

SEMH Sample Pages

Our SEMH framework helps schools to build a profile of a pupil's social, emotional and mental health needs and how these affect their learning and wellbeing. The framework covers a developmental range from birth up to around 15 years old

Connecting Steps

BSquared



Connecting Steps

Connecting Steps is our market-leading pupil-tracking software that makes showing progress for all pupils easy.

'B Squared has really made a difference in our school - it has been a great system for tracking the progress of our SEND pupils '

Carolyn Sykes, Assistant Head Teacher, Ferndale Primary School

Connecting Steps is widely recommended by advisors and local authorities and receives great feedback from inspectors.

'B Squared is an excellent resource for our school. It enables us to track the small steps of progress our learners make. '

Jamie Wright, Deputy Headteacher, Acorn School

Connecting Steps is the robust assessment package that is trusted in over 3000 schools worldwide. The assessment software has been designed to make assessment and tracking progress easier. The cloud-based software is designed to save teachers time by providing teachers with feedback that can then be used in their planning, report-writing and for other documents. Connecting Steps also supports meaningful communication with parents by giving clear information about progress and attainment.

To find out how Connecting Steps can make a difference in your school go to the website below to arrange a free online meeting. We can show you how Connecting Steps works, what frameworks are right for you and the benefits to your school.

www.connectingsteps.com/meetings

Our Assessment Software

Levels of Achievement



Within Connecting Steps are different levels of achievements. Teachers can record more than just achieved or not achieved. Each school can choose how many of these they wish to use and turn off the ones they don't want. This will depend on the type of school, type of pupils and the levels of attainment the pupils are working at.

Non-linear Progress

Schools need to assess a wider range of development, they need to show progress in a non-linear way and they need more flexibility to suit the development and individual progress for pupils with SEND. Connecting Steps features a number of reports for showing non-linear progress so schools are not left being unable to report the progress pupils with SEND make.

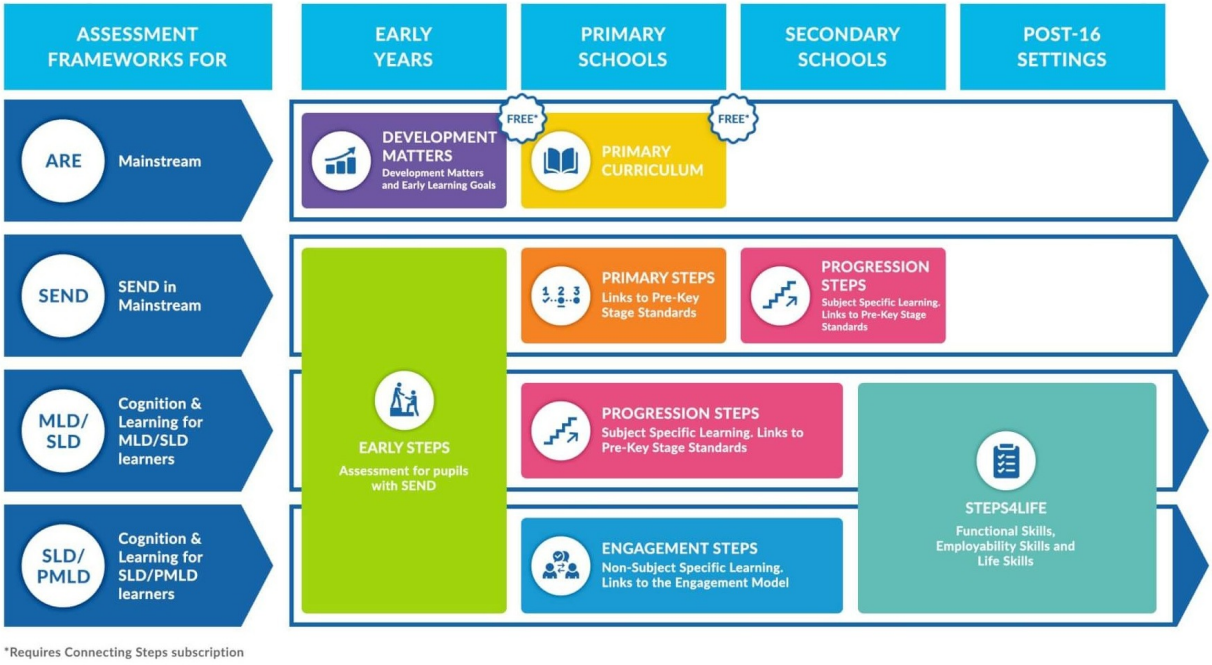
Simple Reporting

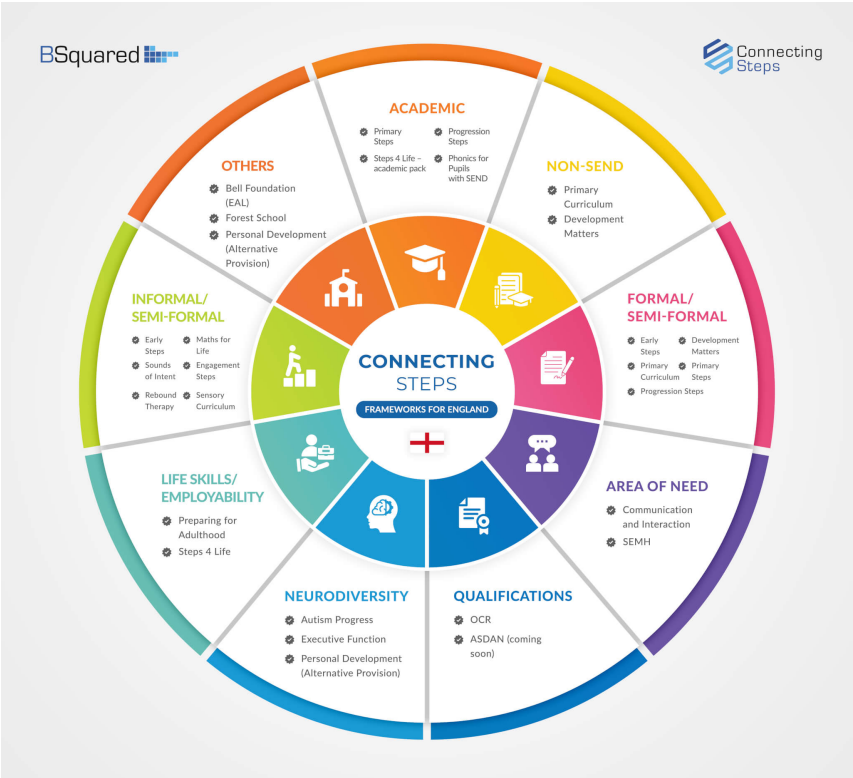
Teachers can instantly produce a range of reports designed to be shared with parents or professionals. The information is displayed clearly and simply to help increase parental engagement. The Connecting Steps Analysis Module allows leaders to build graphs for different cohorts in a few clicks. Tailored for each curriculum, the graphs are designed to present information clearly and concisely.

Our Assessment Frameworks

Frameworks

We have developed a range of frameworks to suit a wide range of abilities and ages. The images below give you an overview of all our different frameworks and help you to identify which frameworks will apply to your setting.





Click on either image to see it in more detail and read all about our frameworks on [our website]



Our Assessment Frameworks

B Squared Framework Comparison Chart

B SQUARED STANDARD SCORE	B SQUARED ASSESSMENT FRAMEWORKS									P LEVELS AND NC LEVELS (COMPARISON)
	Early Steps (2022)	Engagement Steps	Progression Steps & PfA	Primary Steps	Steps 4 Life	Autism Progress	SEMH	Executive Function	Communi-cation & Interaction	
15 - 15.5								EF Step 5 (up to 18)		NC 7
14 - 15			Progression Step 10				SEMH Step 11	EF Step 4	Level 16	
13 - 14					Level 2	Level 17				NC 6
12 - 13			Progression Step 9	Greater Depth & Breadth			SEMH Step 10		Level 15	
11 - 12						Level 16		EF Step 3		NC 5
10 - 11			Progression Step 8	Year 6	Level 1	Level 15	SEMH Step 9		Level 14	NC 4
9 - 10				Year 5						
					Entry 3					NC 3
8 - 9			Progression Step 7	Year 4		Level 14	SEMH Step 8	EF Step 2	Level 13	
7 - 8				Year 3	Entry 2					NC 2a
										NC 2b
6 - 7			Progression Step 6 (PKS 6)	Year 2		Level 13	SEMH Step 7		Level 12	NC 2c
			Progression Step 5 (PKS 5)		Entry 1					NC 1a
5 - 6				Year 1		Level 12	SEMH Step 6	EF Step 1	Level 11	NC 1b
	Early Learning Goals (ELG)		Progression Step 4 (PKS 4)							NC 1c
4 - 5	Children in Reception		Progression Step 3 (PKS 3)	Primary Step 3	Step 7	Level 11	SEMH Step 5		Level 10	P8
3 - 4	3 & 4 year olds		Progression Step 2 (PKS 2)	Primary Step 2		Level 10	SEMH Step 4		Level 9	P7
2 - 3	2½–3 years	Engagement Step 6			Step 6	Level 9	SEMH Step 3		Level 8	P6
	2–2½ years		Progression Step 1 (PKS 1)	Primary Step 1					Level 7	
						Level 8				P5
1 - 2	18–24 months						SEMH Step 2		Level 6	
		Engagement Step 5			Step 5	Level 7				P4
	12–18 months								Level 5	
						Level 6				P3(ii)
0 - 1	9–12 months	Engagement Step 4			Step 4	Level 5	SEMH Step 1		Level 4	P3(i)
	6–9 months					Level 4			Level 3	P2(ii)
	3–6 months	Engagement Step 3			Step 3	Level 3			Level 2	P2(i)
	0–3 months	Engagement Step 2			Step 2	Level 2			Level 1	P1(ii)
		Engagement Step 1			Step 1	Level 1				P1(i)



Our Assessment Frameworks

Early Steps

Our EYFS assessment covers the range from birth to the Exceeded Early Learning Goals (ELG) across all seven areas based on the Development Matters 2020 and Early Years Foundation Stage Framework 2021.

Primary Steps

Our Primary assessment breakdown structure is based on the 2014 National Curriculum. If you are looking at using B Squared assessment with both mainstream and SEN pupils in a Primary setting then the Primary Steps works well for you. It includes the End of Year Outcomes and the first 3 levels of our Progression Steps for pupils working below Year 1.

Core Subjects

English, Maths and Science

Plus Subjects

Citizenship, Computing, E-Safety, PE and PSHE

Foundation Subjects

Art & Design, DT, Geography, History, Languages, Music and Religious Education

Progression Steps

Progression Steps is our new formative assessment framework for pupils who are engaging with subject-specific learning. It will over time comprise books which reflect the four broad areas of need. This framework covers the ability range identified by the new pre-key stage standards.

Core Subjects

English, Maths and Science

Plus Subjects

Citizenship, Computing, E-Safety, PE and PSHE

Foundation Subjects

Art & Design, DT, Geography, History, Languages, Music and Religious Education

Performing Arts

Acting, Singing, Dancing and Stagecraft



Our Assessment Frameworks

Engagement Steps

Engagement Steps is our new formative assessment framework for pupils not yet engaged in subject-specific learning. It comprises four sections which reflect the four broad areas of need and includes the 5 apects of engagement. This framework will help teachers to record the achievements of pupils who are working profoundly beneath age-related expectations and who are working on an informal curriculum.

Steps4Life

Steps4Life is our new framework for individuals with SEND who are working towards independent living. It is primarily designed to be used from Key Stage 4 onwards. Some individuals will be working towards independent living, with employment while others will be working towards semi-independent living and others will be in supported living. The Steps4Life covers a wide range of areas and a wide ability range, it includes 7 levels that are the equivalent of P1 to P8 which replace the old Milestones, Entry Levels 1, 2 and 3 and RFQ Level 1 and 2.

Academic Skills

English, Maths, PSHE and Digital Skills

Life Skills

Food, Self-Care, Independence, Travel

Employability Skills

Identifying and Getting a Job, Your Rights, Workplace Routines and Skills

Preparing for Adulthood

We have created a small Preparing for Adulthood framework that covers the 4 PFA areas. It uses the same level structure as the Progression Steps, so goes from a developmental stage of around 18 months to around the developmental stage of a typical 15-year-old. It is not a big framework, it is not designed to be used on its own to support older learners. It has been created to be used alongside a subject based curriculum to the end of key stage 3. It works well with our Primary Steps or Progression Steps frameworks.



Our Assessment Frameworks

Autism Progress

We recognised a need for an assessment tool which could be used by all to assess the impact of a person's autism. Using autism descriptors already created by B Squared, the developers at Autism Progress have created a set of progressive levels in the following areas of autism: Communication, Social Interaction, Flexibility of Thought and Emotional Regulation.

Communication & Interaction

Our Communication and Interaction framework aims to give more structure around assessment and progress of a pupil's communication and interaction skills. The framework is designed to be used by Speech and Language Therapists and school staff to lead to a more collaborative approach. The framework is split into the following areas:

Spontaneous Verbal Communication (Spoken Language, Sign Language and Symbols)

Recorded Verbal Communication (Writing)

Non-verbal Communication

Using Technology to Communicate (AAC)

Social, Emotional and Mental Health (SEMH)

Our SEMH framework helps schools to build a profile of a pupil's social, emotional and mental health needs and how these affect their learning and wellbeing. The framework is split into the following areas:

Emotion – Recognition, Expression, Regulation and Recognition in Others

Social – Developing and Maintaining Relationships/Friendships and Communicating with Others

Social & Emotional Cognition – Social Decision Making, Moral Reasoning, Attention and Social Expectations and Social Awareness

Executive Function

Executive functions are the mental processes that help us manage time, regulate emotions, prioritise, focus and adapt to new challenges – and they continue developing well into our late twenties. Our Executive Function framework, developed in collaboration with Victoria Bagnall from Connections in Mind, helps staff notice, celebrate and support the development of key executive function skills over time. It covers from age 4 to preparing for university/employment, across 11 areas and 5 levels of development:

Attention & Cognitive Control – Sustained Attention, Response Inhibition and Working Memory

Flexibility & Adaptation – Cognitive Flexibility and Task Initiation

Planning & Organisation – Planning and Prioritisation, Organisation and Time Management

Goal-Directed Behaviour – Metacognition and Goal-Directed Persistence

Emotional Regulation – Managing the Internal World

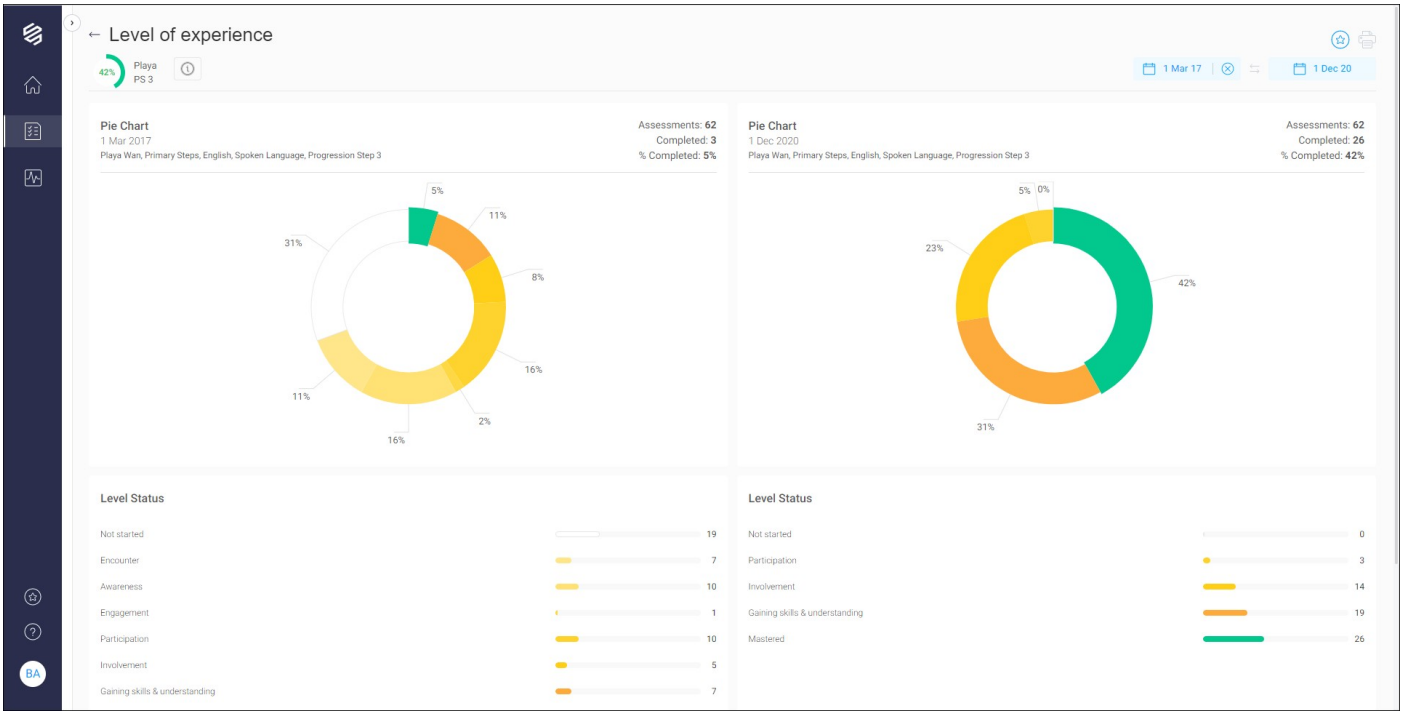


Sample Pages

The samples over the next few pages are designed to give you an overview of

SEMH

They show the different areas covered by this assessment framework and cover a range of ability levels.



BSquared

Student Assessment

B Squared Ltd

6 Oct 2025 - Student Name - Emotion - Expression - SEMH Step 8 / Progress: 0%

Expression

- Explains how something makes them feel and why, e.g. a type of music
- Explains how someone else's behaviour has affected them
- Explains how someone else's language has affected them
- Explains how someone else's choices have affected them
- Uses language to express emotion
- Uses appropriate gestures when expressing their emotions
- Expresses their emotional needs more confidently to familiar people
- Notices and communicates their feelings

Student Assessment

B Squared Ltd

6 Oct 2025 - Student Name - Emotion - Recognition - SEMH Step 6 / Progress: 0%

Recognition

- Recognises the activities or people that make them feel happy
- Demonstrates understanding that they are displaying negative emotions
- Demonstrates understanding that they are displaying positive emotions
- Demonstrates understanding that a physical change has affected them when it is pointed out to them, e.g. hunger has made them grumpy
- Identifies their perceptions and thoughts when focusing on what they are feeling
- Identifies different emotions using the appropriate names
- Identifies that emotions can change in different situations
- Identifies how they might act in response to a variety of negative experiences
- Identifies how they might act in response to a variety of positive experiences
- Identifies how they might feel and act in response to a variety of familiar experiences
- Identifies how they might feel and act in response to a variety of unfamiliar experiences

Student Assessment

B Squared Ltd

6 Oct 2025 - Student Name - Emotion - Regulation - SEMH Step 3 / Progress: 0%

Regulation

- Accepts assistance to overcome frustration
- Accepts reassurance when afraid, e.g. of the dark
- Moves away from a peer if they feel unhappy with their actions or words
- Ends a self-absorbed activity when requested
- Identifies peers they feel comfortable with
- Plays/self-occupies with a familiar regulation tool given to them, independently for 2 minutes
- Plays/self-occupies with a familiar regulation tool given to them, independently for 4 minutes
- Regulates from a state of upset with assistance
- Regulates from a state of losing control with assistance
- Turns face or body away from a person, object or situation that is upsetting or unwanted
- Stays/plays near adults they feel comfortable with
- Stays/plays with peers they feel comfortable with
- Makes a choice when offered two different place to regulate, e.g. sensory room or the tent
- Attempts to communicate an issue during activity with a peer, e.g. if they feel it is their turn, an item is not being shared
- Begins to make decisions which help them return to a calm state of alertness
- Expresses interest in regulation tools when observing peers using them, e.g. spinner, squishy
- Responds appropriately to basic emotions

Student Assessment

B Squared Ltd

6 Oct 2025 - Student Name - Emotion - Recognition in others - SEMH Step 11 / Progress: 0%

Recognition in Others

- [ ] Recognises a range of emotions in others and demonstrates understanding that these emotions will not always show the same way as their own
- [ ] Identifies ways to recognise if the emotions of others are making them feel unhappy or unsafe, and how to seek help or advice from others
- [ ] Understands how and why experiences affect themselves and others
- [ ] Accepts that others' emotional state could be compared to how their own could be affected within a similar situation
- [ ] Accepts that others' emotional state could be affected similarly to how their own could be affected within a similar situation
- [ ] Recognises how empathy can help someone's mental health and emotional well-being

Student Assessment

B Squared Ltd

6 Oct 2025 - Student Name - Social - Communicating with Others - SEMH Step 1 / Progress: 0%

Communicating with Others

- Watches faces intermittently during interactions when a familiar person talks to them
- Produces vocal sounds in response to direct communication from a member of staff
- Imitates sounds in their own manner when interacting with a familiar member of staff or more able peer
- Makes an unprompted request to communicate a need using one attention request, e.g. reaches out without shouting
- Makes an unprompted request to communicate a need using two attention requests, e.g. reaches out and shouts
- Makes eye contact more consistently
- Babbles in a speech-like way when a member of staff initiates interaction
- Communicates their wants to an adult by using an individual action or gesture
- Creates personal repeated sound combinations that may be interpreted as having a consistent meaning
- Rejects interaction by turning their head or pushing away when provided with a disliked activity
- Responds to frequently used words or signs appropriately when used in appropriate context, e.g. “All gone”, “Bye-bye”, etc.
- Responds to the tone of a member of staff's voice and stops activity at least briefly when stopped
- Starts to combine vocalisations and gestures
- Understands and responds to some simple gestures from members of staff
- Vocalises to a member of staff to keep attention when engaged in conversation
- Vocalises to a member of staff to attract attention when not engaged in a task
- Uses the same gesture and vocalisation combination to indicate a particular person, object, event or situation
- Alternates own gaze between object of conversation and communication partner
- Imitates facial expressions and sounds and engages with variations of "Peek-a-Boo"
- Communicates with a member of staff by taking turns when engaged in conversation
- Imitates the pitch changes and rhythms of adult speech, as well as facial expressions
- Attempts to communicate with peers using actions or gestures

Student Assessment

B Squared Ltd

6 Oct 2025 - Student Name - Social - Developing and Maintaining Relationships/Friendships - SEMH Step 7 /
Progress: 0%

Developing and Maintaining Relationships/Friendships

- ○ Uses proximity to signify relationships
- ○ Reads proximity as a signal of the closeness of a relationship
- ○ Observes personal boundaries
- ○ Recognises ways families are special
- ○ Recognises the ways their friends are special
- ○ Recognises what qualities make a good friendship
- ○ Describes some of the roles of a parent or carer
- ○ Describes why people in their lives are special, and what makes them special
- ○ Identifies similarities in how they, and others, like to be treated
- ○ Begins to recognise that treating people positively shows that they like and respect them
- ○ Identifies a way they can work out if something happening in a relationship is safe or unsafe
- ○ Explores and begins to demonstrate ways to communicate their wants and needs within relationships
- ○ Explores and begins to demonstrate ways to show respect for others within relationships
- ○ Demonstrates inclusive behaviours and language that show respect for others
- ○ Maintains one or two close friendships

Student Assessment

B Squared Ltd

6 Oct 2025 - Student Name - Social & Emotional Cognition - Moral Reasoning - SEMH Step 11 / Progress: 0%

Morals

- ○ Understands that there are a range of factors that influence their and other people's behaviours, actions and decision, and that these include ethical and moral judgements and viewpoints
- ○ Displays a keen sense of responsibility towards others by actively working on their behalf or through altruistic acts
- ○ Identifies effective ways to advocate for others, e.g. respond when they know someone is being bullied or harassed
- ○ Displays a keen sense of their own morals in real life situations

Theory of Mind

- ○ Identifies reasons why people act in certain ways and what they expect as an outcome
- ○ Identifies that the values that people have help to shape their lives
- ○ Identifies the perspective of others, relating to their own and acting in a way that upholds their own beliefs, e.g. another person says something sexist - pick them up on it or reject any more interaction
- ○ Predicts the mental state of others through a range of more subtle means, e.g. unusual verbal tone for the statement
- ○ Recognises that others may try to influence them for their own benefit
- ○ Recognises the potential outcomes if someone acts in a way that is negative for the other person, but advantageous to themselves, e.g. selfish choice for the good of themselves
- ○ Recognises the potential outcomes if someone acts in a way that is positive for the other person, but detrimental to themselves, e.g. selfless choice for the good of others

Student Assessment

B Squared Ltd

6 Oct 2025 - Student Name - Social & Emotional Cognition - Social Awareness - SEMH Step 9 / Progress: 0%

Self-Perception

- ○ Identifies some of their own characteristics
- ○ Identifies things that make them happy or sad, or change the way they feel
- ○ Identifies which actions, words or situations that have affected their thoughts, feelings and actions positively or negatively
- ○ Recognises which events they would want to repeat or not experience again
- ○ Predicts how they will feel about certain familiar events or situations
- ○ Predicts how they will feel about certain unfamiliar events or situations
- ○ Recognises that they are unique and that how they are affected by something may not be the same as others

Perception of Others

- ○ Adapts their behaviour slightly when they notice another's dysregulation, e.g. stops shouting, moves away
- ○ Identifies more subtle signs of upset or unease and identifies ways to respond in different circumstances and with different people, e.g. unfamiliar people, family members
- ○ Identifies when to seek adult support when they perceive that they need help with a peer's emotional state
- ○ Recognises specific peer's emotional states accurately some of the time, and tries to support accordingly

Student Assessment

B Squared Ltd

6 Oct 2025 - Student Name - Social & Emotional Cognition - Social Decision Making - SEMH Step 5 / Progress: 0%

Social Problem Solving

- Demonstrates understanding of agreed codes of behaviour
- Expects others to follow the same codes of behaviour they do
- Swaps ideas with peers, e.g. when deciding what/where to play
- Attempts to negotiate
- Occasionally shows willingness to compromise with support
- Takes part in an activity suggested by a peer which was not their first choice
- Communicates about a problem within a relationship to a member of staff, e.g. sharing/kindness issue
- Communicates about a problem within a relationship to the peer involved
- Identifies and follows group norms within most staff led activities
- Identifies and follows group norms within most simple social activities which are not staff led, e.g. at break time

Social Goal Setting

- Chooses one action out of two suggested by a member of staff, to try to help a previous negative interaction
- Chooses one action out of two suggested by a member of staff, to try to help a previous negative situation, e.g. wear your headphones in class to help keep regulated
- Cooperates with games with shared rules
- Identifies an action they feel someone else could complete to make their social interactions more positive
- Identifies an action they feel they could complete to make their social interactions more positive
- Makes up their own phrases or short sentences to express their thoughts aloud about social experiences at home
- Makes up their own phrases or short sentences to express their thoughts aloud about social experiences in the setting

Student Assessment

B Squared Ltd

6 Oct 2025 - Student Name - Social & Emotional Cognition - Attention & Social Expectations - SEMH Step 2 /
Progress: 0%

Attention & Social Expectations

- ○ Begins to demonstrate respectful behaviours when supported, e.g. follows a direction to step back to respect physical boundaries
- ○ Can remain silent when another person is talking
- ○ Expresses their independence by confidently initiating conversation vocally when playing
- ○ Demonstrates the ability to play alongside others without disrupting them
- ○ Conforms to social positive expectations with reducing adults support, e.g. sitting on the carpet area
- ○ Calms down and returns to an activity when an issue with another has been resolved
- ○ Listens and may readdress a negative behaviour/action with support when it is pointed out to them
- ○ Shows some restraint when told to leave an enjoyable activity or it is packed away
- ○ Begins to show effortful control in some situations, e.g. resisting impulse of screaming in frustration



Want to find out more?

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Or get in touch with us...

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hello@connectingsteps.com

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