

# SEND Outcomes Framework



for children and young people who have special educational needs and disabilities (SEND) in Bromley



[www.bromley.gov.uk/SENDlocaloffer](http://www.bromley.gov.uk/SENDlocaloffer)

The London Borough of Bromley and South East London Integrated Care System (SELICS) (Bromley) are committed to improving the education, health and wellbeing outcomes for children and young people who have special educational needs and/or disabilities (SEND).

We want to support all children and young people with special educational needs (SEN) or disabilities in the London Borough of Bromley to prepare for adult life; to help them go on to achieve the best outcomes in employment, independent living, health and community participation. We call these the Bromley Life pathways:



Staying healthy and well



Friends, relationships and community



Preparing for and finding employment



Developing independence



The Special educational needs and disability code of practice: 0 to 25 years (3.31), states that:

*"Local partners should identify the outcomes that matter to children and young people with SEN or disabilities to inform the planning and delivery of services and the monitoring of how well services have secured those outcomes"*

**This framework has been co-produced by young people, families, and professionals.**

It aims to establish a shared focus on outcomes between children and young people, their families, and the early years settings, schools, colleges and health and care services that support them.

This Joint Outcomes Framework will serve as a 'golden thread' linking the elements of the local area SEND system: from individual outcomes in SEN Support and Education, Health and Care (EHC) plans, through learning and care pathways, to the commissioning of services to support all children and young people with SEND. Working together in a joint framework will enable us to understand what works for children and young people in Bromley and to identify areas where we need to strengthen provision or find new ways of providing services. It will also allow us to plan effectively as we learn more about the emerging needs of children and young people with SEND in Bromley.

The Framework should be read together with the **Preparing for Adulthood Outcomes Toolkit** which supports colleagues in all our local services to write and monitor strong outcomes which will be clear to families, easily shared between services, and which will improve the life chances and experiences of children and young people with SEND in Bromley.

# SEND Outcome Statements

These outcomes are what children and young people with special educational needs and disabilities across Bromley want life to be like and what we are all working towards together to achieve:



## **My voice is valued, and I have influence**

*Count the difference*

All children and young people are supported to share their views and their opinions are listened to. Their communication needs are considered and met. Children and young people have choices, are allowed to take managed risks, and have a say in their own lives.



## **I am learning and developing skills for life**

*Count the difference*

Children and young people are participating and engaging in learning and developing life skills.



## **I enjoy a healthy life**

*Count the difference*

Children and young people's health needs are met quickly, they are supported to be active and eat well.



## **I am happy**

*Count the difference*

Children and young people experience positive mental health and emotional wellbeing and can access good mental health support. They are content, have times when they are happy and are supported when they face difficult times in their lives.



## **I am safe and supported at home, at school and in the community**

*Count the difference*

Children and young people are supported by adults who understand what is important to them and important for them. They have a stable and safe home and education setting. Safeguarding and mental health support helps young people to be safe.



## **I am active and get involved**

*Count the difference*

Children and young people have opportunities locally and feel they belong. They can choose from a range of activities that meet their interests and needs and are supported to join in. Their sensory and social needs are met, they can make friends, learn new skills, help others, and have fun.



## **I am prepared for my future**

*Count the difference*

Children and young people have hopes for their future. They are supported to take steps towards being independent, can develop their confidence and life skills, and can make their own choices. Young people receive information and support they need to be ready for work.



## **I feel supported (outcomes for parents, carers and families)**

*Count the difference*

Parent carers, siblings, family members and others who support children and young people with SEND are well supported. They can access support for themselves and for the child they care for without the need to repeat their story.

**We have used the SEND Outcomes statements to develop our SEND Promise**



# BROMLEY'S SEND PROMISE

TO OUR CHILDREN AND YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)



**MY VOICE IS VALUED AND I HAVE INFLUENCE**

WE WILL LISTEN TO YOU, RESPECT YOU, AND INVOLVE YOU IN DECISIONS THAT AFFECT YOUR LIFE, EDUCATION, AND FUTURE.

**I AM LEARNING AND DEVELOPING SKILLS FOR LIFE**



WE WILL WORK TOGETHER WITH OUR EDUCATION PARTNERS TO PROVIDE A LEARNING ENVIRONMENT WHERE YOU CAN THRIVE, WITH ACCESS TO THE SUPPORT AND RESOURCES YOU NEED TO SUCCEED.

**I ENJOY A HEALTHY LIFE**

WE WILL WORK TOGETHER TO SUPPORT YOUR HEALTH AND WELLBEING.



WE WILL OFFER YOU THE RIGHT INFORMATION AND SUPPORT AT THE RIGHT TIME.

**I AM HAPPY**

WE WILL MAKE SURE THAT YOU HAVE OPPORTUNITIES TO JOIN IN LOCAL ACTIVITIES THAT YOU ENJOY AND FEEL YOU BELONG TO.



**I AM ACTIVE AND GET INVOLVED**



WE WILL MAKE SURE YOU FEEL SAFE AND HAVE SOMEONE TO GO TO IF YOU ARE WORRIED.

**I AM SAFE AND SUPPORTED AT HOME, AT SCHOOL AND IN THE COMMUNITY**

WE WILL PREPARE YOU FOR ADULT LIFE INCLUDING EMPLOYMENT BY OFFERING QUALITY EDUCATION, TRAINING, AND WORK EXPERIENCES THAT ARE BASED ON YOUR INTERESTS, STRENGTHS AND HOPES FOR THE FUTURE.



**I AM PREPARED FOR MY FUTURE**

# SEND Outcomes Framework

The SEND Outcomes framework will enable the SEND Partnership to measure how effective they are in supporting children and young people with Special Educational Needs and Disabilities in Bromley, including the extent to which:

- Leaders are ambitious for children and young people with SEND
- Leaders actively engage and work with children, young people and families
- Leaders have an accurate, shared understanding of the needs of children and young people in their local area
- Leaders commission services and provision to meet the needs and aspirations of children and young people, including commissioning arrangements for children and young people in alternative provision
- Leaders evaluate services and make improvements

The SEND Outcomes framework sets out a range of indicators (Appendix 1) that will be used to measure progress – the difference we are making for children and young people who have SEND.

Indicators are the key sets of data which will be measured to show progress towards strategic outcomes. These can be quantitative and qualitative.

The indicators will measure:



How much we have done



How well we have done it



What difference it has made

The indicators have been coproduced with members of the SEND Partnership, children and young people with special educational needs and their families.

We will use this framework when we:

- Commission new services
- Check the quality of our practice and improve practice
- Listen to voices of children and young people and families
- At key transition points

The Special educational needs and disability code of practice: 0 to 25 years states that the local authority:

*“should develop a shared vision and strategy which focuses on aspirations and outcomes, using information from EHC plans and other planning to anticipate the needs of children and young people with SEN and ensure there are pathways into employment, independent living, participation in society and good health.”*

Special educational needs and disability code of practice: 0 to 25 years, Section 8.1

# Working together to deliver better outcomes for children and young people with SEND

Our SEND Outcomes Framework is designed to ensure that the joined-up ways of working required by legislation, statutory guidance, policies and strategies are reflected in the services which every child, young person and their family receive in Bromley.

Each year, the SEND Governance Board, which oversees SEND support for children and young people in the Local Area, completes a Self-Evaluation exercise to evaluate how well things are working, and to decide what areas to focus on over the next year. Using the SEND Outcomes Framework means that the outcomes that are being written across the local area can be collated into data that will:

- Provide strategic leaders with the information to understand what is working well or not
- Allow them to identify trends and develop projections to support effective planning of future services
- Ensure the best use of resources, so we can deliver the interventions and support which are most likely to have a positive impact on children and young people's lives and the lives of their families

## What will be different for children, young people and parents?

The SEND Outcomes Framework is designed to help children, young people and their families understand how the support they receive from professionals and services is working together to help them reach their full potential.

# Appendix 1

OUTCOME STATEMENT	INDICATORS		
	How much we have done	How well we have done it	What difference it has made
<b>My voice is valued, and I have influence</b>	<ul style="list-style-type: none"> <li>• % SEN support plans &amp; EHCPs which meaningfully include CYP voice.</li> <li>• % CYP contributing to their annual review.</li> </ul>	<ul style="list-style-type: none"> <li>• % CYP with SEND who report that the people who support them listen to their opinion when decisions are made about their care.</li> <li>• # CYP and families receiving feedback on how their views have been used.</li> </ul>	<ul style="list-style-type: none"> <li>• % CYP meeting their outcomes in their EHC Plans.</li> <li>• % CYP who can express their views in a way that is meaningful to them.</li> </ul>
<b>I am learning and developing skills for life</b>	<ul style="list-style-type: none"> <li>• % CYP with SEND on a reduced timetable.</li> <li>• % CYP with SEND who have been excluded from school (PX/FT) during the academic year.</li> </ul>	<ul style="list-style-type: none"> <li>• # or % of young with SEND who are in education, employment or training.</li> <li>• % CYP with SEND who are progressing academically (KS1-4 and Progress 8 scores).</li> </ul>	<ul style="list-style-type: none"> <li>• % CYP and families who agree they are in the education or training that meets their needs.</li> <li>• % CYP with SEND who report that they learnt new things this year.</li> </ul>
<b>I enjoy a healthy life</b>	<ul style="list-style-type: none"> <li>• # school days missed by CYP with SEND due to health appointments.</li> <li>• % YP aged 14-25 on the LD register with an up-to-date annual health check.</li> <li>• Reduction in waiting times for ASD diagnosis and CAMHS.</li> </ul>	<ul style="list-style-type: none"> <li>• % CYP with SEND who undertake activities which support their health and wellbeing e.g., physical activities, community engagement, time with friends.</li> <li>• % CYP with SEND who report they know how to stay healthy and have the support they need to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• # school days missed by CYP with SEND due to their health.</li> <li>• # CYP who are EOTAS/EHE due to poor health.</li> <li>• % CYP with SEND who report that they were able to access the right support at the right.</li> </ul>

OUTCOME STATEMENT	INDICATORS		
	How much we have done	How well we have done it	What difference it has made
<b>I am happy</b>	<ul style="list-style-type: none"> <li>• # CYP with SEND accessing Bromley Y and CAMHS.</li> <li>• # CYP with SEND attending A&amp;E because of poor mental health, including self-harm presentations.</li> <li>• # Mental Health admissions for CYP.</li> </ul>	<ul style="list-style-type: none"> <li>• % CYP with SEND who report they are content/happy most of the time.</li> <li>• # CYP who access MHST.</li> <li>• # CYP who report those around them are aware of their needs and embrace them.</li> </ul>	<ul style="list-style-type: none"> <li>• # CYP with SEND missing school because of anxiety.</li> <li>• % CYP with SEND who report that they have a friend/friends or trusted person who they can talk to.</li> <li>• # CYP de-escalated on Dynamic Support Register.</li> </ul>
<b>I am safe and supported at home, at school and in the community</b>	<ul style="list-style-type: none"> <li>• % CYP who have received early help assessments or support.</li> <li>• # Exclusions (fixed term and permanent) for CYP with SEND.</li> <li>• # CYP with SEND who have CiN plan, or CP/CSE/CCE.</li> <li>• # CME.</li> <li>• % children in the EYFS receiving SEN Support or EHCP.</li> </ul>	<ul style="list-style-type: none"> <li>• % CYP with SEND who report that they feel safe and have someone that they trust that they can go to if they feel worried.</li> <li>• # young people accessing travel training.</li> </ul>	<ul style="list-style-type: none"> <li>• Absence rates for CYP with SEND.</li> </ul>
<b>I am active and get involved</b>	<ul style="list-style-type: none"> <li>• # Children and young people with SEND accessing short break activities.</li> </ul>	<ul style="list-style-type: none"> <li>• # people accessing the Local Offer.</li> <li>• # CYP with hidden disabilities who report they have access to the support and resources they need.</li> </ul>	<ul style="list-style-type: none"> <li>• # CYP (including 18-25) who report they are involved with and enjoy social activities of their choice in their local community.</li> <li>• % Parent carers who report confidence that activities of offer meet their child's needs.</li> </ul>

OUTCOME STATEMENT	INDICATORS		
	How much we have done	How well we have done it	What difference it has made
<b>I am prepared for my future</b>	<ul style="list-style-type: none"> <li>• KSI-4 Progress.</li> <li>• # YP on Vocational Taster, Pre-Employment or Supported Employment courses.</li> </ul>	<ul style="list-style-type: none"> <li>• % CYP who report that they have been supported to plan for their future.</li> <li>• # YP who have access to career related advice and information.</li> </ul>	<ul style="list-style-type: none"> <li>• % CYP who report that they are looking forward to their future as an adult.</li> <li>• # CYP who are in education, employment or training.</li> <li>• % families who report that the last key transition in their CYP's life was a positive experience.</li> </ul>
<b>I feel supported</b> (Parent carers and families)			<ul style="list-style-type: none"> <li>• % families who report they have access to the information and advice they need to support their child/young person with SEND.</li> </ul>

- ASD – Autistic Spectrum Disorder
- CiN – Child in Need
- CME – Children Missing Education
- CYP – Children and Young People
- EHE – Elective Home Education
- EOTISC – Educated other than in School or College
- EYFS – Early Years Foundation Stage
- FT - Fixed Term Exclusion
- LD - Learning Disability
- PX - Permanent Exclusion

# SEND Outcomes Framework



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