



SMART in Herts

| SMART | What are we looking for? | Turning non-SMART into SMART <i>To communicate more</i> | Turning non-SMART into SMART <i>To take turns</i> |
|----------------------------|--|---|---|
| S pecific | NAME will... Specify and be clear on exactly what the focus needs to be. Use action words. | Mary will be able to use the Makaton signs for 'more' and 'finished' during play with an adult | Josh will engage with his peers to play a turn taking game |
| M easurable | Provide a numerical way of evaluating to know if successful. Metric or data targets are helpful. On at least ** occasions per day/week/term With at least **% success Of at least ** months progress/SS progress ** out of ** at end of term/year/using branded assessment Consistently (when it is expected all of the time) | Mary will be able to use the Makaton signs for 'more' and 'finished' during play with an adult on at least 3 occasions per day. | Josh will engage with his peers to play a turn taking game for at least 10 minutes per day |
| A chievable | Check by looking at needs Section B, C & D advice and info, could this be achieved and it is within the child/young person's scope based on what you know? | SECTION B: Mary is pre-verbal and does not vocalise. She relies on non-verbal needs to express herself. She does not have a formal communication system. Mary's attempts at signing are infrequent and inconsistent. | Section B: Josh does not engage with peers in play consistently, he shows a keenness to be around peers but does not know how to engage or initiate play. |
| R ealistic/Relevant | Check by looking at aspirations in Section A and needs in Section B, C & D advice and info. Does it ensure the ' golden thread ' and address areas of need/aspirations/focus for the child? |  SECTION A: Through observation, Mary's key worker feels that Mary would like to communicate with her more during play. This is because Mary becomes frustrated during play and will often throw objects or get frustrated with the adult |  SECTION A: I want to be a footballer and score a gazillion goals! |
| T ime bound | When will it be achieved by? Long Term Outcomes are usually end of KS/stage. Steps towards Outcomes may be by the end of year or may not have time bound depending on the individual. Short term (in setting as part of graduated approach would be termly) | Mary will be able to use the Makaton signs for 'more' and 'finished' during play with an adult on at least 3 occasions per day by the end of Reception. | Josh will engage with his peers to play a turn taking game of his interest e.g. football for at least 10 minutes per day by the end of year 3 |