

Education, Health and Care (EHC) Plans

Outcomes

Guidance for families and professionals

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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 preparing SEN support plans
- ✓ to assist in person centred reviews
- ✓ to assist in transfer reviews
- ✓ to assist in producing Education, Health and Care (EHC) Plans

Introduction

The Government issued the Children and Families Act in 2014, this 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 aged from birth to 25.

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 2015

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

The Code of Practice (2015) 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

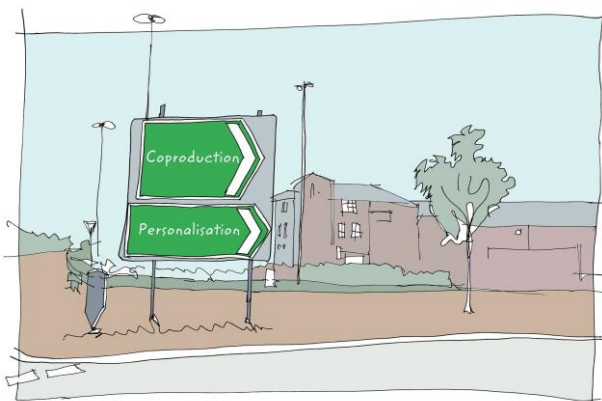
Principles

Underpinning the keeping children and families at the centre of everything we do 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

Co-production

Co-production can make an important contribution to implementation of the Children and Families Act 2014 to help deliver improved family experience of services. It is where services work together with families so that they are an equal partner. It creates increased engagement and outcome-focused and preventative services. We aim to work in co-production with families to develop outcomes for EHC Plans.



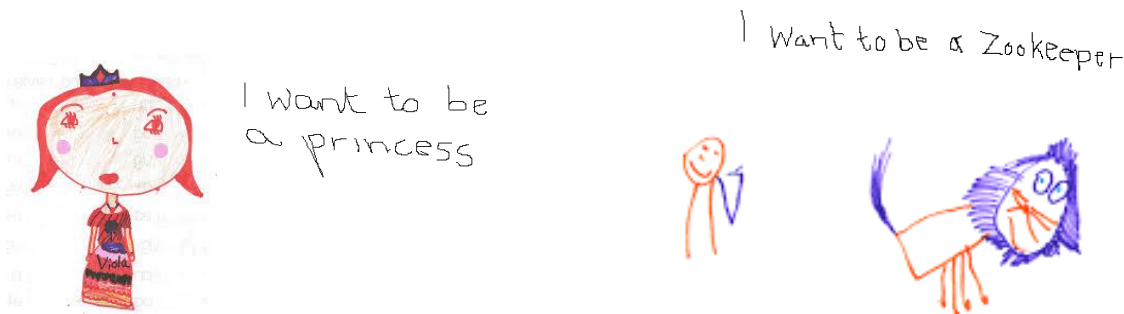
Aspirations



Thinking about aspirations

At the heart of the 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.

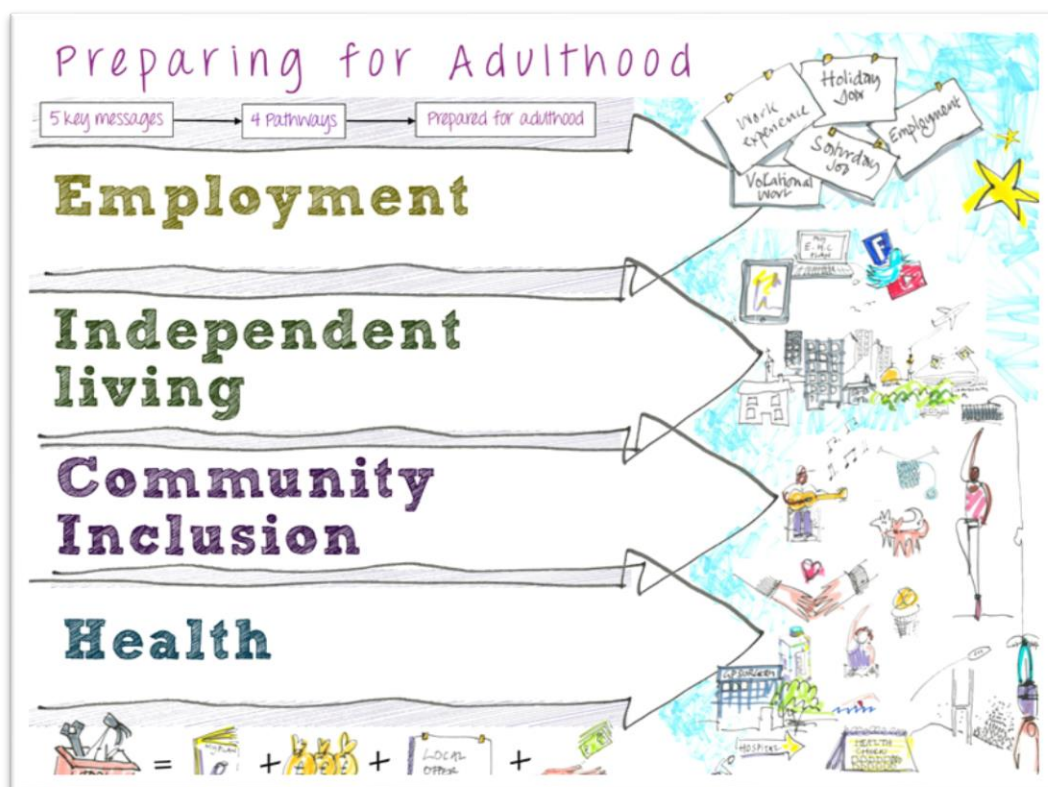
'With high aspirations and the right support, the vast majority of children and young people can go on to achieve successful long term outcomes in adult life'

Code of Practice 1.39

Person Centred Planning

Children and young people should be at the centre of the assessment and planning process through using person centred thinking tools. All children and young people should be involved in person centred reviews and have a strong voice in planning for their future from an early age. 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. We need to be thinking in an aspirational way about children and young people holistically linking planning outcomes to future employment, independence, being part of the community and having good health.

Outcomes



What is an outcome?

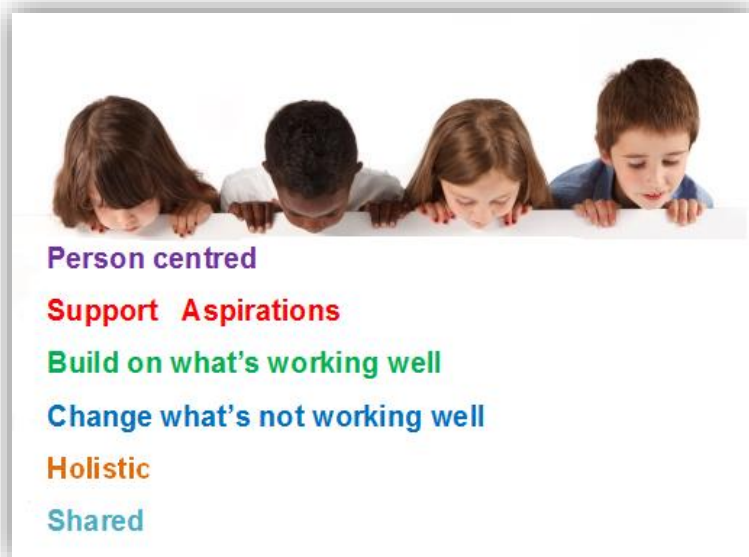
'An outcome can be defined as 'the benefit or difference made to an individual as a result of an intervention'. It should be personal and not expressed from a service perspective; it should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be specific, measurable, attainable, realistic and time bound (SMART)'. Code of Practice 9.66



What an outcome should be!

Outcomes are the changes that you are trying to achieve. These can be changes in behaviour, skills, knowledge, attitudes and circumstances. Outcomes are achieved by what we do, such as a particular intervention or activity (these interventions could be the support that is listed in a child or young person’s SEN Support Plan or EHC Plan).

MENCAP, *Setting outcomes: a guide*, 2014 www.mencap.org.uk/SENresources



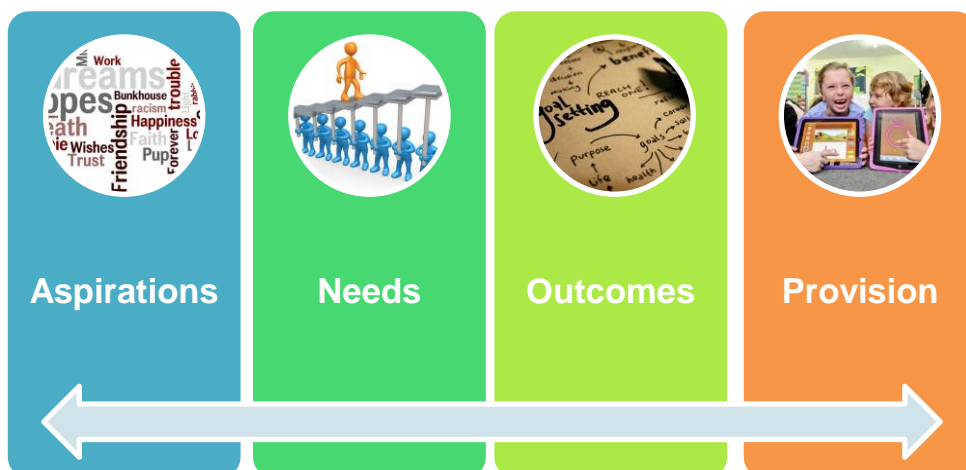
What an outcome is not!

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*

Outcomes are not the previous SEN systems statement objectives e.g. to develop communication skills or develop motor skills. They are not vague. Outcomes should begin with what we expect to achieve. They are specific, measurable; achievable and time bound SMART.

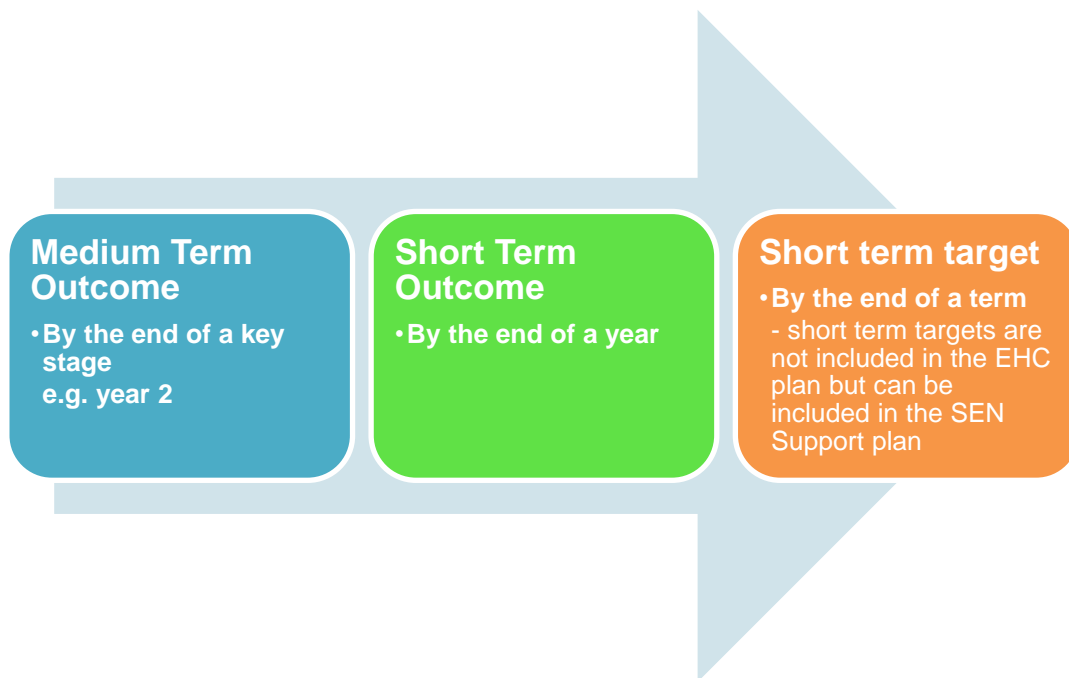
The Golden Thread

When thinking about developing outcomes we should use the golden thread to ensure we are linking them back to aspirations and needs. We can then decide the support required to meet them.



Outcomes 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. by the end of the year and a short term target would be 3 months.

For children and young people who are transferring from one phase to the next, e.g. from primary to secondary school the outcomes can be for the end of the year after they have transferred.

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. The outcomes should 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 necessarily from a diagnosis but the needs that arise from the diagnosis. A need can also be a barrier to achieving something. A child or young person's needs can impact on one area e.g. education or across areas such as education, health and care.

Where are outcomes included in the EHC Plan?

Part E of the EHC Plan includes the outcomes. They 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. 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 annual reviews. They should be 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 the outcome

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

Example

- **How did you achieve the outcome?**
- **Outcome:** By age 11, I will 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 with my speech.
- **Make possible for you?**
 - Friendship
 - Social activities
 - Feel confident around other people
- **Provide you (provision)?**
 - Time with in a speech and language group of 4 for 30 minutes twice a week.
 - Time developing language skills with other children in a lunch time group daily

Person centred planning - 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 the example above, what is important to the child may be that they want to be able to talk to 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 by other children.

Outcomes not hours

The most important thing is to be absolutely clear about the outcome you want from the interventions – not how many hours of teaching assistant or other staff time. Education settings should set a clear date to check progress and evaluate the support. Education setting should have open conversations with families about:

- what support is intended to achieve
- how everyone will know whether it has worked
- what can be done next if it has not

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

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

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.

The chart below demonstrates the sections of the EHC Plan that links to aspirations, needs, outcomes and provision

Aspiration	Need	Outcome	Provision
Section A	Section B – Education Section C – Health Section D - Care	Section E	Section F – Education Section G – Health Section H - Care

Examples of outcomes

Billy age 3 attending an early years setting

Aspiration	Need	Outcome	Provision
Billy's family would like him to be able to communicate his needs to familiar people in nursery	Non-verbal - just producing jargon Very limited social interaction	In 6 months Billy will be able to take the picture prompts to an adult to show what he wants	Speech and language programme to be carried out by education staff in nursery and at home for 10 minutes per week. Pictures of 5 familiar objects to be available across home and nursery

Jenny age 4 attending a primary school

Aspiration	Need	Outcome	Provision
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 or adult support)	By the time I am 6 years old I will be able to walk from the classroom door to the playground without falling over	MOVE programme delivered by my teacher and support staff for 30 minutes per day developed and monitored by the physiotherapist termly

Tom age 8 in primary school

Aspiration	Need	Outcome	Provision
Be able to be have friends and understand instructions and follow routines in class	Significant delay in the understanding of language (delayed by 4 years)	By the time I'm in year 6 I will be able to follow instructions containing 4 key words in a small group situation	Small group language 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. Monitoring from a speech and language therapist very half term for 60 minutes.

Alin age 11 in secondary school

Aspiration	Need	Outcome	Provision (Support)
I want to have more friends in school and outside of school	Alin has difficulty in communicating and interacting with children e.g. he can try to take control and tell others what to do or be physical with them	By age 14 Alin will have a group that he plays with a break and lunch time. He will take part in an after school club/activity once a week	A daily social skills 15 minute small group (x4 students) led by a teaching assistant A circle of friends group of children with similar interests to share break and lunchtimes Every half term the class teacher to discuss a range of afterschool activities and encourage Alin to attend A key adult will meet with Alin once a week for 15 minutes to do an anger management programme

Examples of Preparing for Adulthood Outcomes

Andrea age 15 in secondary special school

Aspiration	Need	Outcome	Provision
Have a paid job working in the gaming industry	Profound hearing impairment affecting communication	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	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

Becky aged 17 attending a special setting

Aspiration	Need	Outcome	Provision
Becky would like to get a job as a hairdresser	Becky has severe learning difficulties which affects all areas of her learning and communication She also has hemiplegia which affects her left side	By age 20 Becky will have completed work experience in a local hairdressers. She will be able to read signs in the community and key words in the workplace	<p>A job coach to work with Becky on key employment skills and a vocational profile</p> <p>A 12 week supported internship programme at Headlines Hairdressers including independent travel training</p> <p>Twice termly advice from a Speech and Language to school staff on developing a communication passport/wiki website</p>

Abdul aged 18 attending a special school

Aspiration	Need	Outcome	Provision
Abdul wants more independence to go to the local shops on his own	Abdul has social, communication and learning difficulties	By age 19 Abdul will be independently going shopping for the class snack, picking out and paying for the items on his list. He will also go to the local shops near where he lives to buy chosen items.	<p>Functional Maths and English lessons daily.</p> <p>An independence skills programme delivered for 30 minutes 3 times a week, graded with small achievable steps.</p> <p>Abdul will be supported by the class teacher and teaching assistant to learn the route to the shops, practice this 3 times per week, understand the items on his list and the value of the money needed and change given back.</p> <p>Support from the Transition Health Outreach Team that focusses on independence skills in the local community</p>

Tom age 18

Aspiration	Need	Outcome	Provision
Tom wants to improve his independence skills and use public transport	Severe learning difficulties	By age 20 Tom will be able to cross the road safely, and know his address if he gets lost. He will be able to touch in on the bus using an oyster card and make supported journeys in the local area. He will recognise familiar sign for transport	<p>Learning for life skills course which includes:</p> <ul style="list-style-type: none"> -12 week independent travel training programme -Towards Independence curriculum with daily activities e.g. personal safety awareness, shopping, use of money and leisure activities - the course will be delivered in a small group of 8 young people, a teacher and two support staff

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>