



Writing Outcomes Guidance for Practitioners

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Aims of the session

- To remind ourselves what an outcome is
- To be able to analyse your own and others' outcomes to see how they can be made more person-centred
- To be able to write SMART outcomes

The Definition of an outcome

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

(SEN CoP 9.64)

OUTCOMES must be

- Clearly worded, shared, agreed, reviewed
- SMART: S – specific ; M – measurable; A – attainable; R - realistic and T - timed
- A description of what a child or young person could be doing at a specific point of time in the future
- Focused on the young person/child in the context of the family
- Involve the child/young person and family as much as possible
- Be personalised
- Are not about the intentions / needs of the professional
- Use action verbs so that they are performance-orientated
- Typically written in the future tense



Aspirational



Writing Framework

Consider what the child or young person needs to achieve WHAT ARE THE NEEDS?	A useful starting point is to review previous objectives, from these outcomes can be derived if still appropriate
1. Create a 'stem'	For example: By the end of Key stage 1 "X" will be able to . .
2. Add the action to describe the desired achievement	For example: Read a non-picture book Indicate when needing to use the toilet
3. Include any further detail/variables	For example: Independently Using visual supports When prompted
4. Consider what special educational provisions are required	Any programmes or interventions that are recommended
5. Include any input or support to be put in place	Adult assistance or specific resources



Activity 1: The difference between objectives and outcomes

An objective is usually written in terms of the development of a skill

e.g.

- To develop literacy skills
- To develop social skills
- To develop motor skills

To turn these into an outcome we need to extend the sentence

- To develop literacy skills so that Alex will be able to....
read a class book with fluency (pace and expression) and be able to answer inferential comprehension questions with 90% accuracy.

Remember

If your outcome says “to develop...”

it is *an objective* and **NOT** an outcome

Activity: Writing outcomes

- In small groups look at the creating outcomes sheet
- Use this time to write outcomes for a child /young person you are currently working with
- Check whether they are SMART, personal
- Compare them to some of the examples given

Quiz

- By end of Y1, Sarah will listen attentively in a range of situations.
- William will follow instructions with just one reminder and/or visual aids
- Paul needs constant supervision to keep him safe on the playground
- Elliott will express himself effectively, showing awareness of listeners' needs. He will use past, present and future forms accurately when talking about events that have happened or are to happen in the future. He can develop his own narratives and explanations by connecting ideas or events by Y6.
- Janice will handle equipment and tools effectively, including pencils for writing by Y2.
- Graham needs 1:1 support throughout the day to manage his toileting and self-care needs by the next Annual Review.
- Julian will be confident to try new activities, and say why he likes some activities more than others.
- James will be able to name all the letters in the alphabet by the end of YR.
- Oliver will be selected for the next Olympic games when he is 19.

SEND Officer
PSYCHOLOGIST

I AM A TEACHER:

I am not in it
for the income,
I am in it for
the outcome.