



BSquared 

Using assessment to make SEND more inclusive

Presented by: [Dale Pickles, Managing Director, B Squared](#)

SEND Expertise

Over 20 years of experience working in SEND, helping schools assess progress for pupils with SEND.



Product Development

Designs and develops innovative products tailored to meet the needs of schools and their students.



SENDcast Sessions

Host of SENDcast Sessions, delivering affordable, high-quality CPD for schools, including 6-monthly FREE SEND briefings.



20+ years in SEND solutions for schools.

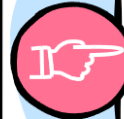
Innovative Solutions

Provides schools with solutions around assessment, data management, and tracking the progress of pupils with SEND.



SENDcast Host

Host of the award-winning SENDcast, a podcast focused on Special Needs, with over 350,000 downloads.



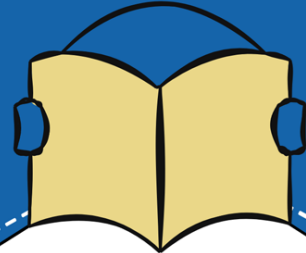
Neurodiversity Advocate

Passionate advocate for neurodiversity as someone with autism and ADHD, promoting inclusion professionally and personally.



B Squared Overview

What schools ask for informs us; what they need inspires us



1 Focus on SEND Pupils

B Squared concentrates on aiding pupils with Special Educational Needs and Disabilities (SEND) by identifying and tracking the essential small steps of progress that are crucial for their development and ensuring they are aptly supported.



2 25 Years of Expertise

With over a quarter-century of industry experience, B Squared has become a leader in monitoring and demonstrating progress for pupils with SEND, providing educational institutions with reliable and proven tools to facilitate effective learning.



3 Commitment to Inclusion

Inclusion is a core value for B Squared, and we design products that support all pupils, regardless of their educational needs. Our inclusive approach ensures that no student is left behind.



4 Collaboration with Schools

B Squared works closely with hundreds of schools each year, helping them tackle challenges related to assessment, data management, and progress demonstration. These partnerships enable the creation of tailored solutions that effectively meet individual school needs.



5 Versatile Frameworks

Our frameworks are designed to cater to a diverse range of abilities and ages, ensuring that every pupil's progress can be accurately measured and tracked, thus promoting an inclusive educational environment.



6 Adaptable Tools

Our assessment tools are highly adaptable and customizable, allowing schools the flexibility to implement them in ways that best suit their specific requirements, enhancing the effectiveness of their educational strategies.



Overview

Schools need to become more inclusive

Inclusion is a big priority for the Government. The Curriculum and Assessment Review, SEND and AP Improvement plan and the upcoming Ofsted Inspection framework all have an increased focus on inclusion.

Assessment and data play a crucial role in running an effective school. An inclusive assessment system that supports all pupils enables better decision-making across the whole school.

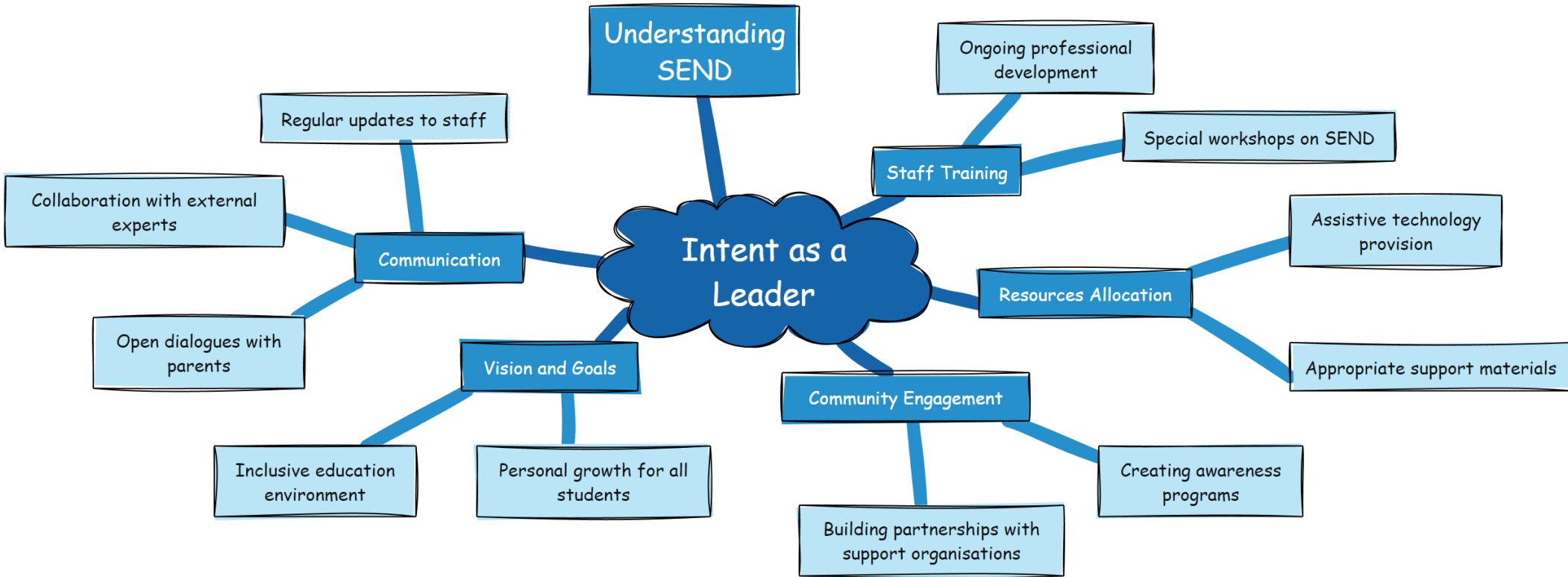


Inclusion and Intent

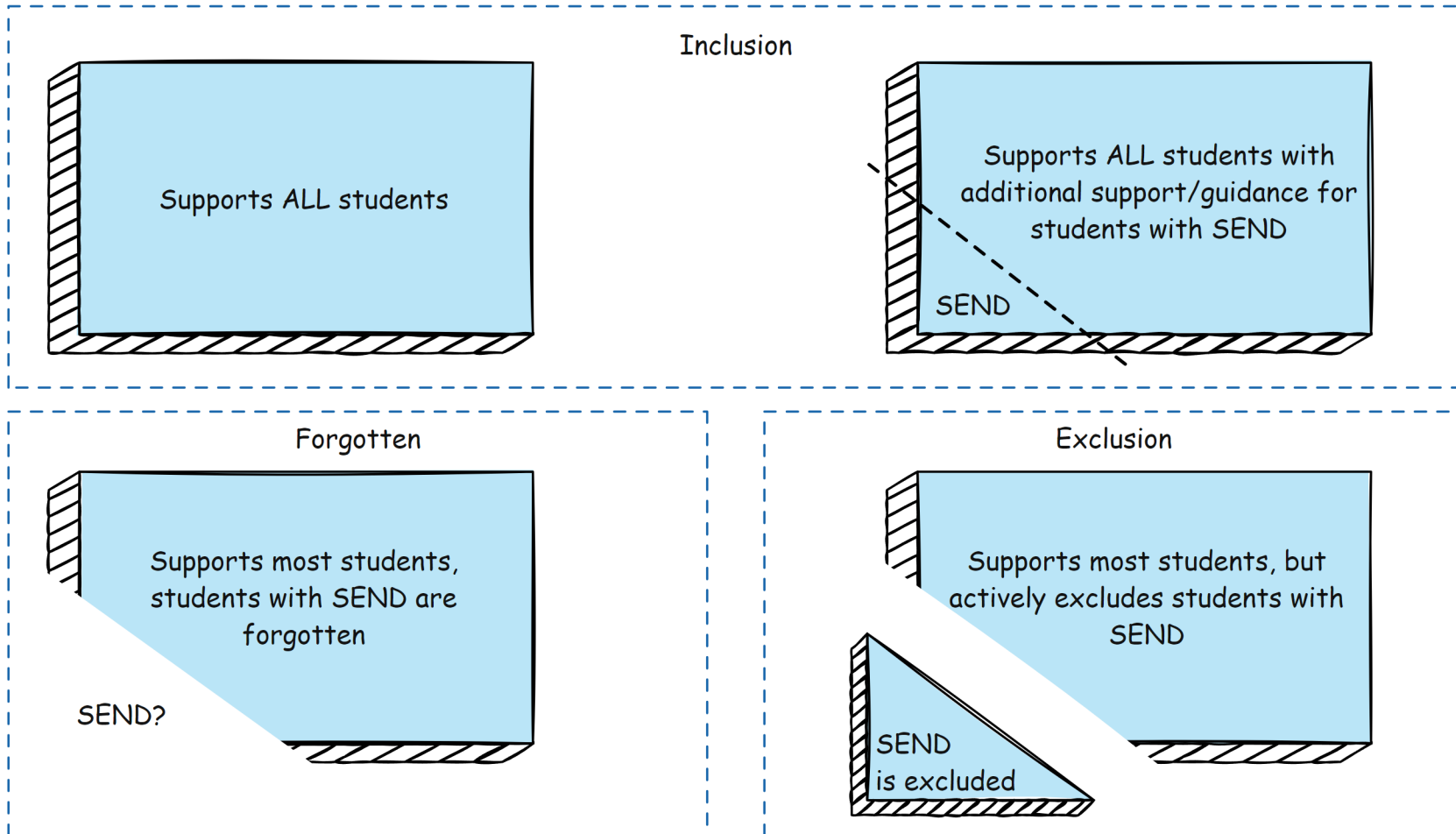
Without intent, you will not build the skills or knowledge you need



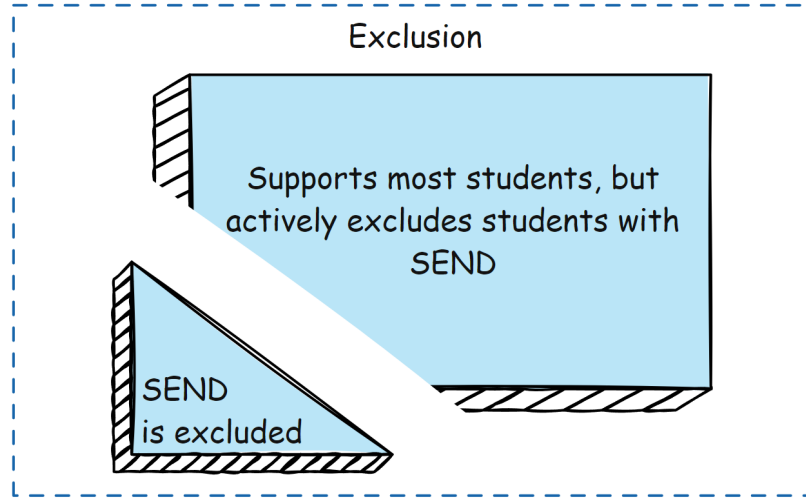
Inclusion and Intent



Is this what inclusion looks like in your school?



Is this what inclusion looks like in your school?



We do or for our students with SEND we do



Sam Ogle (He/Him) • 1st
Disabled Rights Activist at Dream Big Live BiGR

2w ...

Have you thought about how the PE curriculum can recognise the achievements and progress of young people with physical disabilities and support their right to movement and the health benefits of exercise tailored to their needs? I was pigeonholed to boccia for my sports qualification in secondary school - but I hate it! [#Equity](#)



Is this what inclusion looks like in your school?

How many of these areas are inclusive in your school?

Are these areas simply forgotten and left to the SENCO to manage?

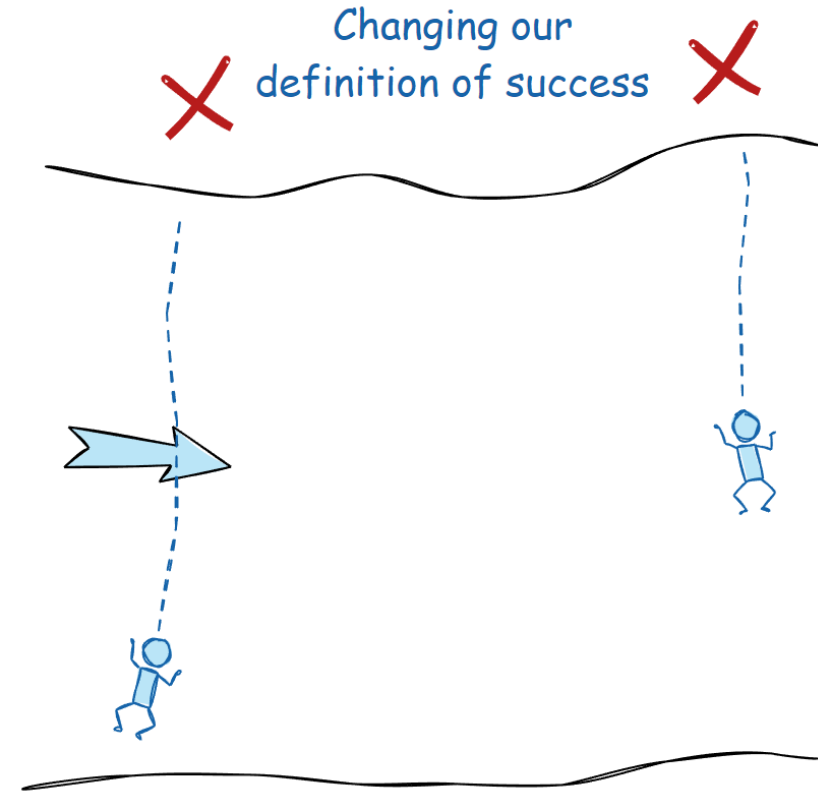
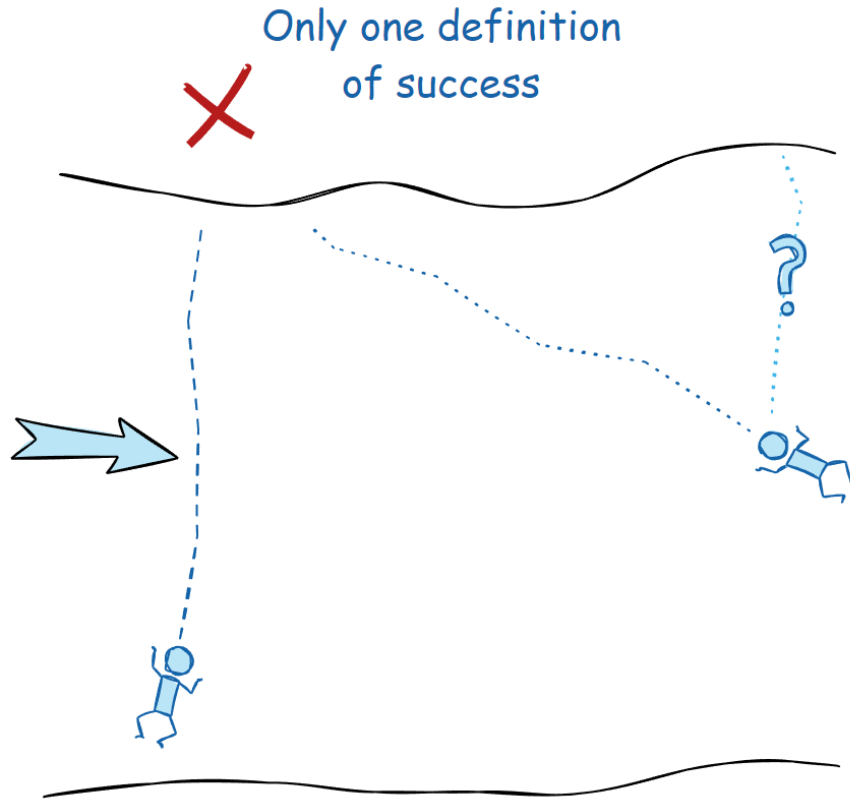
- Assessment
- Curriculum
- Behaviour Policy
- Uniform Policy
- Managing Behaviour
- School Trips
- Parents Evening
- School Reports



Is this what inclusion looks like in your school?

Inclusion is about whether someone **feels** included, not what we do to include them

Done to us, not with us



As the level of need increases, you may need to change your definition of success.
You may not be able to achieve your original definition of success.
Changing your definition of success means you can support more pupils to succeed.

Assessment and Progress

Ofsted Annual Report 2021- 2022

“schools use regular, informal and targeted assessment to identify what pupils remember and to inform teaching. They assess pupils to identify those who need extra help. We see weaker practice when schools use standardised tests that are not as effective at identifying specific gaps in pupils’ knowledge.”



Assessment and Progress

Ofsted Annual Report 2022- 2023

“In English, the teaching of reading has improved markedly, but teaching in other areas, such as writing and spoken language, is less effective”

“schools move too early to complex tasks before teaching pupils the underlying knowledge needed for those tasks and making sure that this knowledge is secure”

“assessment is too focused on complex, final tasks and does not identify specific gaps in pupils’ knowledge.”



Assessment and Progress

Teachers and leaders need to be able to drill down into their data

Some schools **ONLY** record judgements around pupil progress using terms like; Below, Expected & Above or Emerging, Developing & Secure.

If you **ONLY** have overall judgements how does this inform teaching? How does this identify areas to develop?



Assessment and Progress

Having pupils in different systems just adds complexity

If staff need to use another system for only a few pupils with SEND, do staff see this as an unnecessary burden?

How do you decide which system to use for different pupils?

What are the implications when you switch a pupil from one system to another?

Does the information we share with parents change?

How long does it take to build a single whole school data set?



Assessment and Progress

Simply using Below, Expected & Above is quick and easy.

How do you moderate those judgements? How do you identify areas to support, look for areas of improvement for teaching etc.?

You need more information to be able to do this. Recording more information takes more time, but there is a benefit. Ofsted's report mentions how schools use the more detailed/focussed assessment to improve outcomes.

Recording less data at the start means more work later.



Inclusive Assessment System



Connecting Steps has a wide range of assessment frameworks for different countries, ages and abilities.

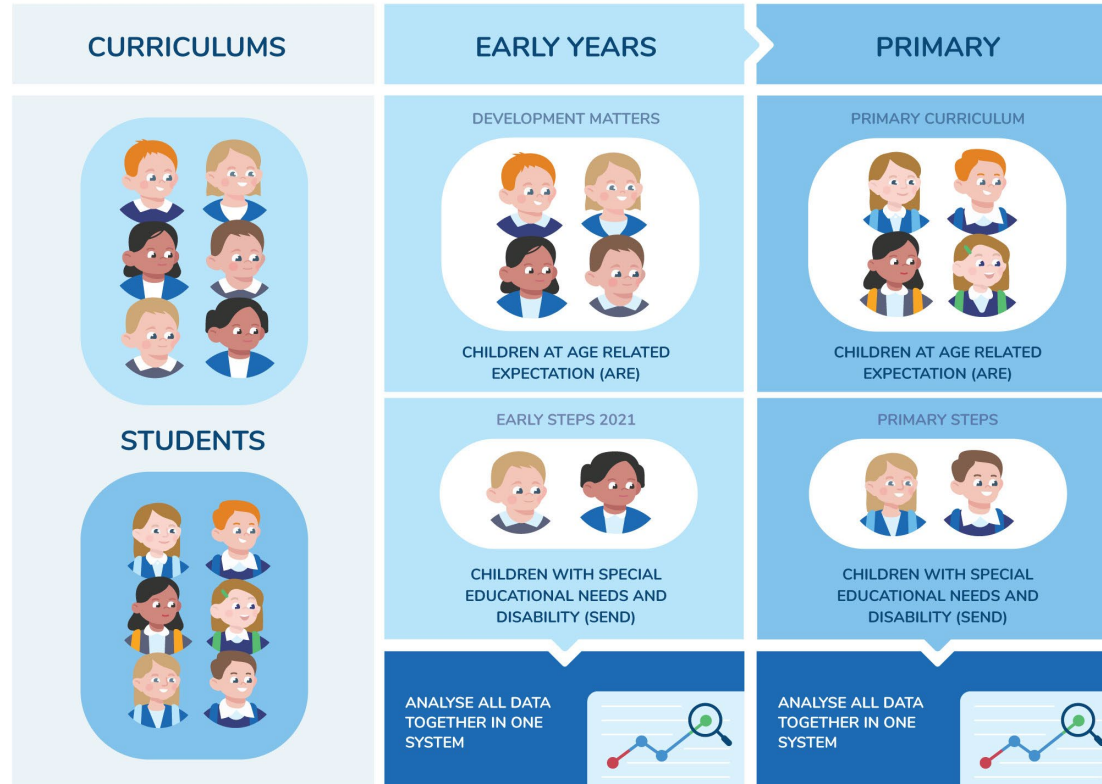
Alongside our Primary Curriculum and Development Matters frameworks are frameworks for pupils with SEND.

Our frameworks for pupils with SEND has 3 times the detail compared to our content for pupils working at ARE.



Inclusive Assessment System

ASSESSMENT FRAMEWORKS FOR PRIMARY SCHOOLS



Inclusive Assessment System

You will generally assess and look at data class by class.

For pupils with SEND, you will often assess and look at data a pupil at a time.

If you already use Connecting Steps for your SEND pupils, you can access the Primary Curriculum and Development Matters frameworks.

You can also access the Analytics platform and see all the different reports.



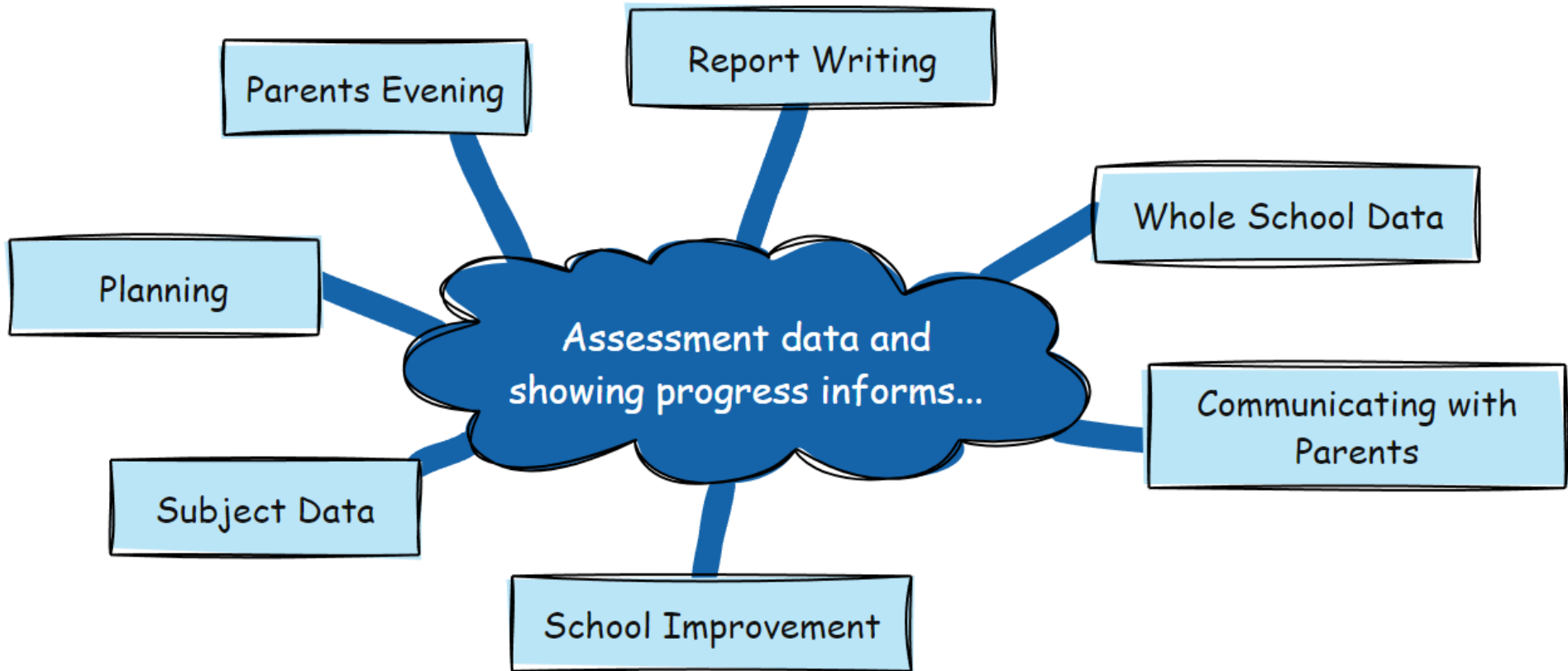
Inclusive Assessment System

The purpose of assessment is to
inform future learning

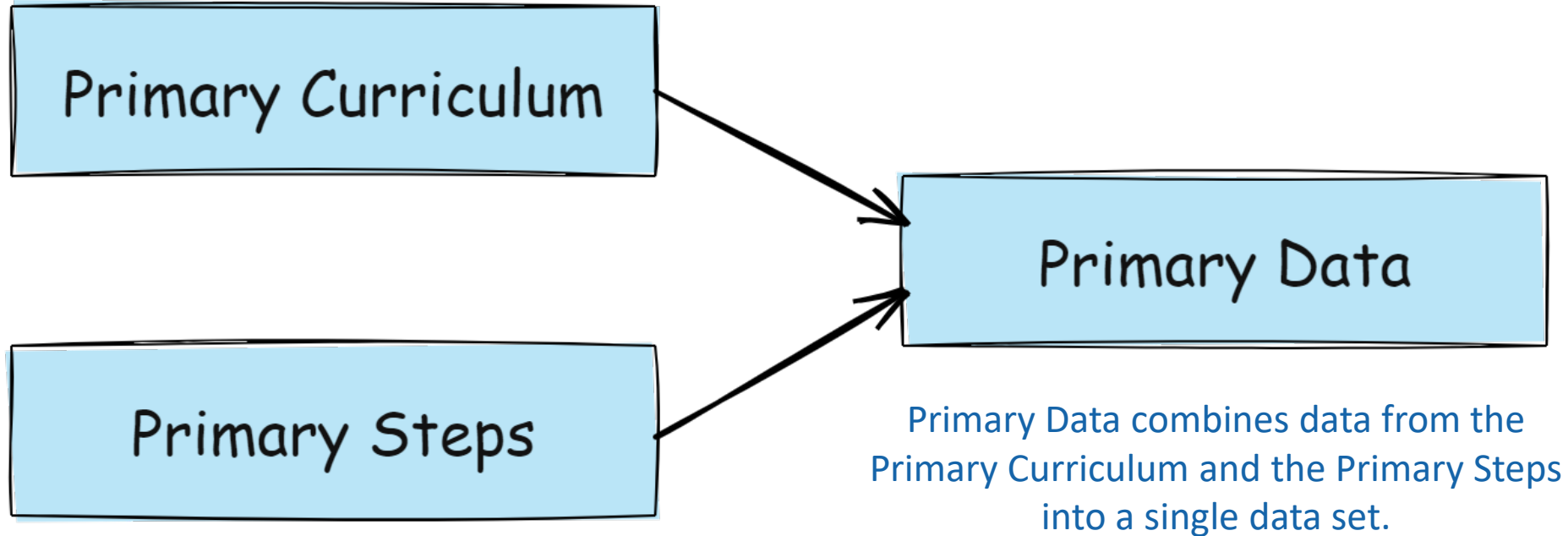
This is not just within the classroom, but across the whole school. Does your data help you shape future learning for ALL pupils? Is it informing what areas need improving? Is it doing this for some pupils, but not ALL? Is your system more about accountability rather than pupils?

You are always on track, until you aren't.

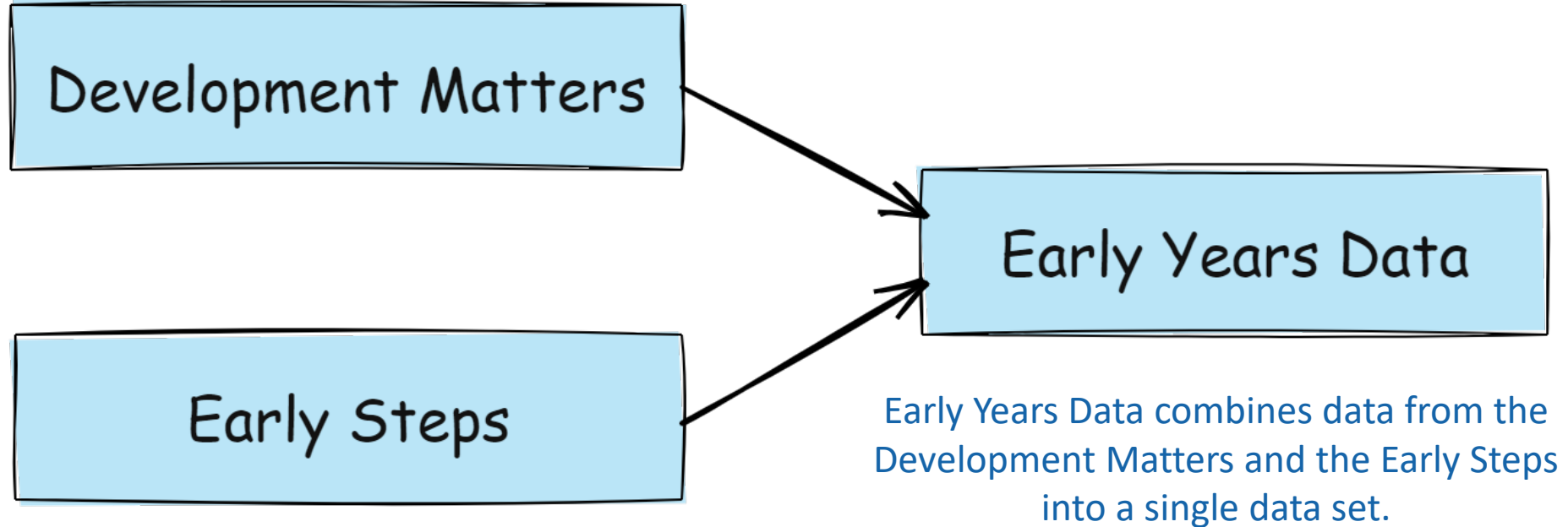
Inclusive Assessment System



Inclusive Inclusive Assessment System



Inclusive Inclusive Assessment System



Inclusive Assessment System





Assessing ALL pupils in one system means pupils with SEND won't be forgotten or seen as a burden, by having to assess them in a different system.

Having pupils with SEND in another system excludes them in so many ways.

Do subject or phase leads look at the SEND data or do they just look at the main data and leave the SEND data to the SENCO?






Inclusive Assessment System

Group Assessment by Level

GOT - English, Writing - Year 1 - 12 Nov 2024

View ↓ ↑ ↓

Today 📅 Mastered ✕

	Jeffrey Baratheon 7% (Year 1)	Robert Baratheon 7% (Year 1)	Stannis Baratheon 7% (Year 1)	Ramsay Bolton 7% (Year 1)	Khal Drogo Wrong Framework	Tormund Giantsbane 7% (Year 1)	Theon Greyjoy 7% (Year 1)	Cersei Lannister 7% (Year 1)	Jaime Lannister Wrong Framework	Tyrion Lannister 7% (Year 1)	Tywin Lannister 7% (Year 1)	Talisa Maegyr 7% (Year 1)	Jeor Mormont 7% (Year 1)	Jorah Mormont 7% (Year 1)	Davos Seaworth Wrong Framework	Jon Snow Wrong Framework	Arya Stark
Assessment	Freeze <input checked="" type="checkbox"/>																
Composition																	
<input type="checkbox"/> Says out loud what they are going to write about	M	M	M	M	○	M	M	M	○	M	M	M	M	M	○	○	M
<input type="checkbox"/> Composes a sentence orally before writing it	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
<input type="checkbox"/> Sequences sentences to form short narratives	M	M	M	M	○	M	M	M	○	M	M	M	M	M	○	○	M
<input type="checkbox"/> Re-reads what they have written to check that it makes sense	M	M	○	M	○	M	○	M	○	○	M	○	○	○	○	○	M
<input type="checkbox"/> Discusses what they have written with the teacher or other pupils	M	M	M	M	○	M	M	M	○	M	M	M	M	M	○	○	M
<input type="checkbox"/> Reads their writing aloud, clearly enough to be heard by their peers and the teacher	M	M	M	M	○	M	M	M	○	M	M	M	M	M	○	○	M
Vocabulary, Grammar & Punctuation																	
<input type="checkbox"/> Leaves spaces between words	M	M	○	M	○	M	○	○	○	M	M	M	○	M	○	○	M
<input type="checkbox"/> Joins words and joins clauses using 'and'	M	M	○	M	○	M	○	M	○	○	○	M	○	M	○	○	○



Inclusive Assessment System

Selection

Group Type
Registration

Group
BTTF

Student
Biff Tannen

Framework
Primary Steps

Subject
English

Profile
Writing

Level
Y 1

Today

Reset

History

Individual Assessment

17 Oct 2024 - Biff Tannen - English, Writing - Year 1 / Start Date: 3 Nov 2007 / Complete Date: 27 Mar 2024

View | Sort | Filter

Use Baseline Date: 1 Sep 2023 | Today | Add Achievement

Composition

Planning and preparation -

Talks to an adult about what they wish to write	Says sentence aloud before writing	Discusses where they think a punctuation mark should be placed after reading aloud their writing
M 17 Jun 2012	M 12 Aug 2021	M 20 Mar 2023

Drafting and writing -

Conveys ideas using phrases or short sentences	Conveys information using phrases or short sentences	Makes up their own sentences and says them aloud, after discussion with the teacher (PKSS)	Writes down one of the sentences that they have rehearsed (PKSS)	Writes sentences in order, to create a simple narrative
M 21 Mar 2013	G 24 Jan 2024	E 17 Oct 2024	E 17 Oct 2024	M 13 Sep 2021

Evaluating and editing -

Makes amendments on reading own writing	Answers questions about the content of their writing	Discusses what they have written with other pupils or members of staff	Re-reads writing using the same words with some support	Reads their own work aloud, for the class to hear
M 10 Nov 2023	M 26 Jan 2014	M 7 Jun 2023	M 8 Dec 2013	E 8 Mar 2023

Vocabulary, Grammar & Punctuation

Demonstrates some understanding of the terms -

Letter	Capital letter	Word	Singular	Plural
--------	----------------	------	----------	--------

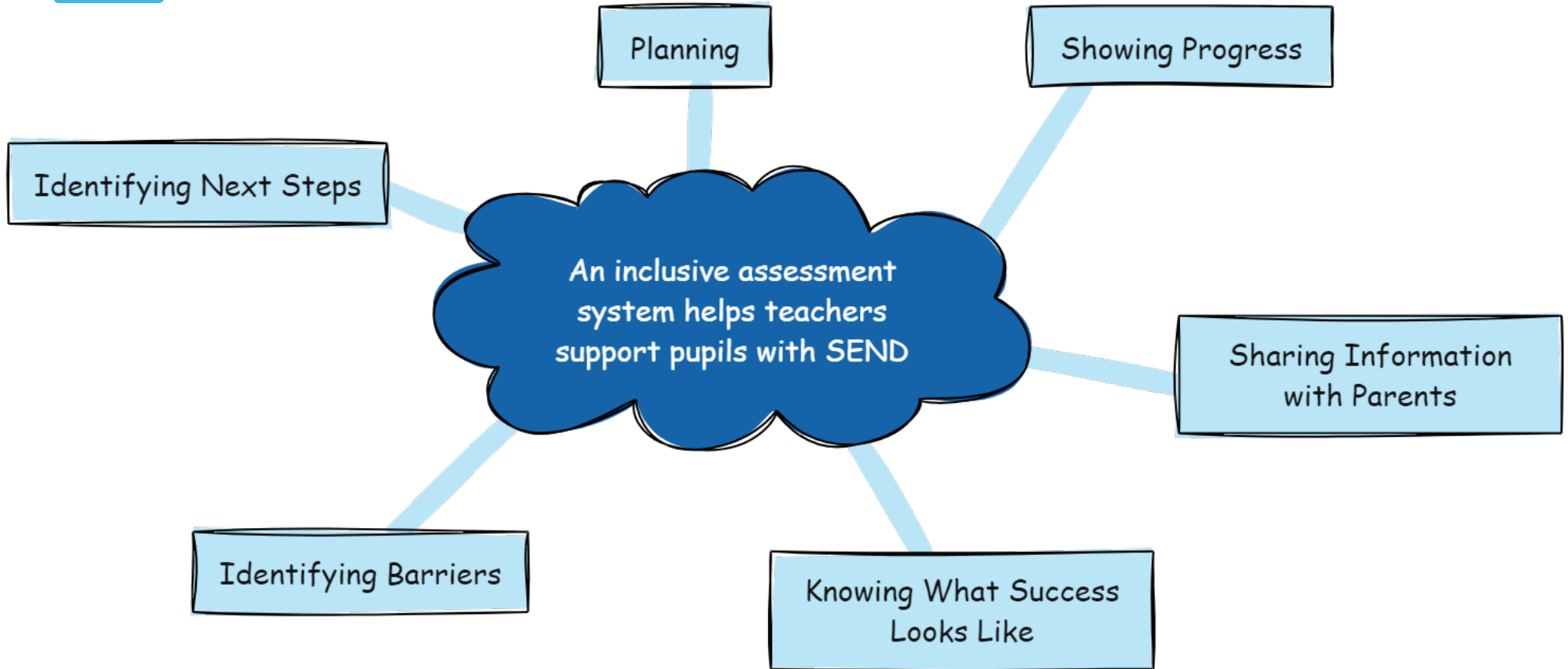


Inclusive Assessment System

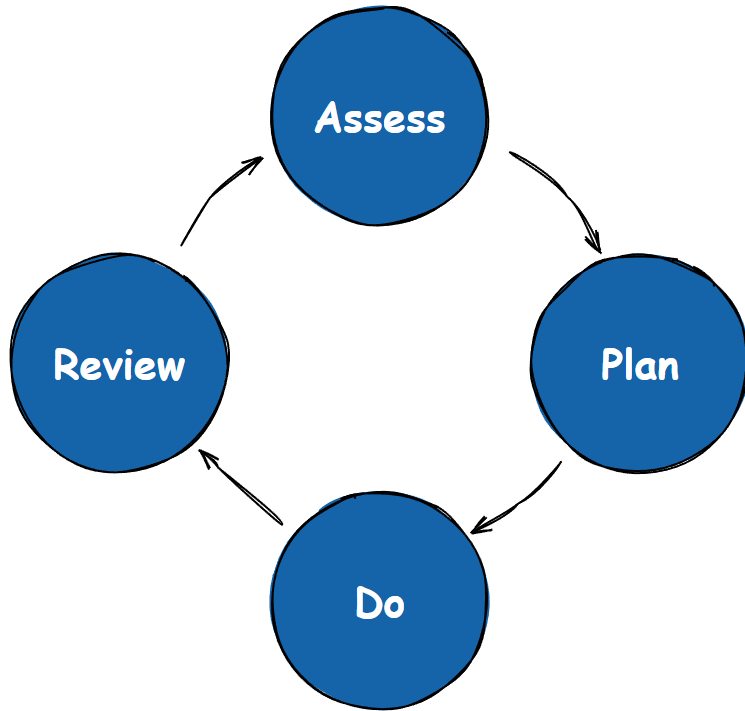
Does your assessment system help
teachers support pupils with SEND?



Inclusive Assessment System



Assess Plan Do Review (APDR)



We all know the APDR cycle and the graduated approach, but it is sometimes used extremely badly.

“Can anyone recommend a Year 4 writing intervention?”

People are often rushing to the Do part of the cycle or only doing the Do part. They find an intervention someone recommends and start using it. It is often not effective.

Spend more time on Assess!

Assess Plan Do Review (APDR)



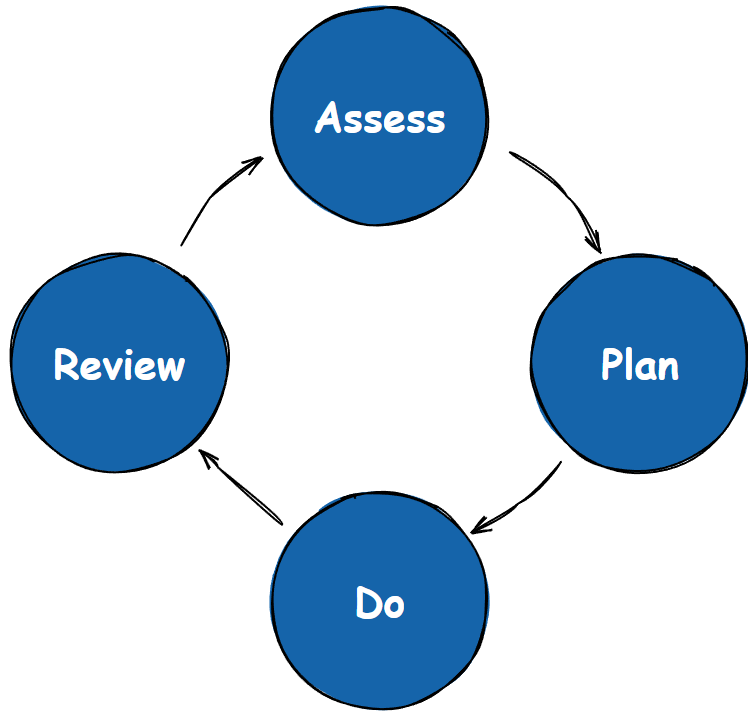
“Can anyone recommend a writing Year 4 intervention?”

“Can anyone recommend a writing intervention for a Year 4 child, working at Year 1, struggling with.....”

Improved assessment and understanding will lead to an approach, intervention or support strategy that will be more effective.



Assess Plan Do Review (APDR)



“My teachers can’t write SMART targets, I’m going to do some training, any suggestions?”

Is it a case of they can’t write SMART targets, or could it be that they don’t know what the expectations are at the level the pupil is working at?

Do they have the right assessment tool?

Whole School Data



The B Squared Analytics platform is part of Connecting Steps. You can look at whole school data and all the different cohorts within the school.

Tracking grids, year group comparisons, year on year progress, intersectionality, and more. You can RAG rate pupils based on your own expectations around progress and attainment.

A great way to share progress with senior leaders, Governors, Trustees and external professionals. Using Analytics for all pupils give a consistent way to look at your data.



Whole School Data



The way you analyse data for pupils with SEND needs to be different.

They will be included in the whole school analysis, but you should also do additional analysis to celebrate the progress they are making and look at how you can improve the provision.

Reduce Teacher Workload

Use the AI within Connecting Steps to help write reports to parents.

The process is very personalised, private and secure. Teachers identify the key achievements and the next steps. This is used to generate the text.

The system can also translate the text into 40 different languages, boosting parental engagement where English isn't their first language.



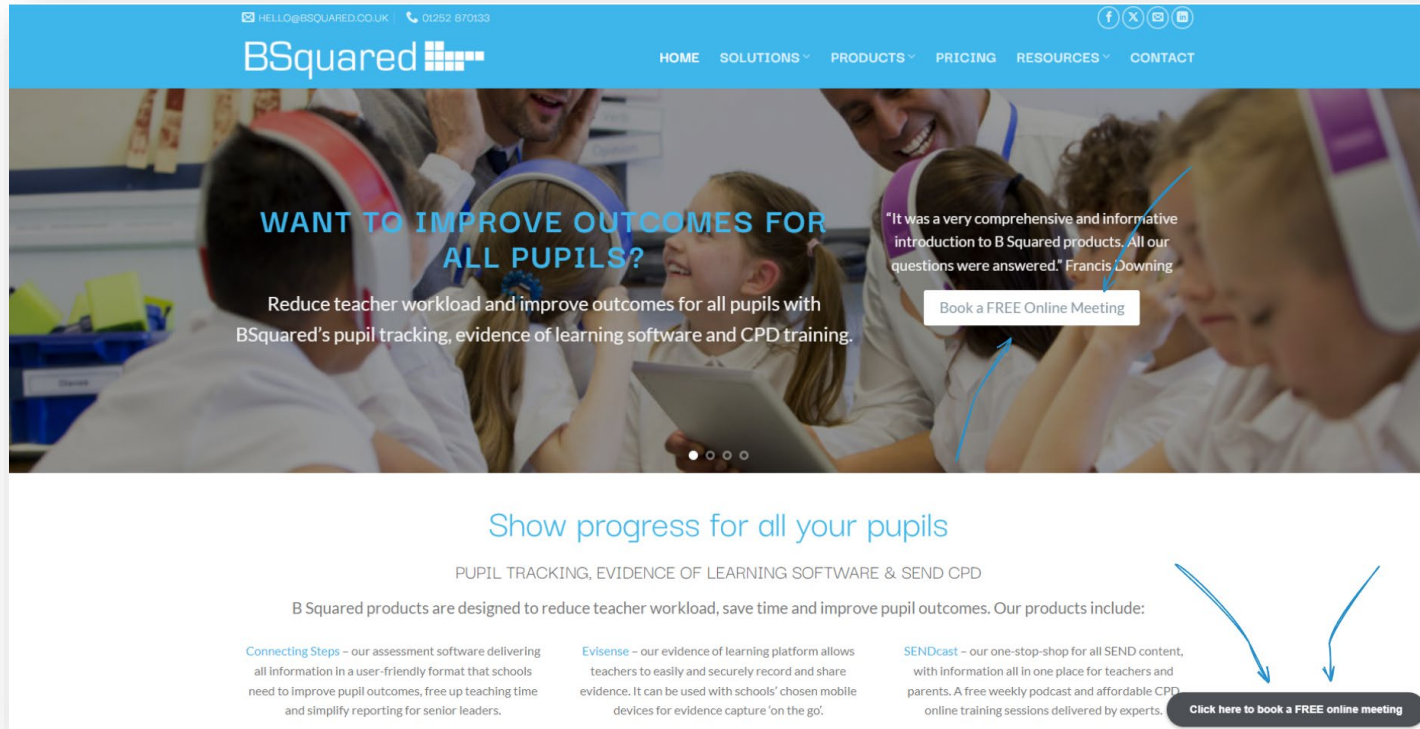
Reduce Teacher Workload

“Ramsay has achieved many important math skills. He knows the place value of each digit in a two-digit number such as 10s and 1s. Ramsay can also count in steps of 2, 3, and 5 from 0 and in 10s from any number both forward and backward. He can read and write numbers up to at least 100 in numerals and in words too! Furthermore, Ramsay uses his place value and number facts knowledge to solve math problems easily and quickly”

“Ramsay can recognise the place value of each digit in a two-digit number (10s, 1s). He also counts in steps of 2, 3, and 5 from 0, and in 10s from any number, forwards and backwards. Ramsay is able to read and write numbers up to at least 100 in both numerals and words. He uses place value and number facts to solve problems. Great job, Ramsay!”



Run Through of the System



Book a FREE online meeting and we will take you through what Connecting Steps can do and how it can support your teachers and pupils



Q&A – Ask Your Questions

**If you have any questions and haven't asked already,
please ask your questions in the chat window.**

Dale Pickles – *email me for more information or if you have any questions*
dale@bsquared.co.uk

Book a **FREE** online meeting using the button below if you want to discuss using Connecting Steps for ALL pupils

Podcast - www.thesendcast.com



Improving Knowledge Around SEND



SENDcast PODCAST



- FREE podcast, listen via the website, Spotify, Apple Podcasts, Audible, Amazon Music and any other podcast app
- New episode every week, with over 200 episodes featuring over 50 different guests
- Covers a wide range of topics including anxiety, emotions, Autism, school avoidance, masking, ADHD, behaviour, language, SENCO workload, ACC and so much more
- Created to support everyone in schools, parents and more.

www.thesendcast.com

Or just search SENDcast in any podcast app



Improving Knowledge Around SEND



“Excellent content delivered in a very convenient way and at a very reasonable price.”

Janet Bristow, SENCO - Perrymount Primary School

- High quality online SEND training delivered by experts
- Improve outcomes for children with SEND
- £10 for 1-hour training sessions for your whole school
- Build a library of online CPD training to access anytime
- Covers a wide range of topics including literacy, inclusion, Autism, ADHD, behaviour, language, SEND law and so much more
- Created to support everyone in schools – so your whole school can get training around SEND, not just the SENDCO!
- Annual subscription for B Squared customers just £100+VAT!

www.thesendcast.com





Dale Pickles – *email me for more information or if you want a copy of my slides*
dale@bsquared.co.uk

Book a **FREE** online meeting using the button below

Podcast - www.thesendcast.com

Online CPD - www.thesendcast.com/sessions