

## PLANNING SUCCESSFUL OUTCOMES

### THE IMPORTANCE OF PLANNING FOR SUCCESS

Both the Early Years Foundation Stage (EYFS) guidance and the 2015 SEND Code of Practice advise practitioners to have clear and targeted plans for children with SEND. These plans should include long term goals and outcomes, as it is important to consider the child and family's aspirations for the future.

**It is essential that Long Term Goals are developed in partnership with parents and reflect their priorities, thoughts and in-depth knowledge of the child.**

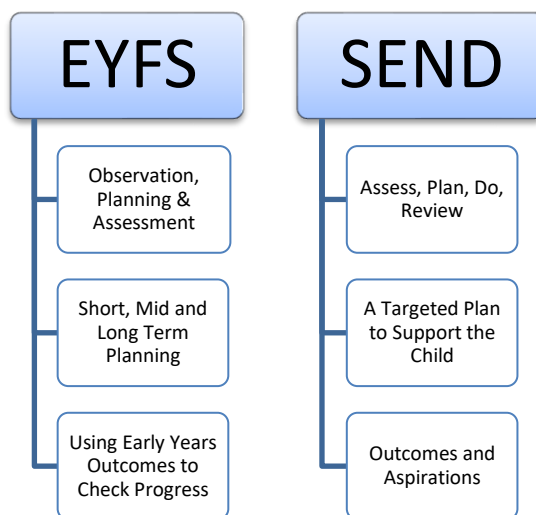
### PLANNING IN THE SEND CODE OF PRACTICE

- The 2015 SEND Code of Practice and the guidance around Education, Health and Care (EHC) plans use language that emphasises **outcomes** and **aspirations**, so it is important that settings consider these when planning for the child with SEND

***'..the practitioner and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review'***

2015 SEND Code of Practice 0-25 (Early Years Section)

Whilst a range of different terminology is used in the EYFS and the 2015 SEND Code of Practice, there are common themes around **planning** and **assessment**:



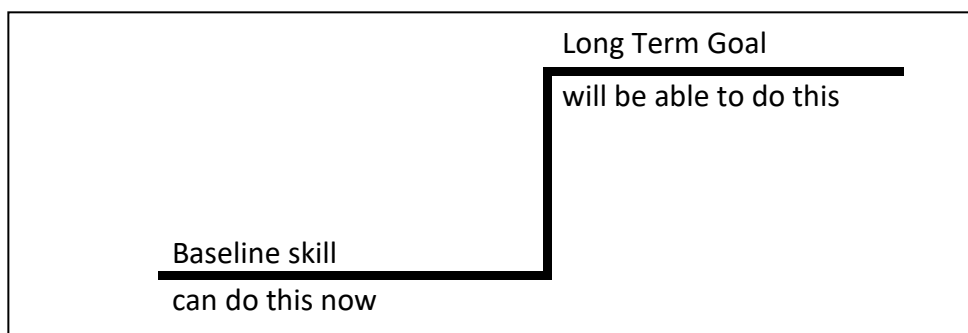
### Definitions:

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Aspirations       | <ul style="list-style-type: none"> <li>• What does the child and their family hope for in the future?</li> <li>• These should be used to inform the outcomes and provision that is planned for the child</li> <li>• <i>e.g. a child being able to use the toilet independently</i></li> </ul>                                                                                                                         |
| Outcomes          | <ul style="list-style-type: none"> <li>• How will the child benefit from the support they get or the interventions put in place for them?</li> <li>• This is the end result of what will be achieved by the child (usually at the end of a period of intervention or phase/stage of education)</li> <li>• <i>e.g. the child will remain dry at nursery as a result of a toileting programme being used</i></li> </ul> |
| Goals and Targets | <ul style="list-style-type: none"> <li>• What are the next steps to work towards?</li> <li>• These are the steps we will take towards the outcomes. They may be short term targets or long term goals.</li> <li>• <i>e.g. the child goes to the toilet area when an adult shows them a photo of the toilet and gives a verbal command</i></li> </ul>                                                                  |

So when identifying goals, we should always consider the outcome for the child and their future aspirations.

### SETTING LONG TERM GOALS

When planning for a child, we need to have information about what the child can do now and what they will be able to do when the learning is achieved. In other words, we have to identify a **Baseline** and a **Long Term Goal**, as illustrated below:



### WHY SET LONG TERM GOALS?

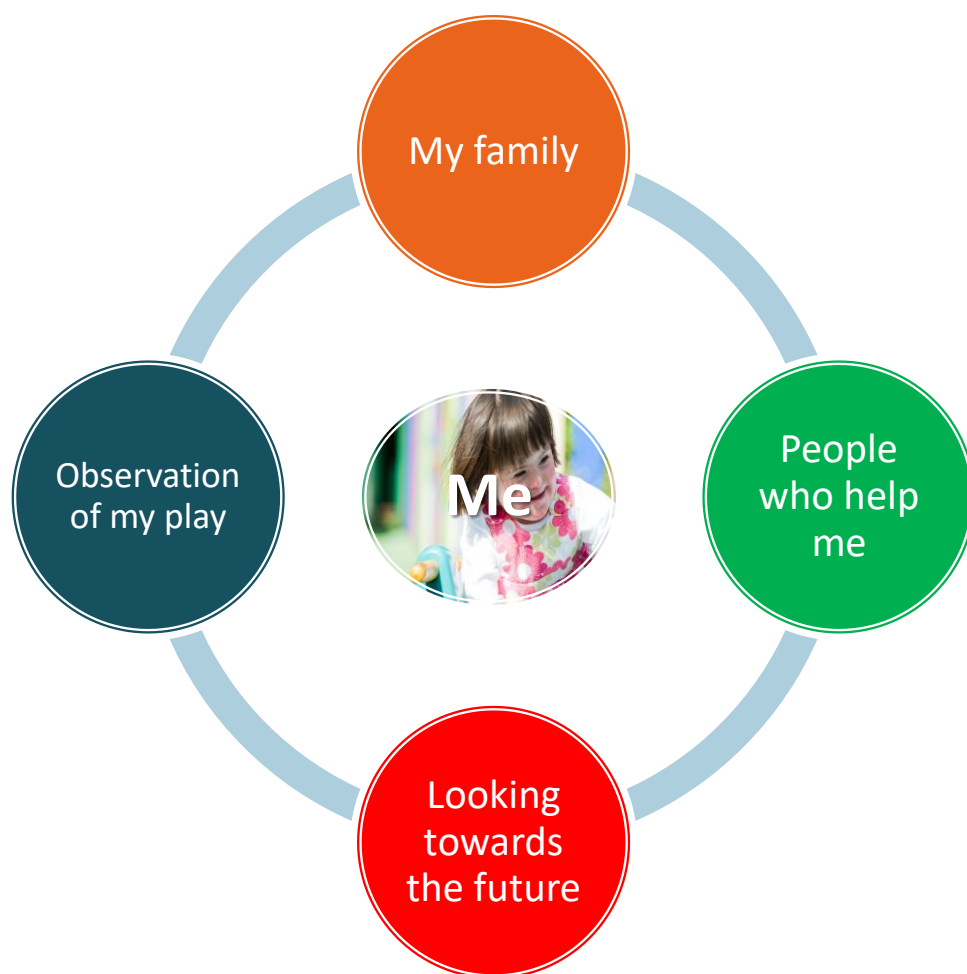
Long Term Goals help us:

- work towards specific outcomes
- reflect priorities for the child and family
- ensure a balance between the skill areas we are working on with the child
- reflect on whether we are heading in the right direction

### THE HOLISTIC PROFILE

Portage is a positive approach that considers the whole child and family and acknowledges the skills the child is already using in their everyday life. This underpins how the Portage Home Visitor/Early Years Practitioner and the family work together to build up a 'holistic profile' of the child. The aim of the profile is to create the fullest possible picture of the child's abilities and needs which then informs planning and ensures appropriate Long Term Goals are set. The Holistic Profile is illustrated in the following diagram:

## The Holistic Profile: *Finding out about me*



We will now consider each aspect of the holistic profile in more detail.

### MY FAMILY



The emphasis here is on the importance of working closely with families to obtain a full picture of the strengths and needs of the child and what they enjoy. Family priorities, culture and beliefs should be acknowledged by the home visitor and/or the setting and reflected in their planning.

Questions to ask include:

- ▶ What is the child good at and what do they enjoy doing at home?
- ▶ What happens in the family's daily routine?

- ▶ What do the family perceive as the main areas of need?
- ▶ Does the child respond differently in different environments: for example home/shops/setting?
- ▶ What are the family's main priorities?

Working closely with the family is essential for relationship building and partnership working, as shown in the Introductory Module: The Portage Model.

## OBSERVATION OF MY PLAY



This is key to providing a holistic assessment of the child and is central to Early Years practice. We need to observe the child as they play in a range of situations and environments as they may respond differently in different contexts. It is important to look across skill areas to provide a full picture of strengths and needs.

Questions to focus on include:

- ▶ What is the child able to do?
- ▶ How do they communicate?
- ▶ What activities / games do they enjoy and what might they avoid?
- ▶ How do they explore the environment?
- ▶ Do they play alone or with others?

## PEOPLE WHO HELP ME



Most children with SEND have a number of agencies working with them and their families, including their Early Years setting. It is advocated as good practice, both by Early Support and Portage, for these agencies to have a coordinated approach in their work with families, involving joint goal setting. Together, this 'team around the child' can provide a holistic assessment of the child's needs by sharing information and expertise. In this approach, professionals involved with the child and family come together to consider:

- ▶ What are the child's strengths and areas of need?
- ▶ How can the child best be helped and by whom?
- ▶ What are we working on together now?
- ▶ What are our future joint goals?

## LOOKING TOWARDS THE FUTURE



Once a holistic profile has been gathered, **long term goals** can then be decided jointly with the family and supporting professionals. These goals should take into consideration the future **outcomes** and **aspirations** of the child and family.

## USING INFORMATION FROM EARLY YEARS ASSESSMENT MATERIALS

Assessment materials are tools that Early Years practitioners use to make initial and ongoing assessments of a child's skills. They help to identify what the child has already learned, where the child still needs help, and what the child still needs to learn. There are a range of useful materials available (both standard EYFS and SEND specific) that can support the process of developing long term goals for a child with SEND, for example the NPA Assessment Checklist, EYFS *Development Matters* and the Early Support Developmental Journals. However, they should always be used alongside a range of other assessment approaches.

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**It is important that any checklist assessment is combined with observations of the child in a variety of settings and discussions with the family and agencies who are involved. This 'holistic approach' will give a more accurate baseline of the unique child's abilities.**

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It may take a child with SEND a long time to completely learn a skill described in a standard EYFS assessment document, particularly some of the early learning goals in the EYFS Profile. It is important, therefore, to be aware that a child may be working towards

achieving an identified skill for a longer period of time, and that these skills are likely to need breaking down into smaller steps to enable progress to be seen. The aim is that on reviewing the child's progress, some development in learning will be achieved and that the child and family are able to celebrate success, no matter how small.

### **RECORDING LONG TERM GOALS**

Long Term Goals can be recorded in a range of different ways but all will be:

- discussed and negotiated with parents
- written using **clear language**
- have an agreed date for review

By recording the Goals, we ensure that the way forward is clearly communicated to everyone involved, opportunities for discussion and negotiation are created and parents are involved and empowered.

### **POINTS TO CONSIDER WHEN SETTING LONG TERM GOALS**

When setting Long Term Goals for the first time for a child, it is important to be particularly aware of the need for success, to ensure that goals are achievable. Goals that the child achieves quickly can be reset.

Sometimes the goals we set are inappropriate; the step may be too big for the child at this particular point, the family's circumstances may change, or the child may become ill. If we realise a goal is inappropriate, it can be reset.

All goals set should be sensitive and reflect the needs of the child and family, including their cultural background, priorities and personal circumstances.

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**When setting Long Term Goals, ensure that they:**

- **build upon a skill that the child is beginning to show some progress in**
  - **are functional for the child in the home or setting**
  - **are relevant and meaningful and support the child's inclusion**
  - **are enabling the child to become more independent**
  - **act as a foundation for future development**
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