

# Section 5 Setting Outcomes Guidance



*Image by Freepik.com*

# Section 5: Setting Outcomes Guidance

## What are Outcomes?

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

### What are long-term Outcomes?

Long-term Outcomes will usually set out what we want the child or young person to be achieving by the end of a key phase or stage of education, or what they want to be able to achieve themselves, in order to enable the child/young person to progress successfully on to the next stage or phase.

For a child in year 2, what do we want them to be able to do by the end of year 6? For a young person in Year 6, what do we want them to achieve by the end of Year 9? And most importantly, what do they want for themselves? This is especially important from Year 9 as young people need to focus on the skills they will need in adulthood to help them to prepare for further education or employment, living as independently as possible, maintaining good health and taking part in their local community.

Long term Outcomes give a more overarching description of what the child or young person is working towards.

### What are short-term Outcomes?

Short term Outcomes describe what we think the child or young person will achieve over the next 12 months as a step towards their long-term outcome. There might be a few short-term outcomes for each long-term outcome.

Outcomes will be personal to each child or young person depending on their needs and what they want to achieve. A short-term outcome for one young person might be a long-term outcome for another, depending on the severity of their needs.

For example: 'Jamal will play football cooperatively in the playground, taking turns with others'. This outcome might be achieved easily within the next year or might need a number of steps over a period of years before Jamal is successful.

*Outcomes should always enable children and young people to move towards the long-term aspirations of employment or higher education, independent living and community participation.'*

(SEND Code of Practice 9.64 p.162)

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## High aspirations and expectations for children and young people with SEN

'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- ▶ achieve their best
- ▶ become confident individuals living fulfilling lives, and
- ▶ make a successful transition into adulthood, whether into employment, further or higher education or training'

*(SEND Code of Practice 6.1 p.92)*

When thinking about the outcome, consider these questions

- ▶ What difference or benefit will be seen?

When the outcome has been achieved?

- ▶ What will the pupil be able to do that they cannot do now?

## Individual SEN Support Plans

Shorter term outcomes should be set and evaluated at least each term. This is usually captured on an Individual Support Plan a record of the child's SEN support and achievement.

The Code of Practice makes no reference to Individual Education Plans (IEPs) as there is a recognition that some schools have found alternative ways to record provision, support and ongoing outcomes.

However, it is good practice to record the **outcomes**, **support** and **provision** that have been agreed so this can be **monitored and tracked** closely.

**An example of monitoring a child's progress could be to use a scale rating such as**

**1. Child not yet able to achieve – adult is introducing target**

2. Child is beginning to respond to target, but only with a high level of adult support and not able to yet achieve independently

**3. Child achieves target intermittently with some difficulty and adult support**

4. Child achieves fairly consistently, only occasional difficulty/occasional adult support

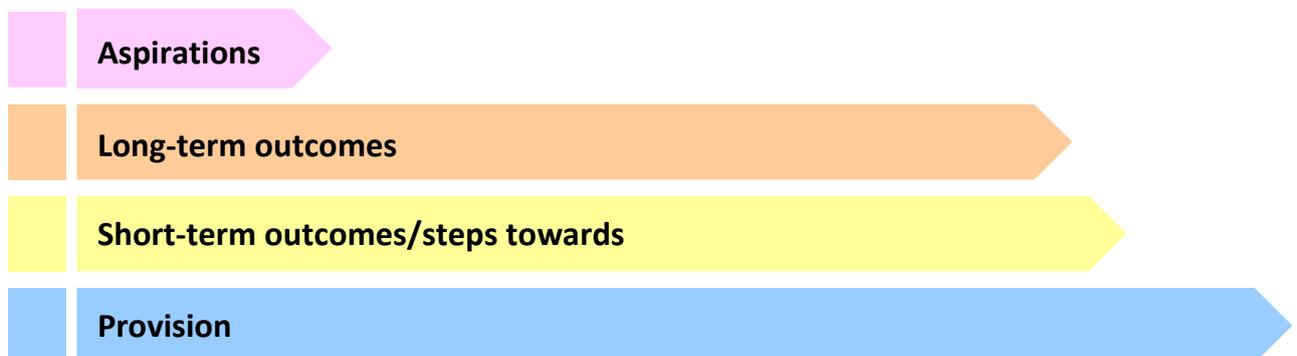
**5. Child achieves target consistently, without significant difficulty or need for adult support**

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## Key considerations for outcomes



## The Golden Thread



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## Key Features of Outcomes:

Hold in mind the Golden Thread

Co-production with parents/carers and pupils and team around the child

Use a clear success measure to demonstrate progress

Be holistic and person-centred

Outcomes which respond to the aspirations and needs of the pupil

All outcomes should be written based on next steps

## Where do I start?

1. Start with the broad area for the need e.g. SEMH, C and L.
2. Think about the **specific** areas within the area of need that you want to work on  
E.g. XX will develop his/her ability to participate in a conversation
3. Add a **measure** of progress  
XX will develop his/her ability to participate in a conversation so that they can maintain a conversation with a peer for 1 minute
4. Is this **achievable** and realistic for the pupil?
5. Add a **time period** for when this should be achieved  
XX will develop his/her ability to participate in a conversation so that they can maintain a conversation with a peer for 1 minute by the end of the Autumn term.  
Include a baseline for the outcome.

Always hold in mind that you are helping the pupil to work towards their aspirations. Therefore, outcomes should:

- ▶ be holistic
- ▶ support aspirations and set high expectations
- ▶ SMART
- ▶ set out what needs to be achieved by the end of a phase or key stage
- ▶ be measurable
- ▶ outcomes **MUST** be person-centred

# Section 5: Setting Outcomes Guidance

“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 interests at heart.”

(SEND Code of Practice: 9.67 p.163)

## Smart Outcomes

Specific	• Is it clear to everyone what it actually means?
Measurable	• How will we know if it has been achieved?
Achievable	• Is it a realistic outcome for the pupil?
Relevant	• Is it a priority or as important as other possible outcomes?
Time-limited	• By when exactly should it or could it be achieved?

When working with children with complex learning needs (PMLD) you may need to adapt the SMART outcomes and consider the SCRUFFY model developed by Penny Lacey, 2010.

## SCRUFFY Targets/Outcomes

