

Measuring success of the SEND system:

- Positive experiences for children, young people and their families
- Positive outcomes for children, young people and their families
- Effective preparation for adulthood



SEND Outcomes Framework – supporting the implementation of SEND/Care Reforms				
Outcome	Principles	What the Law Says	Indicators	Performance Measures
<b>Priority One: Improve Outcomes for children and young people with SEND and their families</b>				
<b>Priority Two: Involve and enable children, young people and their families</b>				
Ensuring children, young people and families able to live ordinary lives	Wherever possible, families are able to live 'ordinary lives'.	<p><b>Children and Families Act:</b> Outcome Focus</p> <p>Preparing for Adulthood Outcomes from Year 9</p> <ul style="list-style-type: none"> <li>- employment</li> <li>- health</li> <li>- independent living</li> <li>- friends, relationships and community participation</li> </ul> <p>Focus on choice and control over support for young people and their families</p> <p><b>Care Act:</b> Outcome Focus</p> <p>Duty to promote wellbeing including;</p> <p>a) control by the individual over day</p>	<p>The number of disabled children/young people is known</p> <p>A x% increase in practitioners accessing appropriate Training</p> <p>A x% decrease in the number of children, young people and families requiring high levels of support</p> <p>Attainment Data</p> <p>Outcomes for Looked After Children</p> <p>Destination after Key Stage 4 &amp; 5</p> <p>School absence and exclusion rates</p>	<ul style="list-style-type: none"> <li>- Families know about the universal services and support networks that are available in their local area.</li> <li>• Training and advice is offered to service providers and local groups to enable families with young disabled children to be included.</li> <li>• Local service providers are aware of their responsibilities under the Equality Act and are taking action to increase accessibility.</li> <li>• Where appropriate and possible, services work closely together to improve the quality of life for families in the home.</li> <li>• Resources are allocated to enable families to access universal services through Local Offer or to receive services in their home.</li> <li>• The effectiveness of inclusive practice is reviewed regularly.</li> </ul>



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		<p>to day life(including over care and support, or support provided to the individual and the way in which it is provided)</p> <p>b) participation in work, education and training</p> <p>c) social and economic well being</p> <p>d) domestic, family and personal relationships</p> <p>e) suitability of living accommodation</p> <p>f) the individuals contribution to society</p>		
Ensuring that children, young people and their families have a positive experience	The uniqueness of children, young people and families is valued and provided for and <b>bespoke</b> , tailoring is in place to help	<p><b>Children and Families Act:</b></p> <p>Focus on the importance of the involvement of parents and young people in decision making</p>	<p>Number of Parents/Carers attending Multi Agency Planning meetings</p> <p>A reduction in the number of educational settings requiring support</p>	<ul style="list-style-type: none"> <li>• All families accessing services and settings feel welcome.</li> <li>• Families are enabled to ask questions and to identify and communicate their priorities and decisions - in particular when their Support Plans/EHC Plans</li> </ul>



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	individual family circumstances	<p>Must have regard to the well being duty in the Care Act when providing support to parent carers</p> <p><b>Care Act:</b> Care and support works to actively promote people’s wellbeing and independence, rather than waiting for people to reach crisis point</p> <p>Duty to provide or arrange for the provision of services, facilities or resources that contribute towards preventing or delaying the development of care and support needs</p> <p>Duty to ensure integration of services across education, health and care, in particular where it promotes the wellbeing or improves the special educational provision that is</p>	<p>An increase in the number of personalised budgets</p> <p>Increase in participation of parents/carers at strategic level</p> <p>Local Authority and Parent Data</p> <p>Children and Young People Personal Outcomes Evaluation Tool</p> <p>Feedback from Independent Support</p>	<p>are being written or updated.</p> <ul style="list-style-type: none"> <li>• The core services children and families receive take account of the diversity of families and of children’s needs and the practical issues surrounding day-to-day life with very young children.</li> <li>• Settings and services comply with the requirements of disability discrimination and SEND legislation and all families can access them.</li> <li>• Families receive information that is accessible, uses everyday language and where appropriate, is available in a variety of alternative formats, media and languages.</li> <li>• Budget planning takes account of the diversity of families and resources are allocated to enable all families to make use of local services and expertise, local parent and carer groups, and training opportunities associated with their child’s,</li> </ul>

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		available		young person’s disability.
<b>Priority Three: Ensure the highest possible quality provision and services through effective procurement and commissioning arrangements</b>				
Ensuring effective service planning and delivery	<p>The care that disabled children and young people receive is based on joint assessment, planning and review processes that keep parents and carers at the heart of discussion and decision-making about their child/young person.</p> <p>Services are <b>integrated</b>, with effective coordination of planning and service provision across organisations,</p>	<p><b>Children and Families Act:</b> Single, coordinated assessment process</p> <p>Single EHC Plan for children and young people with SEN, which can potentially continue up to the age of 25</p> <p>Emphasis on person – centred practice</p> <p>Children and young people are engaged, empowered and supported to participate in planning for their future</p> <p><b>Care Act:</b> Duty to carry out an Assessment for young people over 18</p>	<p>An increase in the number of practitioners actively fulfilling key working</p> <p>An increase in the number of PBs in place</p> <p>A reduction in the number of assessments for a child/young person and their family</p> <p>EHCPs delivered and completed on time</p> <p>SEN appeals and outcomes</p> <p>Employment status for adults with learning difficulties and disability</p>	<ul style="list-style-type: none"> <li>• When families are using many different services, practitioners work together in partnership with parents and carers, as a team.</li> <li>• The role of lead professionals or key workers in facilitating joint assessment, planning and review processes is clearly defined and understood.</li> <li>• The knowledge and understanding that a family has of a child’s needs and strengths is valued and used as a core part of joint assessment, planning and review processes.</li> <li>• Support Plans/EHCPs are used to encourage the joint planning of multi-agency packages of care with families.</li> <li>• When families are using many different services, assessment planning and review</li> </ul>

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	ensuring that needs assessment and delivery are jointly managed and that there is a seamless progression for families between different interventions and programmes	Duty to produce a Care and Support Plan for anyone over 18 where eligible needs are identified		<p>arrangements enable the development of agreed outcomes, shared priorities and integrated strategies.</p> <ul style="list-style-type: none"> <li>• The contributions of local joint assessment and planning and review processes are clearly explained and understood.</li> <li>• There is an agreed process for identifying family strengths, needs and wishes that is sensitive and takes account of family diversity.</li> </ul>
Ensuring families are supported in a safe environment and protecting them from avoidable harm	Children, young people and families experience service delivery as holistic, co-ordinated and seamless, facilitated by key working where appropriate and it is <b>family-focused</b> , taking a whole family approach to improving outcomes	<p><b>Children and Families Act:</b> Duty to assess parent carer or a young carer if it appears they may have needs for support, or if they request assessment, where the local authority are satisfied that they may provide or arrange for the provision of services under section 17 of the Children Act 1989</p>	<p>A reduction in safeguarding issues</p> <p>Outcomes for Looked After Children</p> <p>Accommodation status for Adults with LDD</p>	<ul style="list-style-type: none"> <li>• An integrated pathway by which families with disabled children and young people are identified, referred and supported is defined and understood.</li> <li>• Lead professional or key working are available to support families with disabled children or young people</li> <li>• The developing practice of those taking on the role of lead professional or key working is supported and supervised.</li> <li>• Joint discussion and the writing</li> </ul>

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		<p><b>Care Act</b> Duty to carry out a CAN if there is likely to be care and support needs post 18</p> <p>CAN can be requested by young people or parents at any age</p> <p>ANA carried out for individuals over the age of 18 must include a personal budget</p>		<p>of Support Plans/EHCPs is managed in a way that promotes partnership working with families and reflects their aspirations, priorities and outcomes.</p> <ul style="list-style-type: none"> <li>• Joint discussion and planning is managed in a way that shares skills and minimises workload for everyone involved.</li> <li>• Where possible, appointments and the delivery of support and intervention are co-ordinated, so that family life is disrupted as little as possible.</li> <li>• Practices for sharing information about individual children and their families are defined and agreed with families.</li> </ul>
Helping families to have a positive and consistent experience of support	Families experience continuity of care through different phases of their engagement with services which is <b>intensive</b> , with a		<p>A reported increase in the number of coordinated packages of support at transition</p> <p>An increase in the number of practitioners actively</p>	<ul style="list-style-type: none"> <li>• Working practices are agreed between hospital trusts, clinics and acute services on the one hand and universal, community-based services on the other to ensure smooth transition between services for families.</li> </ul>



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	vigorous approach and relentless focus, adapting to families' changing circumstances		fulfilling key working Local Authority and Parent Survey Data Children and Young People Personal Outcomes Evaluation Tool School absence and exclusion rates	<ul style="list-style-type: none"> <li>• When a child or young person is moving from acute or hospital based care home, a transition plan is discussed and agreed with families that outline who will do what, and how the transition needs of the whole family will be met.</li> <li>• The relationship between early discussions when a child or young person is discharged from hospital or acute care and later use of Support Plans/EHCPs and support from a lead professional or key working is clearly defined and understood.</li> <li>• Changes in key personnel, including lead professionals and key working, are managed to achieve continuity of care for families, and minimise disruption to working relationships between agencies.</li> <li>• Clear information is provided for families about the range of provision available in Local</li> </ul>

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				<p>Offer and the support offered to enable their child or young person to access a range of provision and settings in their area.</p> <ul style="list-style-type: none"> <li>• When a child or young person is moving into a new setting, a transition plan is discussed and agreed with families that outlines how specialist and universal service providers will work together to support the child or young person within the new placement and at home.</li> <li>• When families move to another area or service, arrangements are in place to secure continuity of support and continued access to resources through the period of transition</li> </ul>
Children and young people are supported to fulfil their potential	Children, young people's learning and development is monitored and promoted		<p>Reduction in school absences</p> <p>Children and Young People Outcomes Evaluation Tool</p>	<ul style="list-style-type: none"> <li>• Parents are encouraged to observe and discuss change in their child or young person and to share what they know about their child's learning and development.</li> <li>• Services provide a relevant and</li> </ul>



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			Destinations after Key Stage 4 & 5 Employment Status for Adults with LDD	<p>sensitive approach to monitoring change in children who are not developing new skills or are losing existing ones.</p> <ul style="list-style-type: none"> <li>• A range of tools are routinely used as shared resources to track children’s learning and development and to build consensus about how best to help.</li> <li>• Information about a child’s or young person’s learning and development is used to plan the allocation of resources and of support, including specialist teaching time and therapies.</li> <li>• Shared information about a child’s learning and development is integrated into discussion about Single Plans/EHCPs and agreement of shared aspirations, outcomes and priorities with families.</li> </ul>
Participation is visible and effective	Disabled children, young people and their families are able to make		Increased number of Young People and Parents on strategic development group	<ul style="list-style-type: none"> <li>• Families receive information that is accurate, up-to-date, relevant, joined up and tailored to their individual needs.</li> </ul>

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	informed decisions.		<p>Increase in the number of Single Plans and PBs</p> <p>Local Authority and Parent Survey Data</p> <p>Children and Young People Personal Outcomes Evaluation Tool</p>	<ul style="list-style-type: none"> <li>• Families receive information that describes all the services, initiatives and provision available in their local area.</li> <li>• Policies and practices are in place to support the sensitive sharing of information about disability or complex health needs with families in the early days.</li> <li>• Families are given clear information about assessment procedures and practices, why they are needed, and how their contribution will be valued.</li> <li>• Families are given copies of any assessment results and reports relevant to their child.</li> <li>• Families are supported to understand information over time and in the context of their own circumstances.</li> <li>• Families are given information about the role of lead professionals or key working and other services and how they can help.</li> </ul>

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<p>Consultation and participation is effective and evident</p>	<p>Families and children are involved in shaping and developing services through a <b>pro-active approach</b>, which seeks early identification and appropriate intervention for families</p>		<p>Local Authority and Parent Survey Data</p> <p>Children and Young People Personal Outcomes Evaluation Tool</p> <p>Reduction in SEN appeals and increased improved outcomes</p>	<ul style="list-style-type: none"> <li>• Families are offered appropriate training and development opportunities</li> <li>• The views and experiences of families are used to inform local reviews of policy and practice, and planning for service improvement.</li> <li>• Parents and carers are encouraged and enabled to contribute to the strategic planning and development of services.</li> <li>• Budget planning anticipates the need to meet the costs of involving families in service design and development.</li> <li>• Service review and planning focuses on outcomes for children and families and reflects the priorities of people who use them.</li> <li>• Family and child perspectives are used to build understanding of barriers to inclusion, so that these can be addressed at a strategic level</li> </ul>

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<b>Priority Three: Ensure the highest possible quality provision and services through effective procurement and commissioning arrangements</b>				
Partnership working supports integrated service delivery	Working practices and systems are integrated and <b>local</b> , identifying the needs of local communities and developing appropriate service delivery to fit those needs, with particular regard for the opportunities to link with, for example, the Early Help Strategy and the Health and Wellbeing Strategy	<p><b>Children and Families Act:</b> Integrate education, health and care services to promote wellbeing</p> <p>Put in place joint commissioning arrangements including securing provision set out in EHCPs</p> <p>Requirement to cooperate to meet EHC needs</p> <p>Young people and families have a right to request a personal budget if they have an EHCP</p> <p>Right to request a direct payment</p> <p><b>Care Act:</b></p>	<p>Local Authority and Parent Survey Data</p> <p>Children and Young People Personal Outcomes Evaluation Tool</p>	<ul style="list-style-type: none"> <li>• Shared aims and values have been agreed across agencies, in discussion with people who use services for families and disabled children and young people.</li> <li>• It is clear where strategic responsibility lies for reviewing and improving the quality of integrated service delivery for families with young disabled children.</li> <li>• Joint policies and protocols underpin integrated service delivery from time of first referral onwards, and associated roles and responsibilities are defined and understood.</li> <li>• Local policies and protocols supporting the sharing of information about families and children are defined and understood.</li> <li>• Multi-agency working, planning</li> </ul>



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		<p>Ensure the integration of care and support with health provision and health-related provision where this would:</p> <ul style="list-style-type: none"> <li>a) promote the wellbeing of adults and carers</li> <li>b) contribute to the prevention or delay of the development of needs for care and support</li> <li>c) improve the quality of care and support for adults</li> </ul> <p>Duty to promote the efficient and effective operation of a market in service for meeting care and support needs, with a view to ensuring that any person in its area wishing to access services in the market</p>		<p>and practice reflect current guidance, research, and established good practice for integrated working at strategic and operational level.</p> <ul style="list-style-type: none"> <li>• Joint commissioning and pooled budgets are used to make efficient use of resources and develop integrated working practices.</li> </ul>
A confident,	Families can be		Increase in the number of	• Training includes the

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skilled, knowledgeable and supported workforce is in place	confident that the people working with them have the training, skills and experience required to meet their child's needs		practitioners accessing training  Decrease in the number of provisions requiring support	<p>perspective of families and others who use services and is designed to include them as participants and/or as trainers.</p> <ul style="list-style-type: none"> <li>• Training on partnership working is provided for multi-agency groups and families as part of the development of integrated, family-focused services.</li> <li>• Practitioners are encouraged to undertake training to develop their skills, knowledge and expertise in working with children, young people and their families in a person centred outcome focused way.</li> <li>• Joint funding is available to support multi agency training as part of the development of an integrated workforce.</li> <li>• Wider workforce and budget planning recognises the particular training needs of practitioners and families in relation to additional needs and disabilities.</li> <li>• The impact of workforce</li> </ul>



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				development activity is regularly reviewed and evaluated

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