creative activities, we inspire young people to discuss their worries and think about the strategies they could use when they are worrying and how they might be able to teach these tools to other peers. The Year 6 students then facilitate a peer-to-peer session to Year 3 students, inspiring others to use strategies to support their wellbeing. They are encouraged to become mental health ambassadors and support their school to become a mentally healthy school.

95%

said the project had helped them to understand more about mental health and worrying, and how to talk to their peers about these issues.

77%

said they would know what to do if they were worried, a 22% increase from before they took part in *Make Me Smile*.



Make Me Smile: Y6 class teacher's story

Make Me Smile has benefited the school in so many ways. The Year 6 children have really gained a lot of knowledge and strategies from the project, and particularly enjoyed delivering the session to their Year 3 class. They were confident and professional in their delivery of the project and applied the knowledge they had gained from their session.

The Year 3's engaged really well with the peer-to-peer session and were able to identify some of their worries. What has been lovely to see is the relationships that have now formed between the two year groups in the playground. Before, the Year 6's didn't really engage with their younger peers but now they are looking out for them and providing support if they see someone on their own or looking upset. Both classes now have worry monsters where they regularly share their worries, and they use a worry map to help them solve their worries.

For specific children, the *Make Me Smile* project has really engaged with their personal circumstances. One child has had a very challenging childhood, having lost their Dad to suicide. This child volunteered to become a mental health ambassador, and we have really seen how this has given him a focus and a sense of responsibility – he has started to understand that all the feelings and emotions he experienced can be used to help others with their emotions.

“ I saw Jo, aged 11, after the summer break – the work undertaken with *One-Eighty* has had a remarkable impact on her learning and sense of self identity.

Oxfordshire Professional

10 YEARS OF TURNING LIVES AROUND

ENGAGING

professionals to continue their Professional Development – providing specialist mental health training and support to professionals working with young people

Why our support is needed

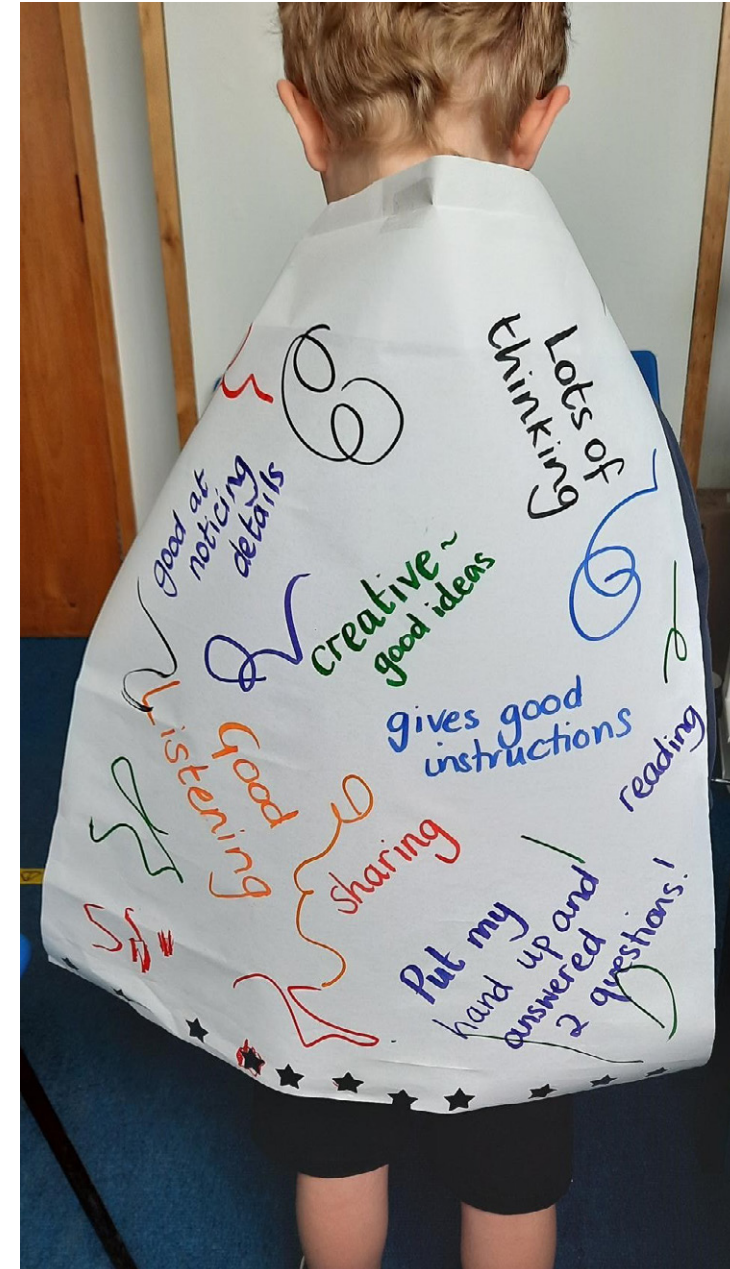
Despite the Government's Green Paper on children and young people's mental health and subsequent 'Response to the Green Paper,' there remains a lack of support in schools for practical and tailored tools to support the most vulnerable.

Schools have been encouraged to become 'mentally healthy', and curriculum changes are encouraging pupils to make informed decisions about their wellbeing, health and relationships. Yet demands on senior leaders within schools and colleges is considerable. As well as the day-to-day running of the school/college, staff management and the demands of delivering teaching and a broad and balanced curriculum, they are at the front line for safeguarding concerns, pastoral support, and are the first link to social workers and other professionals for mental health and wellbeing needs.

It is essential that we engage schools and other professionals with specialist mental health support and practical resources which is tailored to their needs, provides practical solutions and which focuses on tools that can be instantly adopted in their daily work.

What we do

We have a suite of training courses – underpinned by psychological-based theories such as restorative practice and CBT – which aim to engage professionals with new, creative thinking, tools and strategies that will aid their work with vulnerable young people.



Our impact



EDUCATION SUPERVISION

Founded on One-Eighty's internal supervision model, coupled with training from The British Psychological Society's 'introduction to supervision' course, we provide a one-to-one or group approach therapeutic supervision offer for education staff. This is delivered across at least a 6-month period, or tailored to the needs of attendees as guided by their supervisor. The 1.5 hour sessions provide a protected space for case consultation which supports practitioners, senior leaders, or those working directly with young people, to ensure that their wellbeing remains a priority and that they gain further support and learning around approaching complex cases. Education supervision gives staff an external, practical perspective and framework for discussing challenging situations, time to consider and discuss complex problems faced by educators, and opportunities to consider the many possible pathways, in a consistent, structured way.



BESPOKE TRAINING

Our creative team are always looking at new and innovative ways to engage professionals and school staff with our learning. For example, we have been working in partnership with The Rothschild Foundation and Buckinghamshire Virtual School to support young people aged 16+ with emotional-based school avoidance – those with severe difficulties in attending school due to emotional factors, often resulting in prolonged absences from school.

After supporting 7 young people with intensive one-to-one interventions in 2021, we created some interactive training to support a wider network of secondary school staff, supporting this demographic of young people. This enabled us to impart strategies and tools that we had learned over the year.



Professional Development: Michelle's story

Having trained and worked as a primary school teacher, Michelle joined One-Eighty as a Behaviour Support Professional. She enrolled on One-Eighty's CBT+ course; one of our suite of training courses which aim to engage professionals with new, creative thinking, tools and strategies which will aid their work with vulnerable young people.

"I thoroughly looked forward to my CBT+ training each week, knowing I would come away having enjoyed learning new skills that were easy to translate into everyday practice. This was due to the structure of the course and the links which were made throughout to applying the training in practice. I gained perspective from colleagues with a range of different backgrounds and skills, and developed my critical thinking.

"As a trainee teacher, and while working in the profession, I received barely any training to help me understand or support young people with their mental health. The insight I have been given on psychological approaches to support from One-Eighty means that I can now support young people from a place of greater understanding, and this support is more likely to succeed."

Michelle

THE NEXT 10 YEARS

of turning lives around

We have 4 main aims for the next 10 years:



Support more young people

- Significantly increase the number of one-to-one interventions we can deliver each year.
- By 2032, have teams across Oxfordshire delivering our model.
- By 2027, have a satellite team established and working in Buckinghamshire, supporting our existing contracts and pursuing new ones through the Local Authority and our schools network.
- Proactively recruit more staff so we can immediately respond to referrals.
- Continue to invest in our staff through the provision of quality professional development opportunities to retain staff.



Upskill and empower more professionals

- Through our training offers, upskill and empower more professionals working with children and young people with the models of support we know work.
- By 2032, every primary and secondary school to have enrolled on one of our training courses.
- Increase the number of external and education supervision contracts across Oxfordshire and Buckinghamshire, and report on the direct impact this has had on young people.
- Develop more training courses in line with the needs of those we work with and the changing local and regional environment.
- Develop innovative means of sharing our skills and expertise to provide more impact – such as our senior leaders offering bite size takeaway workshops on various topics.



Deliver more preventative mental health projects for primary and secondary schools

- Develop and expand our preventative mental health projects.
- Develop a preventative mental health offering that reaches young people at every stage and age.
- Deliver more broadly across Oxfordshire, Buckinghamshire and into West Berkshire so that, by the end of 2032, all schools can have at least one project delivered.



Develop more partnership working

- Work with like-minded organisations to share skills and expertise, enabling long-term sustainability and a broader impact.
- Work collaboratively to support vulnerable communities.
- Maximise our strategic collaboration with Response (announced at the end of 2021) – together we will be able to respond to the needs of all children and young people aged 4-25 across the Thames Valley.





HOW YOU CAN HELP?

A donation to One-Eighty will enable us to reach more young people across Oxfordshire, Buckinghamshire and into West Berkshire.

£5

A regular donation of **£5** enables a case worker to provide struggling parents/carers with a drink at a café – helping to move them to a more informal space where they can talk

£25

£25 provides the food and refreshments for a whole Summer Project for one young person

£50

£50 provides tailored and creative resources for a whole intervention – enabling a young person to express themselves visually during their sessions

£500

£500 enables your local school to receive a Make Me Smile Project or funds a young person to join our Summer Project

£900

£900 funds a young person experiencing high levels of anxiety about moving to secondary school to join our Transitional Summer Project

£5000

£5,000 would sponsor a young person to have an intensive one-to-one intervention – enabling them to have the opportunity to attend schools and learn new tools and strategies to cope with their anxieties and prevent them from further self-harming

You can donate at www.one-eighty.org.uk/10th-anniversary-appeal



Thank you to everyone who has supported One-Eighty over the past 10 years – our staff and trustees (past and present), our donors, supporters and volunteers.

Without your support, dedication and hard work, we couldn't have grown One-Eighty to where it is today.

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- 7 <http://cospaceoxford.org/findings/changes-in-childrens-mental-health-symptoms-from-march-2020-to-june-2021/>

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One-Eighty
Unit 20, Kings Meadow
Ferry Hinksey Road
Oxford
OX2 0DP

 01865 236869
 enquiries@one-eighty.org.uk
 www.one-eighty.org.uk
 @OneEightyCharity
 @180Charity
 @180Charity

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