

SEND Futures 2022

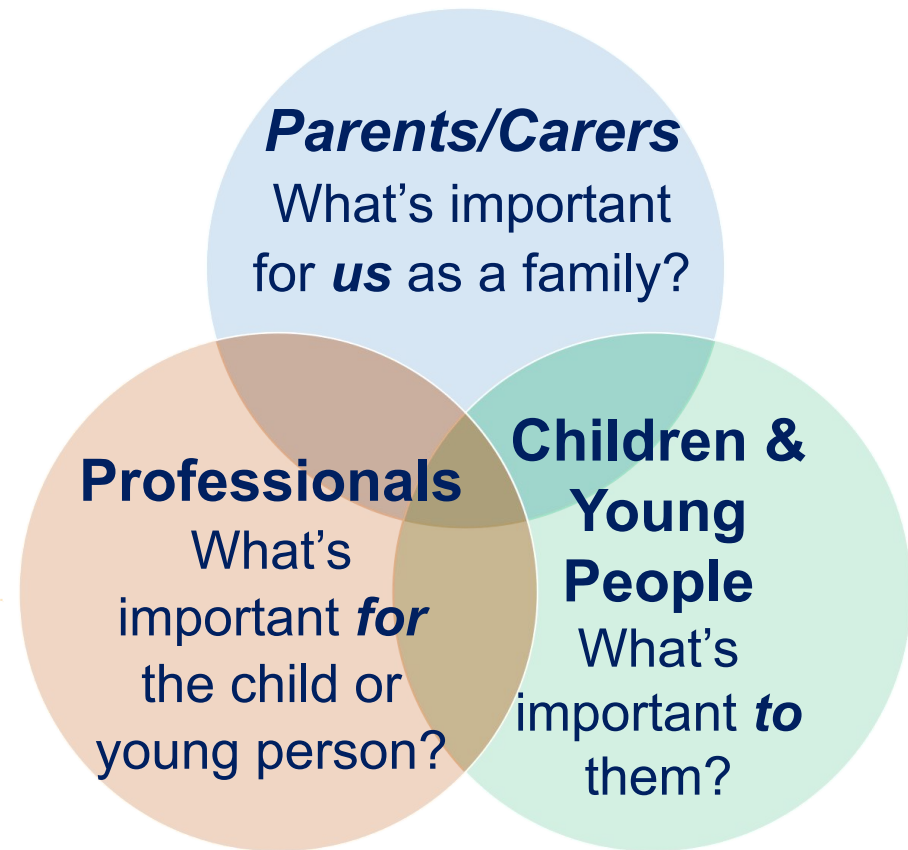


Holistic Outcomes

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Whose
outcomes are
they...*really*?



*“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.”*

What would the outcome ...

- ***give*** the child / young person?
- ***do for*** the child / young person?
- ***make possible*** for the child / young person?

An outcome is the benefit or difference made as a result of intervention

Outcomes can be changes in...

- **skills** e.g. being able to manage your money
- **behaviour** e.g. eating more healthily
- **knowledge** e.g. knowing how to access local services
- **attitudes** e.g. feeling more confident in social situations
- **circumstances** e.g. getting a job or living on your own

- Identify one personal or professional **aspiration** - the beautiful dream!
 - *Sometime in the future*
- Imagine an **outcome** that will help you move towards or achieve that aspiration - a big stride towards it
 - *2 - 3 years time*
- How will you know if you are making **progress** - the steps towards achieving your outcome
 - *Over the next 12 months (or shorter period if appropriate)*

What makes a good holistic outcome?

- **Reflective** of aspiration and needs (the barriers), not only education-focused
- Clearly describes the **benefit/difference** the outcome will make for the individual
- **Specific** (clear, precise, unambiguous statements).
- **Measurable** (numbers, percentages, levels, observable, noticed) lasting phase/key stage
- **Achievable** (informed by professional views of evidence based practice and the resources available)
- **Realistic/Relevant** to the individual
- **Timed** (phase/ key stage) with an understanding that short term steps towards outcomes are reviewed at AR
- Reflective of **Preparation for Adulthood**- employment, independence, c
- Language - **jargon free** and understood by all
- Maximum of **3- 6 outcomes** at any one time

The Outcome Sandwich



A structure to support writing person-centred outcomes:

The top: timescale & name of young person

Specifies a realistic timescale by when an outcome will be achieved. This part should also contain the young person's name

The filling: the skill to be developed by the recommended provision

Specifies the skill that will develop as a result of provision. Skills should be measurable through observation or assessment

The base: what the development of the skill would make possible for the young person

Specifies how the skills in 'the filling' move the young person towards the life they want for themselves

Activity

- Briefly revisit your outcome and rewrite it in the style of the outcome sandwich!
 - By [date/age]...
 - “Name” or “I” will...
 - The skill you are going to gain...
 - So that.../so what...

Are these outcomes holistic? If not, can you improve them?

- [Young Person] will be able to sort quantities (range of objects) and identify numerals 1-10
- [Young Person] will trace/copy up to a minimum of 10 letters of the alphabet by herself
- By the end of key stage 4 / when they are 16 years old, 'Alexa' will have the skills to be able to be able to manage a weekly budget, go shopping for food, use the correct change



Are these outcomes holistic? If not, can you improve them?

- [Young Person] will be able to use a range of communication methods to express her wants and needs, in school, home and the community
These methods will include: AAC, e.g., PECS, Assisted Language Displays (ALDs); speech; non-verbal communication skills, e.g. body language; facial expression
- [Young Person] will be able to initiate and maintain interactions successfully in order to have a short 2 way 'conversation' or play sequence with a range of adults and peers within the school setting
- **[Young Person] will use his rational brain as opposed to his primitive brain to solve problems 80% of the time**



Are these outcomes holistic? What's missing?

- Mason (3 years old) will play with another child and an adult on a daily basis by the time he is in reception
- By the end of year 9, William (12 years old) will be able to make his own way to school every day
- Janice (9 years old) will greet different people appropriately. This will include family members, her friends and unfamiliar adults. To be achieved by the end of KS2
- By the time she is in reception, Tania independently uses her PECS book to choose an activity to play with at least two other children per day
- By the time she is in reception, Ellie will use visual cues to move positively between at least two different activities and two different places each day
- By the end of key stage 1 Arad will use his pictures to tell people around him how he is feeling

Are these outcomes holistic? Towards independence?

- By the end of Key 4, I will travel as independently as I can around my local community by walking & using public transport
- By the end of Key Stage 4, I will independently plan & organise days out, at least once fortnightly
- By the end of Key Stage 4, I will independently organise my time and follow daily routines, most of the time
- By the end of Key Stage 5, I will independently choose the things I need to buy within my budget & use money/my debit card to buy the things I need
- By the end of Key Stage 5, I will plan & prepare a simple meal, e.g. a pasta dish, at least once weekly

Activity

- Nobody's perfect, all the time! Briefly revisit your outcome and add some flexibility if you think you need to
 - Most of the time
 - With support
 - Once a week
 - More often than not
 - At least 50%
 - Usually

- What does your outcome look like now?
 - *Is it SMART?*
 - *Is it about a new skill, behaviour, knowledge, attitude or circumstance?*
 - *What will it do for you?*
 - *What will it give you?*
 - *What will it make possible for you?*
 - *So what?!*
 - *Is it going to move you closer towards your aspiration?*
 - *How will you or someone else know?*

Current position

- Variability
- Still a tendency for agencies to write **service-led or service-specific** outcomes rather than holistic
- Too many outcomes are still **education-focussed targets**
- Some children arrive at school with outcomes that are **unrealistic to the context**
- Some good practice is being established around **Person Centred Conversations** at Annual Reviews
- Too few outcomes describe the “**so what**”

What next?

- Ongoing cross-system training including specific sessions for parents and carers
- Dysart Pilot - developing holistic outcomes for learners with complex needs
- Outcomes - to feature within bi-monthly Quality Assurance of EHCPs
- Idea sharing