

Deciding on shared outcomes

3.31 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. Outcomes refer to the benefit or difference made to an individual as a result of an intervention at three levels:

- **Individual outcomes** such as might be set out in an EHC plan: for example, Martha can communicate independently with her friends at playtime.
- **Service level outcomes:** for example, paternal mental health has improved in 10 families
- **Strategic outcomes:** for example, there has been a 10% increase in young people supported into employment and independent living

3.37 To make the best use of resources, partners should consider how an integrated approach can best support:

- prevention – for example using the outcomes of developmental assessments as outlined in the EYFS to target early help for children experiencing developmental delay can reduce the need for specialist services later on
- early identification of needs
- the resilience of families and local services to enable children and young people with more complex needs to participate actively in their local community
- better access to services
- the development of good language, communication and mental health through universal services so that effective use is made of specialist speech and language therapy services and CAMHS
- better transitions between life stages and settings, including from early years to primary education, primary to secondary and secondary to further education (FE), and
- children and young people in preparing for adult life