

# Welcome!

**Impact-driven outcomes: Writing SEND outcomes that transform lives & track progress**

This slide deck and a recording of this webinar will be available post event

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**‘Shared knowledge in the SEND sector is the foundation of progress—it transforms practice, empowers people, and shapes better futures for children and young people’**

# Agenda for this afternoon

- Intro from Phil Stock Invision360 CEO and Founder
- Rachael Wilcox: **Designated Professional SEND Manager NHSE**
- Carole Lewis: **SEND and Inclusion Consultant**
- Freyr Bendleton: **SENCO, Safeguarding Lead and Former SEND Information, Advice and Support Service Manager**
- Survey & closing from Phil





# A background to who we are

20+

## SEND experience:

Our CEO has more than *20+ years experience* in the LA SEND sector

6+

## Award winning software:

6+ Award winning SEND quality assurance and AI powered EHCP drafting modules

5+

## Industry experience:

Invision360 has *5+ years experience* providing software to LAs to quality assure EHCPs

60+

## Proven results:

Invision360 QA software has been implemented by *60+ LAs* nationally





# Our journey



Referenced by  
Ofsted and CQC  
in local area  
SEND inspections



Passionate about  
improving outcomes  
for children and  
young people



Award winning  
software in the  
local authority  
SEND sector



Supporting SEND  
with a smarter,  
faster and completely  
secure solution





# Welcome Rachael Wilcox

Designated Professional SEND Manager NHSE

# SEND Quality Improvement Framework

Presented by:

Rachael Wilcox Designated Professional SEND Manager  
NHSE

- Quality Improvement Framework to support identification of impact from service improvement



# Quality Improvement vs Quality Assurance?

The NHS defines quality as the delivery of effective safe care that results in the most positive experience for the person

## Quality Improvement

Improving quality is about making healthcare safe, effective and patient centred.

Quality improvement should lead to improvement in care and better outcomes for children and young people that can be measured.

Quality Improvement is the process by which fitness for purpose can be achieved

## Quality Assurance

QA is the process through which the system assures itself that quality care is happening.

It is the process for measuring against quality standards and expectations. It determines fitness for purpose.

In SEND we use QA for specific processes e.g. QA of EHCPs, or clinical pathways

**We want to develop a framework to provide consistency and accountability to drive forward improvement in the system**



# Why did we need a QI framework for SEND?

- How we identify and measure the impact of a service change is often shown as data or presented as a service impact rather than considering how this improves things for families.
- Through inspection monitoring and working with systems we saw an opportunity to think about what quality means to the people any change impacts.
- Although there are many (and I mean many!!) QI frameworks and models out there they didn't pull out the voice of parents or demonstrate impact in the unique way that it needs articulating in the inspection framework.

# What did we do?

- Experts were commissioned from the ICB's to work alongside the regional NHSE lead to formulate how best to approach the project.
- When you need a sensible answer to a problem in SEND the best people to ask are the parents and carers, children and young people and the people who deliver the services.
- We commissioned Council for Disabled Children, National Network of Parents and Carers, Children Northeast and Multi-schools Council Essex to support our work.
- We used surveys and face to face group work to illicit the voice of parents, carers, children and young people
- We held three national workshops through support from Council for Disabled Children for professionals
- The key information we were exploring was what is 'good' quality? What does it look and feel like? And what does it look like when things go wrong?



# QI Framework

Coproduced a Quality Improvement Framework for SEND

Analysis of research and literature review has created 8 key principles



## Parents and carers defined good quality as being:

- Feeling listened to
- Feeling cared for
- Feeling part of the process
- Feeling confident in the service
- Feeling welcome and included
- Knowing what to expect



## Children and young people defined good quality as:

- Being Myself
- Feeling involved in my care
- People who are friendly and approachable
- People who are understanding and supportive
- Knowing what's going to happen to me
- Being listened too
- People who have an adaptable approach



## Professionals working in SEND defined good quality as:

- A co-produced approach to care and service delivery/improvement
- Feeling valued as a workforce and professional
- Focusing on lived experience rather than data
- Having a positive impact
- Letting data be a contributor rather than a driver

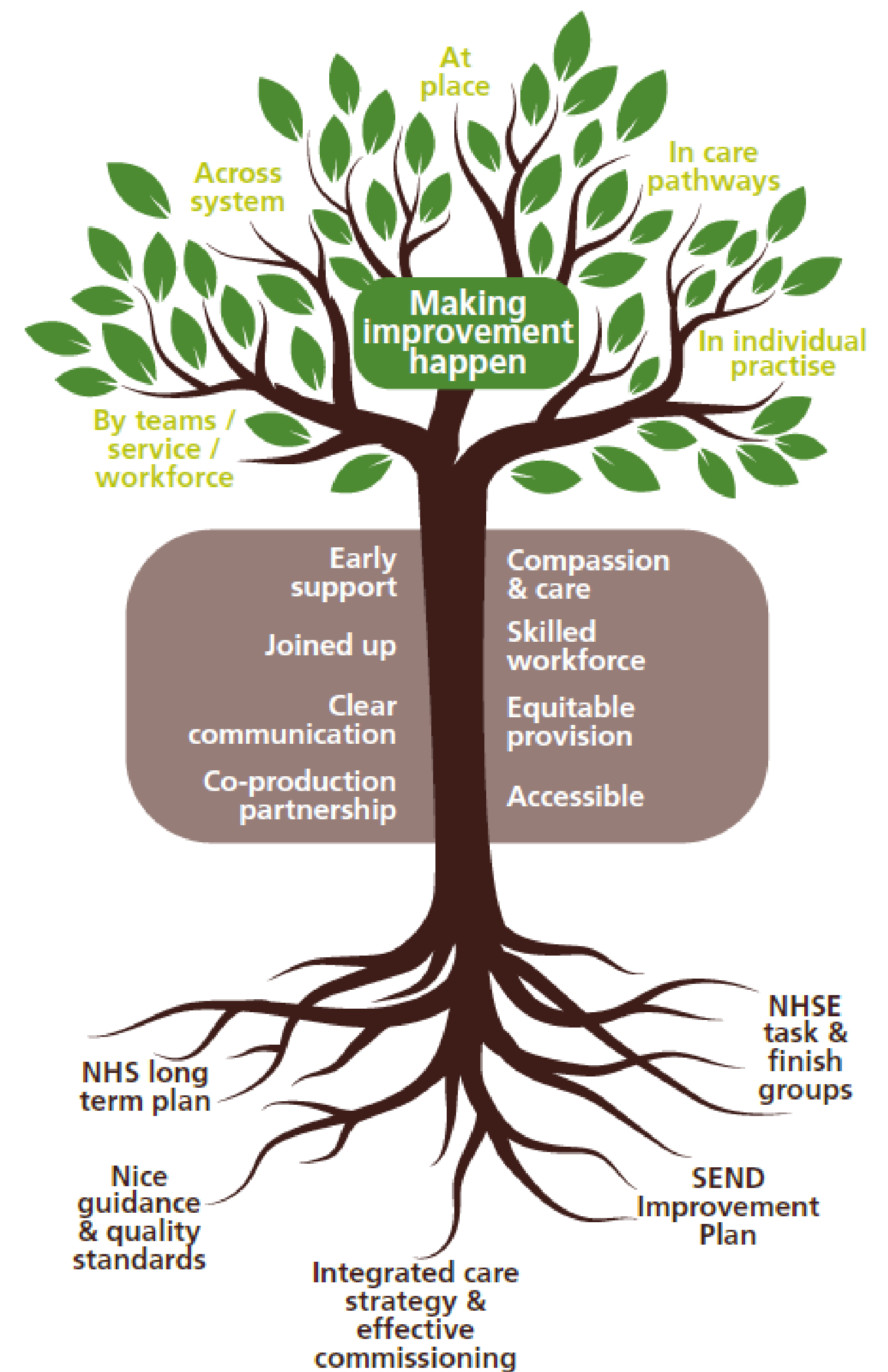


Each report was reviewed using common word searching. These created statements that reflected the overarching understanding from parents and carers and Children and young people.

This information was analysed alongside the current evidence base from the National Quality Board and NHSE shared commitment to quality guidance as two key drivers in quality in the current NHS system to create the above statements.



# SEND Quality Improvement Framework



# SEND Quality Improvement Framework

## 8 Key principles for Improving quality in SEND have been Identified:

Emerging findings from children, young people and parents and carers.

### Definition of quality

#### Voice

Voice of C&YP and parents and carers is heard, listened to and respected.

Lived experience is valued and understood.

#### Co-production and partnership

Work in partnership at all levels.

Co-production is valued at individual system level.

#### Early support

Early support reduces future need.

Transitions are planned early.

#### Equitable provision

Provision and support is the same no matter what need(s) a C&YP have or where they live.

#### Skilled workforce

Disability and neurodiversity aware workforce.

Needs are recognised and understood.

#### Joined up

Practitioners work together in planning and delivering support.

#### Communication

With C&YP

With Parents

Between practitioners

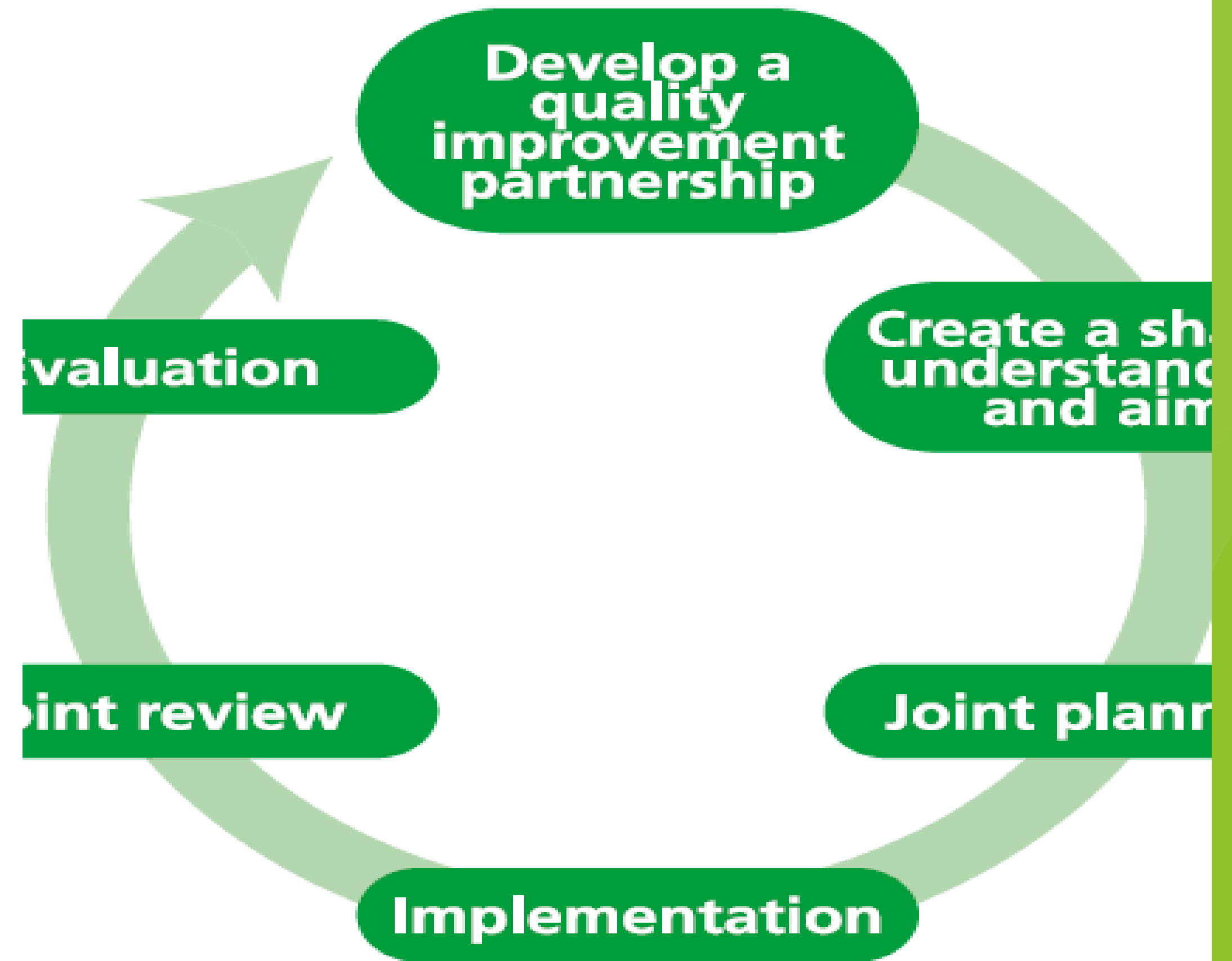
Appropriate format

#### Accessible provision

Environments

Reasonable adjustments

## SEND Quality Improvement Framework





# QI Framework - Planning and Evaluation Tool

- To support the use of the framework a tool was created and tested in a number of areas.
- The tool is in spreadsheet format
- The tool is designed to support outcome statements to demonstrate impact
- Language and organisation of information from the usual formatting of improvement plans has been a challenge for areas.
- The feeling this is 'an addition' has also hampered the use more widely at times.
- The value of the tool is being able to articulate the impact in line with quality that is meaningful to families

## Link to the framework and tool

- [SEND Quality Improvement \(QI\) Framework](#) - link to the framework and tool hosted on CDC website.





# Q&A

This slide deck and a recording of this webinar will be available post event





# Welcome Carole Lewis

SEND and Inclusion Consultant

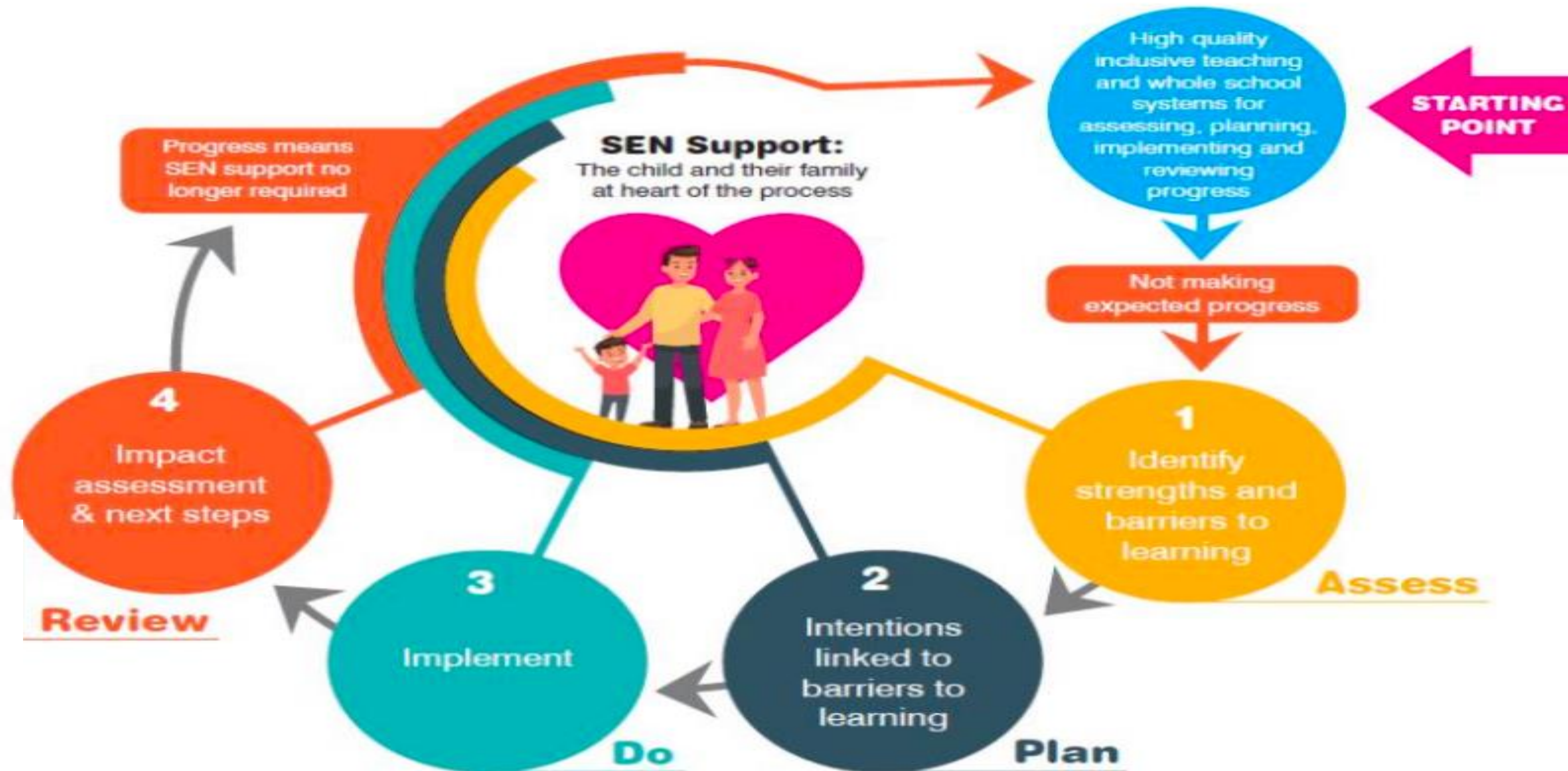
# Developing Effective Outcomes

June 2025



invision<sup>360</sup>

# The Graduated Approach





# Assessment of Needs

- **Formative** (ongoing, used to inform teaching)
  - **Summative** (end-point, used to evaluate learning)
  - **Diagnostic** (pre-assessment to identify prior knowledge and misconceptions)
- 
- Progress tracking software and digital tools
  - Observations and teacher assessments
  - Standardized tests and performance metrics
  - Feedback from parents and students
  - Education / Health / Social Care

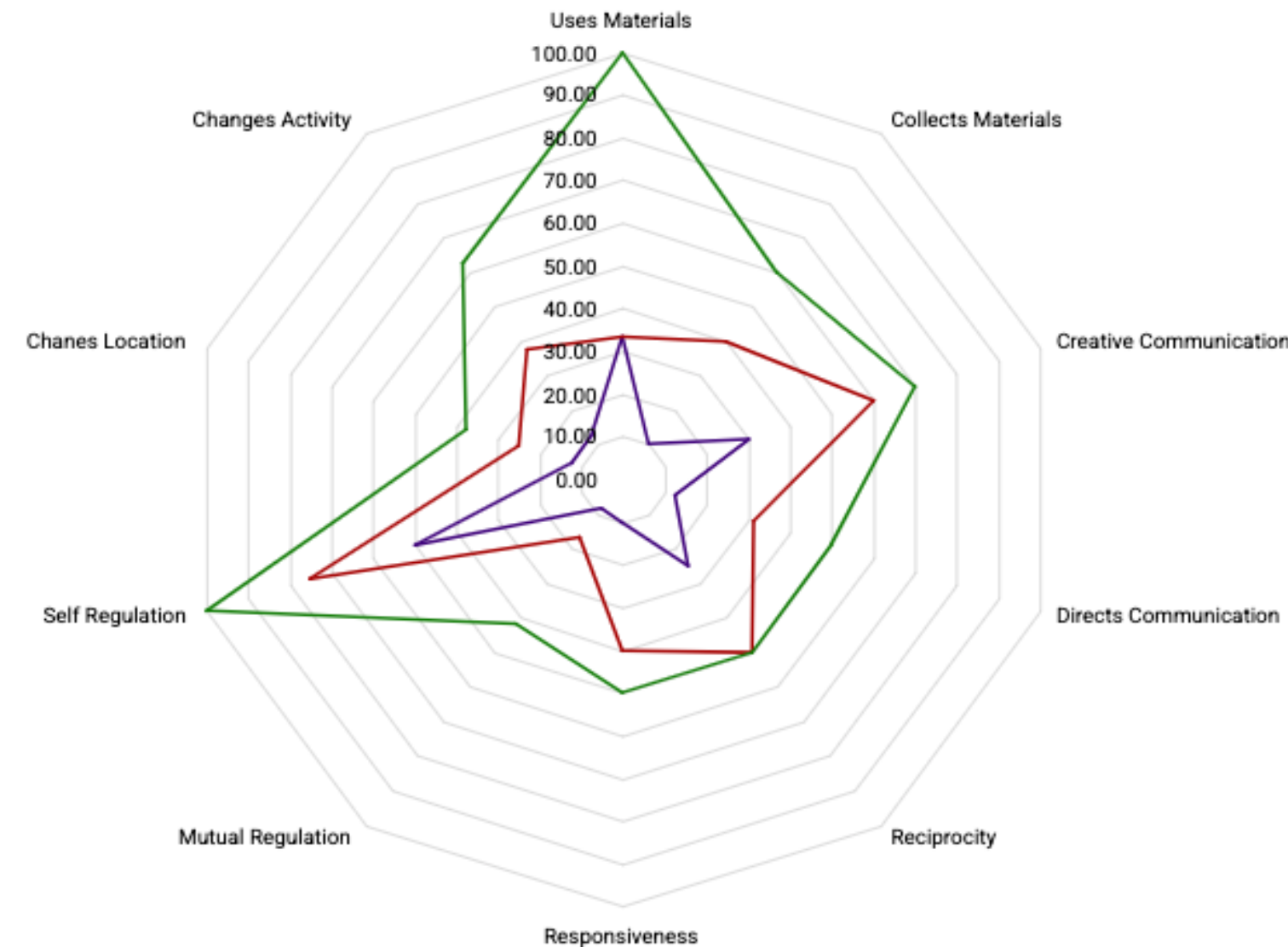


**BIG JOURNEYS  
BEGIN WITH  
SMALL STEPS**



# Active Engagement

## Individual Progress Tracker



## Progress over 3 Terms

Results	Chart Label		Catagory	T1	T2	T3
ORGANISATION	Uses Materials	Using task materials productively in activities		33.33	33.33	100.00
	Collects Materials	Independently collecting materials to use in a task or activity		10.00	40.00	60.00
SPONTANEOUS COMMUNICATION	Creative Communication	Spontaneous, creative expressive communication (modality: the how of communication)		30.00	60.00	70.00
	Directs Communication	Directing communication at another person (intentions: the why of communication)		12.50	31.25	50.00
SOCIAL CONNECTEDNESS	Reciprocity	Collaborating effectively through reciprocity and taking turns		25.00	50.00	50.00
	Responsiveness	Responding to a communication partner when they make a bid for attention		10.00	40.00	50.00
EMOTIONAL REGULATION	Mutual Regulation	Mutual Regulation: Seeking assistance when feelings are difficult to manage		8.33	16.67	41.67
	Self Regulation	Self-Regulation: Using coping strategies when activities become challenging		50.00	75.00	100.00
FLEXIBILITY	Chanes Location	Being flexible when asked to change location		12.50	25.00	37.50
	Changes Activity	Being flexible when asked to change an activity, task or materials		12.50	37.50	62.50
	Total Score:			20.42	40.88	62.17
	Lowest Score:			8.33	16.67	37.50

# Why Is Working Collaboratively Important?

- **Supporting SEND (DfE Research Report, 2021)**
- **Gaps in coordination** between services and lack of joint working are key weaknesses in the current system.
- Schools that had **stronger relationships with external professionals** (e.g., therapists, social workers) were better able to meet pupils' needs.
- A **pupil-centred, collaborative approach** was linked to more accurate identification of needs and better support planning
- **Ofsted & CQC Joint SEND Inspection Framework (2023)**
- Explicitly emphasises the role of **local area partnerships**—including education, health, and social care—in delivering improved outcomes
- The framework uses a **multi-disciplinary inspection team** to assess how well services work together.
- It focuses on whether partnerships are **making a positive difference** to the lives of children and young people with SEND, not just meeting legal duties.
- The aim is to **strengthen accountability** and support **continuous improvement** across the SEND system

## References

- [Improving outcomes for children and young people with SEND](#)
- [Supporting SEND - GOV.UK](#)





# Impacting Trajectories

There is growing evidence that **multi-agency input** can significantly improve outcomes for CYP, particularly those with complex needs:

## Multi-agency working improves early identification and intervention:

- Better educational engagement and achievement
- Improved mental and physical health
- Greater independence and life skills
- Smoother transitions into adulthood and employment
- reduced risk of exclusion

## Dedicated key workers enhance coordination:

- acts as a liaison between families and services.
- simplifies access to support and ensures accountability

## References

[Multi-agency working and outcomes for children looked after: Evidence ...](#)

[Interprofessional collaborative practice in health and social care for ...](#)

[Effects of multidisciplinary teamwork in non-hospital settings on ...](#)



# Team around the Child

## ◆ Key Features of the TAC Process

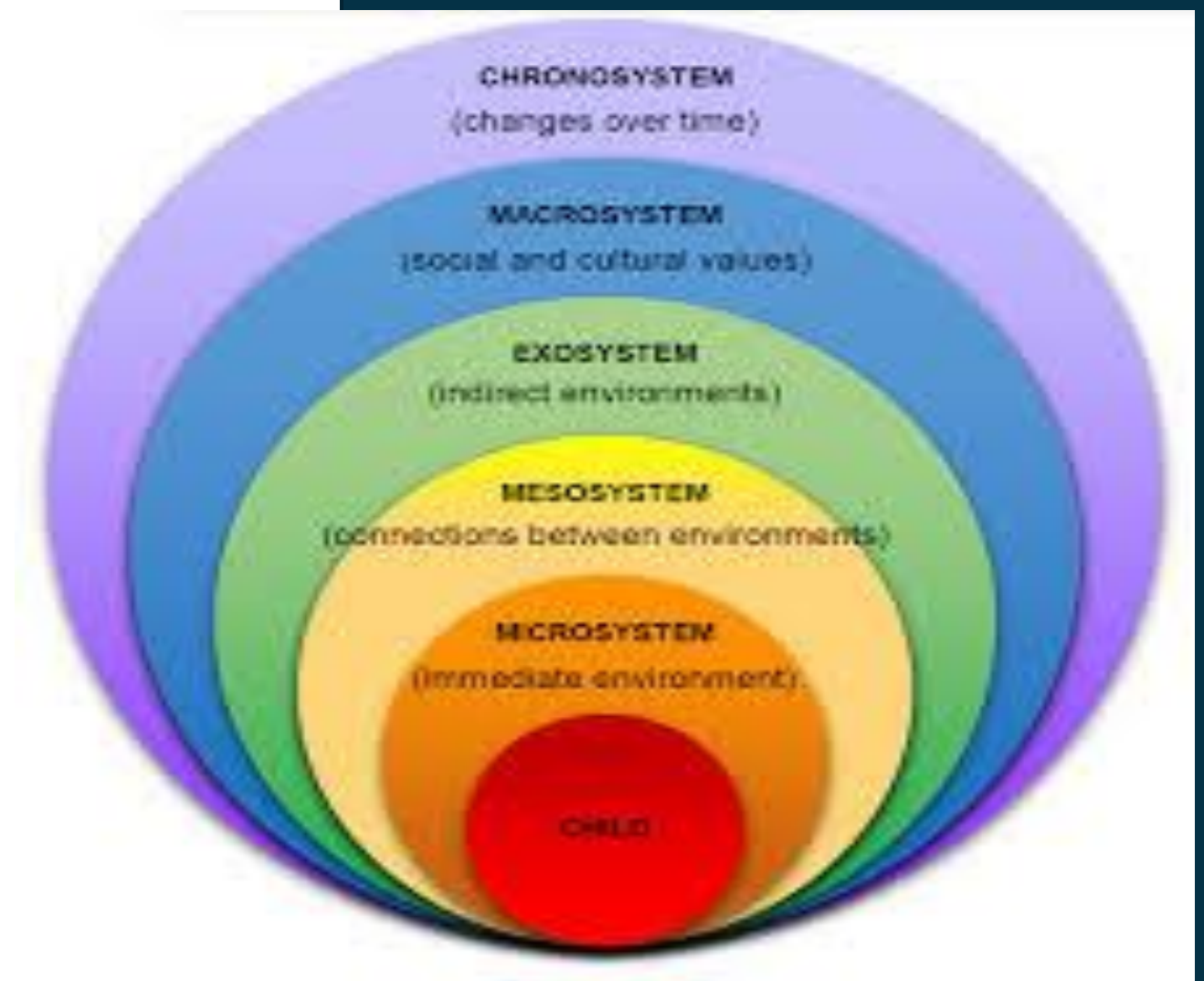
- Multi-Agency Collaboration
- Child and Family at the Centre.
- Shared Goals and Outcomes
- Regular Review Meetings
- Develop a 'My Support Plan'

## ◆ When Is TAC Used?

- When a child has **complex needs** that require input from more than one service.
- As part of **early intervention** before an Education, Health and Care Plan (EHCP) is considered.
- To support transitions (e.g., starting school, moving between settings).

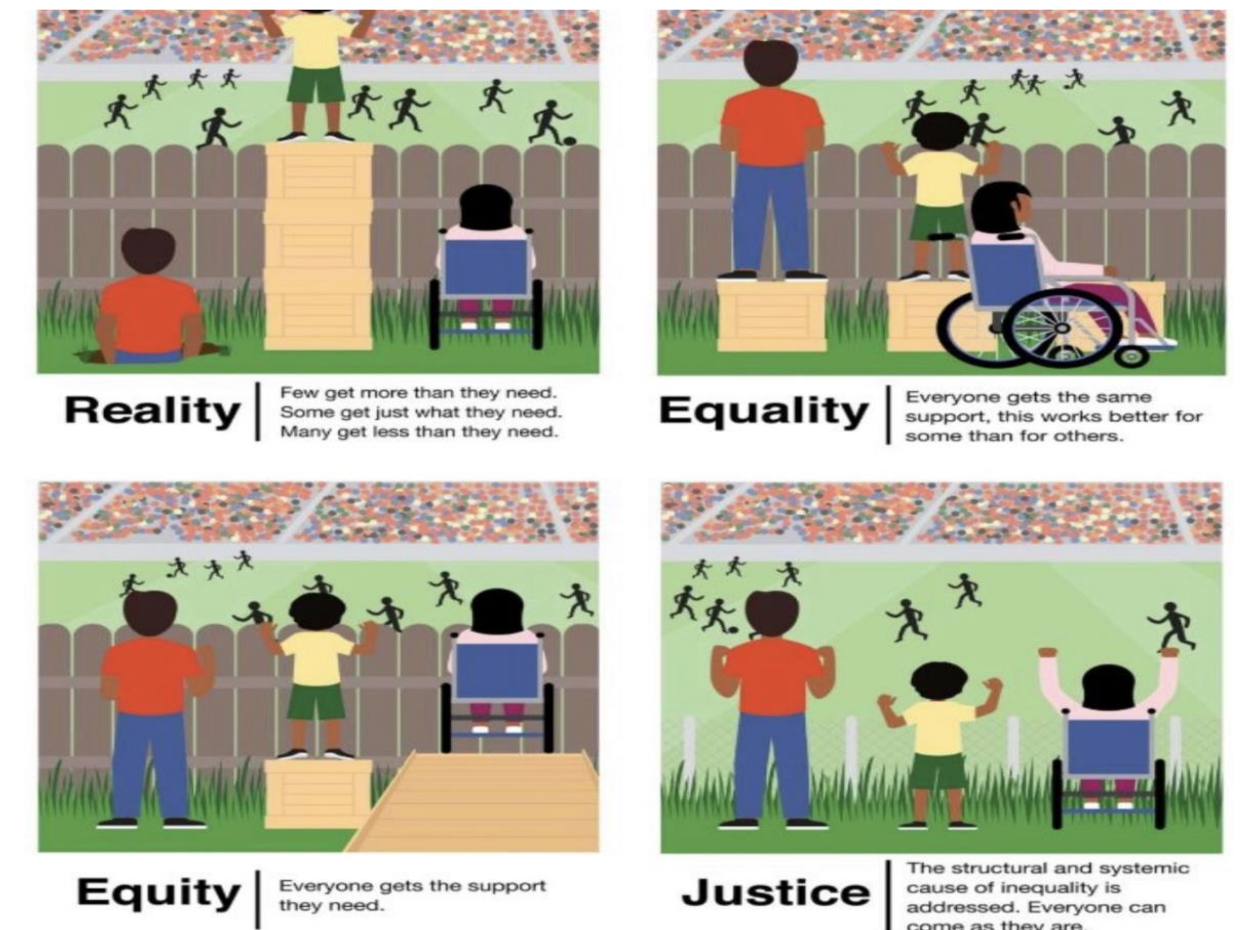
## ◆ Benefits of TAC

- Reduces duplication and gaps in support.
- Builds trust and communication between families and professionals.
- Helps ensure that support is **timely, consistent, and effective**.



# • SEND Code of Practice

- **SEND Code of Practice: 0 to 25 Years (2015)**
- **“An outcome can be defined as the benefit or difference made to an individual as a result of an intervention.”**  
*(SEND Code of Practice, paragraph 9.66)*
- **“Outcomes should be SMART (Specific, Measurable, Achievable, Realistic, Time-bound) and should be personal and not expressed from a service perspective.”**  
*(SEND Code of Practice, paragraph 9.68)*
- **“Outcomes should be based on the child or young person’s needs and aspirations. They should be clear, concise and focused on what the child or young person wants to achieve.”**  
*(SEND Code of Practice, paragraph 9.64–9.69)*





By...



By the end of  
the summer term,  
Nyla will...

**Will be able to...**

Describes the measurable  
skill or behaviour to be  
developed



...identify and name three  
different emotions she is feeling  
during daily check-ins...

**In order that...**



**In order that...**

Explains the purpose or

...in order that  
she can express  
her emotional needs  
and access support



# The Outcome Sandwich

## A Structured Approach to Writing Outcomes

**Primary Need:** Social, Emotional and Mental Health (SEMH)

**Aspiration:** Nyla wants to feel calmer in school and be able to talk to adults when she feels upset, so she can stay in class and enjoy learning with her friends

◆ **Top Slice: “By...”** (*By the end of the summer term, Nyla will...*)

**What it is:**

- The **timescale** for achieving the outcome (short or long-term outcome)
- Includes the **name** of the child or young person.
- Should be **realistic** & aligned with review periods (e.g., end of term, academic year, KS)

◆ **Filling: “Will be able to...”** (*...identify and name three different emotions she is feeling during daily check-ins...*)

- The **skill or behaviour** the child will develop.
- Must be **measurable** through observation or assessment.
- Should be directly linked to the **provision** in Section F of the EHCP

◆ **Bottom Slice: “So that...”** (*...she can express her emotional needs and access support before becoming overwhelmed.*)

- The **purpose** of the skill.
- Explains how this development will help the child move toward their **aspirations** or **greater independence**.
- Connects the outcome to **real-life function** and **Preparation for Adulthood** where appropriate



# The Golden Thread

◆ **Outcomes** form part of the “Golden Thread” which considers the child’s aspirations in **Section A**, takes the needs from **Section B** to setting outcomes in **Section E** and the provision as to how these needs will be met is in **Section F**.

## Case Study: Ella – Cognition and Learning

**Primary Need:** Cognition and Learning

**Aspiration:** Ella aspires to become an author or illustrator. She wants to be able to write her own stories and share them with others

### 🎯 Long-Term Outcome

By the end of Key Stage 2, Ella will independently use assistive technology (e.g., a tablet with predictive text and editing tools) to plan, write, and revise written tasks of up to 300 words, in order to fully participate in literacy-based lessons and demonstrate her learning effectively.

### ✂ Short-Term Outcome

By the end of Term 1, Ella will use predictive text tools (e.g. Clicker) to complete a 100-word writing task with adult support, in order to develop confidence using assistive technology.





# Reviewing Outcomes

## Short-Term Outcomes

- These are often reviewed **frequently** (e.g., termly or half-termly) by the school or setting to monitor progress and inform teaching and support strategies.
- Progress is usually recorded in **support plans**, **provision maps**, or **IEPs** (Individual Education Plans), which feed into the annual review

## Long-term Outcomes / Annual Review

The **local authority** must ensure the EHCP is reviewed annually.

- The review should assess:
  - Progress towards **long-term and short-term outcomes**
  - Whether the outcomes remain **appropriate and ambitious**
  - Whether the **provision** is still meeting the child's needs
- It may result in:
  - **Amending** the Support Plan / EHCP
  - **Maintaining** it as is
  - Or, in some cases, **ceasing** the plan if no longer needed





# Q&A

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# Welcome Freyr Bendleton

Impact-driven outcomes: Writing SEND outcomes that  
transform lives & track progress



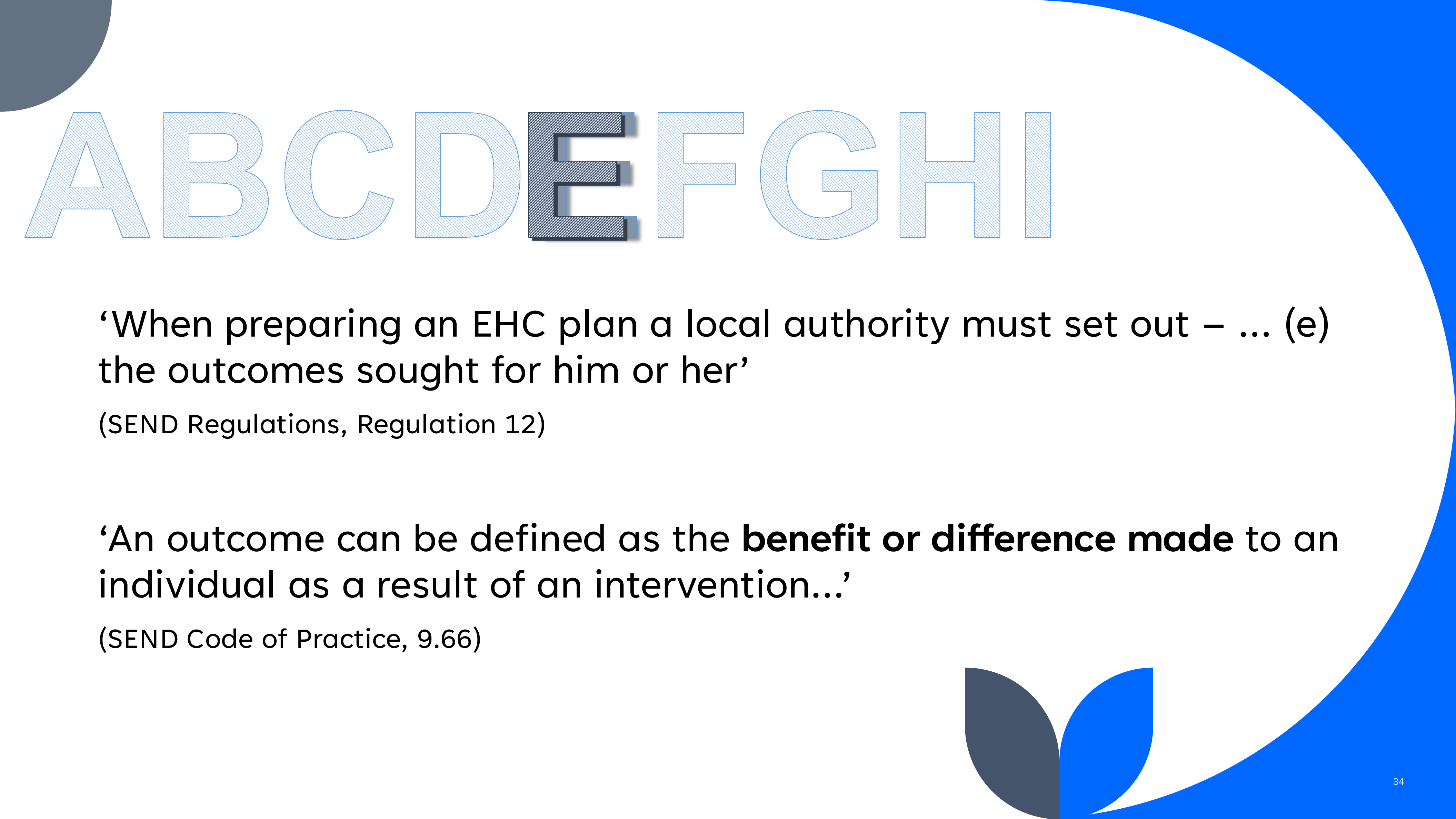


# Making EHCP Outcomes Matter

Freyr Bendleton

SENCO, Safeguarding Lead and former SENDIAS Service Manager





A B C D **E** F G H I

‘When preparing an EHC plan a local authority must set out – ... (e) the outcomes sought for him or her’

(SEND Regulations, Regulation 12)

‘An outcome can be defined as the **benefit or difference made** to an individual as a result of an intervention...’

(SEND Code of Practice, 9.66)

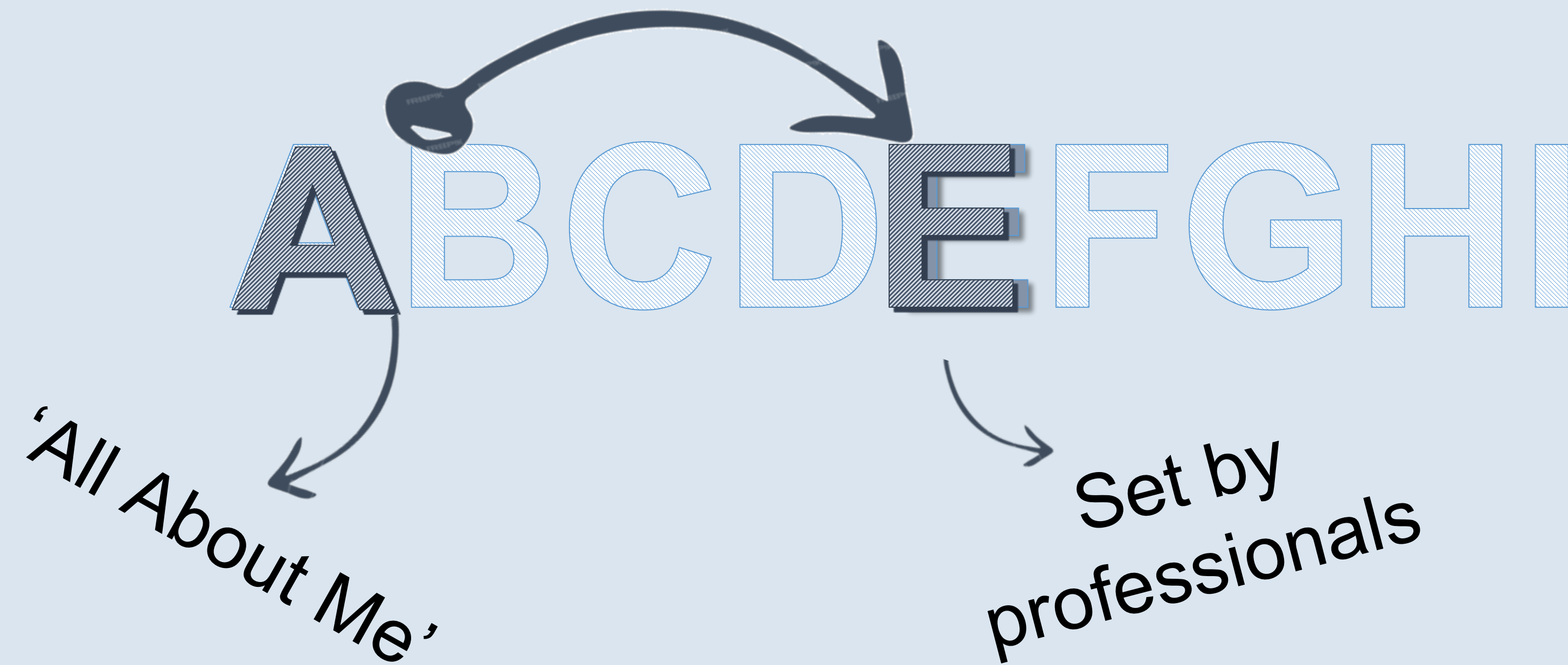


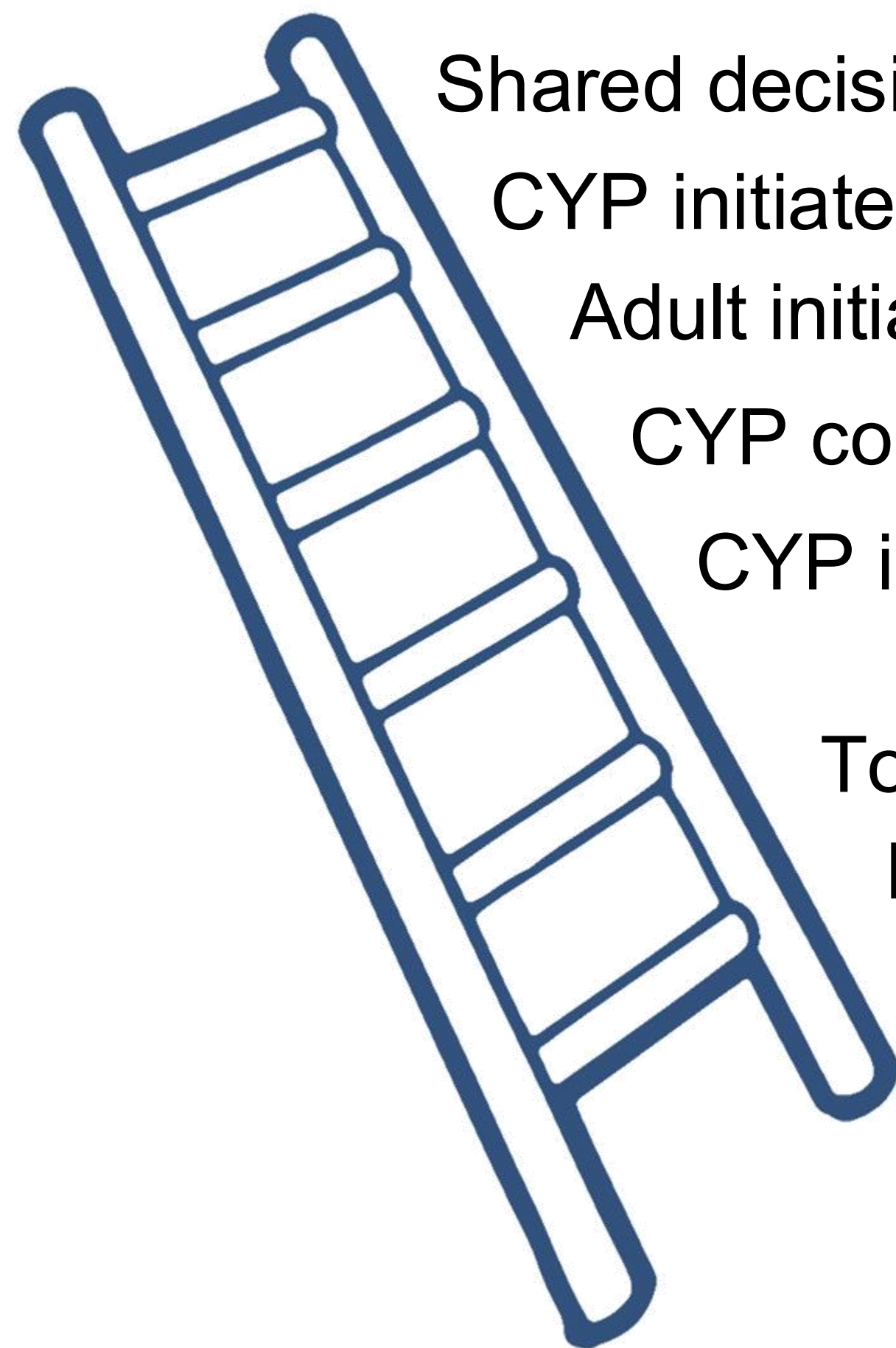
It should be personal and not expressed from a service perspective; it should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be specific, measurable, achievable, realistic and time bound (SMART). When an outcome is focused on education or training, it will describe what the expected benefit will be to the individual as a result of the educational or training intervention provided.

SMART



The views, interests and aspirations of the child or young person must be set out in section A of an EHCP, and should form the 'golden thread' throughout the plan.





Shared decision making

CYP initiated

Adult initiated

CYP consulted and informed

CYP informed

Tokenism

Decoration

Manipulation

*‘When agreeing outcomes, it is important to consider both what is important to the child or young person – what they themselves want to be able to achieve – and what is important for them as judged by others with the child or young person’s best interests at heart.’*



will develop knowledge of social communication and have increased awareness of body language, facial expressions, intonation and prosody

will report finding something enjoyable or having succeeded at something in school every day.

will be able to recognise how he feels and express this appropriately





will be accessing full time education. He will be comfortable working alongside his peers.

will be able to sit in a classroom for 45 mins and complete a teacher led lesson finishing work and writing in line with age

will be able to work with a small group of peers and listen to their ideas and opinions even if different from his



# Annual Reviews

Key point to involve CYP meaningfully in their EHCP – to understand their plan, why they have one and build shared understanding about their support and the purpose behind it.





**Thank you**







# Q&A

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Menti

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# Your voice matters: Choose our next webinar topic

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EHCP templates - exploring a national / regional template

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AI in the context of assessment and EHC Plan development

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Managing difficult conversations with professionals and families

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Improving coproduction with young people and families

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Producing & implementing effective SEND Support Plans





# Feedback survey

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# Thanks for coming!

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