

SEND Reforms

Outcomes in Hampshire

Definition:

An outcome is:

A benefit or difference made to the individual as a result of intervention

SEND Code of Practice 2014

Introduction and background

Revisions to the special educational needs framework enshrined in the *Children and Families Act 2014* (the Act) and explored further within the *Special Educational Needs and Disabilities (SEND) Code of Practice (2014)* place great emphasis on the importance of considering the outcomes that any special educational provision is intended to achieve for each child/young person. This explicit focus is a challenge to both practitioners and parents as too often the focus of discussion and consideration has been on the provision to be made, ie support assistant time or special school placement rather than the difference that provision should make for the child/young person.

The focus on outcomes requires us to think about the change we wish to make and only when that has been clearly articulated is there a need to consider the provision to achieve that difference. This means there is much less emphasis on what has been done and much more on the positive difference for the child/young person the intervention is supposed to be making. This approach should be part of any planning in a pre-school, school or college to inform the approach to be taken in addressing any special educational needs identified.

Glossary of terms

To set 'outcomes' in context it is also useful to describe the following terms using dictionary definitions to help ensure a consistent understanding of these commonly used terms with special educational needs:

A need	An identified or assessed (learning) difficulty based on an analysis of the child or young person's strengths and weaknesses. For special educational needs (SEN) this is additional to or different from the needs of other young people (educational, health or care) ie referring to the very small number of children and young people who need long term and targeted interventions over and above those delivered as part of class teaching.
An outcome	An expected or likely final state, achievement or end result for the child or young person. It can also be described as the consequence or effect of a series of objectives.
An objective	An end result towards which effort and interventions are directed (through a series of actions) that will lead to specified outcomes. These are usually set using the 'SMART' principles so it is clear whether they have been met or not over time

The SMART principles are:

Specific

Measurable

Achievable

Relevant

Time-bound

A provision	An intervention that provides or supplies something (a service, placement, item or person) to support the assessed need, ie additional to and different from the needs of other young people within the Education, Health and Care Plan (EHCP) that leads to the achievement of the objectives for that child or young person (education, health or care provision).
An action	The process of doing something in order to achieve a specified purpose/objective.
An action plan	A series of actions held together in a one sequential plan. For each action this includes what the action is, which objective and outcome it is linked to, who is responsible for delivering the action, when the action will start and be completed by, and if the action is dependent on any other actions to be achieved.

The outcome journey

Figure 1 below sets out the proposed sequence of activity required in developing an effective short, medium and long term EHCP for children and young people. This links needs, outcomes, objectives, provision, actions and evaluation.

Figure1: The sequence of events in developing outcomes for a child/young person

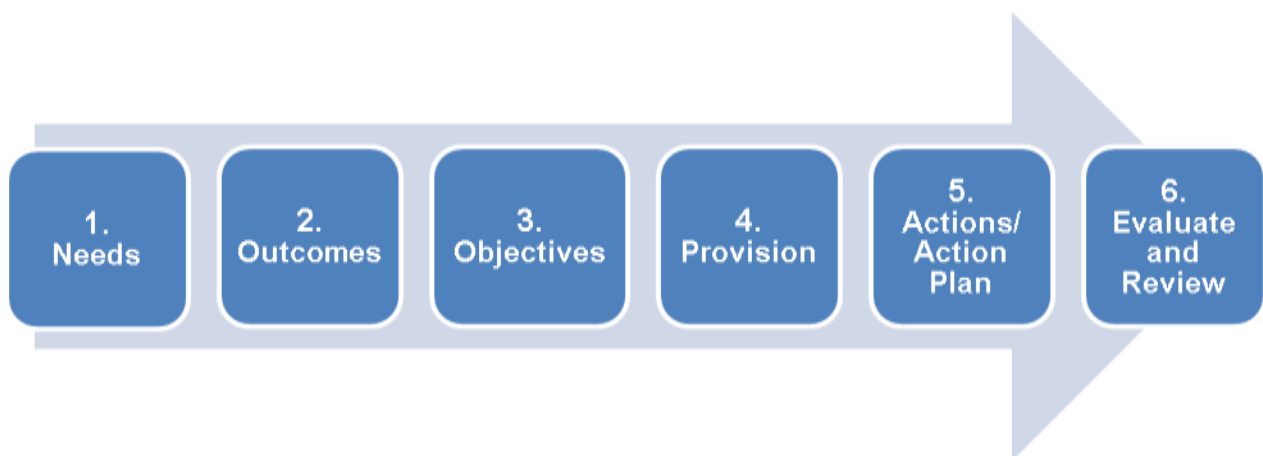
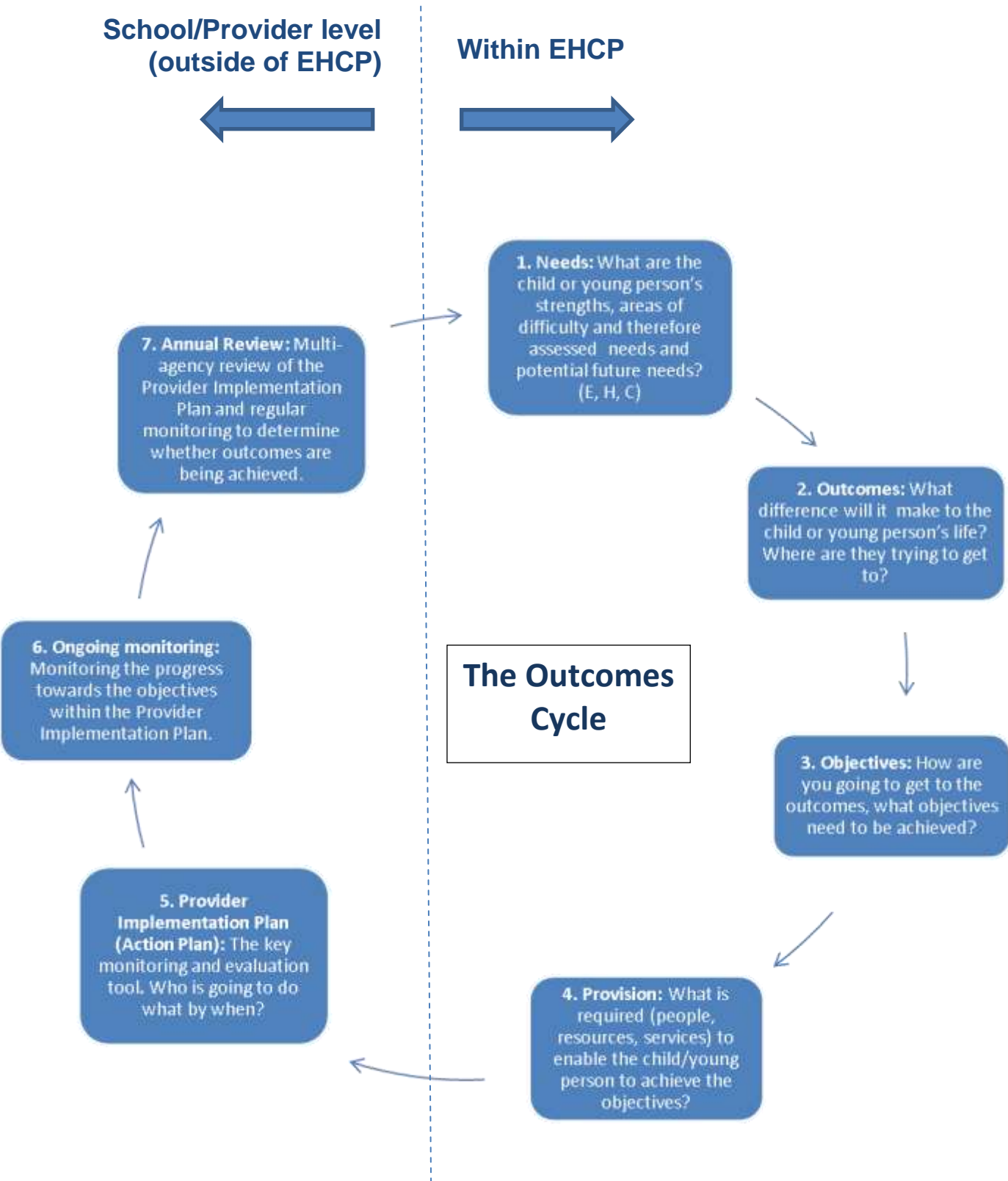


Figure 2 then demonstrates, in a little more detail, the iterative 'Outcomes Cycle' that is required to ensure the outcomes for a child or young person continue to remain relevant throughout their EHCP and leading in to a more effective transition to Adult Services so that they can lead as independent a life as possible.

Figure 2: The outcomes cycle



Defining and constructing outcomes in the EHCP

Outcomes for a child may be aspirational such as happiness, wellbeing and economic stability or much more focused on a short term objective. Within the context of the SEN framework and Code of Practice, it is clear that the focus should be primarily on educational outcomes for the child or young person, set within a relevant timescale and appropriate to their age and development.

Great emphasis is placed in the revised Code on preparing for adulthood for all children and young people and particularly for children with SEN. The Code makes clear that it is the responsibility of everyone involved with a child with SEN from the earliest identification of needs, to consider how they will promote the ambitions of independent living, employment and participation and the acquisition of the pre-requisite skills.

'Health workers, social workers, early years providers and schools should encourage these ambitions right from the start. They should seek to understand the interests, strengths and motivations of children and young people and use this as a basis for planning support around them.'

Paragraph 8.7, SEND Code of Practice

The Code requires that planning for adulthood should consider the following aspects when developing outcomes for a young person:

- Support to prepare for higher education and/or employment
- Support to prepare for independent living
- Support in maintaining good health in adult life
- Support in participating in society.

Paragraph 8.12, SEND Code of Practice

In Hampshire we have taken these aspects and broadened them to make them appropriate for any child or young person at any stage of education as a way of identifying the areas which we wish to consider, these become:

- Achievement and attainment
- Being independent
- Friends, relationships and community
- Health and well-being.

Principles for identifying outcomes

Outcomes are focussed on what does the child need to do / achieve to move on successfully to their next stage of learning – how they relate to their special educational needs.

There is no expectation that all children with special educational needs will have such significant needs that they need *'something additional to and different from'* (paragraph 1.24, SEND Code of Practice) than is normally available in their educational context for each area. These are intended to prompt consideration in the planning and reviewing process. Some aspects that could be considered fall under a number of aspects, eg age appropriate communication and language skills are important in achieving all outcomes.

- **Achievement and Attainment**
Outcomes need to reflect both academic attainment – the skills, attainments and abilities to be acquired and to reflect the wider engagement of a pupil in their school career. This to include involvement in extra-curricular activities, engagement in school sports, drama, music (etc) events that show the pupil's wider experiences and accomplishments.
- **Independence**
This area identifies the skills and competencies that will enable the child to function as independently as possible in their daily lives. To include personal independence, eg mobility, personal hygiene, matters of personal safety, awareness and competence in moving in and around the community.
- **Friends, relationships and community**
Outcomes need to reflect the capacity to establish and maintain appropriate relationships with peers and within the wider community. The ability to express themselves sufficiently clearly and to make known their choices, preferences and wishes. To promote confidence and competence in pursuing personal interests.
- **Health and well-being**
Outcomes should reflect the need to develop and maintain positive choices in relation to the child's physical health and emotional well being. To develop their knowledge and understanding of how to maintain a healthy lifestyle and to know who and where to go to seek help if needed.

Involving the children or young person

Guidance in the Code of Practice requires that outcomes should not only be important **for** the young person, but also **to** the young person. It is not only the views of the adults around the child that should inform any outcomes but also the views of the young person in what is important to them.

Taking into account the views of the family

Families are key partners in identifying the outcomes that would benefit the child and young person, and in supporting their achievement. Planning and reviewing outcomes should always be a collaborative process between families and professionals.

Age appropriate

The age of the young person will guide both the nature and timescale of an outcome. For a child with significant developmental needs at preschool, outcomes relating to a successful transition and progress in key stage 1 may be as far as it is possible to plan. For a young person entering key stage 3 it may be entirely appropriate to be considering the skills and attainments necessary for a successful transition into post 16 education. Whatever the appropriate timescale the focus should always be outcomes which will allow the child or young person the widest choices and greatest independence as they enter adulthood.

The following examples are not intended to act as a template but are illustrations of the principles above.

Examples

For Tom a year 4 (age 9) boy with a speech and language disorder and associated reading and organisational difficulties.

Domain	Outcome	Objective	Provision
Achievement and attainment	To be achieving in line with his age expectations	To improve literacy and numeracy skills by two months gain for every month of delivery for every month of following the programme.	To participate in a personalised daily reading programme overseen by SENCo. To read to Mrs. Smith (mum) at least three times a week using a paired reading approach.
Independence	To be self managing in his work	Be able to follow instructions given to the class in both classroom routines and organise his work by Key Stage 2.	The classroom assistant will wait and prompt Tom to start work if Tom hasn't started work after 5 minutes.
Friends, relationships and community	To have friend and be able to join in with shared activities	Tom will be able to chat with friends and adults and have shared conversations by Key Stage 2. Tom to be helped to manage his own emotions in shared activities by the end of Key Stage 3.	Follow a language programme on a daily basis monitored by a speech and language therapist. Tom to receive weekly assistance to reflect on and develop his emotional literacy skills
Health and well-being	None identified		

Please also see *Developing person centred outcomes* (Mott Macdonald) available from www.hants.gov.uk/sen-guidance-forms.htm