

SMART PLANNING GUIDANCE



When children are subject to a Child Protection Plan, when children are 'in need' or 'looked after', local authorities have a duty to produce care plans. All looked after children are required to have a personal education plan and eligible young people leaving care are required to have a pathway plan. So how do you make your plan **SMART – Specific, Measurable, Achievable, Realistic and Timely**

S - Specific, Plans must be specific about the issue that needs addressing, rather than being vague. It must be clear about what is expected, why, who is involved, where it will happen and when it should be done by.

Example: Rosie's parents to take her to school every day, arriving by 8.55am, wearing a clean school uniform, (with clean meaning "washed, dried and ironed" at least once per week

M - Measurable, to help us understand if progress is being achieved, we need to be able to see the success measures. This is important as it is the means of determining if the plan is working and either make changes or look at contingency planning. Some things are harder to measure than others, it is important therefore to ask the question 'How will I know this plan is working? What will I expect to see? This will help in deciding how to measure progress.

Example: Rosie's current school attendance is currently 35% and therefore parents have committed to alternate walking Rosie to school to share the responsibility and increase attendance this term to 60% and all absences to be reported to the school office.

A - Achievable, ensuring that the actions and what needs to be achieved is reasonable. The example above also supports setting expectations that can be achieved.

R - Realistic, setting actions and outcomes that are realistic will support the family in feeling able to make the changes and achieve improved outcomes. If you had never run before you wouldn't set yourself a target to run a marathon by tomorrow, it's too overwhelming and you unlikely to even think about it let alone try. As with the example above it's okay to set incremental targets that the family feel is realistic so they can own it.

Tip: All elements of your plan should make sense to everyone who is involved and be clearly linked to what has been identified from assessment and analysis.

T - Timely, to be able to hold families and professionals to account and ensure the plan is progressing within the child's time frame avoid using words like ongoing, ASAP as this doesn't allow you to measure success and ensure progression of the plan.

So, what could a SMART plan look like:

<u>What outcome do we want to achieve – what will look different for the child</u>	<u>What needs to happen and what would help</u>	<u>Who will take action, and by when</u>
<p>Rosie needs to have consistent access to education Monday-Friday and attend dressed in clean school uniform with her book bag ready to learn.</p> <p>As the current attendance is 35% parents have committed to making an improvement this term to 60%</p>	<ol style="list-style-type: none"> 1. Mother has advised she will organise Rosie’s school uniform and book bag the evening before, (clean meaning washed and ironed) and set her alarm at 7.30am to allow enough time to arrive at school for 8.30am. All absences to be reported to the school office by parents. 2. In order to reduce mother’s anxiety, she requires initial daily support to walk to school with Rosie following the school holidays. 	<ol style="list-style-type: none"> 1. Mother will action every evening Sunday-Thursday commencing 31st August. Parents will alternate days with mother starting Mondays and Father Tuesdays and so on. 2. The school support worker from 1st Sep will attend the home address at 8.20am Monday-Friday for two weeks to walk with Mother/Father and Rosie to school. 3. From the 14th Sep the school support worker will undertake the same support but reduced to Monday, Tuesday and Friday and continue to reduce dependant on progress. 4. The School will record attendance and absences to report at the next review.

The above plan ensures it is **Specific** as it is clear what outcome needs to be achieved for the child, it is **Measurable** as you know what the attendance was and where you need to get to also making it **Achievable. Realistic** as It sets out clear expectations to be **Timely** and **measurable** to count how many days Rosie attended school when she did not how many times parents reported absences. To then make the plan **SMARTER** during subsequent reviews by tracking if this is improving, maintaining, or declining by **evaluating** progress and **reviewing** the plan consistently which is a maximum of 3 months and good practice would be 6-weekly.

HELPFUL TIP

The principles of SMART can be applied to any actions