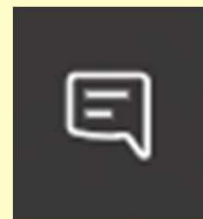
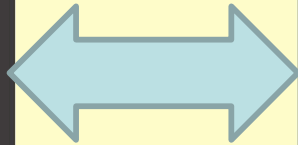


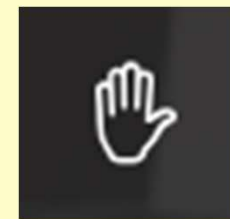
# **SENCO FORUM – Summer 2**

Aspirations to Outcomes  
The Golden Thread

# House Keeping



Or



# Agenda

- **9:30am – 10am**

Whole School SEND

- **10am – 10:15am**

The Thrive Model

- **10:15am – 10:25am**

SEND Updates

- **10:25am – 11am**

Aspirations and Outcomes

# Whole School SEND

- Jane Starbuck

# The Thrive Model – Hull

- Not to be confused with the Thrive Trust or The Thrive Approach
- Mike Foers
- Claire Farrow

# Update

- SEND Information Reports - Local Offer Website
- SEND Team Structure Changes
- Notice of amendments - Consultations

# EHC Phase Transfers

## September 2023

- Year 10's who have a review this half term can be used to inform phase transfer
- Year 10 into 11 Reviews to inform phase transfer must be completed and submitted to the SEND team by Friday 16<sup>th</sup> December

# Dates for the Diary

## CCET Training

**Autumn 1 – September 28<sup>th</sup> – 30<sup>th</sup>**

**Autumn 2 – November 16<sup>th</sup> – 18<sup>th</sup>**

## 2022 – 23 SENCO Forums

**Autumn 1 – 90 minutes (Virtual Briefing)**

**Autumn 2 – Half Day (1pm? Until 4pm)**

**Face - Face**



# Aspirations to Outcomes

## The Golden Thread

# Aims:

- Reinforce understanding of the golden thread which should run through a person centred approach
- Consider how varying documentation can be aligned
- Explore how to write a good outcome

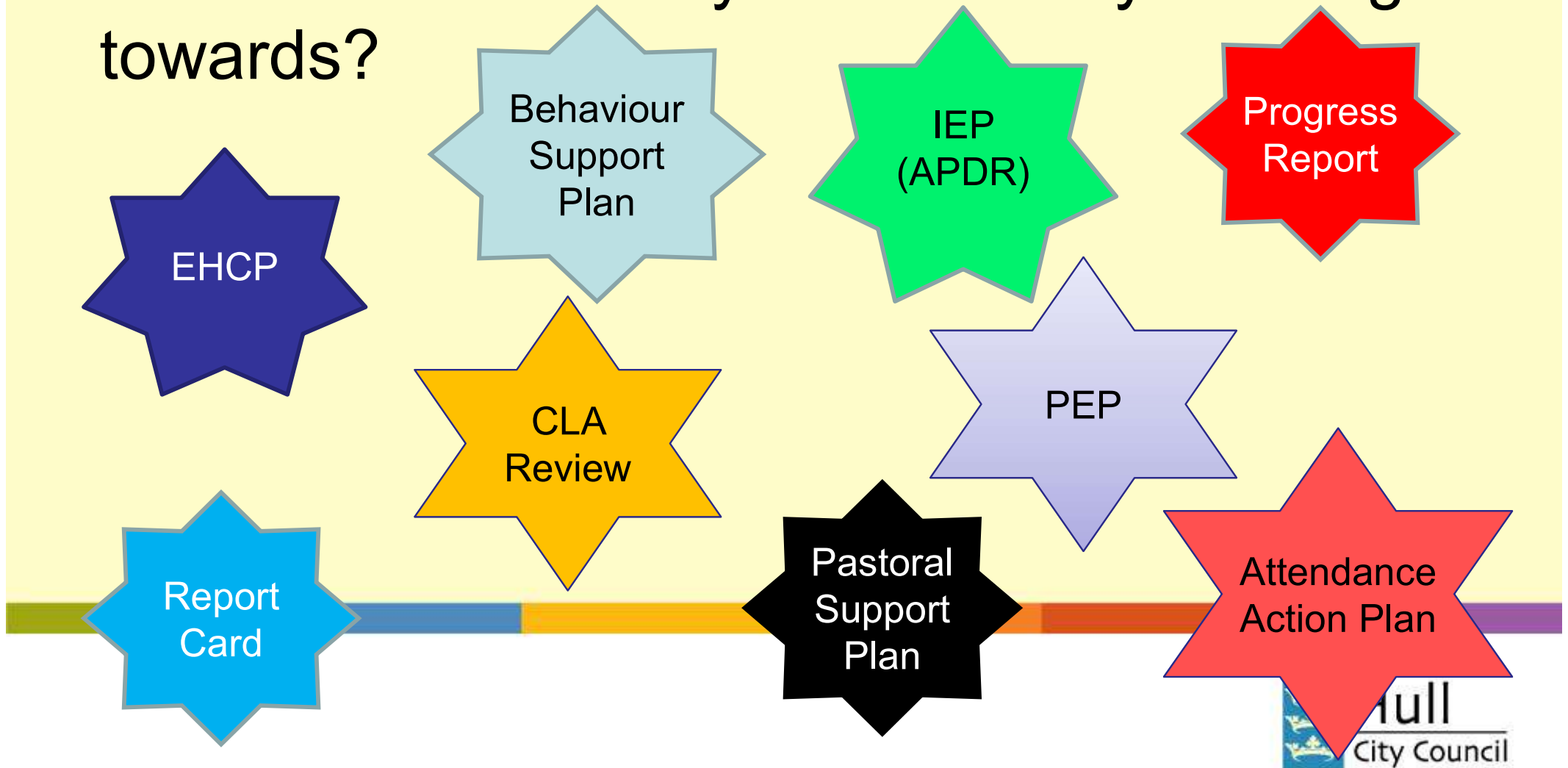
# Identified Challenges

In a recent audit of EHC Plans completed by the LA 71% of Section's E were judged to be inadequate or requires improvement.

At EHC Reviews Outcomes are not being reported as achieved due to being poorly defined or there being too many.

# Learner Outcomes

Where might learners have recorded outcomes which they are currently working towards?



# Alignment is Key

- Avoid too much at once
- Avoid a narrow focus
  - Developing Independence and Preparing for Adulthood
- Consider timings of meetings
- Be driven by learners aspirations

# Aspirations

“a hope or ambition of achieving something”

What is it that the learner wants to achieve?

I want to get a job

I want to be able to go out with my friends

I want to be in the football team

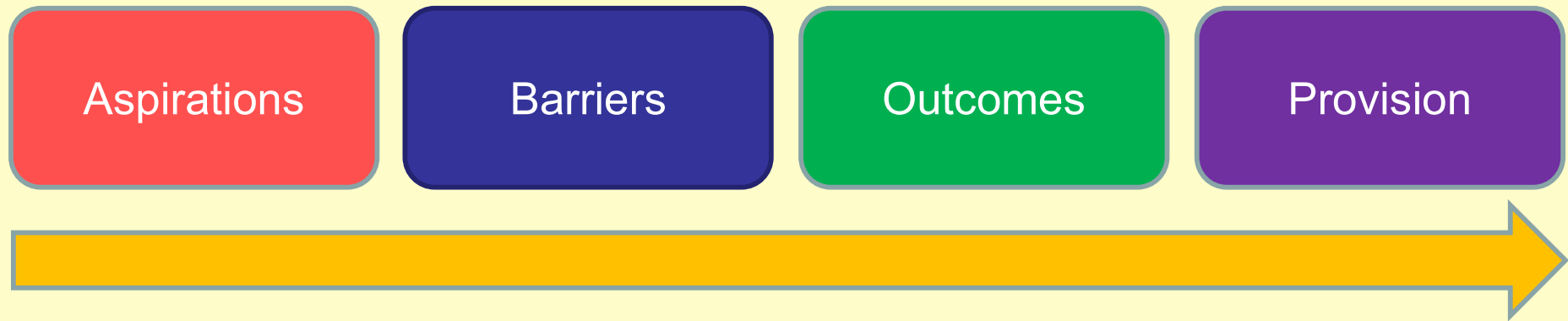
I want to have my own home

I want to walk to school on my own

I want a partner and family

I want to become a plumber

# The Golden Thread



# The Golden Thread

Aspirations (EHC Plan: Section A)	Needs (EHC Plan: Sections B, C & D)	Outcomes (EHC plan: Section E)	Provision (EHC Plan: Sections F, G, H1 & H2)
<ul style="list-style-type: none"> <li>• At age 11, Amil says that he wants to have more friends.</li> </ul>	<ul style="list-style-type: none"> <li>• Amil needs to develop his interpersonal skills.</li> <li>• Amil has difficulty communicating his feelings and can be verbally abusive when frustrated.</li> </ul>	<p>By the age of 14, Amil will:</p> <ul style="list-style-type: none"> <li>• Be able to work constructively on shared activities with two other students for 30 minutes without adult support.</li> <li>• Have a small group of friends who he plays with at break times and take part in school and after-school activities at least once a week.</li> <li>• Be able to choose a friend to attend his annual review and who will help him prepare for it.</li> </ul>	<p><b><u>SEN Provision</u></b></p> <ul style="list-style-type: none"> <li>• A daily, 15 minute, small group (up to three students) session focussing on turn taking games led by a teaching assistant.</li> <li>• The teacher will establish a circle of friends who have similar interests; they will play at break times and help him prepare for his annual reviews.</li> <li>• At the start of each half-term, Amil's form teacher will discuss with him the range of extra-curricular activities available and encourage him to participate.</li> <li>• A dedicated session once a week, for 15 minutes, with a trusted adult as part of his anger management programme.</li> </ul>



# The Golden Thread

<b>Aspirations</b> (EHC Plan: Section A)	<b>Needs</b> (EHC Plan: Sections B, C & D)	<b>Outcomes</b> (EHC plan: Section E)	<b>Provision</b> (EHC Plan: Sections F, G, H1 & H2)
<ul style="list-style-type: none"> <li>• Rebekah (aged 17) wants to get a paid job in a hairdressers when she leaves education.</li> </ul>	<ul style="list-style-type: none"> <li>• Rebekah has severe learning disabilities, which affect all areas of her learning, including literacy and numeracy.</li> <li>• She has receptive and expressive communication difficulties and struggles to understand two sentence instructions. Strangers also find it difficult to understand what she is saying.</li> <li>• Rebekah has a left hemiplegia and has difficulty with fine motor skills.</li> </ul>	By the time she is 18, Rebekah will: <ul style="list-style-type: none"> <li>• Have had experience of work, including at a local hairdressers.</li> <li>• Be able to read everyday signs in the community and key words in the workplace.</li> </ul>	<p><b><u>SEN Provision</u></b></p> <ul style="list-style-type: none"> <li>• Supported internship programme which includes: independent travel training, functional literacy and numeracy and work experience at a local hairdressers.</li> <li>• An allocated job coach providing Rebekah with support and advice for a vocation profile, on the job training, and Access to Work.</li> <li>• Twice termly, a SALT will advise staff on a communication passport for Rebekah that will transfer with her to college.</li> </ul> <p><b><u>Health Provision</u></b></p> <ul style="list-style-type: none"> <li>• Once a term, the Occupational Therapist will advise the college, Rebekah and her family about how to manage her hemiplegia and increase her function.</li> </ul>

# Desired Outcomes

“The benefit or difference made to an individual as a result of a change”

## Long Term

- EHCP outcomes
- Academic Reporting targets

## Medium Term

- IEP outcomes
- PEPs
- Behaviour plans
- Pastoral Support Plans
- Attendance plans

## Short Term

- Report Cards
- Lesson objectives
- Pupil led target setting

# Desired Outcomes

Joe (currently yr 9) will be able to meet his friends in town independently by the end of KS4.

Joe will be able to use public transport to travel from his home to the school independently by the end of year 10.

Joe will be able to independently pay for items or services (below £10) knowing when to expect change and check this is correct.

Joe will be able to check times for public transport and identify the appropriate vehicle when it arrives.

Joe will know and be able to explain how to keep himself safe when out in the community.

Joe will demonstrate road safety skills at all times when out with an adult

Joe will be able to explain how to identify an unsafe situation and will be able to demonstrate that he knows what to do in 3 different social scenarios

# Writing Outcomes

- **Specific**
  - What will the learner be able to do?
- **Measurable**
  - How will you know that it is achieved?
- **Achievable**
  - With a reasonable amount of effort can this be achieved? Are you expecting too much?
- **Relevant**
  - Is the outcome important to the learner?
- **Time Bound**
  - When will the outcome be achieved?

# Writing Outcomes

Some key phrases:

- By the end of..
- <name> will be able to.....

# Writing Outcomes...

- Are the outcomes based on the learners aspirations?
- Do the outcomes address identified barriers?
- How have the learner/Parents/Carers been involved in setting outcomes?
- Are the outcomes achievable in the timescale of the documentation?
- Are the outcomes easily understood by all involved?

# What are your thoughts?

“Harry (15 yr old) will be able to be organised with personal care needs at home and equipment needed to learn”

“Mary (4 yr old) will have improved in mobility, motor skills and co-ordination.”

“Matthew (5 yr old) will be able to manage his feelings and emotions appropriately, without harming others, e.g., by biting them.”

“By the end of key Stage 3 Sophie (16 yr old) will have made progress in basic skills relative to her starting point”

“Josh (15 yr old) will be able to make a positive contribution within the school and wider community by the end of KS4”

# Good Examples

By the end of his current course, Ralph (19 years old) will attend 3 work-based interviews.

Mohammed (8 years old) works independently for at least 50% of each lesson period, by the end of KS2.

By the end of KS1, Sheila (6 years old) will be able to express her preference when offered a choice between two activities

By the end of year 9 William (12 years old) will be able to make his own way to school every day.

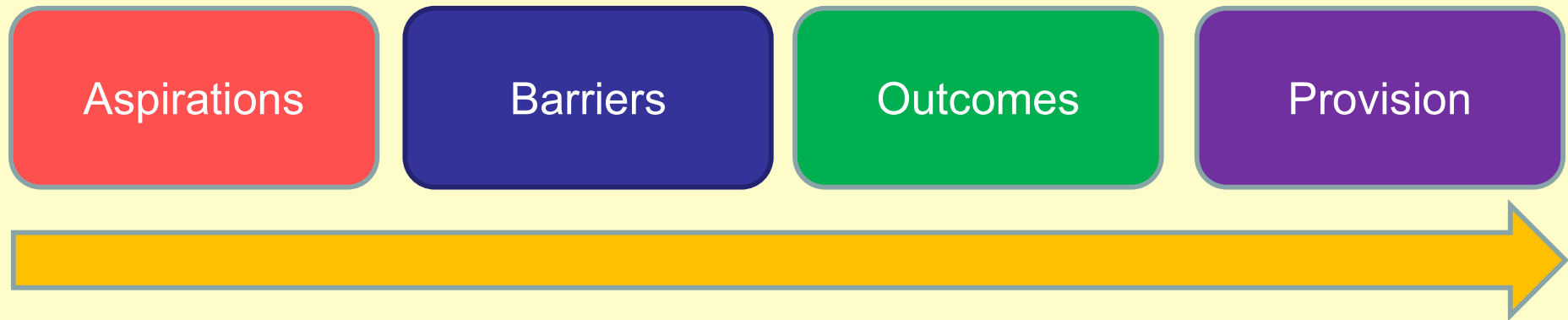


# Preparing for Adulthood

From year 9 onwards outcomes should have a focus on preparing for adulthood:

- Higher education and/or employment
- Independent living
- Being as healthy as possible in adult life
- Participating in society

# The Golden Thread



# Before you leave....

Please provide any feedback or unanswered questions in the chat for today's SENCO Forum.

Please include any topics which you would find it helpful to focus on as part of future SENCO Forums.