



**Integrated
Care System**
Shropshire, Telford and Wrekin

Shropshire SEND Outcomes Framework 2024 - 2029

Our shared commitment to Young People with SEND

“We want all Shropshire children and young people with 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 outcomes for 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 to reflect 'what good looks like' in each area, for children and young people, parent carers and professionals.

Wherever possible, we aim to apply a measure to track progress towards these good outcomes.



Outcomes framework





Children and young people

- My feelings, thoughts and wishes are heard, understood and respected by everyone that supports me
- I am able to communicate in my preferred way and given a range of ways to express my needs.
- I am given an opportunity annually to review my EHC plan
- I understand my options, and they are explained clearly to me. I am supported to make informed decisions. My views are used to make decisions, there is 'no decision about me, without me'.

Parent carers

- I give my full attention to my child; make eye contact and stop other things I am doing, get down on my child's level, and reflect or repeat back what they are saying and what they may be feeling to make sure I understand.
- I am given an opportunity annually to review my child's EHC plan
- My children know that I am going to listen to them, this makes it more likely they will talk with me about their hopes and problems when they are older.
- I support my child or young person to make their decisions, working with them to explain options and review support.
- I work with my child and their setting to find the best support available





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

- I think about young people with SEND or attending Alternative Provision as 'experts by experience'.
- I make sure that all children and young people I work with feel listened to, respected and valued.
- I take time to listen to their feedback and act on what they say.
- I have an understanding of the Mental Capacity Act

Outcome measures

- % CYP with SEND who report that that **the people who look after them care about their opinion**
- % CYP with SEND who report that **they feel that people understand them and what helps them**
- % of EHC plans reviewed by the child and their parent carer or the young person
- % CYP meeting their outcomes in EHC plans
- % CYP and families receiving feedback on how their views have been used
- % CYP with SEND who report that '**My career aspirations are central to any decisions made in my annual review**'
- % CYP with SEND who report that '**I am aware that decisions about my EHCP and future lie with me when I finish my year 11**' (1.8 in COP)



Outcome measures

- % of requests for EHC needs assessment submitted by parents
- Reduction in conflict and tribunal action with families as evidenced through dispute resolution and mediation
- % of Parent carers who feel listened to and included by the professionals involved in your child /young person's assessment/review
- % of Parent carers who report that, when the Education, Health and Care Needs Assessment (EHCNA) or review was requested, their child/young person's wishes and aspirations for the future were recorded and captured in the application
- % of Parent carers who report that they feel listened to and included by the professionals involved in their child /young person's assessment/review
- % of Parent carers who report that, if their child/young person already has an Education, Health and Care Plan (EHCP), there has been an annual review in the last 12 months?



Outcome measures

- % of Parent carers who report that when they received their child/young person's Education, Health and Care Plan (EHCP), were their wishes and aspirations for the future reflected in the plan?
- % of Parent carers who feel that their child/young person's Education, Health and Care Plan (EHCP) accurately describes them?
- % of Parent carers who report that their child /young person's Education, Health and Care Plan (EHCP) or Amended Plan was delivered on time, within the expected timeframe we committed to.





Children and young people

- I am working towards realistic goals in my future. I have a good work/life balance
- I have a range of career or education options, my education/qualifications are not limited
- All of my achievements are recognised, no matter how small they may seem to others.
- I have a sense of success and I know it is okay to make mistakes or fail.



I am
achieving

Parent carers

- I get support from school to help my child or young person to study well and at the same time balance their academic work with all the other important things in their life.
- I help my child or young person focus on 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.
- My child or young person feels accepted, valued and equal.

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

- I encourage my pupils to achieve their goals by acting on what they learn in and outside class.
- I am ambitious for all children and young people that I work with.
- I recognise what an appropriate level of challenge looks like for each individual child or young person.
- I make sure that I adapt and tailor learning opportunities and support for individuals
- I motivate children and young people to achieve their goals.



Outcome measures

- Increased % of CYP with SEND who report that **they are moving toward career goals that are important to them**
- Increased % CYP with SEND who report that **they are learning new things every year**
- Increased % CYP with SEND who tell us that **their experiences in mainstream schools are positive; they feel welcomed, valued and well supported.**
- Reduced % CYP with SEND who have been suspended or excluded from school (suspensions or permanent exclusions)
- Improvement in Phase transfers Y2 Y6 Y11 Y14 timeliness
- % of CYP with SEND who regularly attend a mainstream school



Outcome measures

- Reduction in # children are placed out of Shropshire for their education placement
- Reduction in # of young people with SEND who are not in education, employment (including apprenticeships and internships) or training
- Reduction in # of young people with SEND who are accessing home education
- Increasing participation in Supported Internships that lead to paid employment and/or meaningful work
- Increased # young people with SEND who progress to further and higher education, employment, training or meaningful work
- increase in the proportion of providers rated outstanding or retaining good judgements from Ofsted.



Outcome measures

- Reduction in % CYP with SEND on a reduced timetable
- Increase in # of children and young people that access more local provision that retains their connections with their community
- % Children and young people accessing AP on time limited placements that successfully return to mainstream school and/or secure a sustained Post-16 destination.
- improvement in attainment and progress outcomes for CYP with SEND across all phases
- % of CYP with SEND who make progress when supported by SLT, OT, Physio, CAMHS and other health services
- Targeted support available in all mainstream schools across early years, primary and secondary phases, before AP placement is used



Outcome measures

- Increase in # of children and young people who participate in all aspects of early years settings, schools or Post 16, including spending most or all of their time learning in mainstream activities with their peers.
- Reduction of CYP receiving SEND Support being suspended and excluded
- Reduction of CYP receiving SEND Support with persistent/severe absence
- Improvement in EHCP and Annual Review timeliness
- % Yes and No to EHC Needs Assessment
- % of Shropshire professionals that report they are able to access online and face to face learning programmes focusing on inclusion.
- Increase in # of mainstream early years settings and schools that report they are confident that they can meet the presenting needs and behaviour of children with SEND





Children and young people

- I am well enough to have a fulfilling life, including carry out activities I enjoy and accessing the community.
- I understand my health condition and/or disability and understand why I have been prescribed my medication.
- My physical and mental health are supported, and things are improving or not deteriorating.
- I make good choices about my diet, sleep and exercise.
- I have access to appropriate services when I need them, without having to wait for long periods of time.



Parent carers

- I have trust and faith in the professionals who are supporting my child or young person and my family.
- I understand my child or young person's health condition and/or disability and understand why my child or young person has been prescribed medication and what it is for.
- I ensure my child attends health appointments
- I help my child to meet physical activity goals



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

- I understand and action continuing care packages.
- I feel confident to support the needs of children and families with their physical and mental health and wellbeing and
- I have a clear understanding of how to make links and referrals to services as appropriate, to support health and wellbeing.

Outcome measures

- # School days missed by CYP with SEND missing school due to their health (ill health and health appointments)
- % CYP with SEND who report that **they know how to stay healthy and have the support they need to do so**
- # CYP with SEND attending A&E because of poor mental health, including self-harm presentations
- % CYP with SEND who are a healthy weight
- % YP aged 14-25 on the LD register with an up to date (annual) health check
- % CYP with SEND meeting the PHE Physical Activity Level[1] (physical activity for at least an hour a day, with vigorous physical activity three times a week)
- Health partner waiting list metrics
- Reduction in # CYP with SEND referred to specialist service pathways, e.g. respite/short breaks, therapies especially SALT, ASD/ADHD





Children and young people

- I find it easy to be happy
- I am loved and feel appreciated.
- I am able to access activities and have fun.
- I have good self-esteem and feel confident.
- I enjoy learning, and I understand my lessons. I feel satisfied that I can achieve my aspirations (dreams).

Parent carers

- I think happy and I laugh often with my family.
- I explain to my child or young person the importance of resilience, failure is a stepping-stone to success - to get good at something you have to start out being bad.
- I let them know that it's OK not be great at everything, some things are not their superpowers and that's OK
- I encourage them to follow their passion and find their 'super power'
- I encourage a love of learning and I know that the learning attitude that my child arrives at the school gates with each day can directly improve their performance.



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

- I encourage 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 education is provided at the right level for each child, that it is accessible and enjoyable. I use humour when it's appropriate to do so and make the lessons fun and engaging.





Outcome measures

- % CYP who report that **they enjoy their life (most of the time)**
- % CYP with SEND who report that **they have the support they need to cope when life feels hard**
- % CYP with SEND who are **involved in a club, group or hobby they enjoy**
- % CYP with SEND reporting **an improvement in their anxiety levels after accessing mental health support**
- increase in # schools with a trained Senior Mental Health Lead in their senior leadership teams.
- # of CYP with SEND missing school because of anxiety

Children and young people

- I have a friend/friends or trusted person who I can talk to
- I feel welcomed and included by other people
- I feel that my strengths are recognised and celebrated
- People who support me receive enough knowledge and training to know how to really care for me.
- I am provided with the information I need to be able to make decisions and plan for my adulthood
- All my needs are considered and met.
- My physical and mental health is taken seriously, and I feel supported.
- I am given opportunities to access activities and short breaks
- 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 has someone trusted who they can talk to
- I value and celebrate my child's strengths
- I keep my child informed about the choices they have available
- I know who to contact to get the support my child needs
- I support my child to access short breaks and activities



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

- I am always welcoming towards CYP
- I look for and use the strengths of CYP
- I actively seek and complete training that will make me more effective in my work supporting CYP
- I ensure that CYP have the full range of information and choices they need to be able to make informed choices
- I provide accurate and up-to-date information about health, care and support services via the Local Offer website
- I ensure that short breaks are 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 accurate referrals.



Outcome measures

- % of CYP with SEND who report that **they have a friend/friends or trusted person who they can talk to**
- % of CYP with SEND who report that **they feel welcomed and included by other people**
- % of CYP with SEND who report that **their strengths are recognised**
- % of CYP who **give a high rating to the support they have received**
- % of CYP who report that **they have been provided with the information to be able to make decisions and plan for their choices for their adulthood**
- % of parent carers who stated that they know who to contact to get the support they need for their child
- % CYP with SEND who report **knowing where to go to access help and support for their physical or mental health or disabilities**
- # of CYP with SEND accessing short break activities



Outcome measures

- % of children and young people (11+) who report that **they have been supported to think about and prepare for their future**
- % of families, children and young people with SEND who tell us **they are able to find and engage with services through online local offer 'self-support' advice**
- % of SEND Partnership service providers who tell us that they are secure in their use of evidence; which will inform the forecasting and commissioning of provision and/or services for our children with SEND and those accessing AP.
- Clear evidence that data is being used for forecasting joint commissioning requirements; recognising changing needs of the population.
- Improvement in performance across partner services (outcomes, waiting times, compliance, etc...) and is better than national benchmarks.
- % of Parent carers who agree that professionals involved in the assessment/review process accurately reflect your child/young person's needs in their reports?



Children and young people

- there is someone at my school, college or education setting I can go to if I feel worried
- I feel like I belong in my community, at school and when I go out to activities. I can get to school safely
- My school/college are safe environments. I can move around on my own.
- My physical and mental health is taken seriously
- I feel safe at school, and I am supported if I feel bullied.



Parent carers

- My child or young person is never excluded, isolated or discriminated against because of their special education needs or disability.
- I understand how to access advice and support if I feel my child or young person is being discriminated against.
- I've spoken with my child's nursery/ school/college and am confident they have systems in place to identify my child(ren)'s special education needs and that there is appropriate support for them with their education and with taking part in activities.





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

- There is a designated safeguarding lead teacher responsible for dealing with child protection and I know what to do if I need to raise a concern including to children's social care or to the police
- I encourage community participation
- I work in a safe environment for children and young people with robust safeguarding practices.
- I provide education for children and young people that teaches them to be safe
- 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, don't pose a risk to children.

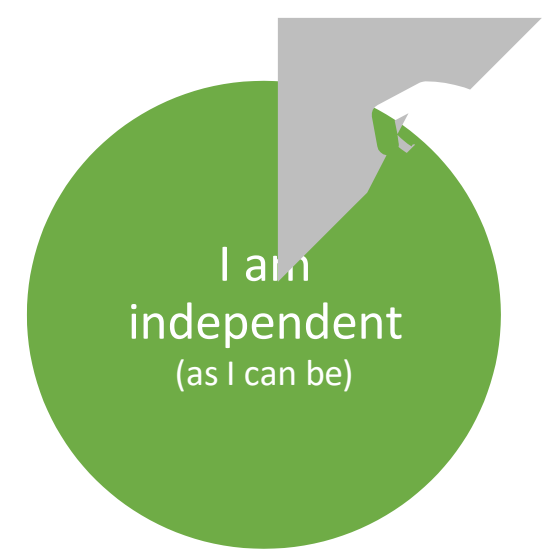


Outcome measures

- % of CYP with SEND who report that **there is someone at their school, college or education setting they can go to if they feel worried**
- % of CYP with SEND who **feel safe and like they belong in their local community**
- % of CYP with SEND who **feel safe and like they belong in their education setting**
- % of Parent Carers who agree that the professionals who care for their child safely meet their health needs
- % of CYP with SEND **who reported bullying to education staff who say the that the bullying has now stopped.**
- # of MASH referrals for CYP with SEND
- # of CYP who are CiN/CP/CSE/CCE

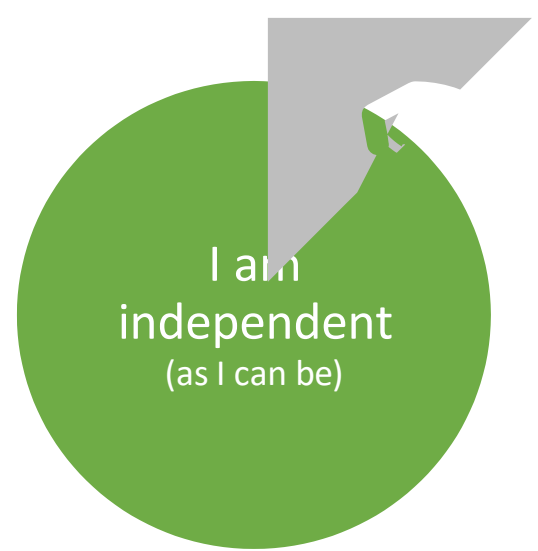
Children and young people

- I have a choice about my future. I have a range of options for education, employment and where I would like to live.
- I can talk about my aspirations for the future, including my career aspirations and where I would like to live and my choices are respected.
- I am ambitious and want to achieve my goals, such as higher education and employment.
- I have opportunities to develop skills to live as independently as I can.
- I can get to school or college on my own or with friends.
- I am living life to the best of my ability. I understand how to live a healthy lifestyle, I know how to save and manage my money and my personal hygiene is good.



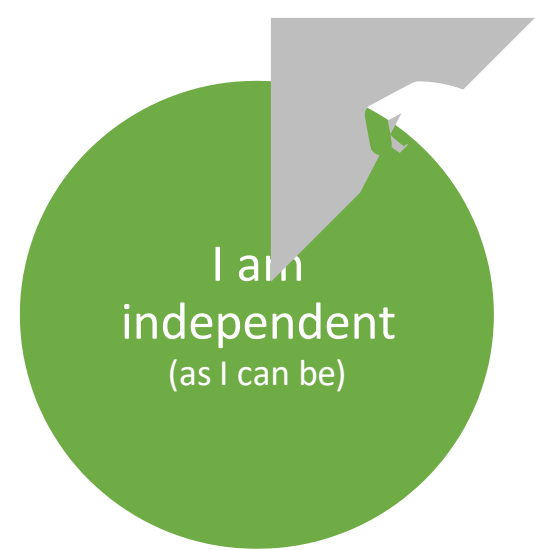
Parent carers

- I feel secure about our support options and after having met with our education, health and care providers.
- I encourage my child or young person to think about how they can prepare to live independently
- I think about the skills I can support to help my child to meet their independent living goals.
- I encourage my child or young person to consider their aspirations and talk about their future career options including higher education, volunteering and employment.
- I feel confident in the support available to my child or young person and in their ability to support my family with appropriate resources available to them should my child or young person's needs change.
- I encourage 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, talk about their aspirations and to prepare for adulthood, including looking for opportunities in paid employment, volunteering and higher education.
- I know the support team around the child or young person and their family and ensure that their voice is clearly heard and respected.
- I input into the transition to adult services for young people with SEND to reduce the possibility of a “cliff-edge”.
- I actively coordinate next steps with families, particularly for those with the most complex needs.



Outcome measures

- %/# of young people with SEND (18-25) in paid employment
- %/# of young people with SEND (16-25) undertaking a supported internship or apprenticeship
- %/# of young people with SEND (18-25) volunteering
- % of 18-25 year olds with SEND who report their living environment reflects their choices
- % CYP with SEND who report that they are able to safely and confidently access public transport
- % CYP with SEND who report that they are able to safely and confidently access community activities

