



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

Shropshire SEND and AP Outcomes Framework 2025 - 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.

Partnership Boards will be responsible for:

- Accountability of delivery and impact of this framework.
- Quality assurance processes.
- Feedback being heard and understood to inform and influence change and decision making where appropriate.

Our shared commitment to co-production and collaboration

The outcomes framework aims to take a single, unified approach to improving outcomes for children and young people, including tracking impact across all the services that are part of the SEND and AP Area Partnership.

The local area's expectation is for our six outcomes to be embedded across all parts of the local SEND and AP system. Each individual child or young person with SEND will have a plan to support them in achieving the best possible outcomes. Organisations supporting them will have a strategic plan on how they will enable the outcomes for all children and young people with SEND.

The framework presented below illustrates how the local area partnership will deliver and measure the impact of these outcomes for all children and young people with SEND at a strategic level. The SEND and AP Strategy will have a detailed annual delivery plan which will outline how the local area partnership will deliver the required improvements

This will ensure that we are aware of the impact of these services on any members of our target audience and their families and care givers.

Future work to realise the ambition of the outcomes framework will involve setting, where possible direct, measurable targets.

We commit to establishing an annual programme of engagement that brings our co-production strategy to life and works collaboratively across the partnership with children, young people, families and partners to seek, collect and act upon their views. We will then produce regular 'You said, we did' updates so everyone can see the difference their feedback made to improving outcomes for children, young people, families and partners.



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



**Shropshire
Council**

SEND and AP Outcomes Framework

Outcomes Framework


There are several reasons to develop an agreed outcomes framework.

1. We need to ensure that improving outcomes for children and young people underpins all the work we do across the SEND and AP Area Partnership.
2. We need to measure our performance by focusing clearly on how our work is impacting on outcomes for children and young people with SEND.
3. 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 is changing over time.
4. We need to ensure that there is connectivity between children and young people's needs and other plans that support them (e.g. Personal Education Plans)

The outcomes on the right are broken down to reflect what good looks like in each area, where applicable for children and young people, Parent Carers and families.

For each of these, we will work together to devise measures to track progress towards these good outcomes.





My voice
is heard

Children and young people with SEND, and their families, feel empowered to express their views and have them considered in decisions affecting their education, health and well-being.

Children and young people

- I have opportunities 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.
- Reasonable adjustments support my preferred way of communicating and I 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'.
- Support is provided to meet my needs at the earliest opportunity.

Parent carers

- I have opportunities to share my wishes and feelings and what is important to my family.
- 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 am supported to empower my child or young person to make their decisions, working with them to explore and explain options and review support.
- 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.
- Where things aren't right, I am supported to access clear systems and provided with the right information at the right time to find a resolution.
- The system responds to my needs at the earliest opportunity.

Children and young people with SEND (and their families) feel empowered to express their views and have them considered in decisions affecting their education, health and well-being

Key actions for the local area include:

- We will ensure that early identification of communication needs are supported with timely access to evidence informed strategies, interventions and advice to reduce the longer-term impact of communication needs. This will include early years, schools and Post 16 providers. Supporting Parent Carers, settings and schools to provide support at the earliest opportunity. (Priority 3)
- We will clarify and better communicate the criteria for access to services and support from the local offer. (Priority 3)
- We will use creative approaches to listen to the voices of children, young people and families so we know if we are making a difference. Acting on this feedback to plan, develop, redesign and commission services. Utilising the 'you said we did' feature of the local offer. (Priority 3)
- We will co-produce, implement and embed a participation strategy and co-production framework to ensure that the views of children and young people and their families are routinely incorporated into the decision-making processes across the Shropshire SEND Area Partnership. (Priority 3)
- We will communicate effectively with families via newsletters, social media and ensure the local offer is up to date. (Priority 3)
- We will support all early years settings, education and Post 16 provisions to adopt a total communication approach. (Priority 3)

How will the local area will measure impact and progress?

- Evidence from case studies indicates that children and young people with SEND (and their families) feel empowered to express their views and have them considered in decisions affecting their education, health and well-being
- Evidence of regular and increased participation in decision making by children, young people and their families.
- Evidence of how feedback from children and young people and their families influences the delivery of services.
- Evidence from plans indicated alignment across education, health and social care.
- More EHCP and Annual Reviews are delivered in a timely fashion.
- Reduction in complaints and appeals.
- Reduction in conflict and tribunal action with families as evidenced through dispute resolution and mediation.
- Increased QA of annual reviews indicating ambition for children and young people with SEND.
- Increased participation rates of training by professionals to support methods of communication.
- Increase in timely and accessible support for children and young people
- Increase in attainment and progress outcomes for children and young people with SEND.
- Increase in School SEND Reviews/external quality mark validation
- Outcomes from children and young people's and parent carers' Annual Review survey.



Children and young people with SEND feel they have a good quality of life and are supported to make progress to achieve their aspirations cross education, health and social development.

Children and young people

- I have a good quality of life.
- I am supported to achieve my aspirations and am provided with support and guidance to enable me to do this.
- I have a range of career, volunteering or education options, my learning opportunities are not limited.
- Decisions taken to support me are made in my best interest and are co-produced.
- All my progress is recognised and celebrated, in areas that are important to me.

Parent carers

- I 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.
- I am supported to enable my child or young person to achieve their aspirations.
- Plans to support my child or young person are suitably ambitious and enable them to achieve their goals and aspirations.
- I have confidence in the systems in place to support my family



I am
achieving

Children and young people with SEND feel they have a good quality of life and are supported to make progress to achieve their aspirations cross education, health and social development.

Key actions for the local area include:

- Ensure that data systems enable key information (outcomes, waiting times, compliance, etc to be available to all partner services to inform forecasting and commissioning decisions, understand gaps in services and improve quality and performance where necessary. (Priority 6)
- We will develop a well-integrated, complementary and effective SEND and AP system, including mainstream education, outreach services, SEND Hubs, specialist provision, early help, social care and local health services. (Priority 4)
- We will work with early years settings, schools and Post 16 providers to support the development of relational/restorative approaches, including behaviour policies, in addition to high quality teaching, to effectively meet the needs of all children and young people in mainstream provision. (Priority 4)
- We will ensure transparent accountability for the outcomes, mobility and destinations of individual children and young people, including equitable access to alternative provision, oversight and quality assurance of this provision across Shropshire. (Priority 4)

How will the local area will measure impact and progress?

- Reasonable adjustments are made to enable children and young people to achieve.
- Evidence from case studies supporting transition and celebrations of progress.
- Increase EHCP and Annual Review timeliness.
- Increase in positive QA of annual reviews indicating ambition for children and young people with SEND.
- Increased evidence of timely support and assessment across education, health and social care.
- Increased percentage of children and young people with SEND engaged in employment, education and training.
- Improvement in Ofsted inspection outcomes of schools and settings.
- Improvement in Area SEND inspection outcomes.
- Evidence of impact of intervention programmes to support children and young people (e.g. ELSEC).
- Increase in attendance data and a reduction in suspension and exclusion data for children and young people with SEND.
- Evidence of destinations for children and young people with SEND.
- Increase in attainment and progress outcomes for children and young people with SEND.
- Increase in School SEND Reviews/external quality mark validation.
- Positive children and young people's and parent carers' Annual Review survey.



Children and young people with SEND have access to appropriate services to enable them to be healthy, happy and to live well.

Children and young people

- I live healthily and am supported to access help, where needed.
- I can communicate my health needs to those who are responsible for supporting me. This will include both my mental health and wellbeing and my physical health.
- Where appropriate, I am provided with information about treatment or medication to meet my needs and I understand this.
- Me and my family are well informed to enable us to make good choices about my diet, sleep and exercise.
- I don't have to wait for long periods of time to receive the support I need.

Parent carers

- I am provided with clear information to enable me to understand my child or young person's health condition and/or disability and make informed decisions.
- I am provided with timely information from the health care workers who are supporting my child or young person and my family.
- I understand the treatment or medication my child or young person has been prescribed, and why. My wishes and feelings have informed this.
- I am supported to ensure my child or young person attends health appointments that meets their needs.
- I am informed and supported to help my child or young person make good choices about diet, sleep and exercise.
- Our needs as a family are identified and met.



Children and young people with SEND have access to appropriate services to enable them to be healthy, happy and to live well.

Key actions for the local area include:

- Enable early identification and the right help at the right time, including reducing waiting times for speech and language therapy and neurodiversity assessments and access to Early Help assessment (Priority 2)
- We will provide access to a high-quality training and professional development offer for our workforce, including early years settings, schools and Post 16 providers and health and social care colleagues (Priority 2)
- Ensure that the needs of children and young people with SEND are always considered in local initiatives such as transport, sports facilities, public buildings and swimming pools. Engaging children and young people with SEND so they are confident to socialise, be as independent as possible and enjoy their recreation time. (Priority 7)
- We will ensure that facilities across Shropshire are working to be more accessible for a range of physical and sensory needs. (Priority 7)
- We will build on the work of the Shropshire Virtual School to develop a strategy that, complements work Children's Social Care, encourages effective relational practice and belonging in all education settings so that the vision of 'strong schools, built on love' is realised for all children and young people, including those with SEND or accessing AP. (Priority 7)
- We will work towards integrating data from the NHS Dynamic Support Register and Care (Education) Treatment Reviews to make sure our health and care services support people with a learning disability (and autistic people), so they are only admitted to hospital if they really need to. (Priority 6)
- Our multi agency approach will link information from education, social care and NHS management information systems to better protect our children and young people with SEND who are vulnerable. (Priority 6)

How will the local area will measure impact and progress?

- Reasonable adjustments are made to enable children and young people to be healthy and happy.
- Evidence from case studies indicates that children and young people with SEND (and their families) have access to appropriate services to enable them to be healthy, happy to and to live well.
- Reduction in percentage of children and young people with SEND on waiting lists.
- Increase in percentage of children and young people with SEND accessing services whilst waiting.
- Introduction of comparative health data from JSNA.
- Increased in engagement by parent carers in Early Help programmes.
- Increase in School SEND Reviews/external quality mark validation.
- Positive children and young people's and parent carers' Annual Review survey.



I am
supported

Children and young people with SEND and their families receive timely and appropriate support for education, health and care services.

Children and young people

- I have trusted people around me to meet my needs and advocate for my best interests.
- I am connected to a community that my family feels a part of.
- 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 education, health and social needs are identified, understood and met.
- I don't have to wait for long periods of time to receive the support I need.

Parent carers

- There is a network of support to meet my family's needs.
- My family is provided with information about the choices they have available.
- I am able to access the right support and the right time through clear processes.
- My family is able to access support to provide a break from caring responsibilities.
- I have support to enable me to have a fulfilled life, which may include employment and other opportunities..



I am
supported

Children and young people with SEND and their families receive timely and appropriate support for education, health and care services.

Key actions for the local area include

- Develop local, high quality, inclusive provision across the system. Including strengthening the graduated response and inclusive mainstream provision whilst ensuring consistency and effectiveness of the emotional health and mental wellbeing offer in mainstream education settings, across all phases. (Priority 1)
- Develop our social prescribing and other community support offers for families to support early identification, inclusion and participation and building on the development of the Early Help Hubs across Shropshire. We will build a thriving market for short break provision and encourage the use of personal budgets to support respite opportunities. (Priority 1)
- Develop a system that makes sense and works together, improving co-production, communication and engagement with families and professionals from all services. Including Improving the quality and timeliness of EHC plans, annual reviews, and transition pathways. (Priority 5)

How will the local area measure impact and progress?

- Evidence from case studies indicates that children and young people with SEND (and their families) receive timely and appropriate support for education, health and care services.
- Reduction in waiting list timescales with respect to education, health and social care.
- Increase in proportion of EHCPs and annual reviews rated good or better in quality assurance.
- Improvement in data with respect to transition opportunities (NEETs)
- More young people with SEND engaged in employment, education and training.
- More children and young people with SEND accessing short-break activities.
- Positive Ofsted inspection outcomes of schools and settings.
- Positive Area SEND and ILACS inspection outcomes.
- Increase in attendance, reduction of suspension and exclusion data for children and young people with SEND.
- Evidence destinations for children and young people with SEND that are ambitious and achievable.
- Improvement in attainment and progress data for children and young people with SEND.
- Increase in of School SEND Reviews/external quality mark validation
- Positive children and young people's and parent carers' Annual Review survey.



Children and young people with SEND and their families are kept safe.

Children and young people

- I am able to communicate when I feel worried, unsafe or unwell.
- I belong and am safe in my community, at my setting, activities or employment.
- I can get to and from my school/ college/ activities/ employment safely.
- Reasonable adjustments are made to enable me to be safe.
- Systems are in place to ensure that I am kept safe and protected from additional risks.

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 help
- The right services are available at the right time to keep us safe.
- I have access to information to understand my rights, and how to access advice and support if I feel my child or young person is being excluded, isolated or discriminated against.
- I know that every school has a behaviour policy and every child and member of staff has a right to feel safe.



Children and young people with SEND and their families are kept safe.

Key actions for the local area include:

- We will work together to ensure children and young people with SEND and those in AP are appropriately protected from safeguarding risks, whilst also building capacity to self-manage/reduce risk to themselves, particularly around exploitation.
- We will develop the capacity of short break offers with a particular focus on Personal Assistants (PAs) to enable access to a wider range of offers. (Priority 2)
- We will ensure that our Local Offer website helps children, young people and their families find the local information and support they need, whether online or face to face. (Priority 2)
- We will work with early years settings, schools and Post 16 providers and colleagues in health and social care to promote a consistent and effective emotional health and mental wellbeing offer, ensuring there is a trained Senior Mental Health Lead in all schools. (Priority 2)
- Develop a proactive, supportive, and clear alternative provision offer. (Priority 4)
- We will strengthen our local practice and across services recognising the value of the voluntary and community sector and maximising the opportunity to address contextual safeguarding needs for children and young people with SEND. (Priority 5)

How will the local area measure impact and progress?

- Evidence from case studies indicates that children and young people with SEND (and their families) are kept safe and feel safe.
- Increase the percentage of timely assessments across education, health, and social care.
- Increase in attendance, reduction of suspension and exclusion data for children and young people with SEND.
- Fewer children and young people with SEND feature within safeguarding referrals
- Increase in EHCP record references to future safety needs.
- Reduction in use of part-time timetables
- Reduction in proportion of children and young people who are electively home educated.
- Increase in positive Ofsted inspection outcomes of schools and settings
- Improvement with respect to ILACS inspection outcomes.
- Increase in Section 11 school safeguarding audits recognising increased vulnerability of pupils with SEND.
- Increase in of School SEND Reviews/external quality mark validation
- Evidence of connectivity between SEND Annual Reviews and other plans that seek to support the child or young person.
- Positive children and young people's and parent carers' Annual Review survey.



Children and young people with SEND are well-prepared for the future.

Children and young people

- I can communicate decisions about my future, and this informs the care and support I receive.
- I am informed and supported to understand choices I can make about my future.
- My wishes for the future are aspirational and appropriate and choices I make reflect this.
- I am provided with ongoing support to learn, practice and maintain the skills I need to live as independently as possible.
- I am supported to travel independently.

Parent carers

- I feel confidence that my child's future is considered in plans
- I have confidence in the range of options for my child's future.
- I am included in decision making about the support my child or young person needs to prepare for their future and understand the options available.
- I am part of a community that enables my family to build relationships, friendships and to access support in our local community.



Children and young people with SEND are well-prepared for the future.

Key actions for the local area include:

- We will ensure that our Local Offer website helps children, young people and their families find the local information and support they need, whether online or face to face. (Priority 2)
- Enable children and young people to feel visible and valued members of their community, ensuring they are supported to be as socially and economically independent as possible to achieve their next steps in life (Priority 7)
- We will encourage and empower our children and young people to increase their independence, listening to families and young people as we further develop our preparation for adulthood offer. This could include increasing the use of personal transport budgets, independent travel training or practical activities to prepare them for living independently. (Priority 7)
- We will work with young people, local businesses, training providers, colleges and schools to create opportunities to experience the world of work with the long-term aim of securing employment and/or meaningful work-related activity. Increasing participation in Supported Internships that lead to paid employment and/or meaningful work. (Priority 7)

How will the local area measure impact and progress?

- Evidence from case studies indicates that children and young people with SEND are well-prepared for the future.
- Increase the percentage of timely assessment and support across education, health, and social care.
- Increase annual reviews indicating ambition for children and young people with SEND
- Improvement in robust and timely transition between services.
- Increase in young people accessing independent or supported living at 25.
- Increase in positive Ofsted inspection outcomes of schools and settings
- Improvement with respect to area SEND Inspection outcomes.
- Increased in young people with SEND engaged in employment, education and training
- Increase in attendance and reduction in suspension and exclusion for children and young people with SEND.
- Increase in of School SEND Reviews/external quality mark validation
- Positive children and young people's and parent carers' Annual Review survey.

Parent Carer and Children and Young People's Annual Review Survey

At the point of Annual Review, children, young people and their families will be asked to complete a survey with questions similar to those suggested below.

Additional guidance notes will be provided to support the implementation of these and other questions developed by SEND partnership workstreams. The outcomes from the survey will be aggregated regularly and used to inform the future development of services and check the quality of practice by listening to the voices of those with lived experiences of SEND.

Termly, the data from this survey will be aggregated and outcomes reported to the SEND and AP partnership board.

To support this, children and young people will respond on a 1-5 numbered scale or use faces



1

2



3


4



5

Adults will also be asked to provide a score from 1-5 for each question.

Parent Carer and Children and Young People's Annual Review Survey



**My voice
is heard**


Child / YP question for AR	Parent Carer's question for AR
I am helped to communicate my views and wishes	I feel able to share my views and wishes about my child's education, care and health.
Adults listen to me. They consider my views when making decisions about me	My views and wishes are considered carefully by practitioners when decisions are being made about my child
I am being included in making decisions about my Plan (EHCP)	I feel I have been involved in co-producing my child's EHCP



**I am
achieving**

Child / YP question for AR	Parent Carer's question for AR
I feel I am learning and making progress.	I feel my child is making progress towards reaching their potential
I have a chance to take part in clubs and activities.	My child has the opportunity to take part in clubs and activities they wish to engage with.
I have examples of my achievements.	My child's achievements are celebrated

Parent Carer and Children and Young People's Annual Review Survey



I am
healthy
and happy

Child / YP question for AR	Parent Carer's question for AR
I can tell people how well and happy I feel - or about any worries I have	I am confident my child can tell someone how well and happy they are
I get help to be healthy and happy when I need it	I feel my child is well supported to be as healthy and happy as possible
I know where to find information about my health and well-being	I know where to find information to help my child with health, wellbeing and education
	My child is getting the right help at the right time for their health and well-being



I am
supported

Child / YP question for AR	Parent Carer's question for AR
I can name an adult I trust	I feel I have a network of support I can go to (if I wish)
I have the help I need to take part and succeed	My child has access to the help they need so they can take part and succeed
	I feel processes and timescales are clear to me (around the support my child and our family receive)

Parent Carer and Children and Young People's Annual Review Survey



Child / YP question for AR	Parent Carer's question for AR
I feel safe in the place where I receive my education or training.	I feel my child is safe in the place where they receive their education or training.
I can name adults I trust to go to for help	My child can identify trusted adults
I feel safe online	My child is safe online.
I feel safe in my local area when I go out and about	My child is safe in their local community



Child / YP question for AR	Parent Carer's question for AR
I have help to learn life skills and to practice them.	My child is learning and practicing life skills to help prepare them for their future
I have help to plan what I would like to achieve when I am older.	My child is being supported to be aspirational about their future
I am provided with choices about my future and supported to understand them.	My child is provided with choices about their future and we understand what these options are.
I am helped to manage changes that affects me. I am provided with the right information at the right time.	Transitions for my child are planned for in a timely fashion and well supported

Parent Carer and Children and Young People's Annual Review Survey



Free text questions for children and young people

I have enjoyed...

I don't like...

These things are important to me...

I feel confident about...

I feel worried about...

In the future, I would like...

Free text questions for Parent Carers

My child does best when...

My child struggles when...

As a family, we find this difficult...

This is working well for us as a family...

This is important to us as a family...

In the future, we would like...