# **Mapping Template - Outcomes-based indicators for Special Educational Needs and Disabilities (SEND)**

This document contains the full list of agreed indicators, which are the key data sets that capture whether more children and young people with SEND in areas across the Midlands are reaching the strategic outcomes:

1. My voice is heard
2. I am able to learn
3. I am healthy
4. I am happy
5. I feel supported
6. I am safe
7. I am in control of my life

The outcomes and indicators have been identified and refined through several rounds of multi-agency conversations and a survey which was sent to colleagues and parents across the Midlands. The indicators which rely on children and young people’s input have been highlighted in orange. The wording of these was codeveloped by children and young people with SEND. Data on these indicators may likely come through a questionnaire or survey, however we would encourage areas to think beyond this approach and explore how they can embed data collection points into existing contacts with children and their families, such as EHCP annual review meetings and through SENCO contact in schools.

Feel free to update and personalise this template to map against the indicators you would like to collect.

**Please map what data you are already collecting against the indicators.** This may come from a mixture of statutory collected data, questionnaires and audits. There are some additional questions to consider and space for any comments in the table.

We would encourage you to complete this jointly with colleagues across health, education, children’s social care and LA SEND teams, as different pieces of data may sit across the system. Several areas held a series of short calls with senior colleagues and data colleagues across SEND to map whether and where this data exists, and to assign a named lead responsibility for collecting data on new priority indicators, and this approach was very effective.

| **Outcome statement** | **Indicator** | **Are you currently capturing this data? If so, where?** | **Comments or actions** | **Additional considerations** | **How often will you collect this?**  (e.g. each calendar year, school year, quarterly) |
| --- | --- | --- | --- | --- | --- |
| **1.    My voice is heard** | % CYP with SEND who report that the people who look after them care about their opinion |  |  |  |  |
| % of SEN Support & EHC plans reviewed by the child and their parent/carer, or the young person |  |  | * Would this data best come through an audit/questionnaire/other process? * Is this appropriate for very young children, or should it be limited particular age ranges? |  |
| % CYP meeting their outcomes in EHC Plans |  |  | * Would this work best as an audit-approach? |  |
| # CYP and families receiving feedback on how their views have been used |  |  |  |  |
| **2.    I am able to learn** | # (or %) of young people with SEND who are not in education, employment or training (NEET) |  |  |  |  |
| % CYP with SEND who report that they learn new things every year |  |  |  |  |
| % CYP who report that there is someone at their school or college they can go to if they feel worried |  |  |  |  |
| % CYP with SEND who have been excluded from school |  |  | * It is important to identify and be consistent about whether this indicator is the % of CYP with SEND who have been excluded at some point over a year period, or whether it is a snapshot of the %/# of CYP with SEND who are currently excluded on a given date. Also important not to confuse it with the % of exclusions that are of CYP with SEND. Any could be indicators. The dashboard is set up to record the first option, but this can be changed as long as it is done so consistently. |  |
| % CYP with SEND on a reduced timetable |  |  |  |  |
| **3.    I am healthy** | # school days missed by CYP with SEND due to their health *(both ill health and health appointments)* |  |  | * Could be changed to % CYP with SEND missing school due to ill-health, but it is harder to get robust data on this. * Some education settings record Covid absences separately, so important to be clear what is included in this indicator and what is out of scope |  |
| % CYP with SEND who report that they have the information and support they need to be as healthy as possible |  |  |  |  |
| # CYP with SEND attending A&E because of poor mental health, including self-harm presentations |  |  |  |  |
| % CYP with SEND who are a healthy weight |  |  |  |  |
| % YP aged 14-25 on the LD register who have an up-to-date annual health check |  |  |  |  |
| % CYP with SEND meeting the PHE Physical Activity Level[[1]](#footnote-1) (physical activity for at least an hour a day, with vigorous physical activity three times a week) |  |  |  |  |
| **4.    I am happy** | % CYP with SEND who report that most of the time, they enjoy their life  (or equivalent life satisfaction measure) |  |  | * This indicator was requested by the young people we spoke to. We recognise this is a subjective measure, however it will be triangulated through other bits of data |  |
| % CYP with SEND who report that they have the support they need to cope when life feels hard |  |  |  |  |
| % CYP with SEND report that they are involved in a club, group or hobby they enjoy |  |  |  |  |
| % CYP with SEND reporting an improvement in anxiety levels after accessing mental health support |  |  |  |  |
| # of CYP with SEND missing school because of anxiety |  |  |  |  |
| **5.    I feel supported** | % of CYP with SEND who report that they have a friend/friends or trusted person who they can talk to |  |  |  |  |
| % of CYP who give a high rating to the support they have received |  |  | * Need to define ‘high rating’ in different areas and services |  |
| % of parent carers who stated that they know who to contact to get the support they need for their child |  |  |  |  |
| % CYP who report that they know where to go to get help and support about their (physical or mental) health needs or disabilities |  |  |  |  |
| # of children and young people with SEND accessing short break activities |  |  | * Initially, this indicator was % of CYP with an EHCP accessing short break activities, but this was found to be too challenging to get robust data on, and is focused on a subset of the SEND population. This indicator could be changed back if done consistently across the dashboard and data capture tools. |  |
| **6.    I am safe** | % of CYP with SEND who report that there is someone at their school, college or education setting they can go to if they feel worried |  |  |  |  |
| % of CYP with SEND who report that they feel safe and like they belong in their local community |  |  |  |  |
| % of CYP with SEND who report that they feel safe and like they belong in their education setting |  |  |  |  |
| % of Parent Carers who report that the professionals who care for their child safely meet their health needs (e.g. epilepsy, allergy, safely moving etc.) |  |  |  |  |
| % of CYP with SEND who reported bullying to education staff who say the that the bullying has now stopped. |  |  |  |  |
| # of MASH referrals for CYP with SEND |  |  |  |  |
| # of CYP with SEND who have CiN plan, or CP/CSE/CCE figures |  |  |  |  |
| 1. **I am in control of my life** | %/# of young people with SEND (18-25) in employment |  |  |  |  |
| %/# of young people with SEND (16-25) undertaking a supported internship or apprenticeship |  |  |  |  |
| % CYP with SEND who are able to safely and confidently access public transport |  |  |  |  |
| % of 18-25-year olds with SEND who report that they have been supported to think about where they want to live, and  % of 18-25-year olds with SEND who report that their current living environment reflects their choices |  |  |  |  |
| % CYP with SEND who report that they have been supported and encouraged to make their own decisions about their daily life |  |  |  |  |
| % of YP with SEND (11-25) who report that they feel supported to think about and prepare for their future |  |  |  |  |

1. <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/353384/Everybody_Active__Every_Day_evidence_based_approach_CONSULTATION_VERSION.pdf> [↑](#footnote-ref-1)