

Planning Outcomes

Information for mothers, fathers, and carers.



**Educational Psychology, Special Educational Needs and
Disability Team**

What Are Outcomes?

“Outcomes should always enable children and young people to move towards the long-term aspirations...”

(9.64 SENCOP)

Outcomes refer to what a child / young person is able to do at different times in the future. They describe observable skills that the young person does not have at the moment that they will be able to demonstrate within a specific time-frame.

Outcomes are developed from the hopes, dreams and aspirations of the children and young people, and people who are important to them.

Outcomes should be realistic and achievable and clearly link to hopes and dreams for the future.

Outcomes are usually broken up into long-term outcomes and short-term outcomes.

Outcomes should be co-produced by the child / young person, parents / carers and any education, health, and care professionals involved.



Why Use Outcomes?

Outcomes were introduced in the new Special Education Needs Code of Practice (2014) (SENCOP) which is a document produced by the Department for Education. It reflects changes in the law to help educational providers support children and young people with SEND.

The SENCOP describes outcomes as:

" the benefit or difference made to an individual as a result of an intervention...Outcomes are not a description of the service being provided." *(9.66 SENCOP)*

Using outcomes rather than objectives allows us to think of the child or young person in terms of the skills and abilities we would like them to develop as an adult. This allows us to focus on their positive and possible future.

Long Term Outcomes

Long term outcomes should be developed from your child/young person's hopes and aspirations and / or your hopes for your child / young person. This will allow everyone to have a shared understanding of what we are trying to achieve through education.

Long term outcomes will often reflect the attributes / skills we hope your child / young person will have by the end of the next phase or stage in their education / or adulthood (after Year 9).

Sometimes long term outcomes may be quite broad and may be relevant even after the next stage in education.

Long term outcomes should be reviewed annually alongside the short term outcomes to ensure they still reflect hopes for the future and current priorities (which may change as your child / young person matures).



Short-term Outcomes

Short term outcomes are developed by breaking long-term outcomes into smaller steps that your child / young person will need to be able to achieve the long term outcomes.

Short term outcomes should be achievable within a year.

Short term outcomes need to be reviewed yearly at the very minimum. Ideally reviews should take place each term.



What can you do to prepare?

Things you may wish to think / talk about before any meetings to prepare yourselves to develop outcomes may include:

- Your child / young person's strengths and abilities.
- The future you hope your child / young person can have.
- What does your child / young person want for their future?
- What does your child / young person need to reach future goals?

Don't worry, you do not need to know all the answers, the educational psychologist will explore these ideas with you.

How can I find out more?



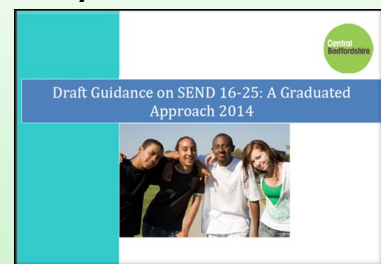
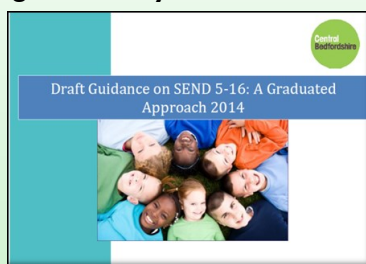
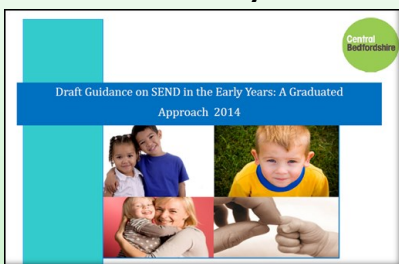
You can call: 0300 300 6400



You can visit:

<http://www.centralbedfordshire.gov.uk/learning/local-offer/education/sen/psychology.aspx>

This website contains information regarding the Local Authority's Graduated Approach documents for Early Years settings, 5 to 16 year olds and 16 to 25 year olds.



The SEND Code of Practice: 0 to 25 years, can be downloaded from the following address: <https://www.gov.uk/government/publications/send>

 Department
for Education

 Department
of Health

**Special educational
needs and disability
code of practice:
0 to 25 years**

Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities

**Central
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www.centralbedfordshire.gov.uk