

# Children and Families Service

# One Minute Guide

07 June 2016

## SMART Planning

This one minute guide is appropriate for any SMART plan eg CiN/CP/CAF etc. These plans are not the social workers/YES/CAF Leads plans, they are everyones plan - therefore the "My" mentioned below refers to themselves as a contributor.

Also the key aim of any such plan should be to make a measurable difference to the child; therefore the child should be central to any of these plans.

**When creating a SMART plan, ask yourself the following questions:**

1. Is my plan in as much detail as possible including details on who, why, where, which, what?
2. Is my plan clear in what I am trying to achieve?
3. Does my plan say how I will measure each part?
4. Does my plan clearly show who is responsible for each part?
5. Are the expectations in my plan appropriate and realistic in regards to the needs of the child or young person?
6. Are the expectations in my plan appropriate and realistic in regards to the needs of the family?
7. Does my plan take into consideration the specific risks identified and needs of the child, young person and family?
8. Does my plan clearly show when I expect each stage to be completed?
9. Have the parents had their say in regards to the plan?
10. Have the child or young person had their say in regards to the plan?
11. Is my plan signed by myself, is the plan signed by the parent?
12. Is the child or young person involved and review planned?
13. Do you know what change is needed and how this impact will be evidenced in review?

## Specific

Things to consider:

- Whose are the roles/ actions/ responsibilities?
- What do you want to achieve?
- Where will actions take place?
- Why are we doing this?
- Are there contingency plans?
- Give a small breakdown of issues

Outline the basic needs separately not as one.

*Example: Child's basic care needs are not being met, as he is often hungry. The aim of the plan is to ensure that Child has an adequate diet. Child and parents will be seen at home and school by: eg FSW*

## Measurable

Things to consider:

- Can you measure progress?



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- How will I know when it is accomplished?
- Are there short and long term goals?
- How to measure impact on the child? eg. does the child feel safer
- How can this be evidenced?

We can measure progress by what we observe and what the child and family are telling us.

*Example: child will no longer tell adults that he is hungry or attempt to get extra food off peers or from school staff. On school days he will be able to describe what he has had for breakfast and for his evening meal. A variety of foods will be evident within the home. Parents will be observed preparing meals of sufficient quantity to feed all of those having the meal. Descriptions of household routines will include mealtimes.*

## Achievable

Things to consider:

- Have you considered constraints and limitations?
- Have you considered priorities?
- Consider individual challenges
- Consider agencies' resources

*Example: Obstacles for the family in achieving the aims of the plan are poor home routines and poor budgeting skills. They will require specific support around these areas – the plan should then identify what this support will be, roles/responsibilities etc.*

## Realistic

Things to consider:

- Are the family willing to change?
- Is this possible for all people involved, children, families and professionals?
- Multiple small tasks are more realistic than one big task

*Example: Do the family recognise the need to make changes and want to achieve this? If they do then the plan can begin to offer practical support to achieve this immediately. If there is no recognition of the need to change then the plan needs to focus on supporting parents to recognise and understand concern otherwise change will be made for the wrong reasons and will not be sustained.*

## Timely

Things to consider:

- Deadlines for short and long term objectives.
- Appropriate realistic timescales
- Set appropriate review dates
- “ongoing” and “asap” should never be used

*Example: It is expected that in four weeks (date) Child will stop telling adults that he is hungry. It is also expected that from (date) that there will be sufficient food in the home. However, Child may still seek additional food until he accepts that this will be consistently available at home. It is expected at the next review (date) that Child will have accepted this and will no longer seek additional food*