

What are Outcomes in an EHC Plan?

The SEND code of practice says:

An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. (Section 9.66)

In other words, an outcome is what we want a child or young person to be able to do or achieve with the support outlined in the EHC Plan.

How are outcomes different from aspirations?

Outcomes should be part of a young person's journey *to achieve* their aspirations.

Aspiration (Part A)	Needs (Difficulties in Part B)	Outcomes (Part E)
Becca wants to have friends.	Becca has difficulty with her social skills.	By the end of key stage 2, Becca will socialise with 2 friends at breaks and lunch times at least twice a week without adult supervision.

How are outcomes different from provision?

Provision is the support which will help the outcome to be achieved.

Aspirations	Needs	Outcomes	Provision
Becca wants to have friends.	Becca has difficulty with her social skills.	By the end of key stage 2, Becca will socialise with 2 friends at breaks and lunch times at least twice a week without adult supervision.	Becca will participate in a daily 15-minute group session (up to 3 students) focusing on social skills and role play activities, which will be led by the teaching assistant.

We want a 'golden thread' in the Plan which links a child's aspirations and needs to the outcomes and the support needed for these to be achieved.

There should be an outcome for each of the identified needs. There should also be a provision designed to work towards each outcome. At year 9 onwards, the outcomes need to be preparing the young person for adulthood (employment, independent living, community inclusion and health).

What are Outcomes in an EHC Plan?

The SEND Code of Practice says:

Outcomes in EHC plans should be SMART (specific, measurable, achievable, realistic, time-bound). Section 9.61

If an outcome is not specific, it is hard to measure whether it has been achieved and whether it has made a difference in the child's life.

An outcome which is **not** SMART: *Mustafa will be stronger.*

We don't know what to be strong looks or feels like to Mustafa or what is most important to him about improving his strength.

A SMART outcome might be: *By the end of key stage 3 Mustafa will be able to walk unaided up and down the school stairs.*

An outcome which is **not** SMART: *Jack will develop independent living skills.*

This is too broad, making it hard to measure. It doesn't reflect the kind of person Jack is or wants to be.

A SMART outcome might be: *By the end of key stage 4, Jack will catch the bus to college with his friend, and know how to get support if he needs to.*

The SEND Code says that Outcomes **MUST** also be person-centred. Developing outcomes need to start with the child/young person themselves so that they are rooted in the things that are important to them, not to others. This then sets the direction of the 'golden thread'.

If you are unhappy with an outcome in an EHC Plan, talk to the Family Services Coordinator and explain why you think it needs changing. There is currently no clear way in which a parent or young person can legally challenge the contents of Sections A or E (outcomes).