


# The Outcomes Framework

West Midlands Children's Commissioning Partnership  
(a working group of the West Midlands Regional Partnership)





West Midlands Regional Partnership  
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SEN Management Services  
CC2.3  
New Council Offices  
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Coventry  
CV1 5RS

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# The Outcomes Framework

## Introduction

The Outcomes Framework aims to assist residential care, foster care and education services to meet the needs of children and young people by using records of individual outcomes and quality assurance.

All children and young people are unique and have different aspirations and interests. To meet the complex needs of children and young people in residential/foster care and education placements, service providers must be encouraged to work creatively to help them realise their ambitions and potential. The challenge for professionals will be to set desired aims and long-term outcomes at the beginning of a placement that are realistic and reflect the individual aspirations of the child or young person, so that they create an incentive to provide high-quality services to deliver the best outcomes possible.

The Every Child Matters (ECM) framework, reinforced by the commitment in the 2006 Green Paper, 'Care Matters' and the 2007 'Care Matters: Time for Change', looks towards reducing inequalities and narrowing the gap in the achievement of looked-after children, so that every child and young person will receive the support they need in order to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

This Outcomes Framework pre-dates the ECM agenda. It was developed initially by the West Midlands (formerly Special Educational Needs) Regional Partnership as a tool for professionals working with children and young people with statements of special educational needs who were placed in residential schools. The Regional Partnerships have now widened their remit to include looked-after children and the Outcomes Framework has evolved as a result of the publication of ECM and the widened brief of the Regional Partnerships. The original work was commissioned by the West Midlands Regional Partnership (WMRP) and undertaken by the University of Birmingham and a WMRP Working Group (see Acknowledgements for membership). There was a perception that where children and young people with a statement of special educational needs were placed in residential schools, there was a lack of evidence or research to show that good outcomes were being achieved. Even where professionals involved in statutory reviews could identify outcomes being met, this was not being recorded in a format that could inform commissioning decisions and demonstrate excellent outcomes for children and young people and value for money.

This Framework has been further developed by a range of stakeholders including providers who have an interest in showing how they meet the needs of children and young people with very complex needs. The Framework builds on the original work commissioned from the University of Birmingham and work from other regions, including the Cross Regional Group and the work developed by the North West.

In the West Midlands, this Framework will ultimately link into a regional “Search and Matching Engine” system for generating placement options. To underpin this approach, a quality assurance mechanism based on outcomes and a traffic light system – Red, Amber, Green (RAG) rating – will be used. An outcomes tracker and key performance indicators will help to evaluate whether individual children and young people are progressing towards their long-term/final outcomes of the placement and how the placement is providing quality services and value for money. Over time, individual trackers can be amalgamated to demonstrate placement strengths in meeting particular needs.

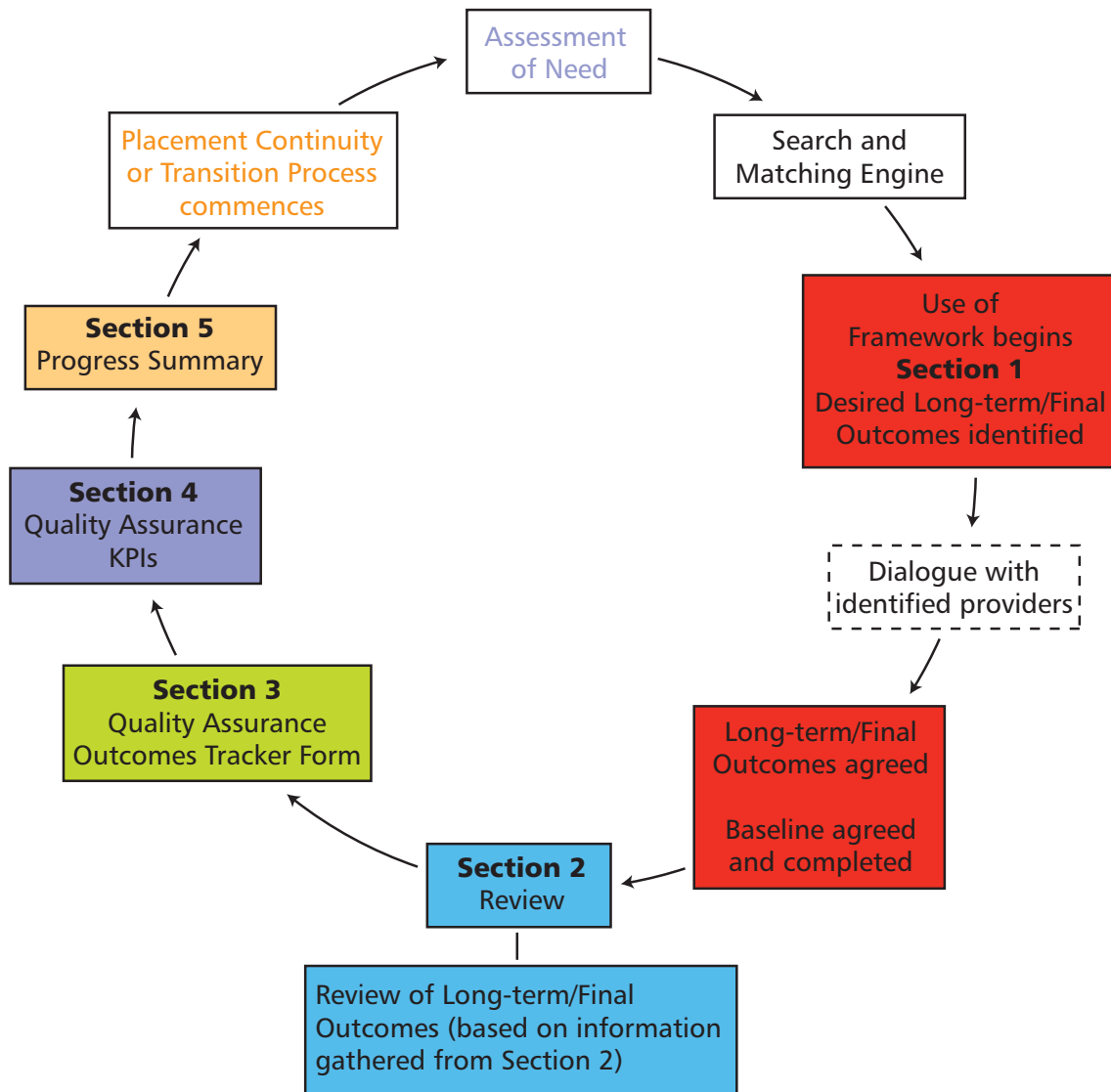
**Annette English and Bridget Jones**

Regional Facilitators of the West Midlands Regional Partnership and Chairs of the Out of Authority Working Group and the Outcomes Working Group

January 2008

# The Outcomes Framework

The Framework consists of records of individual outcomes and quality assurance



### Key

- Section 1** Baseline + Long-term/Final Outcomes
- Section 2** Review + Blank Forms
- Section 3** Measuring Outcomes Tracker Form
- Section 4** Measuring Outcomes – Key Performance Indicators (KPIs)
- Section 5** Progress Summary Questions – Links to national contract

## **Section 1: Setting and Measuring the Long-term Outcomes for the Child/Young Person**

The purpose of Section 1 is to record the unique desired outcome/s for the individual child/young person at the start of the placement in order to answer the question, 'What are the key reasons for making the placement and what is the anticipated long-term/final outcome of the placement?' During the placement this can be revisited at review meetings to determine progress. It is important that this is the key focus of the placement and that everyone is aware of it, including the child/young person, parents/carers/significant others, key worker, and the service provider. Other shorter-term outcomes can also be recorded but the key focus should be the anticipated long-term/final outcome/s.

### **Section 1: Example:**

**From a dialogue with providers, what are the areas of need, how will they be met and how will the desired outcomes be delivered?**

The purpose is to record specific areas of need and to show how the provider and other named individuals will contribute to meeting the needs of the child/young person, and delivering the desired long-term outcomes.

A baseline of present functioning should be completed on Sheet 1 (pages 7 & 8). More detailed plans can be made on Sheet 2 (page 9).

## Section 1 Record Sheet 1 – Baseline Information + Desired Long-term Outcomes

NAME OF CHILD/YOUNG PERSON	DATE OF BIRTH
PLACEMENT	PROVIDER NAME
LOCAL AUTHORITY	BASELINE DATE
LONG-TERM OUTCOMES – DATE TO BE ACHIEVED	

BE HEALTHY – BASELINE		LONG-TERM/FINAL OUTCOME
1		
2		
3		
STAY SAFE – BASELINE		LONG-TERM/FINAL OUTCOME
1		
2		
3		
ENJOY & ACHIEVE – BASELINE		LONG-TERM/FINAL OUTCOME
1		
2		
3		
MAKE A POSITIVE CONTRIBUTION – BASELINE		LONG-TERM/FINAL OUTCOME
1		
2		
3		

ACHIEVE ECONOMIC WELL-BEING – BASELINE		LONG-TERM/FINAL OUTCOME
1		
2		
3		

## Section 1 Record Sheet 2 – Planning for the Long-term/Final Outcome(s)

LONG-TERM/FINAL OUTCOME	AREA OF (ECM) NEED	EXAMPLES OF MEASURES TO ADDRESS NEED	TIMESCALE

## Section 2: Setting and Measuring the Outcomes for the Child/Young Person

### Outcome indicators for all placements that relate to the five “Every Child Matters” outcomes

In every placement the child/young person’s outcomes should link to the five outcomes from “Every Child Matters”. This Outcomes Framework can be used in the review process. Progress will inevitably be at a different rate for each individual. For some children and young people there will be circumstances beyond the control of the provider that will need to be taken into account. A list of prompts for professionals which were developed by AGMA/NW and the Cross Regional Partnership<sup>1</sup> can be found in section 2A.

This section should be considered alongside the suite of three national contracts for the placement of children and young people being developed by the Department for Children, Schools and Families (DCSF):

(<http://www.everychildmatters.gov.uk/strategy/planningandcommissioning/nationalcontracts/>).

**Section 2** is made up of:

The record forms (Section 2A and 2B – ECM Outcomes) –intended to record the evidence leading to the key long-term/final outcome recommendations from Section 1.

Organisation of the access to identified sources of evidence should be planned and confirmed before the process of review is started. The sources might be:

- The child/young person’s Statutory Review / Individual Educational Plans (IEPs) / Personal Education Plans (PEPs) / psychologists’/staff reports etc.
- Interviews with the child/young person / parents / carers / placement staff
- Observations of the child/young person in the placement (especially for those with limited communication skills)
- Inspection reports from the relevant statutory bodies

As the process is centred on the actual experience of the child/young person, it is important to listen to their views. These may be obtainable through listening to the child or young person but for those who have limited communication skills it may be necessary to observe them in the placement and/or talk to an advocate. The family/home perspective is also important and this may be possible to capture through a telephone conversation or home visit. Thus it is expected that the person using this Framework will use a variety of sources to gather information, for example:

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<sup>1</sup> Developed by AGMA/NW & the Cross Regional Partnership building on the original West Midlands Regional Partnership Outcomes Framework

1. the child/young person;
2. information from written documents;
3. placement staff;
4. other professionals who are significant in the child/young person's life;
5. the child's/young person's parents/carers/significant others.

Key evidence can be attached to the record form.

To minimise the administrative burden, most of this work can be combined with related reviews involving the child/young person and their placement.

## Section 2A

### ECM Outcomes – PROMPT SHEETS

(See Section 2B, pages 17 - 21, for blank proformas)

These grids contain examples of the kind of evidence you might like to seek when monitoring and evaluating the child/young person's experience of the placement. Not all items will be relevant to all children and young people and there may be items that have been omitted. Please use the grids as a guide.

<b>BEING HEALTHY</b> <b>Is the young person healthier than, or at least as healthy as, before (the previous placement / the last review)?</b>		
Aspect	Examples	Prompts for professionals
Medical care	<ul style="list-style-type: none"> <li>• Going to GP/dentist/optician/ other health checks</li> <li>• Medication</li> <li>• Changes in health/medication</li> <li>• Family involvement in medical care</li> <li>• Care when unwell / recovery from illness</li> <li>• Health/Sex education</li> <li>• With regard to degenerative conditions the child or young person is as healthy as can be expected</li> </ul>	<p>Appropriate weight for age and height.</p> <p>Maintains reasonable personal hygiene (wash, bathe/shower, clean teeth, groom etc).</p> <p>Can use any necessary aids/adaptations most of the time without prompting (glasses, hearing aid, etc).</p> <p>Takes any prescribed medications most of the time without prompting.</p>
Self care	<p>Self management of medical routines</p> <ul style="list-style-type: none"> <li>• Development of self-care skills</li> <li>• Dignity and privacy</li> <li>• Health routine</li> <li>• Therapy</li> </ul>	<p>Goes to bed and gets up on time with reasonable support (gets enough sleep).</p> <p>Understands and manages contraception appropriately.</p>
Well-being and relationship	<p>Healthy living – diet/exercise</p> <ul style="list-style-type: none"> <li>• Culturally sensitive lifestyle</li> <li>• Friendships</li> <li>• Someone to talk to</li> <li>• Spiritual development</li> <li>• Fun activities</li> </ul>	<p>Uses alcohol responsibly.</p> <p>Reduces or abstains from smoking. Abstains from solvent and drug use.</p>

## STAYING SAFE

**Is the young person safer than, or at least as safe as, before (the previous placement / the last review)?**

Aspect	Examples	Prompts for professionals
Self preservation	<ul style="list-style-type: none"> <li>• Self awareness</li> <li>• Health, safety and protection</li> <li>• Someone to ask for help</li> <li>• Personal, social and health education (PSHE)</li> <li>• Self-responsibility for health and safety</li> </ul>	<p>The young person does not get involved in criminal activity.</p> <p>The young person can accept boundaries and instructions that are in place to protect them.</p> <p>The young person can and does use the complaints procedure appropriately.</p> <p>The young person reports bullying issues to an appropriate person.</p>
Safety with others	<ul style="list-style-type: none"> <li>• Feeling safe</li> <li>• Someone to talk to about others</li> <li>• Bullying</li> <li>• Health and safety of others</li> <li>• Child protection &amp; risk assessment</li> </ul>	<p>The young person shows signs of settling into the placement.</p> <p>The young person does not behave in an anti-social manner.</p> <p>The young person does not discriminate against other people.</p> <p>The young person does not attempt to harm themselves or others.</p> <p>The young person is not abusive, threatening or intimidating to adults or others.</p> <p>The young person does not make any unsubstantiated allegations.</p> <p>The young person reads their file, corrects errors and adds personal statements.</p> <p>Young people can read correctly in case of fire.</p>
Safety in the environment	<ul style="list-style-type: none"> <li>• Risks and dangers</li> <li>• Health and safety in the placement</li> <li>• Out in the community</li> <li>• Individual behaviour plan / safety plan (risk assessment) where appropriate</li> </ul>	<p>Reduce or abstain from absconding.</p> <p>The young person can deal with difficulties and frustrations effectively.</p> <p>The young person understands and reduces their vulnerability to maltreatment, violence or sexual exploitation.</p>

## ENJOYING AND ACHIEVING

**Is the young person enjoying life and achieving more than, or at least as much as, before (the previous placement / the last review)?**

Aspect	Examples	Prompts for professionals
Fulfilling aspirations and needs	<ul style="list-style-type: none"> <li>• Expression of personal aspirations</li> <li>• Doing favourite activities</li> <li>• Making choices</li> <li>• Having own needs met</li> <li>• Doing things independently / with support</li> <li>• Celebration of success</li> <li>• Satisfactory attendance for particular individuals</li> </ul>	<p>The young person builds positive relationships.</p> <p>The young person accesses additional educational resources.</p> <p>The young person attends school/college/education/training.</p> <p>The young person engages in education and is expected to achieve appropriate educational and vocational qualifications.</p> <p>The young person takes part in their PEP meetings.</p>
Attainment	<ul style="list-style-type: none"> <li>• Personal growth milestones attained</li> <li>• National curriculum level attained</li> <li>• Examinations attained</li> <li>• Other educational attainments</li> </ul>	<p>The young person attempts to achieve targets set in their PEP.</p> <p>The young person participates in planning for and engaging in leisure activities.</p>
Achievement	<ul style="list-style-type: none"> <li>• Personal achievements related to all aspects of life e.g. physical, emotional, leisure</li> <li>• Awards for achievements</li> <li>• Access to recreational activities</li> <li>• Access to community resources</li> </ul>	<p>The young person takes part in cultural and sporting activities.</p> <p>The young person takes part in extra-curricular activities.</p> <p>The young person's attainment is in line with their abilities.</p> <p>The young person has individual goals and ambitions for life.</p>

### MAKING A POSITIVE CONTRIBUTION

**Is the young person making a greater positive contribution than, or at least as much as, before (the previous placement / the last review)?**

Aspect	Examples	Prompts for professionals
Rights and citizenship	<ul style="list-style-type: none"> <li>• Human rights</li> <li>• Having a say and being listened to</li> <li>• Dignity being respected</li> <li>• Personal and private space</li> <li>• Home and culture values</li> </ul>	<p>The young person accesses local amenities.</p> <p>The young person interacts appropriately with peers and adults.</p> <p>The young person is aware of racial, social, cultural and spiritual issues.</p> <p>The young person takes a lead in developing care or pathway plans.</p>
Responsibilities	<ul style="list-style-type: none"> <li>• Carrying out responsibilities</li> <li>• Caring for the environment</li> <li>• Helping others</li> </ul>	<p>The young person participates positively in reviews, planning meetings, house meetings etc.</p> <p>The young person has positive contact with significant adults/peers/siblings etc.</p> <p>The young person attends and plays an active role in education, in particular Personal Development Studies.</p> <p>The young person is able to accept changes in staff.</p>
Roles and relationships	<ul style="list-style-type: none"> <li>• Speaking up for others</li> <li>• Respecting others' opinions</li> <li>• Fulfilling roles in placement/community</li> <li>• Being part of a team</li> </ul>	<p>The young person advocates for others.</p> <p>The young person does not bully or discriminate against others.</p>

### ACHIEVING ECONOMIC WELL-BEING

**Is the young person overcoming socio-economic disadvantages to achieve their full potential better than, or at least as well as, before (the previous placement / the last review)?**

Aspect	Examples	Prompts for professionals
Equity in resources and activities	<ul style="list-style-type: none"> <li>• Personal resources and equipment e.g. wheelchairs/computers</li> <li>• Access to communal resources and equipment e.g. sport/leisure</li> <li>• Activities in the community</li> <li>• Benefits</li> <li>• Pocket money</li> <li>• Fair share of funding</li> </ul>	<p>The young person can be of smart appearance and be punctual.</p> <p>The young person has a network of support, i.e. family, friends, carers, advocates etc.</p> <p>The young person does not behave in a manner which socially excludes them.</p> <p>The young person takes part in social activities.</p> <p>The young person accesses careers service.</p>
Preparation for adult life	<ul style="list-style-type: none"> <li>• Handling money / understanding benefits</li> <li>• Work experience</li> <li>• Post-school placement</li> <li>• Transition plan</li> <li>• Family involvement in transition</li> <li>• Acquiring basic skills and life skills</li> </ul>	<p>The young person has job seeking skills, i.e. can complete a job application form, can deal with interviews.</p> <p>The young person has practical and social and emotional skills which are age-appropriate, i.e. is financially literate, can access public transport, can prepare and cook a healthy diet, can communicate effectively with others.</p>
Self-determination and confidence	<ul style="list-style-type: none"> <li>• Self-determination at key points of life</li> <li>• Self-confidence in the placement</li> <li>• Confidence in the community</li> <li>• Knowing when to seek support</li> <li>• Acquiring basic skills</li> </ul>	<p>The young person accepts support from family members.</p> <p>The young person has a positive attitude to education/employment/training.</p> <p>The young person plays an active role in planning for their future.</p>

## Section 2B

### ECM Outcomes – BLANK PROFORMAS

(these can be photocopied for repeated use)

**BEING HEALTHY**  
**Is the young person healthier than, or at least as healthy as, before (the previous placement / the last review)?**  
**TOTAL YES -----/3**

Aspect	Evidence
<b>Medical care</b> Is the young person healthier than, or at least as healthy as, before (the previous placement / the last review)? <b>Yes/No</b>	
<b>Self care</b> Is the young person healthier than, or at least as healthy as, before (the previous placement / the last review)? <b>Yes/No</b>	
<b>Well-being and relationship</b> Is the young person healthier than, or at least as healthy as, before (the previous placement / the last review)? <b>Yes/No</b>	

**STAYING SAFE**  
**Is the young person safer than, or at least as safe as, before (the previous placement / the last review)?**  
**TOTAL YES -----/3**

Aspect	Evidence
<p><b>Self-preservation</b></p> <p>Is the young person safer than, or at least as safe as, before (the previous placement / the last review)?</p> <p><b>Yes/No</b></p>	
<p><b>Safety with others</b></p> <p>Is the young person safer than, or at least as safe as, before (the previous placement / the last review)?</p> <p><b>Yes/No</b></p>	
<p><b>Safety in the environment</b></p> <p>Is the young person safer than, or at least as safe as, before (the previous placement / the last review)?</p> <p><b>Yes/No</b></p>	

### ENJOYING AND ACHIEVING

Is the young person enjoying life and achieving more than, or at least as much as, before (the previous placement / the last review)?

TOTAL YES -----/3

Aspect	Evidence
<p><b>Fulfilling aspirations and needs</b></p> <p>Is the young person enjoying life and achieving more than, or at least as much as, before (the previous placement / the last review)?</p> <p><b>Yes/No</b></p>	
<p><b>Attainment</b></p> <p>Is the young person enjoying life and achieving more than, or at least as much as, before (the previous placement / the last review)?</p> <p><b>Yes/No</b></p>	
<p><b>Achievement</b></p> <p>Is the young person enjoying life and achieving more than, or at least as much as, before (the previous placement / the last review)?</p> <p><b>Yes/No</b></p>	

### MAKING A POSITIVE CONTRIBUTION

Is the young person making a greater positive contribution than, or at least as great as, before (the previous placement / the last review)?

TOTAL YES -----/3

Aspect	Evidence
<p><b>Rights and citizenship</b></p> <p>Is the young person making a greater positive contribution than, or at least as great as, before (the previous placement / the last review)?</p> <p><b>Yes/No</b></p>	
<p><b>Responsibilities</b></p> <p>Is the young person making a greater positive contribution than, or at least as great as, before (the previous placement / the last review)?</p> <p><b>Yes/No</b></p>	
<p><b>Roles and relationships</b></p> <p>Is the young person making a greater positive contribution than, or at least as great as, before (the previous placement / the last review)?</p> <p><b>Yes/No</b></p>	

### ACHIEVING ECONOMIC WELL-BEING

**Is the young person overcoming socio-economic disadvantages to achieve their full potential better than, or at least as well as, before (the previous placement / the last review)?**

**TOTAL YES -----/3**

Aspect	Evidence
<p><b>Equity in resources and activities</b></p> <p>Is the young person overcoming socio-economic disadvantages to achieve their full potential better than, or at least as well as, before (the previous placement / the last review)?</p> <p><b>Yes/No</b></p>	
<p><b>Preparation for adult life</b></p> <p>Is the young person overcoming socio-economic disadvantages to achieve their full potential better than, or at least as well as, before (the previous placement / the last review)?</p> <p><b>Yes/No</b></p>	
<p><b>Self-determination and confidence</b></p> <p>Is the young person overcoming socio-economic disadvantages to achieve their full potential better than, or at least as well as, before (the previous placement / the last review)?</p> <p><b>Yes/No</b></p>	

## Sections 3&4: Measuring Outcomes

The Outcomes Tracker (see page 23) is intended as an easy reference to the key outcome recommendations taken from the record forms in Section 2. The number of positives from the forms in Section 2 can be taken as an indication of progress towards the long-term/final outcome(s). If there are no positive indicators then this would be a cause for concern and a **RED** rating should be given. If there are between 1 and 2 positives then this indicates some progress and an **AMBER** rating should be given. If there are 3 or more positives then this is a clear sign that progress towards the desired long-term/final outcome is being made and a **GREEN** rating can be given.

## Section 3 – Quality Assurance; Measuring Long-term Outcomes – Tracker Form

NAME OF CHILD/YOUNG PERSON	DATE OF BIRTH
PLACEMENT	PROVIDER NAME
DATE OUTCOMES REVIEWED	LOCAL AUTHORITY

Progress towards long-term outcomes - Tick or shade box as appropriate **Red** – No progress (0/3 positives) **Amber** – Some progress (1 or 2 positives) **Green** – on target (3/3 positives)

### LONG-TERM OUTCOME

BE HEALTHY		RED	AMBER	GREEN	REASONS FOR RAG RATING
1					
2					
3					
STAY SAFE		RED	AMBER	GREEN	REASONS FOR RAG RATING
1					
2					
3					
ENJOY & ACHIEVE		RED	AMBER	GREEN	REASONS FOR RAG RATING
1					
2					
3					

MAKE A POSITIVE CONTRIBUTION		RED	AMBER	GREEN	REASONS FOR RAG RATING
1					
2					
3					
ACHIEVE ECONOMIC WELL-BEING		RED	AMBER	GREEN	REASONS FOR RAG RATING
1					
2					
3					

## Section 4 – Quality Assurance; Measuring Outcomes – Examples of Key Performance Indicators (KPIs)

This quality assurance looks at a number of Key Performance Indicators that local authorities are judged upon, and records the progress in relation to the individual placement.

For example, a young person may not have been involved in criminal activity since the placement began, so this would be recorded in the OUTCOME section below. This may represent a significant improvement on the previous 6 months prior to placement, and so this would be indicated as a green (the target was fully met) on p.26.

Together with the ECM outcomes traffic lights, this builds an impression of the progress made by the young person and the suitability and effectiveness of the placement. It also highlights areas to improve upon, both for the individual young person and the service provider.

SCHOOL ATTENDANCE - BASELINE	OUTCOME
SCHOOL ATTAINMENT - BASELINE	OUTCOME
FINAL WARNINGS, REPRIMANDS AND CONVICTIONS- BASELINE	OUTCOME
PLACEMENT STABILITY- BASELINE	OUTCOME
CONTACT- BASELINE	OUTCOME

Was target achieved? Tick or shade box as appropriate.

Red – No – not at all; Amber – Almost met; Green – Fully met

Key Performance Indicators	Red	Amber	Green	Factors affecting outcome	
1	School attendance				
2	School attainment				
3	Final warnings, reprimands and convictions				
5	Placement stability				
6	Contact				

**Section 5: Progress Summary**  
**Review of Long-term/Final Outcomes using the**  
**information from the review (See Sections 2, 3 and 4)**

EVALUATION QUESTIONS	EVIDENCE
<i>Using the key questions and information gathered, please comment on the following:</i>	
Is the young person healthy, happy and learning?	
What can the young person do now that s/he couldn't in the previous placement / at the last review?	
What is the young person getting from the placement that cannot be provided by the local authority? (Please ensure that the full range of provision available is considered.)	
Is there demonstrable progress towards the long-term/final outcome(s) agreed at the beginning of the placement?	
Should the placement continue? (if applicable)	
Where will the young person go next? (if applicable)	

## Conclusion

The use of this Framework will vary from place to place and user to user. It is recommended, however, that when all relevant forms for children/young people placed external to the local authority have been completed, one named person should be responsible for their scrutiny, upkeep and their use as a tool to assist decision-making.

The Framework can be used to assess the outcomes for children and young people in a variety of settings. These settings include residential care, residential schools, foster care, family placements and tier 4 CAMHS placements.

The traffic light system (RAG ratings) allows children and young people and their families to be able to view their progress, particularly if the Outcomes Framework is used at the review stages.

The Framework is intended to review the desired long-term outcomes for individual children and young people but it could also be used by providers and commissioners of children's services, to identify the services that can achieve positive outcomes in each of the five Every Child Matters Outcomes areas. Tracker Forms and Progress Summaries can be accumulated for individual children and young people for each placement/setting, which together will demonstrate placement strengths over time.

The Framework is intended to be a guide and a tool, not a straitjacket that has to be followed strictly. It is hoped that its use will help the progression of children and young people towards long-term outcomes that are agreed by all at the beginning of the placement.

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Sue Colman, former Head of Learning and Behaviour Support Service, Solihull LA

Viv East, Head of SEN, Wolverhampton LA

Annette English, Regional Facilitator, (co-chair of group), West Midlands Regional Partnership

Chrissie Garrett, Service Director, Inclusion Services, Birmingham LA

Francine Griffith, former Assistant CEO, Sunfield School, and Chair of the National Association of Special Schools Council

Fiona Hensley, Pupil, Student and Parent Services Manager, Telford & Wrekin LA

Andrew Jones, Independent Reviewing Officer, Warwickshire LA

Bridget Jones, Regional Facilitator, (co-chair of group), West Midlands Regional Partnership

Rita Simcox, former Senior Manager - SEN Service Unit, Sandwell LA

Marian Simpson, Head of SEN, Coventry LA

### **University of Birmingham Team**

Penny Lacey, School of Education

Steve Rayner, School of Education

Chris Robertson, School of Education

Glenys Jones, School of Education

### **WMCCP Outcomes Working Group**

Marie Crofts, CAMHS Tier 4 Project Lead, West Midlands Specialised Services Agency

Annette English, Regional Facilitator, (co-chair of group), West Midlands Regional Partnership

Pat Evans, Acting Inclusion Manager / Principal Educational Psychologist, Sandwell LA

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Fiona Hensley, Pupil, Student and Parent Services Manager, Telford & Wrekin LA

Bridget Jones, Regional Facilitator, (co-chair of group), West Midlands Regional Partnership

Nick Parkes, Assistant Head of Service – Children's Resources, Dudley LA

Tony Puliafito, former Children's Partnership Manager, Warwickshire LA

Jane Shepherd, Independent Consultant, Maddox Consultancy

Marian Simpson, Head of SEN, Coventry LA

Vivien Snape, Responsible Individual for Care Today / Parallel Parents & Co-Chair (2007) of the Independent Children's Homes Association (ICHA)

Mark Thomas, former Contracts, Quality & Policy Manager, Educare Adolescent Services

Michelle Whiting, Specialist Sector Manager, Solihull LA

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