

Results from outcomes activity

Delegates were asked to identify the top five outcomes that would demonstrate an area was effectively supporting children and young people to reach their full potential. They were then asked how inspectors could seek evidence that these outcomes were being achieved.

Top 5 outcomes	Ways of evidencing this outcome
<p>There are systems in place to identify and share information on children and young people (CYP):</p> <ul style="list-style-type: none"> - With EHC Plans - Receiving SEN Support - Who are disabled, but who do not have special educational needs 	<p>There is an effective and comprehensive disabled children's register</p> <p>IT system is accessible to all services in the local area</p>
<p>There is co-production with parent/carers families and CYP at individual and strategic level</p> <p>Parent/carers will have equal an role in strategic decisions</p>	<p>Satisfaction with services delivered surveys</p> <p>Evidence of a feedback loop into service development</p>
<p>Families say that the area is a good place to live and they feel valued. They will also have the opportunities to lead a positive life.</p>	<p>There is bench mark data and regular monitoring and checking.</p> <p>There is examples of good engagement which involves working closely with parents</p>
<p>There is an effective self-evaluation system that identifies areas of success and areas of improvement</p>	<p>There is evidence of using qualitative and quantitative data to benchmark performance</p> <p>Following an inspection there is evidence that the inspection report is being used</p>
Top 5 outcomes	Ways of evidencing this outcome

Every CYP is supported and able to access the same opportunities as their peers	<p>There is a strong local offer that gives information on how CYP can access local services (all services, LA, health and community)</p> <p>There is an education satisfaction survey</p> <p>There is evidence of co-production between local statutory, voluntary agencies and families.</p>
The child's community is able to meet the needs of the CYP including SEND	Key data sets an access to education, employment and training
CYP are able to be independent	CYP will have personal budgets and clarity about system

Top 5 outcomes	Ways of evidencing this outcome
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CYP and families experience a coordinated/joined up approach, vision and delivery	<p>There is evidence of effective joint commissioning in place - from shared strategic vision to frontline practice</p> <p>All key partners are engaged</p> <p>CYP and families only need to share their story once so that needs met in a timely way</p>
All CYP (0-25) are accessing society in a way that meets their needs and aspirations	<p>There is effective person centred planning across all services</p> <p>There is effective use of personal budgets</p> <p>Services and needs are mapped and gaps are filled to meet the needs of population</p>
All CYP with SEND are identified at the appropriate time and needs are met	No CYP are educated out of area

	<p>Services are effectively commissioned and have responded to needs</p> <p>There is a decrease in need for crisis care and a decrease unemployment for CYP with SEND</p> <p>There is an increase in YP/adults living independently with support.</p>
<p>"voices" of DCYP are heard and influence planning decisions at personal and strategic level</p>	<p>All CYP have appropriate equipment</p> <p>All CYP report feeling heard and their views make a difference</p> <p>All professionals are able to communicate with CYP</p> <p>Planning and service provision reflect child's voice</p> <p>Commissioning reflects CYP views, wishes and feelings</p>

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<p>CYP with SEND will have:</p> <ul style="list-style-type: none"> • Good health and wellbeing • Accessible leisure activities • Positive attitudes and experiences of sex and relationships 	<p>There is sexual exploitation training for CYP including those with LD</p> <p>There is early intervention around mental health services accessible to those with LD</p> <p>Health needs are being identified and provision is delivered</p> <p>There is an inclusive obesity strategy</p>
<p>CYP are able to live independently, maximising their autonomy</p> <p>There is an understanding vulnerabilities of disabled CYP across the wider workforce</p>	<p>Training is being delivered such as staff being trained in Mental Capacity Act and independent travel</p> <p>CYP are supported in the community</p> <p>There is data on placements</p>

<p>CYP's economic well-being:</p> <p>YP have productive and useful engagement with education or employment systems.</p>	<p>Higher numbers of CYP with SEND in in further and higher education</p> <p>Higher numbers of CYP with SEND in apprenticeship, supported internships and employment</p> <p>CCG and LA offer employment opportunities to disabled CYP</p> <p>Links with job centres. Disability advisers understand from EHCP what support in employment needs are</p>
<p>CYP are enjoying and achieving their educational potential</p> <p>CYP are able to access leisure centres</p> <p>CYP are able to form friendships and relationships</p>	<p>There are accessible toilets</p> <p>There are accessible learning opportunities</p> <p>CYP can access short breaks with friends</p> <p>There are accessible after school clubs – brownies and scouts</p>
<p>CYP are able to make a positive contribution to the community</p> <p>CYP are able to make their own choices</p> <p>CYP have resilience</p>	<p>Experience</p> <p>Outcome measures</p> <p>Volunteering numbers</p>

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The Local landscape and provision is able to meet the needs of the CYP with SEND through a supportive local offer	There is data on in/out of borough education and the local offer reflects provision in adjoining areas.
There is a significant decrease in NEET	<p>There are outreach services and NEET measures.</p> <p>There is flexible provision, meaningful provision and data on progression</p>
CYP have a good/perfect week	<p>The local area is tracking young people (7up approach)</p> <p>There is a person centred approach</p> <p>There are satisfaction surveys and regular reviews</p> <p>There is various data available e.g. exclusions</p>
The aspirational outcomes in plans (EHC plans and individual plans) are being met in the short and long term	<p>Case studies</p> <p>There is noting on annual review form whether outcomes have been met – some hard data e.g. KS2, KS3, GCSE</p> <p>Academies etc. are transparent about their outcomes that CYP with SEND have achieved</p>
Parents, CYP have co-produced the provision and steered the provision available	There is satisfaction surveys, timelines of plans and evidence of joint commissioning

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EHCP plans will be completed within the timescales	<p>Do staff know what timescales are?</p> <p>Local data is set-timing duration of plans</p> <p>There is a system for monitoring of progress, 6weeks, 16 weeks etc.</p>
Parents will feel that all the people involved know their child	<p>There is staff feedback/interactions</p> <p>Contributions to plans</p> <p>Parents feedback</p>
There is good transition and preparation for adulthood	<p>There is clear transition planning in EHCP : year 9 and above</p>
There is a clear, coordinated process that is widely understood and accessible	<p>There is a good Local Offer</p> <p>Pathways have been documented and accessible</p> <p>There is training and information for staff and feedback from staff</p> <p>There is a governance framework with representation of staff from different settings</p>
There is a local process for outcomes which is focused and supports progress	<p>Parental feedback is valued</p> <p>Monitoring of progress is relative to the child</p> <p>Outcomes are SMART</p> <p>There is support and training for staff or parents to observe and monitor progress</p> <p>There is training and support for professionals in articulating outcomes consistently</p>

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<p>There is employment and higher education opportunities for YP with SEND</p>	<p>There is meaningful work experience in schools</p> <p>There is a reduction in NEET</p> <p>YP with ECHP/LDA in justice system</p> <p>There is an increase in paid employment</p> <p>There is an increase in supported employment and supported internships (in a wide range of roles matched to skills and interests)</p> <p>There is data on access to work funding and SFA vs EFA</p>
<p>CYP are able to live independently</p> <p>There is a personalised curriculum</p> <p>Use of Care Act transition duties to ensure planning is related to significant benefits not age</p>	<p>There is a travel programme accessible for all young people who need it</p> <p>There is a decrease in use of stat transport</p> <p>Integrated with Housing Association</p>
<p>CYP will be able to form friendships, relationships and participate in the community</p>	<p>There is a reduction in hate crime discrimination</p> <p>There is an increase in inclusive settings</p>
<p>Health (Physical)</p>	<p>There are LD health checks from 14</p> <p>Use of 'Ready, Steady, Go' self-evaluation tools</p>
<p>All providers have a shared understanding and commitment to outcomes</p>	<p>There is ongoing market development</p> <p>There is supported decision making in schools and colleges and a personalised curriculum</p>

	There is on-going monitoring of progress post-plan
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<p>CYP and parents are involved</p> <p>CYP are actively involved in their community with activities and services that they choose in as person centre way.</p>	<p>There is a range and rate of involvement in that choice of activity and high quality planning/revisions to show this</p> <p>There is rigorous, random sampling to show their involvement</p> <p>Not a one size fits all</p> <p>There is disability awareness of the community</p>
<p>Involvement of parents/carers in community and strategy</p> <p>Genuine partnership</p>	<p>There is evidence of all facts of assessment and planning/review</p> <p>There is a survey of parents satisfaction</p> <p>There are random case examples</p> <p>There is involvement in work strands and effective dissemination about this</p>
<p>Growth in self-esteem/confidence</p>	<p>There are demonstrations of choice (random case studies)</p> <p>There is early transition planning and effective early intervention</p> <p>There are CYP surveys</p> <p>Exclusion/attendance/NEET</p> <p>There are celebrations of achievements</p>
<p>Employment/next stage outcomes</p>	<p>There are increased numbers and opportunities for CYP with SEND</p> <p>There is less involvement with young offenders</p> <p>Progress/achievement is based on high expectations</p> <p>There is an emphasis on Future focus</p>

0-3 16-25 + Access all aspects – focus on strengths	There are continuous pathways and ongoing progress There are transition links
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