SMART (**S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime bound) targets are used in settings for children with Special Educational Needs to ensure that they are meeting their long term outcomes.

What the *SEND Code of Practice (DfE, 2015)* states regarding planning for **SMAR**T targets;

9.66 An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. It should be personal and not expressed from a service perspective; it should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be specific, measurable, achievable, realistic and time bound (**SMART**). When an outcome is focused on education or training, it will describe what the expected benefit will be to the individual as a result of the educational or training intervention provided. Outcomes are not a description of the service being provided – for example the provision of three hours of speech and language therapy is not an outcome. In this case, the outcome is what it is intended that the speech and language therapy will help the individual to do that they cannot do now and by when this will be achieved.

Specific

This part of the planning process is about making sure that targets or outcomes are very specific. Working out small 'next steps' for individual children is a skilful process and takes a great deal of practice. A good source of support material is the 'Early Support Developmental Journal' shorter version referred to in the Cumbria SEND handbook and on the Local Offer.

Targets must be expressed using clear language describing exactly what a child will be able to do or say to be successful. For example:

Words that are unclear	Detailed replacements
Know (numbers to 10)	• say the numbers to 20 • or point to the numeral when named
Listen	• answer questions afterwards • retell part of the story
Identify	• point to • name
Understand	• give the amount requested • count the number of items

Measurable

As outlined in the Code of Practice it is a requirement that practitioners show that children are making progress and that identified targets have been achieved. The degree of success is often stated as the number of times a child responds successfully out of the total number of times practiced. This may also

include a time or frequency factor to decide whether a child has been successful. For example, being able to feed yourself would not be a particularly useful skill if it takes 3 hours.

Achievable

Targets must be realistic and within the child's ability as identified in ongoing assessments. For example it may be unrealistic for a child with a communication difficulty to be expected to verbally express when they need to use the toilet. It might be more realistic for them to point to a picture or use a Makaton sign.

Relevant

Targets must be tailored to the child's individual needs. The targets should be linked to the child's desired outcomes.

Time-bound

SMART targets or outcomes must always have a specified date by which it is hoped the child will have successfully achieved them and at this point the targets should be reviewed to assess progress.

Examples of **SMART** targets

Joseph **will lace his shoes**, when given verbal instructions, 4/5 tries

Ihram **will name red,** when given the initial sound prompt 'It's' r, r, 3/6 tries

Sarah **will walk forward 6 steps**, when the adult holds both her hands and she is wearing her gaiters, 6/8 tries

Lucy **will put the third brick on top of the tower of two bricks**, when the adult holds two bricks to steady them, 4/6 tries

Tia **will vocalise her choice of snack** when given two options four days out of five

Sam **will put a six piece puzzle together**, without any adult help, 2/3 tries

Charlotte **will select 3 objects** when asked by an adult 4/5 times

Bobby **will catch a large ball**, when it is rolled towards him along the floor, 7/10 tries

Frankie **will retell part of a story** that a practitioner has read to him 4/5 times

Tez **will be able to answer a question** an adult asks him about himself 3/5 times

Laurie **will name 6 farm animals**, when an adult points to them in a book, 5/6 tries

Max **will join in with the last few words of a familiar rhyme or song,** as part of a small group 60% of the time by the end of the half term.

Ella **will hold an ordinary cup and drink from it at snack and lunch times** without prompting 4/5 times

Ahmed **will use phrases (more than two words)** when talking to an adult about something he has done or something he's brought from home twice a day

Charlie **will point to his preferred choice of snack** when given a choice of two 3/5 times

Archie **will recognise the numbers 1-5** when asked by an adult 80% of the time

Harrison **will count from 10-20** when instructed by his key person 4/5 times