

Developing outcomes and specifying special educational provision in an EHC plan- points to consider in a transfer review meeting

Outcomes

Outcomes underpin and inform the details of EHC plans, and detail what needs to be achieved by the end of a phase or stage of education in order to enable the child or young person to progress successfully to the next phase or stage.

An outcome is defined as the benefit or difference made to an individual as a result of an intervention. Long term aspirations are not outcomes in themselves. An outcome should be personal, not expressed from a service perspective, and should be something that those involved have control and influence over. An outcome should also be specific, measurable, achievable, realistic and time bound (SMART).

As an example, in relation to speech and language needs ,the outcome is what it is intended that the speech and language therapy will help the child or young person to do that they cannot do now e.g. xxx is able to communicate his key needs and wishes to people that are unfamiliar to him.

When setting outcomes for an EHC plan, it is important to consider a range of outcomes over varying timescales, covering education, health and care as appropriate.

Outcomes should be set to meet each need identified in section B of the Transfer Review form.

From Year 9 onwards, outcomes should also prepare children and young people for the transition to adulthood.

Outcomes should be positive, have a completion date and begin with xxx will

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Both short term outcomes for the next 12 months, as well as longer term outcomes for the future should be considered during the Transfer Review meeting.

Examples of Outcomes:

By July 16, xxx will be able to communicate his key needs and wishes to people that are unfamiliar to him

By April 16, xxx will use single words appropriately

By March 16, xxx will be able to count to 20 independently

By July 16, xxx will confidently use 30 high frequency words on a daily basis
By July 16, xxx will be able to add and subtract numbers up to 20

By July 16, xxx will know and use his times tables to multiply numbers by 2, 5 and 10.

By December 16, xxx will settle into a new programme of college and day service provision which will introduce him to a wide range of new situations

By December 16, xxx will be able to walk home from a venue close to his house, such as a corner shop, accompanied by an adult

By April 16, xxx will be able to use a range of coins appropriately to offer payment for purchases.

By September 15, xxx will participate in activities he enjoys, such as swimming.

By July 2016, xxx will use strategies to avoid and resolve disagreements so that she is able to deal appropriately with the challenges and difficulties she may face

xxx will have basic reading and writing skills so that she can manage the demands of further education and develop independence skills for her adult life (December 15)

By April 15, xxx will be able to explain the meaning of the word compromise,

By July 15, xxx will be able to describe at least 2 triggers of her negative behaviours.

By July 2018, xxx will have basic reading and writing skills so that he/she can manage the demands of key stage curriculum.

By July 2018, xxx will have understand road safety and cross the road with minimal support.

By September 2018, xxx will travel independently to school

Special Educational Provision

Special Educational Provision is the provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

In an EHC Plan, provision details the support required to achieve outcomes.

Provision must be detailed and specific, and should normally be quantified, indicating if the support is secured through a Personal Budget.

Provision must be specified for each and every need specified in section B of an EHC plan.

Examples of provision:

TA/adult mentor who will be able to talk to xxx at least weekly

Precision teaching sessions, at least 15 mins long and at least 4 times per week, delivered by a trained member of teaching staff

Weekly paired reading sessions of at least 20 mins with a trained tutor

An individualised communication programme delivered at least three times a week to develop receptive and expressive language skills based on the termly advice of the specialist speech and language therapist.

A weekly structured and monitored social skills intervention, delivered by a trained practitioner who is able to help xxx identify her strengths.

Further information regarding the new SEN System and EHC Plans can be found at www.northlincslocaloffer.com