SEND Targets

PVI SENCO FORUM

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hammersmith & fulham

LBHF Inspire

Inclusion & specialist intervention Outreach

- **S**pecific – state exactly what will need to be done
- **M**easurable – clear what success will look like
- **A**ccepted – decided on by all participants in the process
- **R**ealistic – know it is practical – steps *can* be taken to do it
- **T**ime bound – state when it will be achieved

SMART Targets are:

Specific: Well defined, clear, and unambiguous

Measurable: With specific criteria that measure your progress toward the accomplishment of the goal

Achievable: Attainable and not impossible to achieve

Realistic: Within reach, realistic, and relevant to individual

Timely: With a clearly defined timeline, including a starting date and a target date. The purpose is to create urgency.

SMART targets are targets that are **Specific, Measurable, Achievable, Realistic and Time bound** whilst also being *personal to the child*. They should be set as *small steps* towards the child meeting their long term outcomes and be used as part of *a graduated approach* to supporting children in consultation with parents/caregivers and the child.

It is important to ensure that **targets** are used when planning for children and *not aims*

An aim is a long term goal whereas
a target is a statement of what the child can achieve within a given time

For example if the aim for Sam is to know the names of colours.

The **target** might be :

'Sam to point to a red wooden block when presented with 2 red wooden bricks and a yellow wooden brick (3/5 tries)'

Specific

As part of the planning process it is important to consider what **specifically t**he child will be accomplishing by their target.

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

These are some words that are often used in targets that are unclear and therefore not specific:

- *Identify*
- *Understand*
- *Listen*
- *Know*
- *Enjoy*
- *Develop*

For example, how would we know that a child has **understood** a concept or has **enjoyed** a story that has been read to them?

- Name
- Point to
- Construct
- Catch
- Match
- Read
- Retell
- Give
- Count
- Repeat

Instead choose words that are clear and specific

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**.

Therefore when setting a target there must be a **measurable factor** to clearly show during times of review whether or not the target has been successful. Often the level of success is stated by how many times the child responds successfully out the amount of times they have practised so the target may include a frequency measure to decide if the target has been successful during the review period.

For example if we want Mae to catch a large ball from a distance of two metres the target might be changed to:

'Mae will catch a large ball 3 out of 5 times, thrown to her from a distance of 2m'

Achievable

It is important that targets are **achievable** and it is possible that the child will be able to reach the target by a given date.

Considering this will help in deciding whether the next step is suitable within the **given time** or in fact more of a future aim.

Realistic

Targets must be realistic and *within the child's ability* as identified in ongoing assessments.

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

Targets must be **developmentally appropriate** for the child and therefore a genuine next step for them.

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 object of reference or a preferred visual sign

Time-bound

SMART targets or outcomes must always have a *specified date/time* by which it is hoped the child will have successfully achieved them and at this point the targets should be *reviewed to assess progress*.
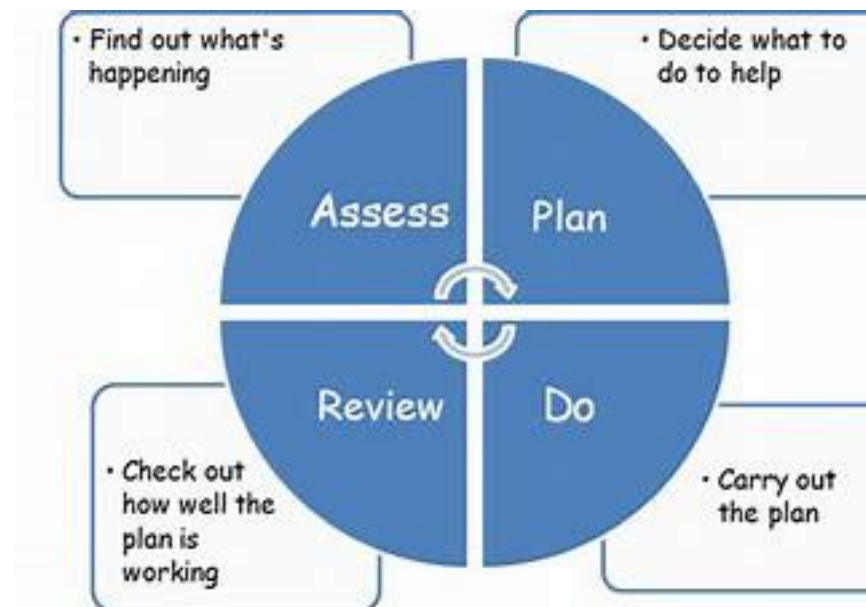
✓ **Ihram will name red, when given the initial sound prompt 'It's' r, r, 3/6 tries**

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

SMART

Examples

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

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

Are these TARGETS SMART?

Joshua will make a choice

Joshua will point to his choice of snack, when shown
a choice of two snacks in a distraction free
environment (on 3 out of 5 times offered)

S	M	A	R	T

Arlo will communicate when he wants "more"

Arlo will request "more" by using the sign
'more', when an adult blows bubbles to him
during 1:1 time (on 2 out of 5 occasions).

S	M	A	R	T

Kelly will know 2D shapes

Kelly will pick up a 2D square shape when asked from a group of
2 2D triangle shapes and 1 2D square shape of the same colour
(on 2 out of 5 occasions).

S	M	A	R	T

Are these TARGETS SMART?

Marlin will respond to an adult

Marlin will turn her head towards an adult when they say her name (3/5 times)

S	M	A	R	T

Jacob will join in for a short activity

Jacob will copy the action movement for 'round and round' for the action song 'The Wheels on the Bus', when an adult models the action (4 out of 5 times)

S	M	A	R	T

Laura's vocabulary will improve

Laura will say "lion" and "mouse" when an adult points to these

S	M	A	R	T

characters in her favourite book 'The Lion and the Mouse' (3/5 tries)

More SMART Targets ………..

✓ 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 a cup and drink from it at snack and lunch times independently everyday by half term

✓ Ahmed will use phrases of 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 point to the numbers 1-5 when asked by an adult 80% of the time

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

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

"Share and take turns"

SMART target: Lola will be observed on 4 out of 5 occasions to successfully take a turn in a shared activity with one other child each week.

"Be Toilet trained"

SMART target: With the support of an adult Karim will use the toilet, flush and wash his hands on 2 out of 3 occasions daily.

"Stop hitting other children"

SMART target: Ethan will demonstrate positive peer relationships in a joint activity by using kind hands and feet on 2 out of 3 occasions during one session at Nursery.

- **Targets:** A target identifies the next step(s) the child needs to achieve to progress towards the outcomes identified and move their development forward. This means targets are short term.

- In **Early Years**, targets would usually be set for a 4-6 week period. Activities designed to support children's progress towards achieving targets should; be built in to povision on offer within the setting (e.g. use of enhancements etc.); be planned for in small group times, and sometimes may need to be planned for short periods of 1:1 time.

- Approaches and strategies for practitioners to use should be built in to all aspects of settings practice. Targets should always be **S.M.A.R.T. i**n the way they are written

- When setting targets it can also be helpful to think in terms of; **who** is going to do **what**, under what conditions with what degree of **success.**

- Practitioners also need to think about the **activities, resources, strategies and approaches** they are going to use to support the child when working towards the targets that have been set. Use careful observation to inform target setting and outcome planning.

Specific	significant, stretching	What do we want to achieve? (Be exact, make it important and let it extend the current level)
Measurable	Meaningful, Motivating	How do we track progress and measure the result of a target that has a purpose and therefore an aspiration for us and for the child?
Achievable	Agreed, Attainable, Acceptable, Action-orientated	The target needs to be agreed with everyone involved as sensible, suitable and contribute towards future success
Realistic	Relevant, Reasonable, Rewarding, Results lead	Is the target within reach, useful and of value?
Time-Bound	Time based, Timely, Tangible, Trackable	Is there a deadline or milestone against which to measure the progress made?

InSpIre Contacts

> Senior Manager INSPIRE & Specialist Teacher for pupils with vision impairment

andrea.boswell@lbhf.gov.uk

> **In**clusion and **Sp**ecialist **I**ntervention Out**re**ach

inspire@lbhf.gov.uk

ASK US!

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