



Working towards a brighter future for
Suffolk's children and young people

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Special educational needs and disability code of practice: 0 to 25 years

1.24 High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.



Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as ***displaying challenging, disruptive or disturbing behaviour**. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

***behaviours of distress**



NCISH, National Confidential Inquiry into Suicide and Safety in Mental Health 2023 report

Under 18's more likely to be female, living with their parents, be in education, **more often diagnosed with anxiety disorder or autism and to have been ill for less than 12 months.**

This data shows:

75% both young age groups had a history of self-harm

40% had experienced childhood abuse

37% female

24% full time student

12% ethnic minority

11% LGBTQ+

- National data - 16% of young people who died by suicide had a diagnosed Neuro Developmental Disorder.
- Office for National Statistics - young people 15-19, suicide rates are the highest in 20 years for males, the highest in 40 years for females.
- For patients under 18, the role of family and educational settings, and the management of anxiety and autism, are especially important. Self-harm services are crucial to both groups. As was trauma therapies for LGBTQ+.
- The majority of autistic people have diagnosable levels of PTSD, Rumball, F., Happé, F., & Grey, N. (2020). Experience of trauma and PTSD symptoms in autistic adults

Common themes from recent data:

42% alc/drug use

32% academic pressures

30% physical health

25% bereavement

24% online risk

23% family factors

21% isolation

19% bullying

8% been in care

How can you help or support?

- Listen....LISTEN
- Be kind
- Validate
- Empathy
- Compassion
- Language
- Connect
- Give hope
- Training, Zero Suicide Alliance, QPR Suicide Prevention, ASIST, POPYRUS, Suicide First Aid, Mental Health First Aid and Mental Health First Aid Youth, The OLLIE Foundation (Talk Safe, Plan Safe, Suicide Crisis Training), STORM
- Raise your own awareness, read, watch, talk, ask, learn, value the voice of lived experience

Poppy's story

This is a story with a happy end. It has a happy end because one human being recognised that another human being was in trouble and needed help.

Poppy had struggled previously with her mental health as her mum had become severely disabled with brain damage when she was 11. She struggled with anxiety and low moods throughout school and had gone through various Associations that provided talking therapy. Unprovoked, her mental health started to spiral, and she suffered a severe depressive episode. She rarely left her bed and often skipped lessons. She didn't have the energy to eat and lost a huge amount of weight which later became a fixation. She became dependent on self-harm. She opened up to her Head of Year, Sophie Durant, who was incredible in supporting her. Sophie contacted services immediately and did all she could to get Poppy the help that she needed. She stayed behind after school for hours if Poppy ever felt unsafe and didn't want to go home and got cover for her lesson when Poppy was in crisis. As Poppy's situation became more serious and she became increasingly suicidal Sophie gave her yet more of her time. She would phone Poppy in the evening if she felt she was going to hurt herself. When Poppy first attempted suicide Sophie checked on Poppy's closest friends to ensure they were coping. When Poppy was discharged from hospital Sophie knew she wasn't safe and sent her back. As Poppy says, "This action in itself saved me". On one of those occasions Sophie wrote Poppy a note that stated: "We all care about you. We will keep caring about you until and beyond you are strong enough to care for and about yourself."

"Those words were what kept me going. Sophie Durant saved my life. I wish to show her how grateful I am. She is unmatched. Thank you, Miss Durant, you are my hero."

Take 11 mins of your time to listen [here](#)

Daniel's message to a friend shortly before we lost him
"I enjoy helping. Seeing people achieve what they can is what I like. I've been at the bottom and its not nice so keeping people on the right track and pushing them to where they want to be is all I want to do. Even if it's not in the gym, helping people be the best version of themselves is what I will help do. In return it helps me be the best version of me I can be.

Daniel Willgoss 2018

I believe every single one of you can make a difference, so, please make your pledge of what you are going to do to 'create hope through your action'.... but most of all be the best version of you that you can be.

Thank you for listening.



World Suicide Prevention Day 2021-2023 theme

'Creating Hope Through Action'

