

<b>Outcome 1</b>	There should be at least one Outcome for each area of need, but there should not be too many or else they will be unmanageable.			
	An outcome is identifying a positive difference towards the aspirations. It is holistic (i.e. are shared between education, health and care where appropriate), person-centred, lasts for a phase or stage (usually 2/3 years), is about things that can be influenced, based on what is important to and important for the child or young person and remain SMART for that individual.			
	It needs to be specific but also stretch - Use an active verb for example 'read', 'know', 'be able to'. An Outcome has a clear target (The what); is well-defined and easy to understand (The why); and guides action (The how)			
<b>Steps to take to achieve this outcome</b>	The steps towards outcomes might be shorter term outcomes which would lead towards the achievement of the longer term outcome. They should be expected to be relevant for at least a year and possibly longer. Defining those steps will be based on the individual child or young person.			
<b>SUCCESS CRITERIA</b>				
<b>What will success look like?</b>	<b>How will we measure this?</b>	<b>When will we measure this?</b>	<b>Who will measure this?</b>	
ACHIEVABLE element of SMART- What would good look like?  This where you explore what good would look like for the individual – what would the child or young person consider to be success?  Make sure it will be clear whether the outcome has been achieved or not.	MEASURE element of SMART  How will you know when things have been successful? Includes figures/numbers?  The outcome needs to be able to be assessed objectively and ensure that the success can be seen by others.	TIME element of SMART - Has a time scale/end date  When do you want to see this success by?  Put in a timescale for the outcome to be achieved – e.g. 'By the end of Key stage 1' or 'By the time he is 16'	Defining who will be able to see the difference?	
<b>ACTIONS REQUIRED</b>			<b>RESOURCES REQUIRED</b>	
<b>What will the interventions be?</b>	<b>Who will do them?</b>	<b>How often will they happen?</b>	<b>What is needed to support the interventions?</b>	<b>Where is this coming from?</b>
PROVISION– What is actually going to take place in order to achieve the outcome?  The type/methods of support a young person needs in addition to or different than is made generally for other children the same age.  SHOULD BE SPECIFIC WITHOUT NAMING A PARTICULAR SCHOOL OR SETTING.	The professionals who need to be involved in delivering the provision.	The frequency and duration of the specific provision.	LA to propose level of support to meet the provision outlined by school/health/social care  *Decided and agreed by the Local Authority SEN Resource Panel	How is this support going to be secured?  *Decided and agreed by the Local Authority SEN Resource Panel