

Surrey short breaks outcomes framework

Overall purpose	Sub-outcomes	I statements
Children and young people develop their independence and readiness for adulthood	Children and young people develop skills that enable them to be more independent	<ul style="list-style-type: none"> • I am developing my communication skills • I am learning and developing practical life skills • I am developing my social skills
	Children and young people develop their self-confidence within and outside their family setting	<ul style="list-style-type: none"> • I have tried new things • I am able to succeed and achieve • I feel safe and supported • I have fun
	Children and young people make informed choices about their short breaks	<ul style="list-style-type: none"> • I have the information I need about different short breaks • I know the choices that are available to me
	Children and young people communicate their choices and preferences	<ul style="list-style-type: none"> • I have the support I need to communicate my views • I contribute to decision making regarding my care • My choices and preferences are listened to • My choices and preferences are acted upon
	Children and young people prepare for and achieve successful transitions to the next stage of their development	<ul style="list-style-type: none"> • I am better prepared to start at my new school, college or place of education • I am happy in my school, college or place of education • I am able to get a job or to access further training and support as an adult • I am prepared to live as independently as I am able
Children and young people are more emotionally and physically healthy	Children and young people's health needs are met	<ul style="list-style-type: none"> • I have opportunities to be physically active, with the right support • I am confident that I can get the medical help I need • I am confident that I can get the mental health help I need • I am more able to make choices to keep myself safe
	Children and young people overcome challenges	<ul style="list-style-type: none"> • I know where to go for help when I need it • I know I am not on my own and feel supported • I feel more prepared to face problems
	Children and young people recognise and manage their feelings and emotions	<ul style="list-style-type: none"> • I understand my feelings better • I recognise when my feelings change • I am more able to manage my behaviour when my feelings change
	Children and young people form and develop supportive relationships	<ul style="list-style-type: none"> • I mix more with people my own age • I am making new friends and developing friendships • I feel more comfortable in groups • I have opportunities to spend quality time with different members of my family • My family relationships are stronger • I have positive role models in my community
Parents and carers are more empowered to meet the needs of their children	Parents and carers are able to make informed choices to plan the support that is best for their family	<ul style="list-style-type: none"> • I can access information and guidance about my child's needs • I can find information about the different short breaks that are available and how to access these • I have choice and control in planning support for my family • I can access local services that meet my family's needs • I can pay for services that meet my family's needs • I feel confident that those supporting my children have the skills required to meet their needs

	Parents and carers feel able to ask for help when it is needed	<ul style="list-style-type: none"> • I know where to go for help when I need it and feel able to ask • I understand the process (including access criteria) to access the right support to meet my family's needs • I feel supported by professionals and not judged • I feel confident that the needs of my family will be fairly assessed
Parents and carers are able to support their whole family to achieve good outcomes	Family life is enhanced	<ul style="list-style-type: none"> • I have opportunities to spend quality time with my family as a whole • I have opportunities to spend quality time with the different members of my family, including all my children • My children who do not have disabilities can access a range of activities that meet their needs
	Parents and carers are able to work or undertake activities not possible without short breaks	<ul style="list-style-type: none"> • I am able to go to work or get the training I need to prepare for work • I am able to carry out housekeeping and household activities to support my family • I have opportunities to undertake hobbies and activities that are important to me
Parents and carers are more emotionally and physically healthy	Parents and carers form and develop supportive social networks	<ul style="list-style-type: none"> • I have opportunities to talk with parents and carers in similar positions • I am able spend time with my friends and wider family • I am able to work with other parents and carers locally to develop solutions to the challenges we face • I feel less isolated
	Parents and carers are able to look after their own wellbeing	<ul style="list-style-type: none"> • I have opportunities to rest and recuperate • I feel less stressed • I feel less exhausted • I feel more able to face problems when they happen