

What is it like to be a child with SEND. Achieving outcomes

Area SEND Framework Guidance

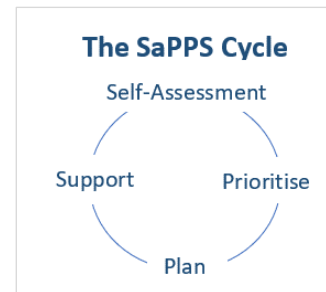
The Guidance on 'Area SEND Inspections: Framework and Handbook' was introduced in January 2023. The inspections evaluate arrangements for all children and young people with SEND aged 0 to 25 including those who have an education, health and care plan (EHC) and who receive special educational needs (SEN) support.

The focus is '*what is it like to be a child or young person with SEND in the local area*'. The inspections will evaluate the experiences and outcomes of children and young people.

Achieving outcomes

myView assessments maintain a **focus on the long-term outcomes specified in the SEND Framework**. The Outcomes Framework sets the national direction to promote the well-being of children and young people with SEND. Outcomes important to the individual can be set in relation to national outcomes. Inspections will evaluate individual outcomes and the extent to which outcomes are shown to be important to the individual.

myView supports a continuous process of re-assessment provides data and evidence which can be used to reflect on how children and young people are responding to the help being delivered.



National Outcomes

A good assessment will monitor the impact of any services on outcomes and review the help being delivered. Key national outcome areas specified in the SEND Framework and which inform individual outcomes are:

- **Health and well-being. Children are**
 - Healthy
 - Developing self-esteem and resilience
- **Communication. Children**
 - Can communicate with others
 - Can say what they want to say with speech, understand what is being said to them or helped with communication.
 - Have their strengths and aspirations identified by practitioners
 - Are positive about support from education, health and social care
- **Independence. Children**
 - Are living as independently as possible
- **Positive relationships. Children**
 - Experience positive relationships
 - Believe that adults support, understand and advocate for them
 - Are benefitting from stable, supportive relationships and environments
 - Are supported through any adverse experiences
- **Community participation. Children**
 - feel safe,
 - make friends
 - are visible in their community and participating in activities to widen their understanding about available opportunities
- **Education. Children are**
 - Moving into further education or employment
 - Are progressing in education and learning

My journey to greater independence

myView displays a young person's 'journey' and progress in achieving their outcomes. A new plan can be co-produced following each reassessment and review.



Aggregate data reports are available to leaders showing the extent to which services are improving outcomes for children, providing information about needs from children's perspectives and allowing service developments to be informed by the views of young people.

Evaluation criteria

The Guidance on SEND Inspections specifies the inspection evaluation criteria which can be achieved by the practice outlined above

- **Children, young people and families participate**
 - in decision making about individual plans and support for children and young people.
 - have access to information to inform plans
 - understand their rights to make choices for plans and support
 - understand their plans
- **Children are well prepared for next steps and achieve strong outcomes**
 - outcomes most important to young people are understood and planned for
 - plans reflect young people's aspirations
 - children are well prepared for next steps
 - from an early age children develop knowledge skills and behaviours to prepare for greater independence
- **Receive the right help and support at right time**
 - Plans and support are regularly reviewed
 - Children have their needs identified and assessed in a timely and effective way
 - Children's strengths and aspirations are identified
- **Children are visible and valued in local communities**
 - Children understand what community activities are available
 - Children are supported to participate and make friends
 - children develop confidence and resilience to participate

The role of leaders is also recognised and evaluated. Leaders should

- Engage with children and families
 - Give feedback on changes made to local services
 - Ensure decisions are shaped by children's needs, experiences and outcomes
 - Consider children's needs and how to engage them in coproduction
- Have an understanding of needs in their area
 - Have accurate and timely information about needs including using children's perspectives
 - Understand experiences and outcomes
 - Information is shared across health, education and care
- Leaders commission services to meet the aspirations of children
 - Services are designed around the needs of young people and what achieves good outcomes
- Leaders evaluate services and make improvements
 - Leaders use information, including from children and young people
 - Understand whether services are improving outcomes for children
 - Understand whether services meet needs and aspirations of children and young people
 - Processes are in place for services and providers to evaluate provision
- Leaders create an environment for effective practice and multi-agency working
 - Processes and systems support practitioners working together and sharing information
 - Practitioners focus on the needs and aspirations of young people