



## Shropshire SEND and AP Outcomes Framework 2024-2029

# Our shared commitment to young people with SEND

“We want all Shropshire children and young people with special Educational Needs and Disability (SEND) to be healthy, happy and safe, and able to achieve their potential to lead a fulfilling life.

We want them to have, and to expect, the same opportunities in life as other children and young people.

We want them to thrive and live their best life.”

An **outcomes framework** outlines a range of things that children and young people themselves, families and professionals would like all children in Shropshire to **do**, to **have**, to **feel** and to **achieve**, for them to be living the **best life** they can.

There are two important reasons to develop an agreed outcomes framework.

1. We need to measure our performance by focusing clearly on how our work is impacting on children and young people with SEND.
2. We need to ensure that we have a framework of consistent, regular measurements that we can apply year on year to see how our impact on children and young people with SEND is changing over time.

Each of the top-level outcomes (on the right) is broken down in this outcomes framework to reflect 'what good looks like' in each area, for children and young people, parent carers and professionals.

Wherever possible, we will aim to apply a measure to track progress towards these good outcomes. For children and young people and parents we will seek their feedback.



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# Outcomes framework



## Children and young people

- I have the opportunity to share my wishes and feelings and what is important to me.
- I am listened to, understood, valued and respected by everyone that supports me.
- I am able to communicate in my preferred way and have a range of ways to express my needs.
- I am given an opportunity to create, review and contribute to plans relating to my education, health and care.
- I am given all the information I need to make decisions. All options are explored and clearly presented to me in a way I understand.
- My views are used to make decisions, there is 'no decision about me, without me'.



## Parent carers

- When discussing with my child, I try to listen carefully to my child or young person to understand how they experience the world through what they are saying and what they may be feeling.
- I have an opportunity to co-produce, review and contribute to plans relating to my child or young person's education, health and care.
- I support my child or young person to make their decisions, working with them to explore and explain options and review support.
- I work collaboratively with my child or young person and their setting and others to find the best support available.
- My voice is valued and respected, and our family's needs and aspirations are considered.
- Support is offered to enable us to inform and influence the care and support our family receive.



**Partners** - (Education, local authority, health, social care, community partners)

- I think about young people with SEND or attending Alternative Provision and their families as 'experts by experience'.
- I communicate with children and young people and their families in their preferred way and listen to their lived experience.
- I make sure that all children and young people and their families I work with feel listened to, respected and valued and empower them to co-produce their own plans.
- I understand the need for joint decision making with considerations around mental capacity when relevant.
- I will work collaboratively with partners to deliver a 'Tell us once' approach, ensuring information is shared in a timely manner.
- I understand the value that 'experts by experience' can bring to service development.
- I feel enabled to seek support and training and to address barriers.



## Children and young people

- I am working towards realistic academic, physical, social, spiritual and emotional goals set out in my plans and making progress towards these outcomes. These goals are important to me and my life
- I am moving towards my aspirations.
- I have a range of career, volunteering or education options, my learning opportunities are not limited.
- All my progress, in areas that are important to me, is recognised and celebrated.
- I believe that I can overcome challenges and achieve my goals.





## Parent carers

- I am supported by professionals to help understand the options available to make informed decisions and choices about my child or young person and family's future. I know how to seek further support if necessary.
- My child or young person's setting supports me to help them to move towards their aspirations in all areas of life and learning.
- I help my child or young person work towards their goals without putting too much pressure on them.
- My child or young person has a clear pathway to achieving their goals and knows who will help them on this journey.
- I have spoken with my child or young person's setting and am confident they have systems in place to identify my child or young person's special education needs and they endeavour to provide appropriate support for their education and with taking part in activities.



**Partners** - (Education, local authority, health, social care, community partners)

- I support families, children and young people to understand the options available to help them make informed decisions and choices about their future, and advise them where to seek further support
- I encourage motivate and empower children and young people to achieve their goals.
- I understand what an appropriate level of challenge looks like for each individual child or young person and identify appropriate outcomes with the child or young person and their family, ensuring they understand them.
- I make sure that I adapt and tailor learning opportunities and support for individuals.



## Children and young people

- I understand my health condition and/or disability (if I have one).
- There are opportunities to experience joy, and, where possible, to participate in fulfilling activities.
- I understand the treatment or medication I have been prescribed, and why.
- I am being supported with my physical, emotional and mental health.
- I am supported to make good choices about my diet, sleep and exercise.
- I can get support when I need it, without having to wait for long periods of time.
- I am happy there is help to support my family's health and wellbeing.



## Parent carers

- I understand how to work in partnership with the health care workers who are supporting my child or young person and my family.
- I understand my child or young person's health condition and/or disability
- I understand the treatment or medication my child or young person has been prescribed, and why.
- I ensure my child or young person attends health appointments.
- I help my child or young person make good choices about diet, sleep and exercise.
- I can support my family's physical and emotional wellbeing or access support to help me achieve this.
- I can support my own physical and emotional wellbeing or access support to help me achieve this.



**Partners** - (Education, local authority, health, social care, community partners)

- I work in partnership with children and young people and their families to ensure they are as healthy as they can be.
- I feel confident and enabled to support the needs of children and families with their physical, emotional, mental health and wellbeing.
- I have a clear understanding of how to make links and referrals to services to support health and wellbeing.
- I know where to go or who to approach to ensure that children and young people and their families receive the right service at the right time.
- I understand the care and support packages available, and action where needed.



## Children and young people

- I can identify the things that make me feel happy.
- I feel valued for, and can be, who I am.
- I feel loved and appreciated.
- I have a sense of belonging and meaningful relationships.
- I have good self-esteem and feel confident.
- I access activities that are meaningful to me and have fun.
- I feel able to access and enjoy learning experiences.
- I feel satisfied that I can achieve my aspirations (dreams).





## Parent carers

- There are opportunities us to experience joy as a family.
- I support my child or young person to overcome challenges and build on their strengths.
- I encourage my child or young person to follow their interests and passion.
- I feel my child or young person feels accepted, valued and included.
- I encourage a love of learning and skill development and support my child or young person to start each day ready to learn.
- I understand my own emotional experiences and feel able to manage them

**Partners** - (Education, local authority, health, social care, community partners)

- I empower and enable children and young people to be resilient, to support good emotional, mental and physical health.
- I take time to get to know the children and young people I work with, not only their names but their likes and dislikes and what is going on in their lives.
- I make sure that learning is provided at the right level for each child, and that it is accessible, engaging and enjoyable.
- I encourage community participation.
- I recognise emotional and wellbeing challenges and know how to support and signpost when appropriate.





## Children and young people

- I can identify at least one person I trust, that I can talk to.
- I feel welcomed and included by other people - I am connected to a community that my family feels a part of.
- I feel that my strengths are recognised and celebrated.
- I am provided with the information I need to be able to make decisions and plan for my future.
- All my needs are understood, considered and met.
- My physical, emotional and mental health is taken seriously and supported.
- I am given opportunities to access community activities and short breaks where appropriate.
- I understand that I can ask for an advocate to speak for me, if I am unable to do so.



## Parent carers

- I know that my child or young person has someone trusted who they can talk to.
- I value and celebrate my child or young person's strengths.
- I keep my child or young person informed about the choices they have available.
- I know who to contact to get the support my child or young person needs.
- I am able to access the care and support available to meet my needs as a parent carer including, where needed, a break from caring responsibilities.
- I am supported to retain employment or other opportunities as I wish to.
- I know that there is someone who can support me if my emotions are too overwhelming.
- I am connected to a community that my family feels a part of.



**Partners** - (Education, local authority, health, social care, community partners)

- I ensure that children and young people have the full range of information and choices they need to be able to make informed decisions.
- I ensure that families are aware of community activities and short breaks that may be available, when needed.
- I work with the child, young person and their family to access assessments and services that they require, including support through transition and appropriate referrals.
- I provide accurate, timely and up to date information about the child or young person and their family's needs.
- I provide accurate and current information about health, care and support services via a range of channels including the SEND Local Offer, Healthier Together and Learning Gateway websites.
- I actively seek and complete training and access support that will make me more effective in my work supporting children and young people.



## Children and young people

- There is someone I can go to if I feel worried or unsafe about anything in my life (inside and/or outside of school as well as when I'm online).
- I feel like I belong in my community, at my setting, activities or employment.
- I can get to and from my school/college/activities/employment safely.
- My setting is a safe place to be. I can move around safely.
- My physical emotional and mental health is taken seriously.
- I feel safe in the company of people around me, and I am supported if I feel bullied or unsafe.





## Parent carers

- My child or young person is never excluded, isolated or discriminated against because of their special education needs or disability.
- I know who I can speak to if I feel they or our family need extra help, support or protection (inside and/or outside of school/college/employment or the home as well as online).
- I have access to information and understand how to access advice and support if I feel my child or young person is being excluded, isolated or discriminated against.

**Partners** - (Education, local authority, health, social care, community partners)

- There is a Designated Safeguarding Lead responsible for safeguarding (including child protection) in all partner agencies and settings. The Designated Safeguarding Lead and partners work together when the child or their family need extra help, support or protection.
- I know what to do if I need to help a child, young person or their family to access extra help and support and/or if I need to raise a child protection concern to children's social care and/or the police.
- I work in partnership with children and their families to make sure that they are given extra help, support and protection when they need it.
- I work in a safe environment for children and young people with robust safeguarding practices.
- All staff are trained, know how to respond to concerns and keep up-to-date with policy and practice.
- There are effective procedures in place so that staff and team members, including volunteers, do not pose a risk to children and young people.
- I provide (where applicable) education for children and young people that teaches them to be safe.



## Children and young people

- I am enabled to talk about my aspirations for the future, including my career aspirations and where I would like to live. My choices are respected.
- I have a choice and control about my future. For example, I have a range of options for education, employment and where I would like to live.
- I have opportunities to continue to develop and maintain skills to live as independently as I can and know where to go for advice and support.
- I am able to travel independently or with support.
- I understand how to live a healthy lifestyle, I am supported, where needed to, for example, manage my money and my health and wellbeing.



## Parent carers

- I feel secure about our support options to promote independence after having met with our education, health and care providers.
- I support my child or young person to think about how they can prepare to meet their independent living goals and support them to gain skills they will need.
- I support my child or young person to consider their aspirations and talk about their future options, including further and higher education, volunteering and employment.
- I feel confident in the support and care available to my child or young person. I know that appropriate resources are available to them should their needs change.
- I support my child or young person to think about how they can build relationships, friendships and access support in their local community.





**Partners** - (Education, local authority, health, social care, community partners)

- I encourage children and young people to be ambitious, communicate their aspirations and to prepare for adulthood, including, where possible, looking for opportunities in paid employment, volunteering and further and higher education.
- I know, and work with, the support team around the child or young person and their family.
- I am involved in transition planning for adulthood, including adult services where appropriate. This is co-produced with children and young people and their families.

