Children and Young People's Outcomes Framework

2020 – 2023

For children and young people 0-25 years who have special educational needs and disabilities (SEND)

Providing a clear and collaborative approach to outcomes setting

BRISTOL CITY COUNCIL

Bristol Parent Carers
Shaping the future together

NHS
Bristol, North Somerset and South Gloucestershire
Clinical Commissioning Group

Bristol's SEND Local Offer

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It's all about improving outcomes for children and young people

So that they can achieve well in early years, in all educational settings and in college, and lead happy and fulfilled lives. In other words, adding life to years and not just years to life.

Introduction

The Children and Young People's Outcomes Framework has been developed by children, young people, parent carers and a range of agencies including health, social care, education and the voluntary & community sector working with children and young people who have special educational needs and disabilities (SEND) in the Bristol area.

The aim of the framework is to support children, young people and their families and professionals to describe and develop individual outcomes which will ensure that the child's needs at different ages and stages are identified, assessed, and supported appropriately.

For each child or young person, the support and interventions may well be different dependent on their level of need, but the framework provides a common set of themes for all to use when assessing need and identifying achievable outcomes.

UNICEF Convention of the Rights of the Child Article 23

"A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community"

Key objectives

Universal and Consistent

The Framework will be used across health, education, and social care. This means that the same outcome themes will be used by individuals and teams in different service contexts. The common set of themes will encourage a consistent approach to be applied throughout the child or young person's journey to adulthood

Common language

The Framework will lead to common language used across health, education, and social care and this will improve communications and understanding between parents and between services

Reflect hopes and dreams

The Framework will ensure that outcomes and the provision put in place to meet outcomes will be derived from the child or young person's hopes and dreams for the future

Raised expectations

The Framework's focus on hopes and dreams and rights should raise expectations by encouraging thinking about what the future might look like

Adaptability

Individual hopes and dreams are important and these need to be reviewed at key points during a child or young person's life

Interactive and transparent

The framework provides 'easy to understand' outcome themes to ensure that children, young people, families and professionals understand how outcomes are decided and set. This will enable us all to engage positively

Accountability

The Framework will ensure that children, young people and families are provided with clear lines of accountability in relation to their child's outcomes and the provision that is identified in order to meet outcomes

Measure success

We want to be able to measure if outcomes have been achieved in line with the outcome's statements. The Framework will help us to measure progress and implement a cycle of assessment and improvement

Provision meets need

Clear outcomes setting will lead to the most appropriate provision being put in place

What is the Children and Young People's Outcomes Framework?

The Outcomes Framework is a supportive framework developed to help practitioners, children, young people, and their families to describe and write outcomes (or goals). It sets out four outcome themes (and several theme sub-categories).

All services across the Bristol Local Area will use The Framework to help children, young people with SEND and their families to set meaningful and measurable outcomes.

The Framework makes sure that everyone looks at the four important areas of a child or young person's life and assesses if outcomes need to be put in place for any of these areas.

The outcome themes and sub-categories have been developed with children, young people and their families.

The Four Outcome Themes

Preparing for adulthood should be a consideration at all times

1. Independence

Children and young people aspire to be as independent as possible

2. Relationships

Children and young people aspire to have great relationships with family and friends

3. Health

Children and young people are healthy and safe

4. Learning and Employment

Children and young people are successful learners, get good quality work experience and paid employment

The Outcome Theme Sub-Categories

- Each outcome theme is broken down into a number of subcategories. The themes and subcategories together give us our Bristol Local Area Children and Young People's Outcomes Framework.

The Framework

The Children and Young People's Outcomes Framework: from conception to adulthood

Outcome themes 1 - 4 Apply to all children and young people from 0 to 25				From age 14+ every review should focus on preparing for adulthood
THEME 1 **Independent Lives**	**THEME 2** **Family, friends and community**	**THEME 3** **Good health and wellbeing (GHW)**	**THEME 4** **Learning, employment and positive contribution (LEAP)**	**POST 14 FOCUS AREA** **Ensure all reviews are transition focused from 14**
1. I have developed the right skills to be as independent as possible 2. I have the skills to manage my own life as far as possible 3. People around me are ambitious for me; stepping in and out to support me when I need it 4. I can make my own decisions about my own life and care 5. I am able to express myself, speak out and I am listened to	1. I have an active and interesting life 2. My family is able to have an ordinary and a happy life most of the time 3. I am able to play, have friends and socialise 4. I feel safe in my home and valued in my community 5. I am included in my community 6. I have family and friends in my commmunity	1. I have the right knowledge and support at the right time to help with my own physical and mental health 2. The carers in my life are as healthy as they can be 3. I am able to care for myself as much as possible 4. I enjoy my life 5. People let me be me 6. I know how to get help when I need it	1. I am able to make a positive contribution 2. I am able to continue to learn new skills and gain knowledge 3. I am able to play an active role in my community 4. I can use my skills where I live	Focus on maximising independence and aspirational outcomes identified by the young person across all four themes. Talk about and plan for independence and adult life from 14 onwards. This will prepare young people for what might lie ahead in all aspects of their adult life: across housing, relationships, education and paid employment.

Preparing for adulthood in partnership across health, education and social care

Support should start early and is important at every age group so that children and young people can go on to achieve their best outcomes in employment, relationships, independent living, health and community participation.

For more information about PfA see www.preparingforadulthood.org.uk
and PfA outcomes across the age ranges

When should the Children and Young People's Outcomes Framework be used?

The Framework should be used EVERY TIME that a child or young person's outcomes are reviewed. It is important to recognise change over time, and young people's evolving capacities should be taken into consideration. In addition, no decision should be taken as concrete; outcomes setting reflects the young person's situation at the point that it was made, and this may change.

When agreeing outcomes, children, young people and families should be part of the conversation and should be happy with the outcomes that are set.

Monitoring, reviewing, and evaluating progress against outcomes

There will be many opportunities for a child or young person and their family to use the Framework to set, monitor and review outcomes.

Ad-hoc reviews for example:

- In all Education Settings
- With Social Workers
- Other Professionals
- With SENDCos

Scheduled reviews for example:

- Initial Assessment
- Annual Reviews
- Person Centred Planning Meetings
- Education, Health & Care Plan reviews
- Education, Health and Care Assessments
- Support Plans

All review meetings should be combined where possible to avoid children, young people and families having to re-tell their stories.

How many outcomes should be in an education, health and care (EHC) plan ?

While this section is specifically about EHC plans, the Framework guidance is equally applicable to all children at all stages in their journey to adulthood.

In line with guidance provided by the Council for Disabled Children, an EHC plan should contain between three and six outcomes. There are often too many outcomes in a CYP's plan because targets and aspirations are often mistakenly recorded as outcomes.

What are targets?

Targets are not recorded in EHC plans.

Targets describe short term goals. For example,

- To have three hours speech and language therapy a week
- To learn 20 new words by next term

Both of these examples are too short in timeframe and too achievable to be an outcome. They are health/education-specific, so they are not holistic.

What are outcomes?

Outcomes are recorded in EHC plans.

An outcome stretches over a phase or stage, usually a key stage.

- I want to be in school full time by the end of this term: As long as this is what the child or young person wants, this is a good outcome
- I want to be able to live on my own, with help, when I leave college: This could be an outcome or an aspiration, depending on how close the CYP is to leaving college
- I want to be able to go to the leisure centre with my friends by the end of the year: This is a great outcome

What are aspirations?

Aspirations are recorded in EHC plans but as part of the young person's voice, specifically the 'Hopes and Dreams' section, and/or the family section. Aspirations recorded in section A feed into the development of outcomes recorded in section E.

An aspiration is 'a hope or ambition for the future'. In other words, aspirations are 'the gold at the end of the rainbow', the things that an individual child or young person most wants to see in their life.

- I would like a job as a game's tester

- I would like to become a chef

- I would like to get married

- I would like to live in my own house when I grow up

Measuring Success and Impact

All outcomes should be regularly monitored and reviewed, and success should be evaluated and recorded. This is important because data from individual outcomes helps inform organisational service planning which in turn will inform commissioning priorities and local, regional, and national strategic planning.

More Information and Support

Bristol's Local Offer

For more information and support please see the Bristol's Local Offer website which sets out the range of locally offered services for children and young people who have special educational needs and/or disabilities and their families.

- **Email** bristollocaloffer@bristol.gov.uk

- **Facebook** www.facebook.com/bristollocaloffer

- **Preparing for adulthood** section of the Bristol's Local Offer

Preparing for Adulthood

- Developing the Preparation for Adulthood section of Bristol's Local Offer (preparingforadulthood.org.uk)

- PfA Outcomes Across the age ranges

Council for Disabled Children Training

CDC E-Learning course: Holistic Outcomes in EHC plans offers a free self-guided series of online modules which will provide a better understanding of the following:

- Aspirations

- Outcomes from children, young people, and family perspectives

- Outcomes from professional perspectives, including writing SMART outcomes

- Legal considerations

- Annual reviews