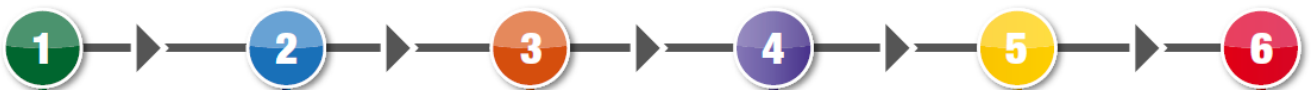


# Outcomes

## SEND Guidance Document

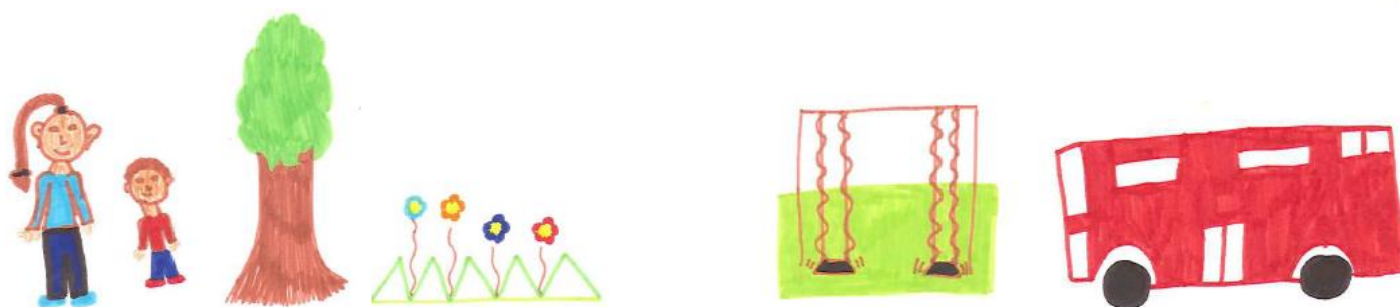


In partnership with



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## How to use this guide

This guide has been developed to help families and professionals that work with families understand outcomes and aspirations to assist in person centred reviews and producing Education, Health and Care (EHC) Plans

The guide can also be downloaded from Waltham Forest Council website, the Hub website and Waltham Forest Assessment and EHC Planning Wiki website where specific resources relating to the pathway as well as national information on the Special Educational Needs and Disability reforms are located.

The following web links:

[www.walthamforest.gov.uk](http://www.walthamforest.gov.uk)

<https://thehub.walthamforest.gov.uk>

[www.klikin.eu/page/view/cat/20769](http://www.klikin.eu/page/view/cat/20769)

We aim to increase the number of resources available as we learn and develop our practice in co-production with local families, children/young people and professionals working in education, health and social care.



## **Introduction**

The Government has issued the Children and Families Act 2014, which contains new special educational needs and disability (SEND) legislation and a new SEN and Disability Code of Practice. This is statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities.

The Code of Practice gives guidance on duties, policies and procedures relating to part 3 of the Children and Families Act 2014 and associated regulations.

## **Changes from the SEN Code of Practice 2001 to the SEND Code of Practice 2014**

The main changes from the SEN Code of Practice 2001 reflect the changes introduced by the Children and Families Act 2014. These are:

- The Code of Practice (2014) covers the 0-25 age range for those still in education and includes guidance relating to disabled children and young people as well as those with SEN
- There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels
- There is a stronger focus on high aspirations and on improving outcomes for children and young people
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care
- It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities
- There is new guidance for education and training settings (nurseries, playgroups, schools and colleges etc.) on taking a graduated approach to identifying and supporting pupils and students with SEND (to replace School Action and School Action Plus)
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs) for young people still in education after school up to a maximum age of 25
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood
- Information is provided on relevant duties under the Equality Act 2010 and relevant provisions of the Mental Capacity Act 2005

## Principles

A range of parents and professionals from education, health and social care have worked in co-production to develop the Education, Health and Care Pathway.

Underpinning the pathway are the 10 key principles of Early Support which are:

Principle	Explanation
Valued uniqueness	The uniqueness of children, young people and families is provided for
Planning partnerships	An integrated assessment, planning and review process in partnership with children, young people and families
Key Working	Service delivery is holistic, co-ordinated, seamless and supported by key working principles
Birth to Adulthood	Continuity of care is maintained through different stages of a child's development
Learning and Development	Children and young people's learning and development is monitored and promoted
Informed Choices	Children, young people and their families are able to make informed choices
Ordinary Lives	Wherever possible children, young people and their families can live 'ordinary lives'
Participation	Children, young people and their families are involved in shaping, developing and evaluating the services they use
Working Together	Multi-agency working practices and systems are integrated
Workforce Development	Children, young people and families can be confident the people working with them have appropriate training, skills, knowledge and experience

## A Shared Vision

We developed a shared vision with families and professionals who work in education, health and social care.

**“Children and young people with special educational needs and or disabilities and their families will be included in everything in the local community, will get the right support for health, will have friends, relationships and be part of the community. They will be supported to reach their educational potential and achieve their goals in life. They will move into adulthood with jobs or opportunities to contribute. They will have choice and control over their support and their future lives.”**

We firmly believe in setting our sights high to enable all our children and young people to achieve their best.

## Children and Young people's vision for the future in Waltham Forest

Children and young people in Waltham Forest developed their own vision for the future based on their aspirations, the things that are important to them and how they would like to be helped to achieve things. This mirrors the themes of the families' vision.



### Thinking about aspirations

At the heart of the new SEND Code of Practice is a different way of engaging with children/young people and their parents/carers. It introduces a person centred approach which identifies aspirational and achievable outcomes for individuals with SEN and or disabilities.

People that work with families need to have a different way of thinking and this is a big cultural shift.

### What is an aspiration?

An aspiration is a long-term hope or ambition of achieving something. An example of this would be getting a job as a vet or a nurse. It could be getting married and having a family or climbing Mount Everest!

We all start with aspirations in mind but as we develop as people these change. For example, a child may say they want to be a Zoo Keeper at age 7 and a young girl age 4 may have the dream to be a princess. As they grow older their hopes and dreams change and develop over time.

Families of children with special educational needs say that they want their children to be happy, healthy and valued by their community.

The previous SEN system was a deficit model that focussed on what children could not do, the difficulties they had and it failed to think about the talents and aspirations that all children have.

The SEND reforms have brought about a different way of thinking in an aspirational way and families and professionals need to respond to this in a creative way. Our thinking needs to be focussed on

how we can enhance children and young people's talents so that they can get the most out of their lives.

'With high aspirations and the right support, the vast majority of children and young people can go on to achieve successful long term outcomes in adult life'

*Code of Practice 1.39*

### **Person Centred Planning**

In Waltham Forest children are at the centre of the assessment and planning process through using person centred thinking tools. All children and young people are involved in person centred reviews and have a strong voice in planning for their future. Person centred planning has a focus of the aspirations and outcomes that we want to achieve. We need to 'start with the end in mind' and develop actions towards meeting aspirations and outcomes.

### **What is an outcome?**

'An outcome can be defined as 'the benefit or difference made to an individual as a result of an intervention'. It should be personal and not expressed from a service perspective; it should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be specific, measurable, attainable, realistic and time bound (SMART)'.

*Code of Practice 9.66*

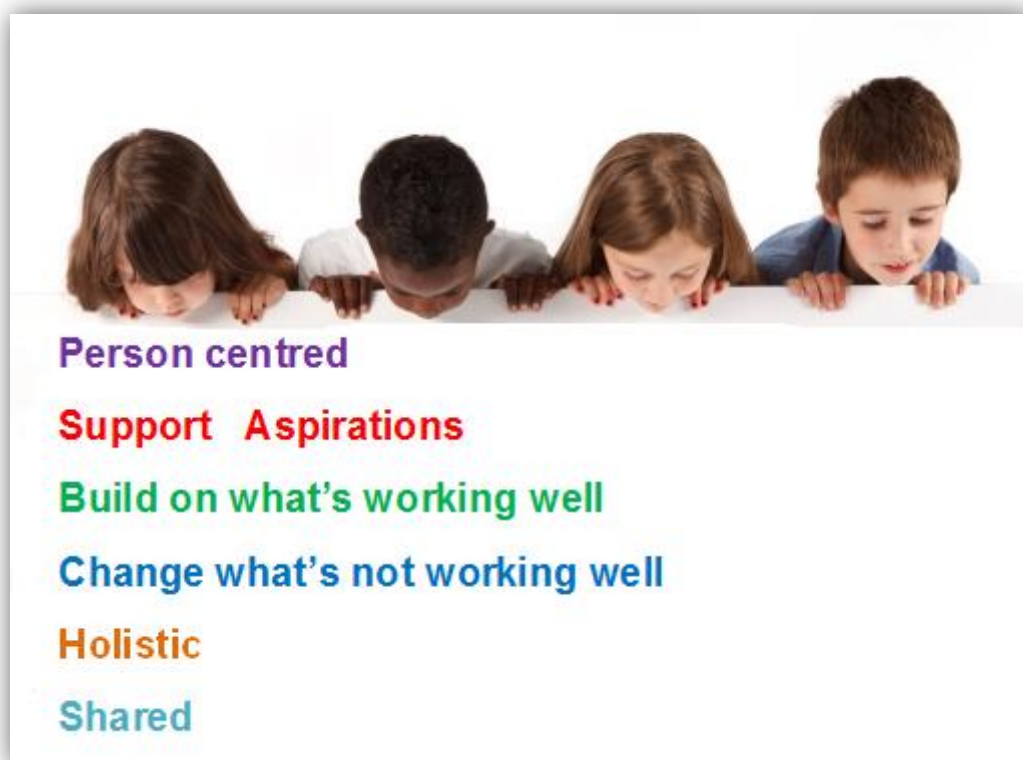
The SMART principles are:



Outcomes are the changes that you are trying to achieve. These can be changes in behaviour, skills, knowledge, attitudes and circumstances. Outcomes result from what we do, such as a particular intervention or activity (these interventions could be the support that is listed in someone's EHC Plan).

*MENCAP, Setting outcomes: a guide, 2014 [www.mencap.org.uk/SENresources](http://www.mencap.org.uk/SENresources)*

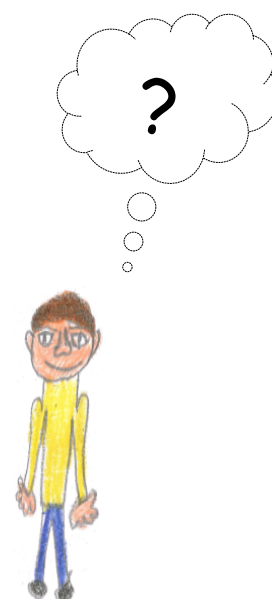
## What an outcome should be!



## What an outcome is not!

Long-term aspirations are not outcomes in themselves. Aspirations will form part of the family's 'All about me' report and they will be specified in Section A of the EHC plan. A local authority cannot be held accountable for the aspirations of a child or young person. For example, a local authority cannot be required to continue to maintain an EHC plan until a young person secures employment.

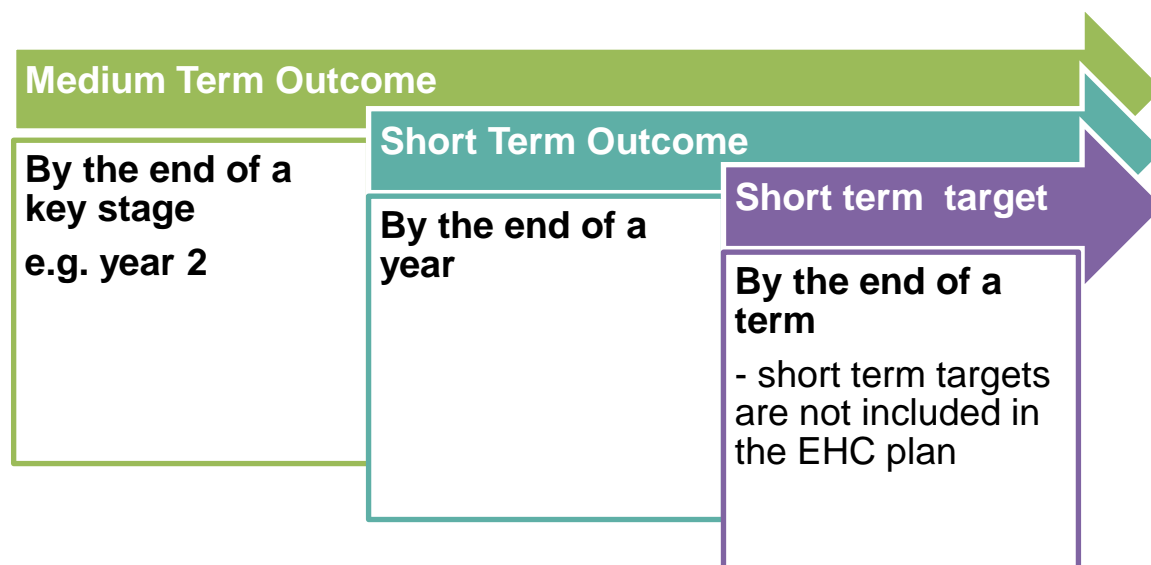
Code of Practice 9.65





## Timeframe

Professionals will need to ensure that the recommended outcomes are achievable within a timeframe:



For children in early years the outcomes will be for a shorter timeframe e.g. a medium outcome would be 6 months and a short term outcome would be 3 months.

Professionals working with the family must ensure that the outcomes link with the child/young person's needs and aspirations.

## What is a need?

A need is the state of requiring help or support. It is not a diagnosis but the needs that arise from the diagnosis. A need is also a barrier to achieving something. A child or young persons' needs can impact on education, health and social care.

## Where are outcomes included in the EHC Plan?

Outcomes are considered by the family, the professionals and the child/young person as part of the EHC assessment process. They are included in the reports that are written by all the professionals from Education, Health and Social Care that are involved with the child/young person. At the meeting, when developing the EHC plan the family and the local authority will agree the outcomes that are to be included in Part E of the plan. The outcomes are separated into Education, Health and Social Care.

Outcomes are also considered at the person centred transfer review when a statement is changed to an EHC plan and person centred reviews. They are developed with the family, professionals and child/young person so that everyone contributes to the EHC Plan.

## Questions to test whether it is an outcome

### What would it?

- Do for you?
- Make possible for you?
- Provide you?

### Example

- **How did you achieve the outcome?**
- **Outcome:** To be better understood by my friends so I can play with them at the after school club everyday
- What would that:-
- **Do for you?**
  - Help me be more easily understood by my friends
  - Other adults find out how they can help me speak better.
- **Make possible for you?**
  - Friendship
  - Social activities
  - Feel confident around other people
- **Provide you (provision)?**
  - Time with in a speech and language group for 30 minutes twice a week.
  - Time developing language skills with other children in a lunch time group daily

### What's important to them (what matters to them) /for them (good support)?

Outcomes should be person centred and when agreeing outcomes, it is important to consider both what is important to the child or young person – what they themselves want to be able to achieve – and what is important for them as judged by others with the child or young person's best interests at heart.

For example in the case of speech and language needs, what is important to the child may be that they want to be able to talk to their friends and join in their games at playtime. What is important for them is that their behaviour improves because they no longer get frustrated at not being understood.

### Outcomes not hours

The most important thing is to be absolutely clear about the outcome you want from any SEN support that you provide – not how many hours of teaching assistant or other staff time will be provided. Set a clear date to check progress and evaluate the support that you use in school/setting. Have open conversations with families about:

- what support is intended to achieve
- how you will know whether it has worked
- what you will do next if it has not

The chart below clarifies the differences between aspirations, outcomes and needs.

Aspiration	Need	Target	Provision	Outcome
Holistic – Whole life	The state of requiring help or support	An aim	Intervention	The difference made as a result of an intervention
A hope	(it's not a diagnosis but the needs that arise from this)	An objective	Support	The end result.
A dream		A goal	Help	It is time bound and deliverable e.g. by the end of a key stage
A wish	A barrier to achieving something	The steps towards an outcome	Resource	
		They are shorter term e.g. by the end of 1 term		

Outcomes should be person centred and child focussed and where possible developed with the family or young person themselves. They should not be professionally led or include professional jargon.

## Examples of outcomes

### Child age 2

Aspiration	Need	Target	Provision	Outcome
Be able to communicate my needs to familiar people in a familiar environment	Non-verbal - just producing jargon Very limited social interaction	Recognise and use 5 picture prompts that are meaningful to him to communicate his needs e.g. juice, ball, yogurt	Speech and language programme to be carried out in nursery and at home for 10 minutes per week. Pictures of the 5 objects to be available across home and nursery	In 6 months I will be able to take the picture prompts to an adult to show what I want

### Child age 3

Aspiration	Need	Target	Provision	Outcome
Be able to talk and have good conversations with my friends and family	Non-Verbal	Learn how to use 2 intentional non-verbal gestures	Training key staff to recognise non-verbal intentional gestures e.g. eye contact by specialist speech and language therapist. Daily direct 1:1 10 minute sessions delivered by key staff to promote the use of 1 intentional gesture	By the end of the year I will be able to indicate my needs and wants for drinking, eating and my favourite object

### Child age 4

Aspiration	Need	Target	Provision	Outcome
Be able to walk independently so that I can do the things I enjoy and have fun with my family and friends	Not independently mobile (relies on the use of a walking frame)	Learn how to take 10 steps independently	MOVE programme delivered by my teacher and support staff for 30 minutes per day developed and monitored by the physiotherapist termly	By the time I am 6 years old I will be able to walk from the classroom door to the playground without falling over

### Child age 6

Aspiration	Need	Target	Provision	Outcome
Be a chef when I am an adult	Autism affecting social and communication	Learn how to make breakfast independently	Staff modelling making cereal, following verbal instructions. Attend breakfast club 5 mornings per week Social story Picture cues	By the end of year 3 I will be able to attend breakfast club and make my own breakfast independently

## Child age 8

Aspiration	Need	Target	Provision	Outcome
Be able to understand instructions and follow routines	Significant delay in the understanding of language by 4 years	Be able to constantly follow instructions at a 2 word level by the end of term	Programme delivered by teaching staff 3 times per week for 20 minutes. Breaking down instructions into small parts, asking them to repeat the instruction, use of visual aids e.g. objects, symbols and photos.	By the time I'm in year 6 I will be able to follow instructions containing 4 key words in a small group situation

## Child age 12


Aspiration	Need	Target	Provision	Outcome
To be an ICT teacher	Emotional difficulties as a result of reactive attachment disorder	Learn how to use multi-media programs and show others how to use them in ICT lessons or in class	20 minutes with Learning Mentor (1:1) to discuss emotional issues around learning and getting on with others	By the time I am 14 years old I will be able to be confident in the use of multi-media software programs and achieving well (level 5) in ICT

## Young person age 15


Aspiration	Need	Target	Provision	Outcome
Have a paid job working in gaming	Profound hearing impairment affecting communication	Learn how to use an Oyster Card and how to plan a route to a familiar destination e.g. home	Employability Curriculum focusing on work skills. Work experience for 1 day per week in Fazer Gaming Company with BSL signer support. Independent travel training with BSL signer support - 12 week course	By the time I am 20 I will be able to travel independently to a place of work and have work based skills to get a job

## Young person age 17

Aspiration	Need	Target	Provision	Outcome
Have a paid job working with animals – e.g. Zoo keeper	Social, communication and interaction difficulties	Learn how to look after 4 different types of farm animals with 2 other students and be part of a small team	Work experience in the local city farm for 1 afternoon per week with job coach	By the time I am 19/20 I will have a paid job working with animals



My Education, Health and Care Plan



My Name is:                      Date of Birth:

### Useful Information

We hope this guidance has helped to clarify the difference between aspirations and outcomes. For further information and national guidance please look at the following links:

#### **Council for Disabled Children – Outcomes Pyramid**

<http://www.councilfordisabledchildren.org.uk/resources/cdcs-resources/ehc-outcomes-pyramid>

#### **Preparing for Adulthood – Outcomes graphic**

<http://www.preparingforadulthood.org.uk/resources/pfa-resources/4-outcomes-graphic>