



PLANS (SMART)

PRACTICE GUIDANCE

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SMART PLANNING MEANS

<p>Specific</p>	<p>A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer:</p> <ul style="list-style-type: none"> • Who: who is involved? • What: what do you want to be accomplished? • Where: identify where you want it to happen? • When: when do you want it to happen by? • Which: identify requirements and constraints. • Why: what are the specific reasons, purpose or benefits of achieving the goal?
<p>Measurable</p>	<p>Establish criteria for measuring progress toward the achievement of the goal set. When progress is measured it can be tracked and target dates reached.</p> <p>To determine if your goal is measurable ask:</p> <ul style="list-style-type: none"> • How much? • How many? • How will it be known when the goal is accomplished?
<p>Attainable</p>	<p>When goals are being identified be mindful of the individual and their capabilities. Set goals that can be achieved. The attainable of SMART stresses the need for objectives to be set that are realistic. To determine if your goal is attainable ask:</p> <ul style="list-style-type: none"> • How can this be achieved?
<p>Realistic / Relevant</p>	<p>To be realistic a goal must represent an objective toward which the individual should be willing and able to achieve. To determine if the goal is realistic/relevant ask:</p> <ul style="list-style-type: none"> • Does this seem worthwhile? • Is it the right time? • Does it relate to concerns highlighted?
<p>Timely</p>	<p>A goal should be set within a timeframe. With no timeframe there is no sense of urgency and goals will remain open-ended. Never use the word ongoing in an action plan as this can never be achieved, is not specific and therefore, not SMART.</p>



1. PURPOSE

This guidance has been developed to support practitioners to develop SMART plans. Therefore, it should be used to develop:

- Early Help plans
- Private Fostering plans
- Children in Need plans
- Children Protection plans
- Letter Before Proceedings plans
- Looked After Children plans
- Pathway Plans
- Case supervision plans
- Personal supervision plans

Please note this list is not exhaustive and the principles of SMART planning can and should be applied to all plans that require development.

2. PRINCIPLES OF DEVELOPING SMART PLANS

Developing plans to support children, families and individuals is a core responsibility of practitioners. The main principle when developing any plan is to ensure it is SMART.

The application of SMART principles to all areas practitioners are involved in is simple once the concept is understood. It can be applied to any area such as children and families and also to individuals within supervision, appraisals, training plans and service delivery plans.

SMART planning seeks to make clear the distinction between longer-term goals and shorter-term goals, to ensure goals that are being set are attainable and realistic for that point in time.

One of the clearest benefits of using SMART principles is that it has the potential to make expectations much clearer for all concerned. In social work care planning it can help the child/young person, parents, carers and other family members be clear about what is expected of them in order for the risk identified to be reduced and for statutory intervention to be withdrawn.

When developing SMART plans the practitioner should not overly focus on adult issues and instead should focus on what the issues identified mean for the children involved.

3. EXAMPLE OF APPLYING THE PRINCIPLE OF SMART PLANNING TO CHILDREN'S SOCIAL CARE WORK

The following provides an example of how to apply the principles of SMART planning to children's social care work by offering a **general** objective and showing how a **SMART** goal could be written.

SPECIFIC



General – The child's parents to fully meet their responsibilities regarding the child's education.



SMART – The child's parents to take the child to school every day arriving by 8.55am, wearing clean school uniform, with clean meaning washed, dried and ironed at least once per week. If the child is unable to attend school, the parents to contact the school by 8.55am on the day to advise the school staff the reason for absence.

MEASURABLE



General – The child to be in school all the time.



SMART – How many times the child arrives at school on time (by 8.55am). How many time the child arrives late (after 8.55am). The number of times they do not attend. The number of times the school are notified of the child's absence (by 8.55am). When the child does attend, how many times their uniform is clean.

ATTAINABLE



General – The child's current school attendance is 25%, therefore 100% attendance is required immediately (no interim steps identified to reach 100%).



SMART – The child's current school attendance is 25%, therefore, 50% attendance is required within week 1, 75% by week 2, 90% by week 4, 100% by week 5.

REALISTIC/RELEVANT



General – Using the example of school attendance, if the concerns relate to physical abuse, the goal of attending school whilst still important would seem unlikely to help prevent future instances of physical abuse.



SMART – Using the example above, if the concerns relate to neglect of the child and to the impact of neglect on the child's school attendance and presentation when at school, this is relevant and realistic.

TIMELY



General – Ongoing or by the date of the next CIN review or Core Group.



SMART – The child's attendance to reach 100% by week 5 (include date). This to be achieved using steps to reach 100% as described in the attainable section above.