

# EHCP Outcomes framework

This document provides examples of smart outcomes focussing on independence across all age groups. They support settings to ensure that outcomes for children and young people with special educational needs are focussed on our local area vision of 'living my best life'.



Outcomes can be focussed round the 4-key preparing for adulthood strands:



## Learning and work skills

Able to play, learn, work, and achieve their potential.



## Friends, relationships, and community inclusion

Able to communicate confidently, make choices, form friendships and be part of their community.

Kept safe from harm.



## Preparing for independent living

Prepared for living as independent an adult life as possible.



## Health and wellbeing

Be as healthy as they can be  
Resilient and able to seek help with any difficulties they may face.

The following outcomes should be used as a guide. Outcomes should be unique to each child, and relate to their aspirations and needs@

Learning and work skills		Examples of SMART outcomes
E1	<p>Learning and memory</p> <ul style="list-style-type: none"> <li>progressing through the curriculum</li> <li>academic attainment</li> <li>thinking skills, problem solving,</li> <li>decision making skills</li> <li>memory, perseverance</li> <li>organisational skills (cognition and executive functioning skills)</li> <li>developing curiosity, imagination and interest</li> </ul>	<p>Medium Term Goals for the EHCP (achievable by the end of the key stage)</p> <ul style="list-style-type: none"> <li>By the time she enters primary school CYP will be able to correctly identify a range of animals and categorise them using size and colour.</li> <li>By the end of Year 6, CYP will be able to engage in a motivating learning activity that is at their level of understanding for 15 minutes</li> <li>By year 9 I will know and have used 3 strategies to independently support my memory difficulties in and outside of class</li> </ul>
		<p>Short Term Targets for the support Plan (achievable within 6-12 months)</p> <ul style="list-style-type: none"> <li>To be able to focus for up to 20 minutes on a specific learning task in at least 2 lessons per day</li> </ul>
E2	<p>Reading</p> <ul style="list-style-type: none"> <li>reading accuracy and fluency / phonics</li> <li>comprehension (reading for meaning and enjoyment)</li> </ul>	<p>Medium Term Goals for the EHCP (achievable by the end of the key stage)</p> <ul style="list-style-type: none"> <li>By the age of 11 CYP will be able to read a story he has written to a friend, or to the class, fluently.</li> </ul>
		<p>Short Term Targets for the support Plan (achievable within 6-12 months)</p> <ul style="list-style-type: none"> <li></li> </ul>
E3	<p>Writing</p> <ul style="list-style-type: none"> <li>composition, structuring sentences/paragraphs, vocabulary)</li> <li>spelling – knowledge of phonics/letter patterns and sight vocabulary</li> <li>handwriting skills</li> <li>grammar and punctuation</li> </ul>	<p>Medium Term Goals for the EHCP (achievable by the end of the key stage)</p> <ul style="list-style-type: none"> <li>By the age of 11 CYP will be able to write a story that will include thirty 3-5 letter words with 2 and 3 consonant combinations.</li> <li>CYP will have basic reading and writing skills so that he can manage the demands of further education and develop independence skills for his adult life.</li> <li>By the end of year 9 I will be able to type a given sentence at 20 words per minute.</li> </ul>
		<p>Short Term Targets for the support Plan (achievable within 6-12 months)</p> <ul style="list-style-type: none"> <li></li> </ul>
E4	<p>Numeracy</p> <ul style="list-style-type: none"> <li>mental arithmetic</li> <li>numbers – using and applying to problems in real situations</li> <li>shape, space measures, time</li> <li>Reasoning</li> </ul>	<p>Medium Term Goals for the EHCP (achievable by the end of the key stage)</p> <ul style="list-style-type: none"> <li>By the end of year 4 CYP will have a good basic knowledge and use of functional maths including being able to tell the time and make simple sums using money</li> <li>By the end of year 5 CYP will achieve Level 1c in Maths</li> </ul>
		<p>Short Term Targets for the support Plan (achievable within 6-12 months)</p> <ul style="list-style-type: none"> <li>To recognise all coins by the end of the year</li> </ul>
E5	<p>Attendance and engagement</p> <ul style="list-style-type: none"> <li>attendance in education /training / work</li> <li>diversion from anti-social behaviour/ crime</li> </ul>	<p>Medium Term Goals for the EHCP (achievable by the end of the key stage)</p> <ul style="list-style-type: none"> <li>CYP will increase his attendance in school from 60% to at least 85%.</li> <li>CYP works independently for at least 50% of each lesson period, by the end of KS2.</li> </ul>
		<p>Short Term Targets for the support Plan (achievable within 6-12 months)</p> <ul style="list-style-type: none"> <li>By summertime, my attendance will have improved by X days per week</li> <li>I will engage in a learning task for X minutes independently</li> <li>I will listen and take turns to share my view in a learning task with X number of peers</li> <li>I will let an adult know if I have not understood something by using (insert agreed strategy here)</li> <li>I will go into my classroom within 5 minutes of arriving at school</li> </ul>

E6	<p>Routine and structure</p> <ul style="list-style-type: none"> <li>bedtimes</li> <li>getting up</li> </ul>	<p>Medium Term Goals for the EHCP (achievable by the end of the key stage)</p> <ul style="list-style-type: none"> <li>To go to bed by 9pm each night and stay in bed until at least 6am</li> <li>By the end of Year 12, I will be able to use a schedule to plan revision for my evenings independently</li> </ul> <p>Short Term Targets for the support Plan (achievable within 6-12 months)</p> <ul style="list-style-type: none"> <li>By the end of the year I will be able to independently go into the classroom at the start of the day and sit on the carpet at circle time for X minutes</li> </ul>
E7	<p>Employment options/ skills qualifications</p> <ul style="list-style-type: none"> <li>aspirations/ interests</li> <li>education /work choices</li> <li>qualifications</li> <li>work skills/ interviews</li> <li>volunteering /work experience/ part time job</li> <li>traineeship/ internship</li> <li>apprenticeship/ paid job</li> </ul>	<p>Medium Term Goals for the EHCP (achievable by the end of the key stage)</p> <ul style="list-style-type: none"> <li>By the end of year 13 CYP will have a good understanding of her future career options including the qualifications needed, and will have chosen an appropriate course</li> <li>CYP will achieve a GCSE grade C in maths at the end of year 11</li> <li>Lilly will have the required grades to enable her to attend his chosen college course in September 2020</li> <li>By the end of year xx I will learn the skills I need to get a paid job working with cars, working at least 16hrs per week</li> <li>I will complete a Supported Internship study programme by the end of July 2019 so that I can get paid work or an apprenticeship as soon as possible.</li> </ul> <p>Short Term Targets for the support Plan (achievable within 6-12 months)</p> <ul style="list-style-type: none"> <li></li> </ul>
<p>Friends, relationships, and community inclusion</p>		<p>Examples of SMART outcomes</p>
C1	<p>Communication and language</p> <ul style="list-style-type: none"> <li>listening and attention</li> <li>concentration</li> <li>understanding verbal and non-verbal communication</li> <li>speaking (expressive language skills)</li> <li>speech production</li> </ul>	<p>Medium Term Goals for the EHCP (achievable by the end of the key stage)</p> <ul style="list-style-type: none"> <li>By the age of CYP I will be able to demonstrate my ability to have conversations and interactions with familiar and unfamiliar people across a range of social situations without feeling high levels of anxiety.</li> <li>By the end of year 1 CYP will have developed his expressive language skills such that he is able to use a range of 2-word phrases both at home and in the classroom.</li> <li>CYP will be able to communicate and interact in a range of situations so that he can engage positively and proactively with learning and social opportunities by the time he is 16.</li> </ul> <p>Short Term Targets for the support Plan (achievable within 6-12 months)</p> <ul style="list-style-type: none"> <li>By the end of Term 1, In a group of his choice, CYP will interact with other young people</li> <li>By the end of Term 1 CYP will use a visual timetable to minimise his anxieties</li> <li>By the mid-term break CYP will attend and participate in an after-school activity of interest with his peers.</li> <li>By half-term CYP will spend time with at least one established friend of choice at lunchtimes</li> <li>I will be able to follow a two-part instruction from an adult by X date</li> </ul>
C2	<p>Decision making</p> <ul style="list-style-type: none"> <li>understanding choices</li> <li>follow routines</li> <li>accept instructions and direction from others</li> <li>following instructions and guidance</li> <li>mental capacity / support</li> </ul>	<p>Medium Term Goals for the EHCP (achievable by the end of the key stage)</p> <ul style="list-style-type: none"> <li>CYP will be able to explain the school rules and what he can expect to happen if he breaks them by the end of year 4.</li> <li>By the end of KS1, CYP will be able to express her preference when offered a choice between two activities.</li> <li>By the age of 14, CYP will be able to choose a friend to attend his annual review and who will help him prepare for it.</li> </ul> <p>Short Term Targets for the support Plan (achievable within 6-12 months)</p> <ul style="list-style-type: none"> <li>I will be able to communicate a choice when given two options to choose from, at a set time within daily timetable each day</li> </ul>
C3	<p>Safety</p> <ul style="list-style-type: none"> <li>understanding risks</li> <li>personal safety skills</li> <li>online safety</li> </ul>	<p>Medium Term Goals for the EHCP (achievable by the end of the key stage)</p> <ul style="list-style-type: none"> <li>CYP will be more aware of how to keep himself safe near roads and will be able to cross the road safely.</li> <li>CYP will be able to understand and explain who she can approach for advice and guidance on a range of matters including sexual health</li> <li>By the age of 16 I will be able to stay safely at home for 1 hour on my own</li> </ul>



	<ul style="list-style-type: none"> <li>protected from self-harm</li> <li>physical harm</li> <li>alcohol/ drugs awareness</li> <li>sex education / sexual relationships / consent</li> <li>adequate / safe housing</li> </ul>	<p>Short Term Targets for the support Plan (achievable within 6-12 months)</p> <ul style="list-style-type: none"> <li>I will be able to walk alongside an adult in an outside learning session without running away</li> </ul>
C4	<p>Parenting capacity (general)</p> <ul style="list-style-type: none"> <li>basic care</li> <li>ensuring safety</li> <li>emotional warmth</li> <li>stimulation</li> <li>domestic violence</li> <li>guidance and boundaries</li> <li>stability</li> <li>parents accessing training/ work</li> </ul>	<p>Medium Term Goals for the EHCP (achievable by the end of the key stage)</p> <ul style="list-style-type: none"> <li>By the end of 2020 we will be able to use strategies to calm CYP down and there will be a 50% reduction in incidents of frustration</li> </ul>
		<p>Short Term Targets for the support Plan (achievable within 6-12 months)</p> <ul style="list-style-type: none"> <li>To attend at least 2 College open days and submit the application form by the deadline</li> </ul>
C5	<p>Parenting capacity (SEND)</p> <ul style="list-style-type: none"> <li>understanding SEND</li> <li>meeting SEND</li> <li>short breaks for carers</li> <li>family attitude to young person's independence</li> </ul>	<p>Medium Term Goals for the EHCP (achievable by the end of the key stage)</p> <ul style="list-style-type: none"> <li></li> </ul>
		<p>Short Term Targets for the support Plan (achievable within 6-12 months)</p> <ul style="list-style-type: none"> <li>To have someone else look after me so that my parent(s) / carer(s) have time away from their caring tasks and time with my sibling(s)</li> <li>I can safely take part in a leisure time activity so that my parent(s) / carer(s) have time away from their caring tasks and time with my sibling(s)</li> </ul>
C6	<p>Participation in community</p> <ul style="list-style-type: none"> <li>community resources</li> <li>wider family networks</li> <li>social integration</li> </ul>	<p>Medium Term Goals for the EHCP (achievable by the end of the key stage)</p> <ul style="list-style-type: none"> <li>By the start of Year 9 CYP will be able to make his own way to Hayward adventure playground</li> <li>By the end of KS4 CYP will be able to move around her community safely and will be able to explain what she will do if she gets lost.</li> <li>By the end of KS3, I will be able to identify when I am feeling angry with the support of a visual aid and will communicate this with classroom staff</li> </ul>
		<p>Short Term Targets for the support Plan (achievable within 6-12 months)</p> <ul style="list-style-type: none"> <li>I will take part in 1 after school club with my peers by the end of the year</li> </ul>
C7	<p>Social relationships</p> <ul style="list-style-type: none"> <li>social skills</li> <li>forming positive relationships/ friendships</li> <li>play co-operatively</li> <li>taking turns</li> <li>organise activity</li> <li>sensitivity to others</li> <li>family relationships / contact with family</li> </ul>	<p>Medium Term Goals for the EHCP (achievable by the end of the key stage)</p> <ul style="list-style-type: none"> <li>By the age of CYP I will be able to go out with my friends at least once a week and be understood by people so I can join in the fun</li> <li>By the end of Year 6 CYP can engage with her peers in socially appropriate ways, so that she can build reciprocal friendships</li> <li>By the age of 14 CYP will have a small group of friends who he plays with at break times and take part in school and after-school activities at least once a week</li> </ul>
		<p>Short Term Targets for the support Plan (achievable within 6-12 months)</p> <ul style="list-style-type: none"> <li>I will be able to approach a peer and ask them a question about their weekend</li> <li>I will be able to share enjoyment of a social activity with a group of three or more peers for five minutes</li> <li>Be able to play with peers independently / without support by the end of school term</li> <li>Understand and contribute to a small group discussion, using appropriate social skills</li> <li>Be able to work constructively on shared activities at the youth club with two other young people for 30 minutes without adult support.</li> </ul>

Preparing for independent living

Examples of SMART outcomes

11	<p>Personal care skills</p> <ul style="list-style-type: none"> <li>• bathing/ showering</li> <li>• personal hygiene</li> <li>• getting dressed</li> <li>• toileting</li> <li>• immunisations</li> <li>• wearing glasses</li> <li>• wearing hearing aids</li> </ul>	<p>Medium Term Goals for the EHCP (achievable by the end of the key stage)</p> <ul style="list-style-type: none"> <li>• By the end of Year 4 CYP can appropriately dress herself with clothes on the right way around</li> <li>• By the end of year 8 I will be more able to look after myself and will wear my glasses all the time</li> <li>• Lee will be able to attend to her own self care needs (dressing, washing, toilet, menstruation, eating and drinking) by the end of year 7.</li> <li>• By the end of KS3 I will be able to button/ zip up my school jacket without adult support.</li> </ul>
		<p>Short Term Targets for the support Plan (achievable within 6-12 months)</p> <ul style="list-style-type: none"> <li>• Recognise appropriate water temperature when washing herself</li> <li>• Understand the need to wash and brush her hair</li> <li>• CYP is able to put on his school uniform daily to attend school</li> <li>• CYP is able to select the uniform and place it on his bed daily</li> <li>• CYP is able to zip up trousers/pull up trousers daily</li> <li>• CYP is able to brush his teeth/hair/wash his face daily</li> </ul>
12	<p>Behavioural development</p> <ul style="list-style-type: none"> <li>• tolerating environmental conditions (sensory integration)</li> <li>• understanding feelings</li> <li>• managing change and transitions</li> </ul>	<p>Medium Term Goals for the EHCP (achievable by the end of the key stage)</p> <ul style="list-style-type: none"> <li>• CYP will be able to understand and manage his own and others feelings in appropriate ways so that the number of negative comments received is reduced by 50% by the end of year 4</li> <li>• By the end of Year 6 CYP will be able to demonstrate that she can recognise her feelings of anxiety or frustration and independently use strategies to return to a calm state</li> <li>• CYP to be able to show that he can manage changes to his routine or environment by the time he is 12</li> </ul>
		<p>Short Term Targets for the support Plan (achievable within 6-12 months)</p> <ul style="list-style-type: none"> <li>• To be able to eat independently in the hall for 3 days per week by the end of year 3.</li> </ul>
13	<p>Looking after a home</p> <ul style="list-style-type: none"> <li>• shopping</li> <li>• budgeting</li> <li>• cooking / preparing food</li> <li>• cleaning a home</li> <li>• laundry</li> <li>• managing a tenancy</li> <li>• keeping safe at home</li> <li>• understanding correspondence</li> </ul>	<p>Medium Term Goals for the EHCP (achievable by the end of the key stage)</p> <ul style="list-style-type: none"> <li>• By the end of Year 7 CYP will be able to pay for small items in a shop on her own, using her pocket money</li> <li>• By the age of CYP I will be able to choose two healthy meals and cook them using written instructions</li> <li>• CYP will be able to cook a healthy and balanced meal with limited supervision by the end of year 8</li> </ul>
		<p>Short Term Targets for the support Plan (achievable within 6-12 months)</p> <ul style="list-style-type: none"> <li>• CYP will be able to make a cup of tea</li> <li>• CYP will sit at the table for meals</li> </ul>
14	<p>Housing</p> <ul style="list-style-type: none"> <li>• Adaptations</li> <li>• Rehousing</li> <li>• planning where to live in the future</li> </ul>	<p>Medium Term Goals for the EHCP (achievable by the end of the key stage)</p>
		<p>Short Term Targets for the support Plan (achievable within 6-12 months)</p>
15	<p>Personal responsibility</p> <ul style="list-style-type: none"> <li>• managing own time</li> <li>• appropriate clothing</li> <li>• managing appointments</li> <li>• managing workers and use of services</li> </ul>	<p>Medium Term Goals for the EHCP (achievable by the end of the key stage)</p> <ul style="list-style-type: none"> <li>• By the end of year 12 CYP will complete at least 75% of his coursework on time</li> <li>• By the end of year 12 I will be more independent and will be able to better plan and manage my own time playing computer games and stick to the times agreed for using the TV and tablet so that things that are a higher priority get done.</li> </ul>
		<p>Short Term Targets for the support Plan (achievable within 6-12 months)</p> <ul style="list-style-type: none"> <li>•</li> </ul>

I6	<p>Travel</p> <ul style="list-style-type: none"> <li>• using public transport</li> <li>• travel training</li> </ul>	<p>Medium Term Goals for the EHCP (achievable by the end of the key stage)</p> <ul style="list-style-type: none"> <li>• By the end of Year 12 CYP will be able to plan and undertake a journey using public transport.</li> <li>• By the end of year CYP I will be more independent and will be able to travel to my college placement independently using public transport and know what to do should something go wrong.</li> <li>• By July 2021 CYP will be able to travel independently using public transport between a range of destinations including home, gym, college and his Aunt's house</li> </ul> <p>Short Term Targets for the support Plan (achievable within 6-12 months)</p> <ul style="list-style-type: none"> <li>• By the end of year CYP I will be more independent and will be able to cross the road safely</li> </ul>
I7	<p>Financial management</p> <ul style="list-style-type: none"> <li>• benefits/ income maximisation</li> <li>• paying bills</li> <li>• budgeting</li> <li>• managing a personal budget</li> <li>• bank account</li> </ul>	<p>Medium Term Goals for the EHCP (achievable by the end of the key stage)</p> <ul style="list-style-type: none"> <li>• Improve my functional numeracy skills and by the time I am 18 have the skills to be actively involved in managing a personal budget and a bank account.</li> </ul> <p>Short Term Targets for the support Plan (achievable within 6-12 months)</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Health and wellbeing</b>		<b>Examples of SMART outcomes</b>
H1	<p>Physical development</p> <ul style="list-style-type: none"> <li>• gross motor skills</li> <li>• mobility</li> <li>• strength</li> <li>• posture</li> <li>• fine motor skills</li> <li>• moving /handling and transfers</li> <li>• range of motion</li> </ul>	<p>Medium Term Goals for the EHCP (achievable by the end of the key stage)</p> <ul style="list-style-type: none"> <li>• CYP will be able to perform a self choreographed dance routine to his friends and family at his 16<sup>th</sup> birthday party</li> <li>• By the age of 19 I will be more able to look after myself and will follow my physiotherapy plan every day:</li> </ul> <p>Short Term Targets for the support Plan (achievable within 6-12 months)</p> <ul style="list-style-type: none"> <li>• By the end of term CYP will be able to ride his bike to Grandma's house and back again</li> <li>• To hold a fork and bring food to his mouth by the next review in 6 months</li> </ul>
H2	<p>Managing a health issue or medical condition</p> <ul style="list-style-type: none"> <li>• managing medication</li> <li>• use of aids /assistive technology</li> <li>• dental care /optical care</li> <li>• transition to adult health services</li> </ul>	<p>Medium Term Goals for the EHCP (achievable by the end of the key stage)</p> <ul style="list-style-type: none"> <li>• By the age of CYP I will be better able to look after myself and will be able to demonstrate an understanding of the importance of taking my medication every day</li> <li>• By the age of CYP I will be able to demonstrate the use of coping strategies for my fluctuating hearing and adjust my own radio aid</li> </ul> <p>Short Term Targets for the support Plan (achievable within 6-12 months)</p> <ul style="list-style-type: none"> <li>• To attend all my medical appointments (GP, Dentist, Optician)</li> <li>• To feel confident to use adapted equipment in front of other students by the time I start secondary school next year.</li> </ul>
	<p>Emotional development</p> <ul style="list-style-type: none"> <li>• increased self confidence</li> <li>• managing in relationships</li> <li>• dealing with conflict</li> <li>• accepting adult authority</li> <li>• enjoying play</li> <li>• self awareness</li> <li>• self image</li> <li>• sense of identity</li> <li>• social presentation</li> <li>• regulating emotions</li> </ul>	<p>Medium Term Goals for the EHCP (achievable by the end of the key stage)</p> <ul style="list-style-type: none"> <li>• By the end of Key Stage 1, CYP will be able to play, alone and with her peers</li> <li>• By the end of Key Stage 2, CYP will be able to manage his temper on the football pitch without being sent off</li> <li>• By the end of Key Stage 3 CYP will feel part of a peer group</li> <li>• By the end of Key Stage 4, CYP will be managing to organise his time and will have some ideas about what he would like to do with his life</li> </ul> <p>Short Term Targets for the support Plan (achievable within 6-12 months)</p> <ul style="list-style-type: none"> <li>• CYP will perform at the school talent show in July 2019</li> </ul>

H4	<p>Weight management / nutrition</p> <ul style="list-style-type: none"> <li>• varied and balanced diet</li> <li>• physical exercise</li> <li>• making food choices/ healthy eating</li> <li>• feeding (including gastro)</li> <li>• maintaining a healthy weight</li> </ul>	<p>Medium Term Goals for the EHCP (achievable by the end of the key stage)</p> <ul style="list-style-type: none"> <li>• CYP will consistently make healthy food choices when preparing meals for himself and others.</li> <li>• By the age of 16 I will be more able to look after myself and will reduce my weigh to xxx kg by eating more healthy meals and exercising 3 times a week.</li> </ul> <p>Short Term Targets for the support Plan (achievable within 6-12 months)</p> <ul style="list-style-type: none"> <li>•</li> </ul>
H5	<p>Sleeping</p> <ul style="list-style-type: none"> <li>• sleep difficulties related to SEND</li> <li>• impact on wider family health and wellbeing</li> </ul>	<p>Medium Term Goals for the EHCP (achievable by the end of the key stage)</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Short Term Targets for the support Plan (achievable within 6-12 months)</p> <ul style="list-style-type: none"> <li>•</li> </ul>
H6	<p>Resilience</p> <ul style="list-style-type: none"> <li>• dealing with bullying / discrimination</li> <li>• understanding who can help and the role of emergency services</li> <li>• support networks</li> <li>• asking for help</li> <li>• managing stress</li> <li>• response to loss/ failure</li> </ul>	<p>Medium Term Goals for the EHCP (achievable by the end of the key stage)</p> <ul style="list-style-type: none"> <li>• By the age of 10 I will be more able to demonstrate the use of techniques to help manage my anxiety and feelings when things are difficult</li> <li>• CYP will have coping strategies to help him manage his emotions in relation to the loss of his dog.</li> </ul> <p>Short Term Targets for the support Plan (achievable within 6-12 months)</p> <ul style="list-style-type: none"> <li>• CYP will stay away from home overnight without his mum so that he feels confident about what will be available to support him when she has her operation.</li> </ul>
H7	<p>Mental health</p> <ul style="list-style-type: none"> <li>• Depression</li> <li>• Anxiety disorders</li> <li>• Obsessive-compulsive disorder (OCD)</li> <li>• Post-traumatic stress disorder (PTSD)</li> <li>• Developmental trauma</li> <li>• Eating disorders</li> <li>• Self-harm</li> <li>• Attachment difficulties</li> <li>• Conduct problems</li> <li>• Distressing unusual experiences and psychosis</li> <li>• Substance misuse problems</li> <li>• Unexplained physical symptoms</li> <li>• Gender related difficulties</li> <li>• Adjustment to health-related difficulties</li> </ul> <p>Neurodevelopmental difficulties</p> <ul style="list-style-type: none"> <li>• ADHD</li> <li>• ASC</li> </ul>	<p>Medium Term Goals for the EHCP (achievable by the end of the key stage)</p> <ul style="list-style-type: none"> <li>• CYP will have an understanding of their eating disorder/low mood/ anxiety disorder/ neurodevelopmental disorder, through psychoeducation</li> <li>• CYP will be able to identify their feelings at least some of the time and seek help when feeling sad, lonely or anxious</li> <li>• By the end of Key stage 4 X will be able to understand the triggers for their difficulties with eating/anxiety/low mood/ADHD and have some strategies to manage when things are difficult, including talking to peers and identified adults who can offer support.</li> <li>• CYP will be able to spend less time worrying and checking in school.</li> <li>• CYP will develop a trusting relationship with a staff member.</li> <li>• A specific goal around eating might be that X will be able to eat lunch in school 2 days a week</li> <li>• CYP will develop stronger self-esteem and understand more why others value them (e.g. their strengths and qualities)</li> </ul> <p>Short Term Targets for the support Plan (achievable within 6-12 months)</p> <ul style="list-style-type: none"> <li>• CYP will have access to relevant mental health advice and support in school and be signposted or referred to appropriate counselling or mental health services if indicated.</li> <li>• School staff will understand how CYP's mental health or neurodevelopmental needs affect their learning. Staff training sessions will be offered as needed.</li> <li>• School staff will access consultation from the school CAMHS clinician to support their adaptations for CYP</li> <li>• Specific adaptations to the classroom environment or behaviour system will be in place for CYP's increased activity levels and need for frequent physical movement.</li> <li>• Incidents of self-harm in school will become less frequent.</li> <li>• Incidents of bullying or stigma in school will become less frequent</li> <li>• Incidents of aggressive outbursts in school will become less frequent</li> </ul>



"If we work together,  
anything is possible"

This document has been co-produced by:

- Derby City Council
- Parent Carer Forum
- SENCOs through our SEND Ambassador group

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