

# *Lifecourse outcomes* for children and young people

## July 2012: Children, Schools and Families Directorate

### 1. What is the lifecourse outcomes approach and what will it achieve?

As children and young people change and mature, the services and support they need will also change. We want to be able to understand the journey our children and young people take through services in Surrey to ensure that we help them achieve the best possible outcomes as they grow up. We developed the lifecourse outcomes approach in consultation with children, young people, parents and practitioners to find a common way of looking at the outcomes we believe children and young people can be supported to achieve at key stages in their childhood. This approach is intended to develop a common narrative for our aspirations for children and young people in Surrey and, over time, will become a corner piece for our commissioning framework.

The 'lifecourse outcomes' should give us a new way of planning, that uses what we know and do now, to look at how we support children and young people moving forward. Without a consistent framework setting out what we want to achieve for children and young people, strategies could be less effective and service delivery more fragmented than we would like. Therefore, we can use this approach as a framework to guide strategy and policy work, ensuring that it becomes central to the way we work. The 'lifecourse outcomes' will be used to inform the development, commissioning and delivery of services for children, young people and families in Surrey. This approach will be the foundation of our new children and young people's strategy, helping to embed a common and recognisable approach to service planning and delivery that supports our action plans.

### 2. Where does this approach come from?

The research that informs this approach drew on national policy and international research, which showed us that the elements contributing to excellent opportunities and outcomes for children and young people are wide ranging. However, in countries where children and young people have the best outcomes, four common features were identified that have the most significant impact:

- **Family and parenting** – This involves good relationships between parents and their children; a warm, firm and positive parenting style; a stable family unit; good relationships between children and extended family members and between siblings.
- **Pregnancy and early years support** – This includes support throughout pregnancy to age five through childcare, pre-school education, physical and emotional health.

- **Education** – Where children have a solid foundation that promotes lifelong learning, those aged five to 18 achieve good learning outcomes within formal education or training. This is enhanced by access to and achievement within higher education.
- **Material wellbeing** –The quality of environment and the personal and public resources available to a child or young person as they grow up impacts on their outcomes. Children’s personal resources are often determined by their parents’ prosperity.

Our research identified six further features that support children and young people to have the best outcomes and opportunities:

- positive relationships with peers
- good physical health
- good mental health
- leisure activities
- safety and reduced exposure to risks
- positive cultural experiences.

### 3. The lifecourse outcomes approach and partnership working

While an approach based on council services and international best practice research is useful, the council does not and cannot work in isolation. There are areas where our partners are best placed to provide support and we have worked hard to develop an approach that reflects the invaluable services, knowledge and expertise that partners like health, schools and the Police provide to children, young people and their families. We want to be open in sharing our approach with partners so that we can work with a better understanding of one another. This will make us more effective in providing the support that our children and young people need. We need to work hand-in-hand with these partners to ensure seamless service delivery where areas of work meet or overlap. This takes commitment from us and from partners, to develop strong partnerships with good strategic planning to ensure the right people and services are in place to deliver the best possible outcomes across all stages of a child’s development.

### 4. The lifecourse outcomes approach and the pivotal role of parents

Surrey’s children and young people enjoy some of the best outcomes in the country. One reason for this is that outcomes are underpinned by good parenting. Using feedback from services and international research, we understand that good positive, warm and firm parenting that supports the best outcomes at all stages is characterised by:

- a supportive and caring family
- a safe and secure home
- engaged parenting
- promoting tolerance and good behaviour
- promoting optimism and positivity.

Parents and families, not public services, are the most important influence on a child’s life. So this approach acknowledges the good work parents do at various stages and looks at where our support can add the most value to the lives of their children.

## 5. What is in the lifecourse outcomes approach?

The lifecourse outcomes approach has just two components: the key stages and the key outcomes. We anticipate that by mapping outcomes against each of the key stages, we can begin looking at the most efficient and effective combination of services to support children and young people to achieve these outcomes, in line with their individual needs.

### 5.1 The key stages

The approach identifies five key stages in childhood and adolescence:

- pregnancy and birth: from conception to birth
- the early years: from 0-5 years
- the primary years: from 6-11 years
- the teenage years: from 12-19 years
- young adulthood: from 20-25 years.

### 5.2 The key outcomes

Most outcomes identified at the key stages in the lifecourse outcomes approach apply throughout childhood and adolescence, but will be shaped by age. We also need to take account of the individual needs and circumstances of each child or young person when considering appropriate outcomes at each key stage. The lifecourse outcomes approach proposes that it is important for all children and young people to:

- be happy and enjoy their childhood
- have access to sufficient material resources
- build and maintain positive relationships and good social skills
- develop respect and responsibility for themselves, for others and their community
- have good emotional health and wellbeing
- have good physical health
- enjoy good educational achievement
- develop realistic, but challenging aspirations
- be safe and learn to make good decisions regarding safety
- have access to the appropriate information and services
- be able to access stimulating and enjoyable leisure and cultural opportunities.

We believe that these outcomes will help our children and young people transition smoothly between the key stages in their childhood, which can be particularly challenging times.

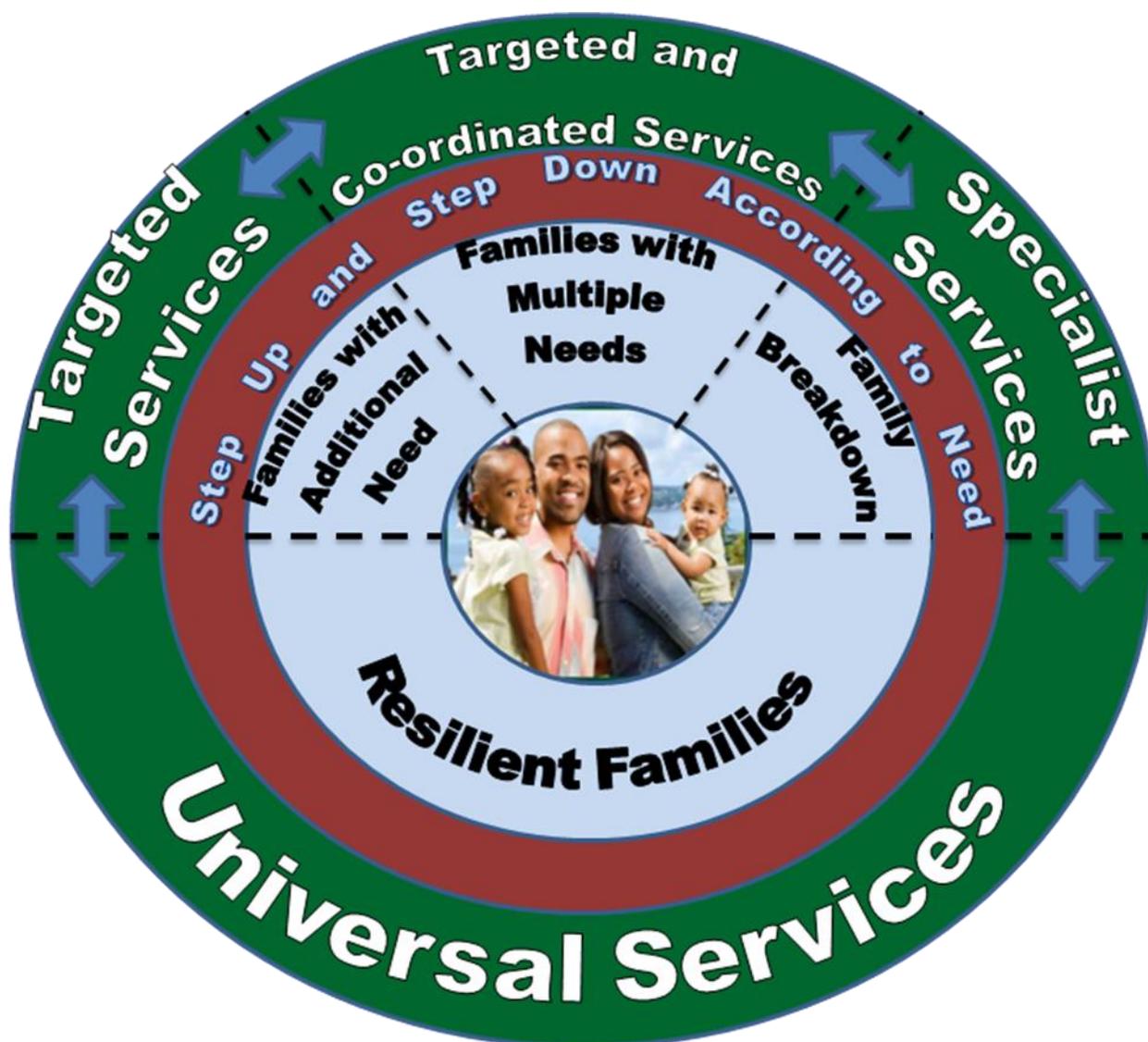
## 6. The lifecourse outcomes approach

This approach shows the key stages in a child and young person's life; highlights the key outcomes we want to achieve for children and young people; and gives examples of the types of services they may come into contact with. It is important that the 'lifecourse outcomes' are seen as a guide to the general positive outcomes we want to support all children and young people to achieve. However, children and young people often develop different skills and abilities at different stages, so our approach is designed to acknowledge and celebrate individuality. We will consider how best to tailor outcomes to be realistic about the individual needs of children and young people, whilst still being ambitious about their achievement and positive development.

The approach also uses the outcomes as a guide for looking at the type of services that are currently on offer at each the key stages. Services in Surrey are generally categorised according to the level of

support that they provide, either universal, targeted or specialist. Universal services are accessible for all the children and young people at a particular stage, who want to use them. These services support general needs that are common to the entire stage. Targeted services engage with children and young people who have more specific needs and are at increased risk of poorer outcomes. These types of services are more tailored and therefore, accessible for only those individuals with the particular need being addressed. Specialist services work with children and young people with complex, severe or persistent needs and may be provided by multi-disciplinary teams.

Using the 'lifecourse outcomes', we will be able to plan and commission services to ensure they address the various outcomes. We will also be able to commission more targeted and specialist support for children and young people who need this. A summary of the types of services that currently exist in Surrey can be found in appendix one, however, these services are may evolve to ensure they are provided in line with the changing needs and resources in the county.



### **6.1 Pregnancy and birth: from conception to birth**

This stage involves laying the foundations for children's lives and developing affectionate bonds. Our research and consultations have highlighted this stage as being crucial in helping our children and families reach the best outcomes at later stages.

It is important that services support all parents to achieve these key outcomes **by birth**, receiving appropriate and tailored support **during pregnancy** where necessary to:

- be happy and positive
- have access to sufficient material resources
- have a positive network of families, friends and communities for support
- have positive affectionate bonds with their babies
- have good maternal physical and mental health
- be confident in making well-informed family planning decisions
- be well informed about the benefits of breastfeeding
- have a child-friendly, safe and secure home environment
- have access to a network of professional support and services that are relevant to their needs
- have a safe labour and birth
- have babies with a healthy birth weight.

### **6.2 The early years: developing well from 0-5 years**

At this stage children begin to develop key emotional, physical and social capabilities. The support that children and their parents receive at this stage builds on the good outcomes reached during pregnancy and birth.

These are the key outcomes that are important for all children to develop **during the early years and to achieve by age five**, with appropriate and tailored support where necessary. They provide a good foundation to continue positive development throughout their childhood years to:

- be happy and positive
- have access to sufficient material resources
- have positive and supportive relationships within the family unit
- able to make friends, play with others and share
- have a basic understanding of authority, positive social behaviours and boundaries
- able to communicate positively and deal with frustration
- maintain a healthy weight through active play and healthy eating habits
- receive all scheduled immunisations
- explore, practice and extend numeracy and literacy skills
- achieve well at the Early Years Foundation Stage Profile
- be inquisitive and open to trying new things
- able to solve simple problems and consider a set of low risk decisions, with support
- live in a child-friendly, safe, secure and stimulating home environment, that supports their development
- have access to services and support that are relevant to their needs
- able to access stimulating and enjoyable leisure and cultural opportunities
- be ready for primary school.

### **6.3 The primary years: from 6-11 years**

At this stage children are supported to relate within schools and communities in a way that develops a positive sense of self; personal values and achievement.

These are the key outcomes that are important for all children to aspire to **during the primary years and to achieve by age 11**, with appropriate and tailored support where necessary:

- be happy and positive, enjoying their education and community
- have access to sufficient material resources
- have positive, supportive relationships within the family unit, with friends and with authority figures
- able to interact in a positive way within a team
- have emotional sensitivity and tolerance towards the people and things around them
- be confident in themselves, engaged and able to deal with setbacks
- maintain a healthy weight through physical activity and healthy eating habits, with a basic understanding of why this is important
- receive all scheduled immunisations
- have good basic numeracy and literacy levels, including appropriate reading ability and basic arithmetic
- achieve well at key stage 1 to provide a good foundation for excellent key stage 2 attainment
- be inquisitive and imaginative as a complement to their academic achievement
- extend problem solving skills and take reasoned decisions about their safety, with support
- have ambition, aspirations and drive for the future
- live in a safe, secure and stable home environment, that supports their learning and development
- have access to services and support that are relevant to their needs
- able to access stimulating and enjoyable leisure and cultural opportunities
- be ready for secondary school.

#### **6.4 The teenage years: from 12-19 years**

At this stage young people begin to build firm and positive foundations for adult life. Good achievement that began during the first three stages of the 'lifecourse outcomes' will help young people to achieve well during the teenage years.

These are the key outcomes that are important for all young people to aspire to **during the teenage years and to achieve by age 19**, with appropriate and tailored support where necessary:

- be happy and positive, enjoying their education and community
- have access to sufficient material resources
- have positive relationships and support networks with their family, friends and community
- able to interact positively in team of their peers
- able to use emotional sensitivity and tolerance to display respect and responsibility towards others, themselves, and their community
- have a positive self-image through understanding and accepting their personal strengths and weaknesses
- continue to be physically active and maintain good healthy eating habits, in school and in their communities
- receive all scheduled immunisations
- know how to handle money, budget and prioritise for necessities
- participate in education, employment and/or training that leads to the achievement of a level 3 qualification
- understand how their personal interests, strengths and learning choices relate to the world of work
- able make well informed positive life choices that promote their own safety
- have the ambition and drive to challenge themselves to succeed
- live in a safe, secure and stable home environment, that supports their development
- able to identify and access services and support that are relevant to their needs
- able to access stimulating and enjoyable leisure and cultural opportunities
- be well prepared for the transition to further or higher education, training or employment.

## 6.5 Young adulthood: from 20-25 years

At this stage young people enter adulthood, and more vulnerable young people may need additional support. During this transition the outcomes that they achieve should continue to challenge and engage them, whilst remaining realistic about the level of additional support that they may require to achieve their full potential.

These are the key outcomes that are important for all young adults who require additional support to aspire to **during young adulthood and to achieve by age 25**, with appropriate and tailored support where necessary according to their specific needs:

- be happy and positive in their outlook
- have access to sufficient material resources
- have secure, positive relationships with family, friends, and communities that support their independence
- able to interact positively in team of peers or colleagues
- have developed social responsibility, emotional sensitivity and tolerance to enable them to participate positively in opportunities
- have a positive self-image through understanding and accepting their personal strengths and weaknesses
- make an independent decision to continue to be physically active and eat healthily as a routine part of their lives
- continue to develop financial and money management skills
- continue in education, or secure employment or training
- have a broad set of skills that employers value
- continue to cultivate positive behaviours, make positive life choices and take considered risks
- engaged with opportunities for positive progress
- have a safe, secure and stable place to live
- able to access and navigate relevant services, independently or with advocacy if needed
- able to access stimulating and enjoyable leisure and cultural opportunities
- transition successfully to adult's services, if further support is necessary.

## 7. Summary of the key outcomes

**Table 1:** This table sets out a summary of all the key outcomes at each of the key stages of the outline aspirational outcomes for children and young people.

Pregnancy and birth	The early years
<p>be happy and positive</p> <p>have access to sufficient material resources</p> <p>have a positive network of families, friends and communities for support</p> <p>have positive affectionate bonds with their babies</p> <p>have good maternal physical and mental health</p> <p>be confident in making well-informed family planning decisions</p> <p>be well informed about the benefits of breastfeeding</p> <p>make positive choices for the health of the unborn child, for example not smoking</p> <p>have a child-friendly, safe and secure home environment</p> <p>have access to a network of professional support and services that are relevant to their needs</p> <p>have a safe labour and birth</p> <p>have babies with a healthy birth weight</p>	<p>be happy and positive</p> <p>have access to sufficient material resources</p> <p>have positive and supportive relationships within the family unit</p> <p>able to make friends, play with others and share</p> <p>have a basic understanding of authority, positive social behaviours and boundaries</p> <p>able to communicate positively and deal with frustration</p> <p>maintain a healthy weight through active play and healthy eating habits</p> <p>receive all scheduled immunisations</p> <p>explore, practice and extend numeracy and literacy skills</p> <p>achieve well at the Early Years Foundation Stage Profile</p> <p>be inquisitive and open to trying new things</p> <p>able to solve simple problems and consider a set of low risk decisions, with support</p> <p>live in a child-friendly, safe, secure and stimulating home environment, that supports their development</p> <p>have access to services and support that are relevant to their needs</p> <p>able to access stimulating and enjoyable leisure and cultural opportunities</p> <p>be ready for primary school</p>

'Lifecourse outcomes'. The pregnancy and birth outcomes refer to outcomes for parents; all other stages.

<b>The primary years</b>	<b>The secondary years</b>	<b>Young adulthood</b>
<p>be happy and positive, enjoying their education and community</p> <p>have access to sufficient material resources</p> <p>have positive, supportive relationships within the family unit, friends and with authority figures</p> <p>able to interact in a positive way within a team</p> <p>have emotional sensitivity and tolerance towards the people and things around them</p> <p>be confident in themselves, engaged and able to deal with setbacks</p> <p>maintain a healthy weight through physical activity and healthy eating habits, with a basic understanding of why this is important</p> <p>receive all scheduled immunisations</p> <p>have good basic numeracy and literacy levels, including appropriate reading ability and basic arithmetic</p> <p>achieve well at key stage 1 to provide a good foundation for excellent key stage 2 attainment</p> <p>be inquisitive and imaginative as a complement to their academic achievement</p> <p>extend problem solving skills and take reasoned decisions about their safety, with support</p> <p>have ambition, aspirations and drive for the future</p> <p>live in a safe, secure and stable home environment, that supports their learning and development</p> <p>have access to services and support that are relevant to their needs</p> <p>able to access stimulating and enjoyable leisure and cultural opportunities</p> <p>be ready for secondary school</p>	<p>be happy and positive, enjoying their education and community</p> <p>have access to sufficient material resources</p> <p>have positive relationships and support networks with their family, friends and community</p> <p>able to interact positively in team of their peers</p> <p>able to use emotional sensitivity and tolerance to display respect and responsibility towards others, themselves, and their community</p> <p>have a positive self-image through understanding and accepting their personal strengths and weaknesses</p> <p>continue to be physically active and maintain good healthy eating habits, in school and in their communities</p> <p>receive all scheduled immunisations</p> <p>know how to handle money, budget and prioritise for necessities</p> <p>participate in education, employment and/or training that leads to the achievement of a level 3 qualification</p> <p>understand how their personal interests, strengths and learning choices relate to the world of work</p> <p>able make well informed positive life choices that promote their own safety</p> <p>have the ambition and drive to challenge themselves to succeed</p> <p>live in a safe, secure and stable home environment, that supports their development</p> <p>able to identify and access services and support that are relevant to their needs</p> <p>able to access stimulating and enjoyable leisure and cultural opportunities</p> <p>be well prepared for the transition to further or higher education, training or employment</p>	<p>be happy and positive in their outlook</p> <p>have access to sufficient material resources</p> <p>have secure, positive relationships with family, friends, and communities that support their independence</p> <p>able to interact positively in team of peers or colleagues</p> <p>have developed social responsibility, emotional sensitivity and tolerance to enable them to participate positively in opportunities</p> <p>have a positive self-image through understanding and accepting their personal strengths and weaknesses</p> <p>make an independent decision to continue to be physically active and eat healthily as a routine part of their lives</p> <p>continue to develop financial and money management skills</p> <p>continue in education, or secure employment or training</p> <p>have a broad set of skills that employers value</p> <p>continue to cultivate positive behaviours, make positive life choices and take considered risks</p> <p>engaged with opportunities for positive progress</p> <p>have a safe, secure and stable place to live</p> <p>able to access and navigate relevant services, independently or with advocacy if needed</p> <p>able to access stimulating and enjoyable leisure and cultural opportunities</p> <p>transition successfully to adult's services, if further support is necessary</p>

## Appendix one: Current service offer

There are a number of services currently available through the council and partner organisations that are designed to provide a spectrum of support to children, young people and their families as they develop. The specific designs of the services available in Surrey often change to reflect the changing needs and resources in the county. However, the general services on offer may include:

**Table 2: Summary of the pregnancy and birth service offer**

Universal services	Targeted services	Specialist services
<ul style="list-style-type: none"> <li>• Ante natal classes and support</li> <li>• Pre- and post-natal medical services</li> <li>• Newborn health screening</li> <li>• Breastfeeding support</li> <li>• Parenting courses</li> <li>• Information services</li> <li>• GP services</li> <li>• Immunisation</li> </ul>	<ul style="list-style-type: none"> <li>• Smoking cessation</li> <li>• Post-natal emotional wellbeing support</li> <li>• Substance abuse support</li> <li>• Parenting support</li> <li>• Mental health services</li> <li>• Domestic abuse support</li> </ul>	<ul style="list-style-type: none"> <li>• Child protection</li> <li>• Fostering services</li> <li>• Adoptive and permanence placements</li> <li>• Specialist health services for those with complex needs</li> <li>• Teenage pregnancy support</li> <li>• Domestic abuse support</li> <li>• Substance abuse support</li> <li>• Mental health services</li> </ul>

**Table 3: Summary of the early years service offer**

Universal services	Targeted services	Specialist services
<ul style="list-style-type: none"> <li>• Childcare</li> <li>• Developmental checks</li> <li>• Health screening</li> <li>• Early years education settings</li> <li>• Parenting courses</li> <li>• Healthy eating classes</li> <li>• Parenting courses</li> <li>• Information services</li> <li>• GP services</li> <li>• Immunisation</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and language support</li> <li>• Support to coordinate services for children with disabilities</li> <li>• Parenting support</li> <li>• Support for children with physical and sensory disabilities and difficulties</li> <li>• Mental health services</li> <li>• Domestic abuse support</li> </ul>	<ul style="list-style-type: none"> <li>• Child protection</li> <li>• Fostering services</li> <li>• Adoptive and permanence placements</li> <li>• Mental health support</li> <li>• Medical support for children with complex needs</li> <li>• Short breaks provision for families with children with complex needs</li> <li>• Domestic abuse support</li> </ul>

**Table 4: Summary of the primary years service offer**

Universal services	Targeted services	Specialist services
<ul style="list-style-type: none"> <li>• Schools</li> <li>• Parks and public spaces</li> <li>• Leisure and sports</li> <li>• Parenting courses</li> <li>• Information services</li> <li>• GP services</li> <li>• Immunisation</li> </ul>	<ul style="list-style-type: none"> <li>• Learning and language support</li> <li>• Support for children with additional educational needs</li> <li>• Services for children at risk of educational disengagement</li> <li>• Ethnic minority support</li> <li>• Parenting support</li> <li>• Additional support within schools</li> <li>• Support for children with physical and sensory disabilities and difficulties</li> <li>• Mental health services</li> <li>• Domestic abuse support</li> </ul>	<ul style="list-style-type: none"> <li>• Child protection</li> <li>• Fostering services</li> <li>• Adoptive and permanence placements</li> <li>• Special schools</li> <li>• Mental health services</li> <li>• Medical support for those with complex needs</li> <li>• Short breaks provision for families with children with complex needs</li> <li>• Specialist behaviour support</li> <li>• Speech and language support</li> </ul>

		<ul style="list-style-type: none"> <li>• Educational psychology services</li> <li>• Domestic abuse support</li> </ul>
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**Table 5: Summary of the teenage years service offer**

<b>Universal services</b>	<b>Targeted services</b>	<b>Specialist services</b>
<ul style="list-style-type: none"> <li>• Schools and academies</li> <li>• Further education colleges</li> <li>• Sexual health education</li> <li>• Out of school activities</li> <li>• Transition services</li> <li>• Skills centres</li> <li>• Careers advice</li> <li>• Parenting courses</li> <li>• Information services</li> <li>• GP services</li> <li>• Immunisation</li> </ul>	<ul style="list-style-type: none"> <li>• Language support</li> <li>• Support for those with additional educational needs</li> <li>• Services for those at risk of educational disengagement</li> <li>• Ethnic minority support</li> <li>• Parenting support</li> <li>• Additional support within education settings</li> <li>• Support for learners with difficulties and disabilities</li> <li>• Educational psychology and specialist teaching</li> <li>• Sexual health services and support</li> <li>• Youth support services</li> <li>• Mental health services</li> <li>• Domestic abuse support</li> </ul>	<ul style="list-style-type: none"> <li>• Child protection</li> <li>• Care leavers services/support</li> <li>• Adoptive and permanence placements</li> <li>• Special schools</li> <li>• Mental health services</li> <li>• Medical support for young people with complex needs</li> <li>• Alternative education</li> <li>• Short breaks provision for families with children with complex needs</li> <li>• Youth support services</li> <li>• Social care</li> <li>• Domestic abuse support</li> </ul>

**Table 6: Summary of the young adulthood service offer**

<b>Universal services</b>	<b>Targeted services</b>	<b>Specialist services</b>
<ul style="list-style-type: none"> <li>• Further and higher education</li> <li>• Careers advice</li> <li>• Sexual health services and support</li> <li>• Information services</li> <li>• GP services</li> </ul>	<ul style="list-style-type: none"> <li>• Apprenticeships and training</li> <li>• Parenting support classes</li> <li>• Local prevention service</li> <li>• Youth engagement services</li> <li>• Youth support services</li> <li>• Services for learners with learning difficulties and disabilities</li> <li>• Homelessness support</li> <li>• Mental health services</li> <li>• Domestic abuse support</li> </ul>	<ul style="list-style-type: none"> <li>• Social care</li> <li>• Transition care planning</li> <li>• Care leavers services/support</li> <li>• Medical support for young people with complex needs</li> <li>• Mental health services</li> <li>• Domestic abuse support</li> </ul>