



## Outcomes in the early years

CDC and 4Children workshops March 2015  
Philippa Stobbs, Council for Disabled Children

# Outcomes workshop

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- Starting with the principles
- Best possible educational and other outcomes
- Practical work



# The culture change, s19

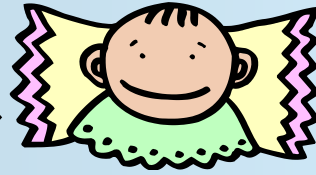
- The views, wishes and feelings of the child and their parents, or the young person
- The importance of children, parents and young people participating 'as fully as possible' in decision-making
- The information and support necessary to enable participation
- Support to 'achieve the best possible educational and other outcomes'



# Best possible educational and other outcomes

- EHC plans must focus on education, health and care outcomes that will enable progress
- Distinction between aspirations and outcomes
- 'A benefit or difference made to an individual as a result of an intervention'
- Personal and 'not expressed from a service perspective' and not a description of a service being provided
- What needs to be achieved by end of a phase or stage



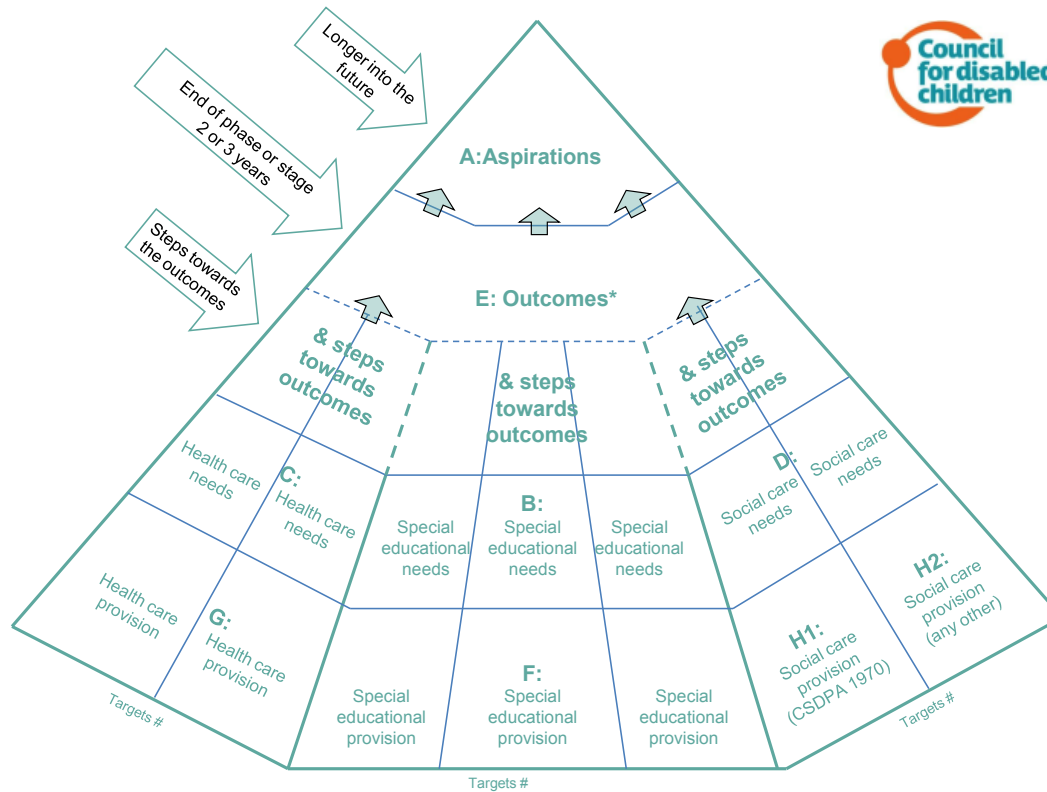


outcome

## **Is it an outcome? If not, what is it? Is it SMART?**

1. Tracy can communicate with her friends
2. Three hours speech and language therapy a week
3. To be able to communicate with my friends
4. Ellie's Mum and Dad want her to go to the same school as her friends in the nursery
5. Brooklyn has difficulty communicating with his friends
6. Jenny's parents want her to be happy
7. Katelyn's parents access counselling
8. Mark's parent want him to be able to live an ordinary life
9. Aaron must learn to sit quietly during story time
10. To get an EHC plan
11. Ahmed must learn to walk and not run when he's in the nursery
12. Donna is more comfortable with change
13. Sam will learn 20 new words by next term
14. Jordan gets 15 hours support assistant time a week

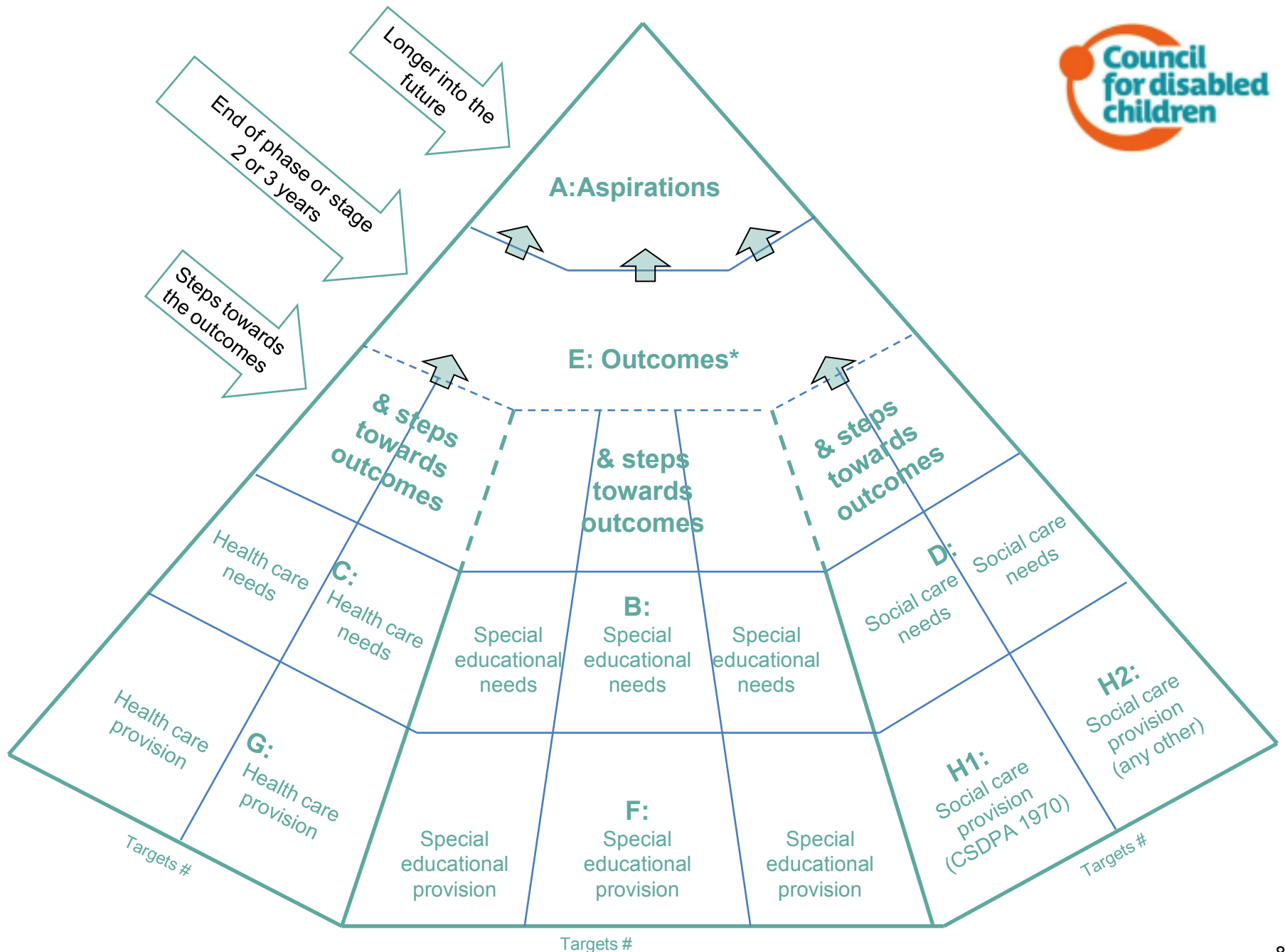
# Outcomes pyramid



# EHC plan should specify the arrangements for setting shorter term targets at school, service or institutional level.

\* For young people over 17, the education and training outcomes need to be separately identified.

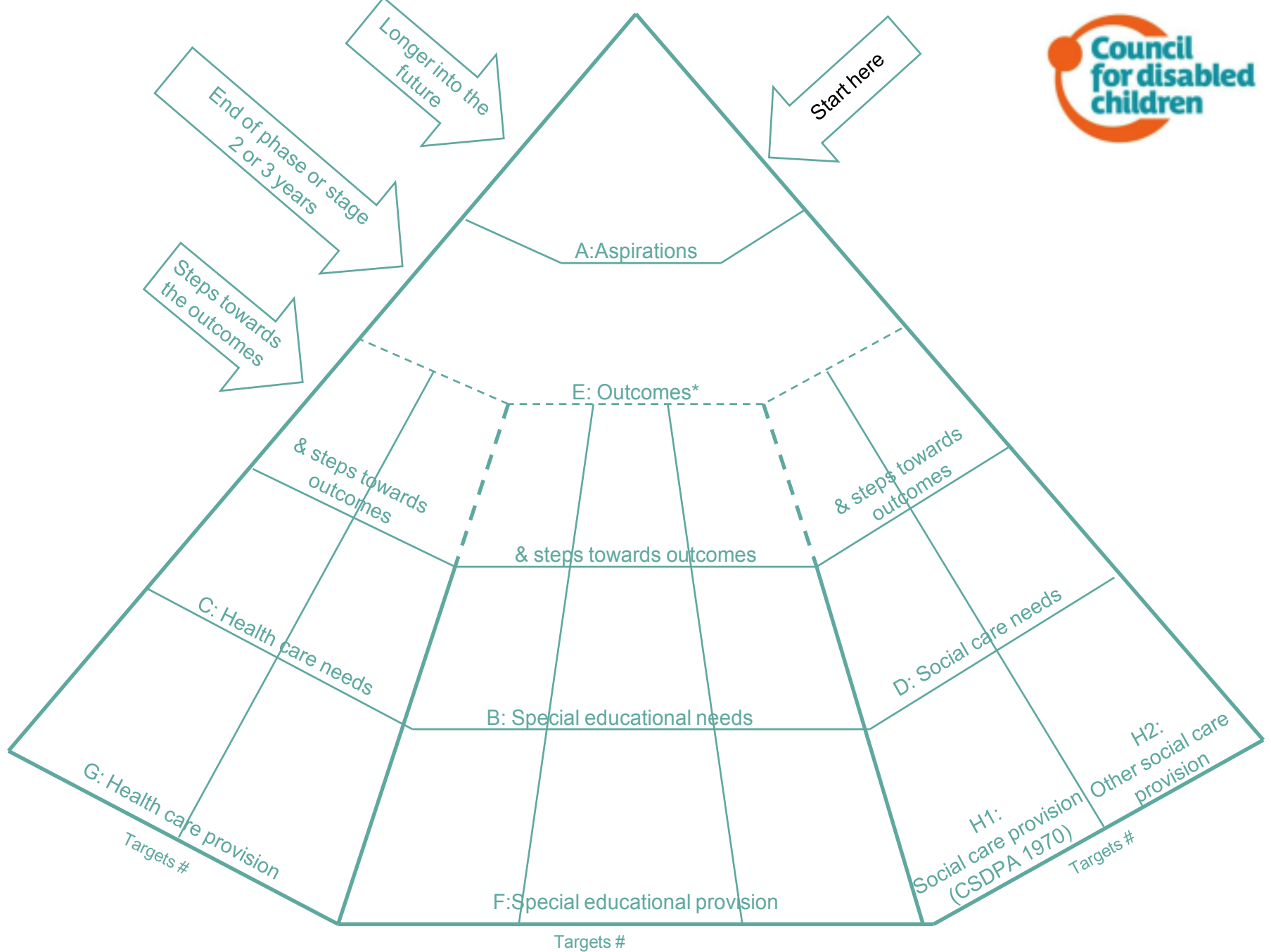




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# Aspirations, outcomes, steps towards outcomes

*We asked 2 people about their aspirations. One of them said: 'I've always wanted to go sky-diving'; the other said: 'I'd really like to become a local councillor'*

*Work in pairs:*

- Choose which aspiration to work with*
- One of you pretends to have that aspiration*
- The other works with you to identify outcomes that might lead you towards that aspiration*
- Choose one of these outcomes and, if necessary, identify steps towards this outcomes*
- Move on to the barriers and what would need to be put in place to help you overcome those barriers*



# Challenges

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Challenges for professionals:

- Cultural baggage
- Expectations
- Data
- Equality Act and entitlement

Challenges for parents

