

Outcomes

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Outcomes

- Outcomes are a change of culture and mind set and have necessitated workforce development in what makes a good outcome
- They should be holistic life outcomes with education, health and social care incorporated
- Children and young people are more likely to achieve their outcomes if they can visualise what success looks like
- Outcomes need to be co-produced
- They need to be specific enough to know when it has been achieved or not
- They need to be positively framed
- Aspirations and outcomes drive the provision, not the other way around
- Outcomes will be set until the next phase transfer

All Education, Health and Care Plans should have the “Golden Thread”.



Example

Aspiration	Needs	Outcome	Provision
George wants to get better at reading	George has literacy difficulties	By age 11 George will read a story he has written fluently	<ul style="list-style-type: none">• A phonics programme 4 times a week for 30 minutes a session.• Class teacher to work with family to develop a home reading programme

Example

Aspiration	Needs	Outcome	Provision
Jane would like to have a sleepover with friends	Jane experiences urinary incontinence intermittently as a result of her medical condition	By age 11 Jane will be able to independently manage her personal care including changing her pads and her sleep hygiene	<ul style="list-style-type: none">Jane will be reviewed at the enuresis clinic every other month (Section G: health)Jane will be provided with a card to show staff discreetly when she needs to visit the toilet (Section F: education)

Co-production

Outcomes should be co-produced and multi-agency

When does co-production happen?

- Statutory assessment co-production meeting
- Annual Review



Co-production

Suggested outcomes:

School: I am eating all my food from my lunch box at school 3-4 times a week.

SALT: I am comfortable chewing and swallowing different types of food.

Gastro team: the aim is for John's eating to be pain free most of the time.

DMO: He needs to eat more of a balanced diet.

Ed Psych: John needs his food intake monitoring.

Parents: We would like John to eat balanced meals and snacks daily.

Agreed joint outcome: By the time John transfers to Key Stage 3 he will be comfortably and safely eating a nutritionally balanced lunch with different textures provided by his parents in school up to 4 times a week.

Reframe the question

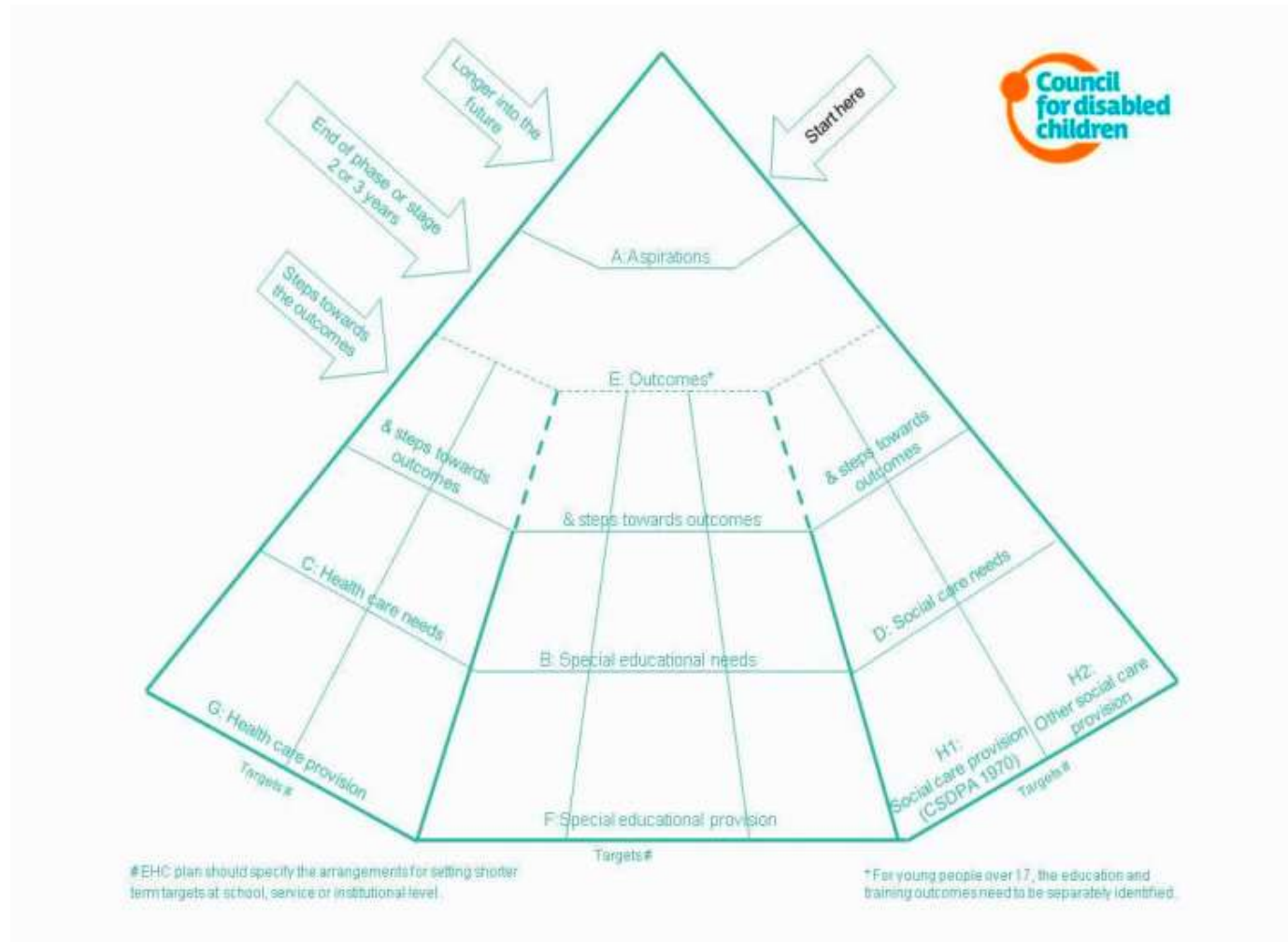
What would 5 hours of speech therapy.....

Give you? Time with a speech and language therapist

Do for you? Help me be more easily understood by my friends

Make possible for you? I am understood by my friends and I can play with them at the after school club everyday (friendship, social activity, confidence)

Outcome Pyramid



Crib sheet

<p>Think about the GOLDEN THREAD:</p>	<p>Outcomes should be HOLISTIC:</p>	<p>Make outcomes SMARTⁱⁱ:</p>
<ul style="list-style-type: none"> ✓ There should be a golden thread directly through the aspirations, needs, outcomes and provision. ✓ This can be achieved by thinking about outcomes as steps on the journey towards the aspirations. 	<ul style="list-style-type: none"> ✓ This will mean that often a multi-agency approach will be required to support the child or young person to achieve their outcomes. ✓ The provision section should clearly set out what each agency is doing to achieve the outcome. 	<ul style="list-style-type: none"> ✓ If they're SMART, the purpose of the outcome will be clear, and everyone will know when the outcome should be achieved and when it has actually been achieved.
<p>Outcomes must be PERSON-CENTRED:</p>	<p>OUTCOMES are NOT PROVISION:</p>	<p>Supported by CULTURAL CHANGE:</p>
<ul style="list-style-type: none"> ✓ They should be specific to the child or young person and expressed from a personal perspective, not a service one. 	<ul style="list-style-type: none"> ✓ Don't mix outcomes and provision. Provision is what must be provided to meet a child or young person's needs and enable the outcomes to be achieved. 	<ul style="list-style-type: none"> ✓ Changes in ways of working, relationships and different conversations are needed. ✓ Provide advice, training and coaching that support the development of outcomes. ✓ Develop guidance notes and tools that help staff develop clear, person-centred approaches which lead to positive outcomes. ✓ Support the child or young person and their family to be central to the development of the outcome. ✓ The outcome must be shared (by the child or young person, their family and professionals). To do this they need to be developed using a person-centred approach.
<p>Make use of existing RESOURCES:</p>	<p>Outcomes should support ASPIRATIONS and set HIGH EXPECTATIONS.</p>	
<ul style="list-style-type: none"> ✓ Resources and materials should be shared to support the development of outcomes. Start with the SEND Code of Practice (chapter 9). ✓ Make use of other resources developed nationally and locally (section 4 of this document highlights some examples). 	<ul style="list-style-type: none"> ✓ In order to develop aspirations for life children, young people and their families need opportunities to find out what is possible and what type of support would help them achieve their aspirations. This includes learning from young people and families about what has worked for them. ✓ They should build on what is working well and address what is not working well. 	

Preparation for adulthood



Employment



Age	Early Years 0-4 year olds	Primary Reception Y2 Key Stage 1 5-7 year olds	Primary Y3-Y6 Key Stage 2 8-11 year olds
Steps Towards Outcomes	<ul style="list-style-type: none"> • Following instructions - consider any specifics around sensory impairment • Adapting to new environments • Playing with other children • Real world play (builder / nurse / doctor) 	<ul style="list-style-type: none"> • Numeracy • Real world visits (fire stations, farms etc.) • 'What do you want to be when you grow up?' • Meeting role models 	<ul style="list-style-type: none"> • Talk about different careers and education options • Access to career related role models • Start to build a personal profile of interests and ambitions • School sessions from visitors on their careers
Resources	<ul style="list-style-type: none"> • Achievement for all – Whole School Approach • Whole School SEND • Communication Trust • Children's Sleep Charity 	<ul style="list-style-type: none"> • Aspirations for Life employment posters • Employment Video Case Studies 	<ul style="list-style-type: none"> • Aspirations for Life employment posters • Employment Video Case Studies

Lastly.....

- Children develop at different rates. For some young people, indicators included in early childhood may continue to be outcomes they are progressing toward as they get older. Therefore it is important that each new age/stage continues to develop and build on the previous ones
- If you are supporting a young person with a life-limiting condition, focus on progress/outcomes in a sensitive and personalised way
- Raise aspirations and expectations and encourage thinking from an early age about what the future might look like for children
- Promote a focus on outcomes that are transferable to the real world
- Outcomes can be amended if things change

Thankyou

For further information:

www.mycaremysupport.co.uk

SEND Code of Practice 2014

Children and Families Act 2014

Council for Disabled Children

<https://www.preparingforadulthood.org.uk>