

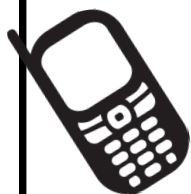
SEN and Disability
Information, Advice
and Support

Solihull
sendias

are here to help you.

Contact us:

Contact us for free impartial help & support



0121 516 5173

Or



solihullsendias@family-action.org.uk



[Familyaction/solihullsendias](https://www.facebook.com/Familyaction/solihullsendias)

Or by post



Solihull SENDIAS Service

Sans Souci Training Centre

Tanworth Lane

SEN and Disability
Information, Advice
and Support

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FACTsheet

Info for young people

OUTCOMES and ASPIRATIONS



Preparing for Adulthood

Tel: 0121 516 5173

What is the difference between aspirations and outcomes?

Sometimes there is confusion between **aspirations** and **outcomes**.

- Aspirations describe where you want your life to be in the long term. For example, living in your own flat and having a job.
- Outcomes describe the specific things that you will do over a 2-3 year period to help you achieve your long term aspirations: for example, trying out different types of job to help you decide what work you would like in the future.



start here...



...go anywhere

You might be worried that your extra support needs will make a difference to what you choose to do. Do not be put off by people assuming that there are things you won't have a

Did you know for example that:

- People with dyslexia become teachers
- Deaf people study music
- People with visual impairments do graphic design



Aspirations

To make choices about what you want to do in your future, you need to know about yourself. It is important that you have time to think about:

- what you like doing
- what you are good at
- what you would like to do in the future

You can think through these things on your own, or by talking to friends and family.

When you turn 16, you have some choices about what you want to do next.

You can:

- Go to college
- Look for a job with training
- Stay at school
- Start training for work



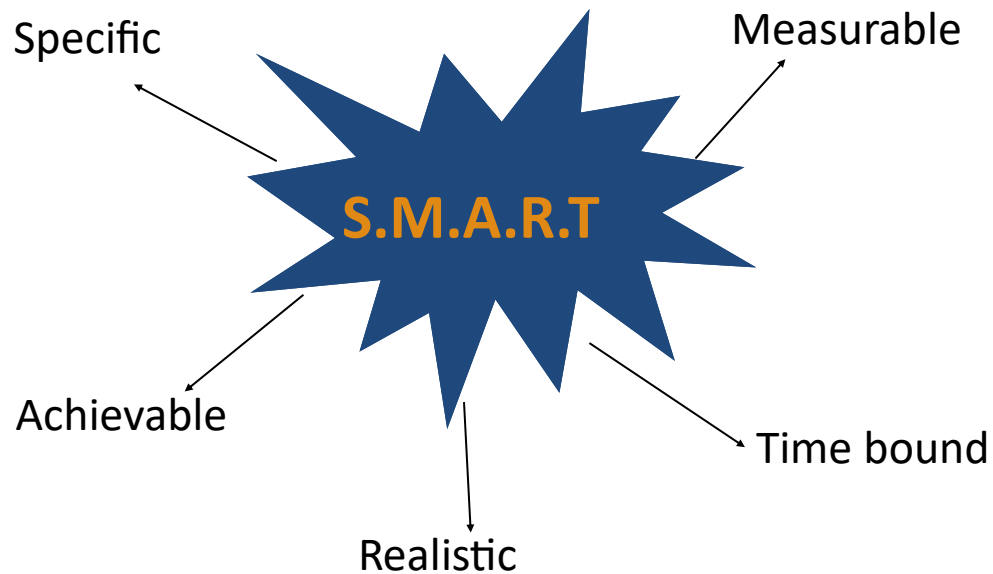
Developing Outcomes

Outcomes should be written to support achievement of your aspirations.

Outcomes are at the centre of the Education Health and Care Plan. Getting outcomes right is crucial to ensuring that everyone involved (you, your parents, professionals involved) all clearly understand how they are working together towards a shared set of outcomes.



Outcomes should be S.M.A.R.T



A good outcome can be described as:

- Building on something that is working well;
- Changing something that doesn't work well;
- Moving you towards your future aspirations.

If the outcome being considered doesn't address any of these issues, then it probably isn't a good outcome.

Activity

Think of an aspiration (e.g.: I want to go to university)

Think about what outcomes might lead you towards your aspiration (e.g.: Getting the required qualifications from college)

Think about what barriers might be in the way (e.g. difficulty in reading information ,and writing my thoughts on paper)

What would need to be put in place to help you overcome those barriers? (e.g.: Extra time in exams, scribe, reader, access to a quiet room)

