

An outcomes focused system

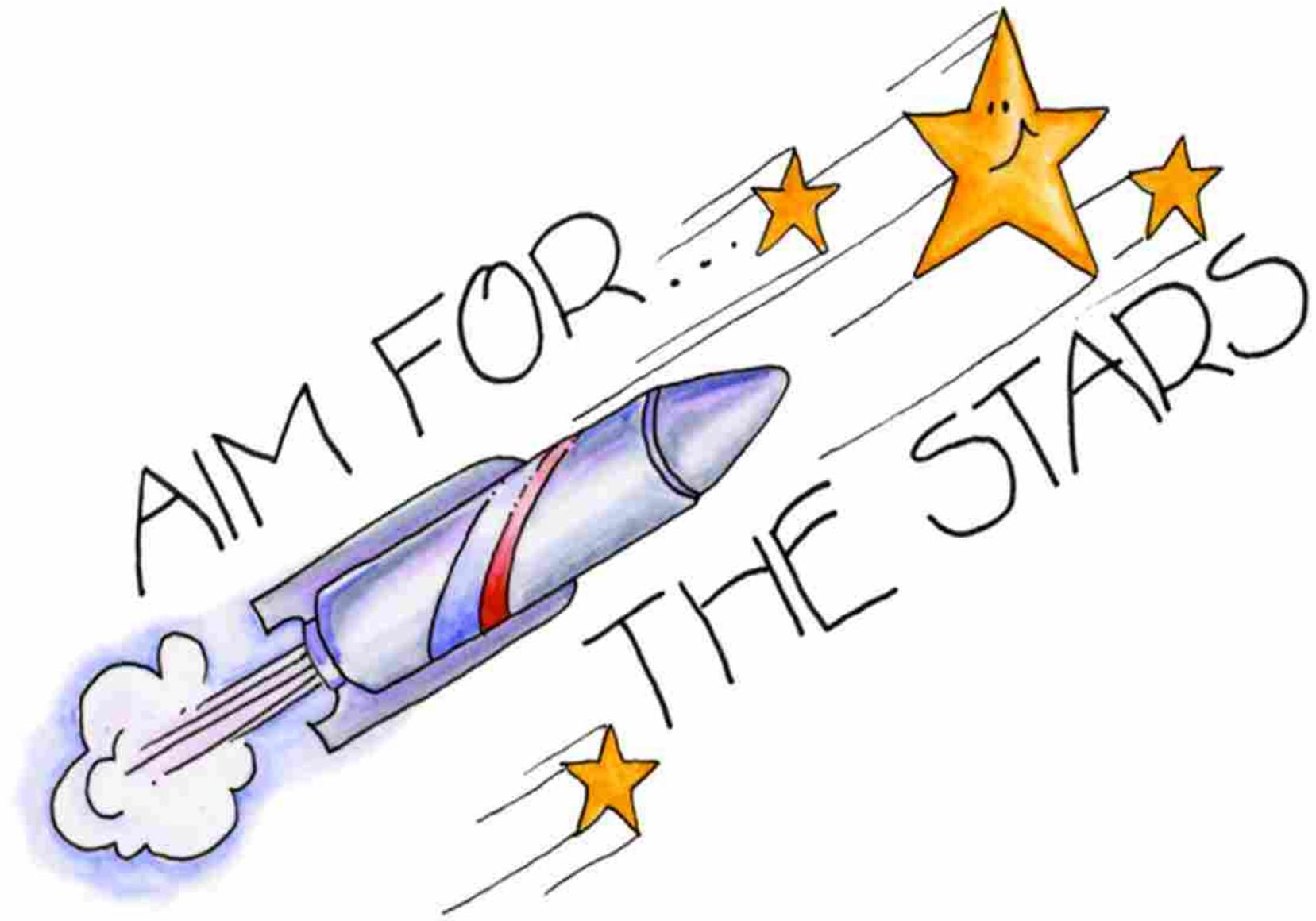
Independent Support
January 2015

From the Foreword to the COP

‘Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.’

‘Importantly, the aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence.’





What is an Outcome?



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The benefit or difference made to an individual as a result of an intervention

‘Steps towards reaching the long term goal’



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How will you know if you see a well written outcome?

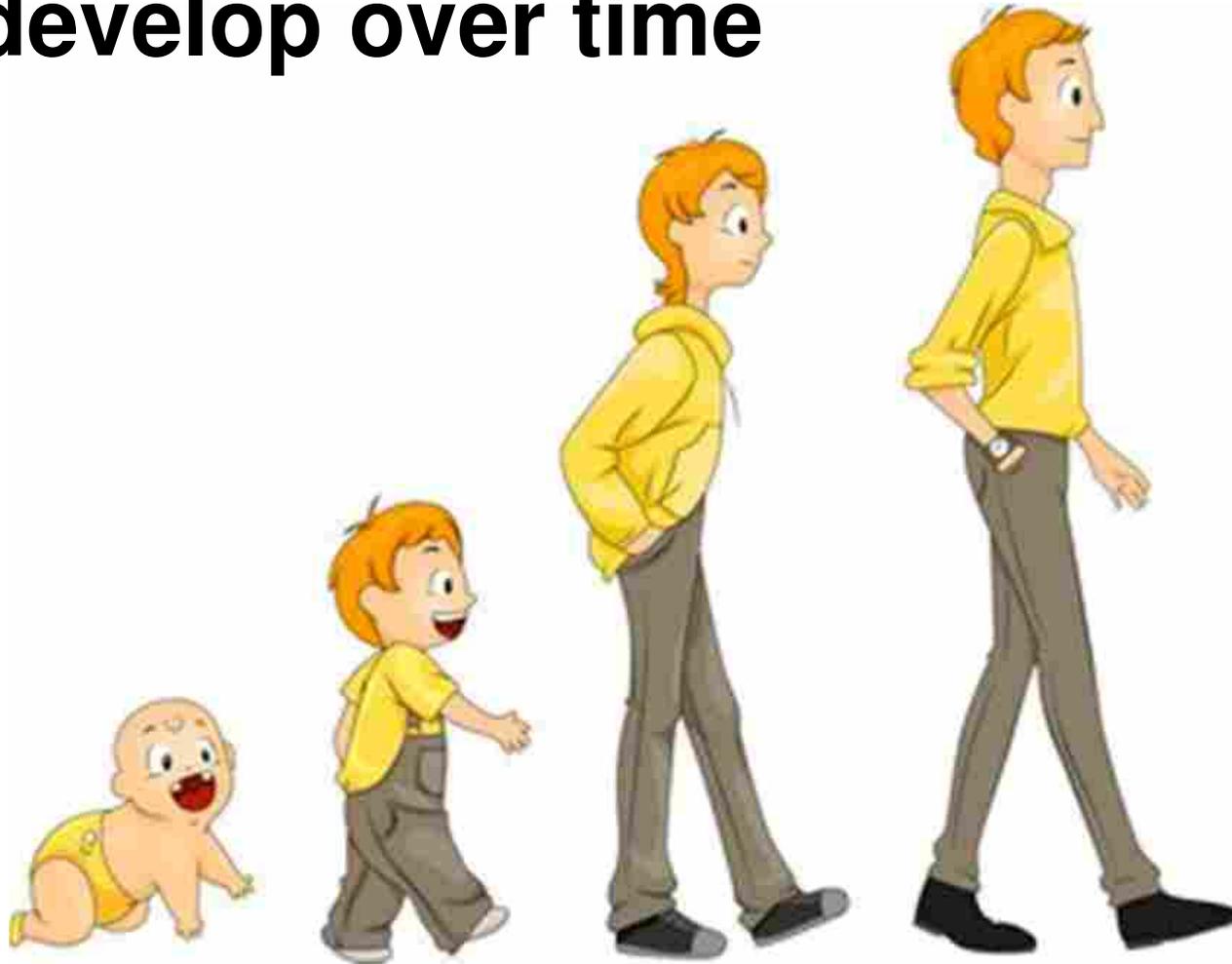


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Outcomes matter!



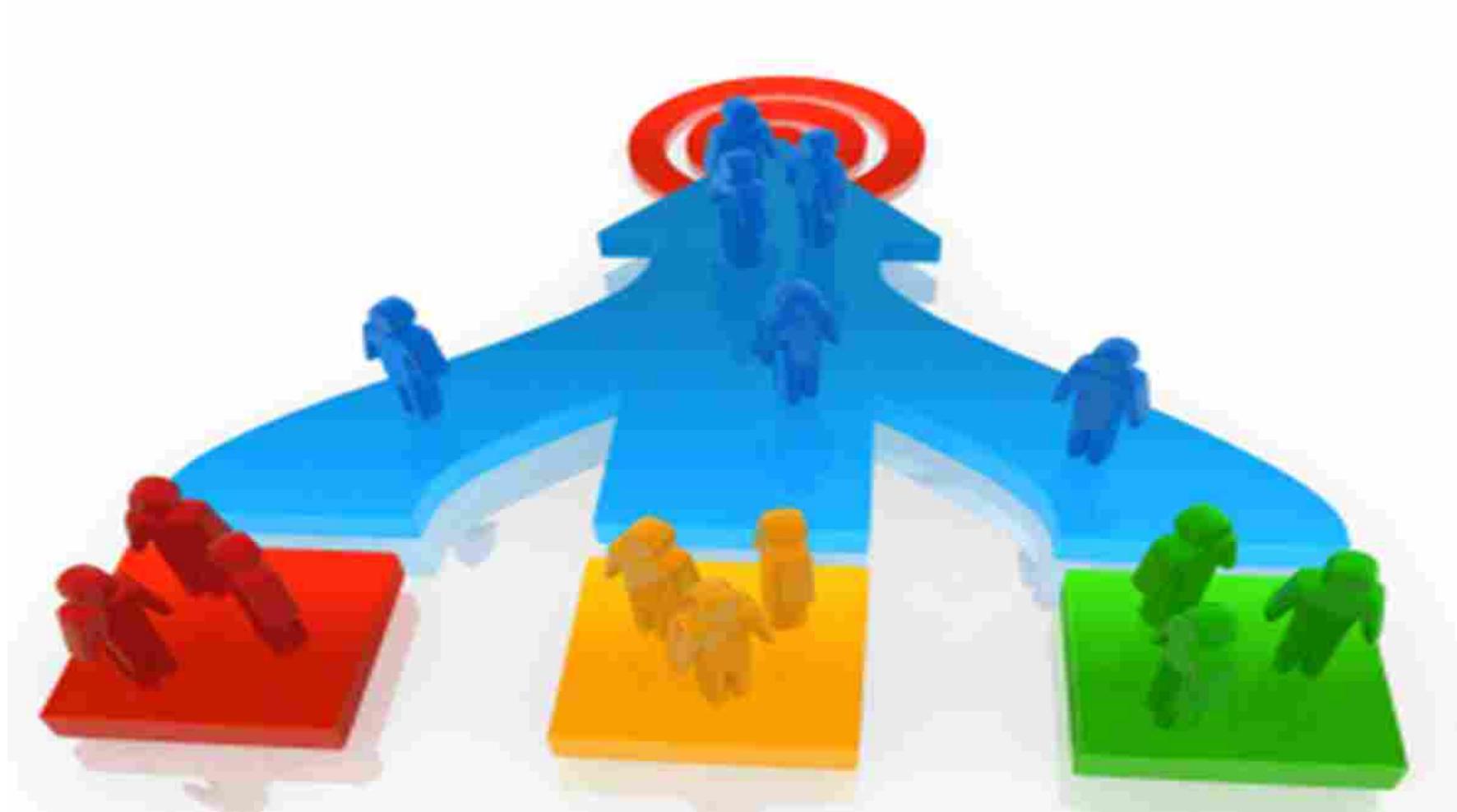
Of course outcomes like children will develop over time



Lead towards all the life outcomes



Holistic outcomes



Integral involvement of children, young people and parents in developing their own outcomes



Remembering that

One size
doesn't fit all.





Outcomes must be based on person centred planning



What is an Aspiration?

- Aspirations might not be achieved in the end
- Unlike Outcomes, the LA is not responsible for achieving the aspirations but they must be set out in the Plan
- Can be whatever the child/young person wants to achieve
- Help everyone better understand what motivates and interests them



We know they are:

- **Aspirational but not an aspiration**
- **Leading towards adulthood**
- **Will develop over time**
- **Holistic**
- **Person centred**
- **SMART**

We know they are not:

- **Provision**
- **A service aim/objective**



How to get to outcomes

- **Person centred approaches**
 - From child or young person's point of view
 - Listening more than talking
 - Talking about aspirations
 - What's working
 - What's not working
 - What is important **to** them
 - What is important **for** them



It's a balancing act

- ✓ What is important **to** a child/young person is what they want to do, to lead a happy and fulfilled life
- ✓ What is important **for** the child/young person is what they need to help them be healthy, happy and safe.





What's working?



What's not working?

the person

family

staff

*What needs to happen next to build on what's working
and change what's not working?*



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<p>Priority issue</p> <p>Improving my fitness and stamina</p>	
<p>Important to me about this issue</p> <p>To be strong enough to use a manual wheel chair all the time.</p> <p>To be able to do more than one thing per day without getting too tired</p> <p>Not being too tired to go out in the evenings with my friends.</p>	<p>Important to me about this issue</p> <p>To improve my general health through exercise</p> <p>Not to get socially isolated because I am too tired to see family and friends</p>
<p>My Outcome</p> <p>I am using my manual wheelchair 12-14hrs per day and I am not too tired and having to go to bed in the afternoon. I am going out 2-3 evenings each week with my friends.</p>	



Checks ...

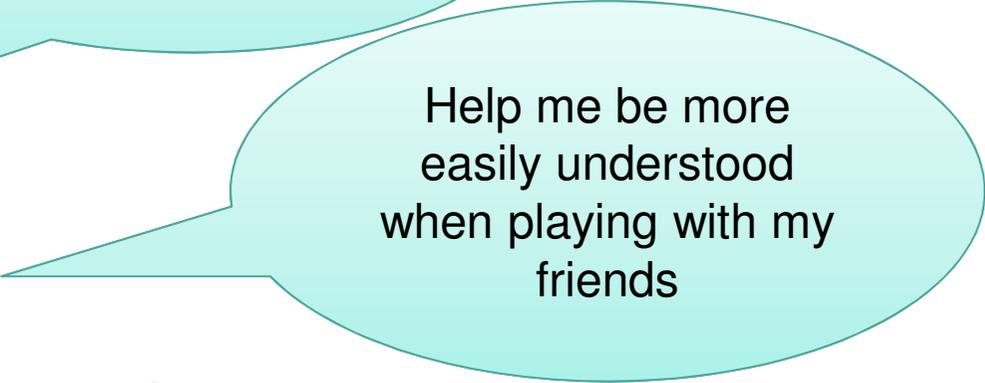
Speech and Language Therapy

1. **What would it give you?**



Individual therapy sessions

1. **What would it do for you?**

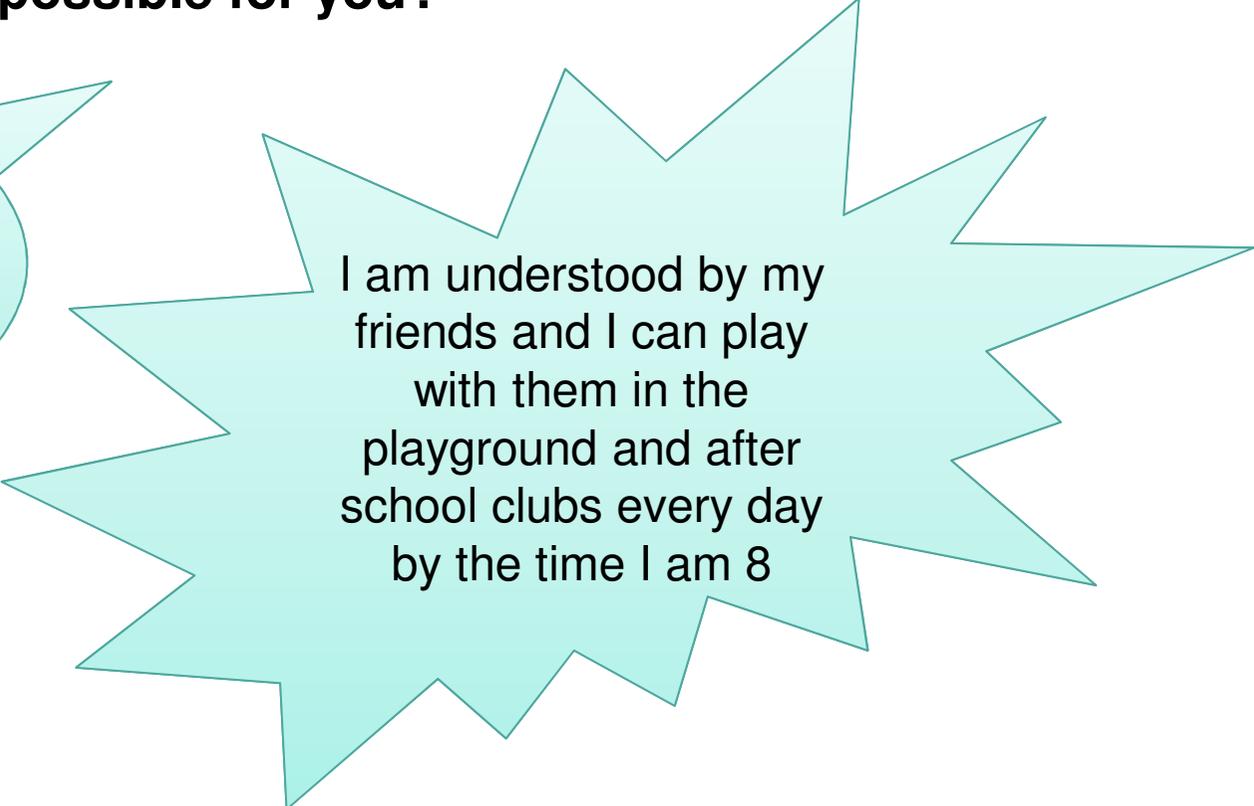


Help me be more easily understood when playing with my friends

1. **What would it make possible for you?**



Friendships, taking part in things, feeling more confident with other children



I am understood by my friends and I can play with them in the playground and after school clubs every day by the time I am 8



A useful starting point...

A useful starting point

By the time I'm.....

I will

Questions to think about:

- What would success look like?
- How will you know when it has been achieved?



So let's have a go

- **Think about an outcome for your child**
- **Take the 'outcome' and test it against the checklist**
- **What would success look like?**

