

SIMPLE GUIDE TO OUTCOMES

Outcomes MUST always be driven by the Aspirations of the child/young person and their family

Aspirations

- An aspiration can be anything about where the child or their family wants to be in the future.
- It may change over time and could range from 'I want to live in my own house' to 'I want to be an astronaut'.
- There are no right or wrong aspirations.
- Aspirations must be identified in Section A of the My Plan/EHC Plan. Putting the aspiration into the plan ensures that everyone is always mindful of where a child and their family want to be in the future when setting outcomes.
- The EHC Plan is responsible for setting outcomes that work towards these aspirations.

'Being supported towards greater independence and employability can be life-transforming for children and young people with SEN. This support needs to start early, and should centre around the child or young person's own aspirations, interests and needs. All professionals working with them should share high aspirations and have a good understanding of what support is effective in enabling children and young people to achieve their ambitions'.

Outcomes

Outcomes underpin and inform the detail of EHC plans. Outcomes will usually set out what needs to be **achieved by the end of a phase or stage of education** in order to enable the child or young person to progress successfully to the next phase or stage. However, it should be noted that in the final year of a key stage, consideration should be given as to what outcomes will be achieved by the end of the following phase or stage of education.

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
- It does not always have to be formal or accredited
- It should be specific, measurable, achievable, realistic and time bound (SMART)
- Outcomes are not a description of the service (or provision) being provided

Examples of good outcomes:

Outcomes needs to have a timeframe e.g. By the end of (Not less than one year) and the benefit of them being achieved e.g. 'so that...' or 'in order to...'

So the format of a good outcome should be:

By (when) the learner will be able to (do what) so that (what difference will it make).

- Communication and interaction:
 - By the end of Key Stage 1, John will be able to communicate in sentences so that he can be understood by his friends and can play happily with them at break times each day without getting frustrated at not being understood.
- Cognition and Learning:
 - By the end of Key Stage 2 John will be able to form capital and lower case letters and add full stops when he has completed a sentence in order that others are able to read and enjoy his written work.
- Sensory and or Physical needs
 - By the end of Year 1 John will be able to recognise the need to and go to the toilet independently including cleaning and dressing himself afterwards so that he has no more accidents and can be independent of adults.
- Social Emotional and Mental Health difficulties
 - By the end of Key Stage 3 John will be able to access 80% of lessons and follow school rules and expectations for the duration of the lesson in order to access his education and be able to learn alongside others.
- Preparation for adulthood/Independence
 - By the end of his college course John will be able to dress for and travel to work, turn up to his shifts on time, and talk to customers and colleagues appropriately in order to sustain paid employment.

N.B

Check the outcomes – would they be realistic for any child or young person? e.g. to behave in all lessons – we must not set outcomes that are above expectations for any other peer in the cohort

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 (CoP 9.67).
- Agreeing the outcomes to be worked towards should come from discussion around what is working, what is not working and what everyone wants to change in order for the learner to achieve and move towards adult life successfully. It is helpful to think about what outcome should be formed **after** this discussion and identification of key areas.
- We would advise that there should be somewhere **between 4 and 8 outcomes** to cover their Education, Health and Care needs. Again think about what you would expect of any other learner. Be aware that an outcome may cover multiple areas of need.

Breaking down the outcome into smaller steps:

Outcomes should be broken down into smaller shorter term targets. These 'Steps Towards' the outcomes should be set and reviewed regularly by the education setting and form part of the 'Assess, Plan, Do, Review' process. This should help to establish what support and provision needs to be put in place to meet the outcome.

For example:

Outcome:

By the end of Year 9 James will be able to attend Rugby training once a week after school in order to develop his friendships and independence.

Steps towards meeting the outcome:

- James will know the day and time of Rugby training – provision needed to ensure he can tell the time and days of the week and has prompts to be able to find the time
- James will remember his Rugby kit, including his boots – provision needed to help him plan for bringing his kit and reminders in order to do so
- James will be able to wash his Rugby kit – provision needed to ensure he can clean his clothes and boots and bring them back the next week
- James will be able to get home from training – provision needed to support James re travel training and understanding of the use of money for the bus, plus how to contact someone where he needs help
- James will play Rugby safely and within the rules – provision needed to ensure that he is aware of the level of force he can and cannot use as part of training in line with his needs
- James will be able to get help if he is hurt – provision to support him to communicate his needs

The provision needed may come from school, the Rugby club, the local authority or the family, however, it is important to break down the outcome to establish what individual parts are needed to help him to achieve the outcome. It should be noted that the skills he would gain from this outcome are transferable to other areas of life.

From Year 9 onwards:

- the nature of the outcomes will reflect the need to ensure young people are preparing for adulthood, though this should be a consideration at all stages.
- Preparing for adulthood means preparing for:
 - higher education and/or employment – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
 - independent living – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living
 - participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community
 - being as healthy as possible in adult life
- As such outcomes from Year 9 onwards should ensure that they are focussed on moving a young person to adult life

My Aspirations/My Family's Aspirations for me



OUTCOMES STAIRCASE...



Year 11/12 rev = Outcomes set for end of Post 16 (likely set yearly beyond this)



Year 9/10 rev = Outcomes set for end of Key Stage 4



Year 6/7 rev = Outcomes set for end of Key Stage 3

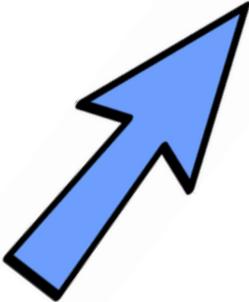


Year 2/3 rev = Outcomes set for end of Key Stage 2



End of UFS/Yr1 rev = Outcomes set for end of Key Stage 1

Pre 5/LFS rev = Outcomes set for end of Foundation Stg



Journey towards aspirations

Remember – no statutory obligation to meet the Aspirations, but to reach/aim towards them in outcomes setting.