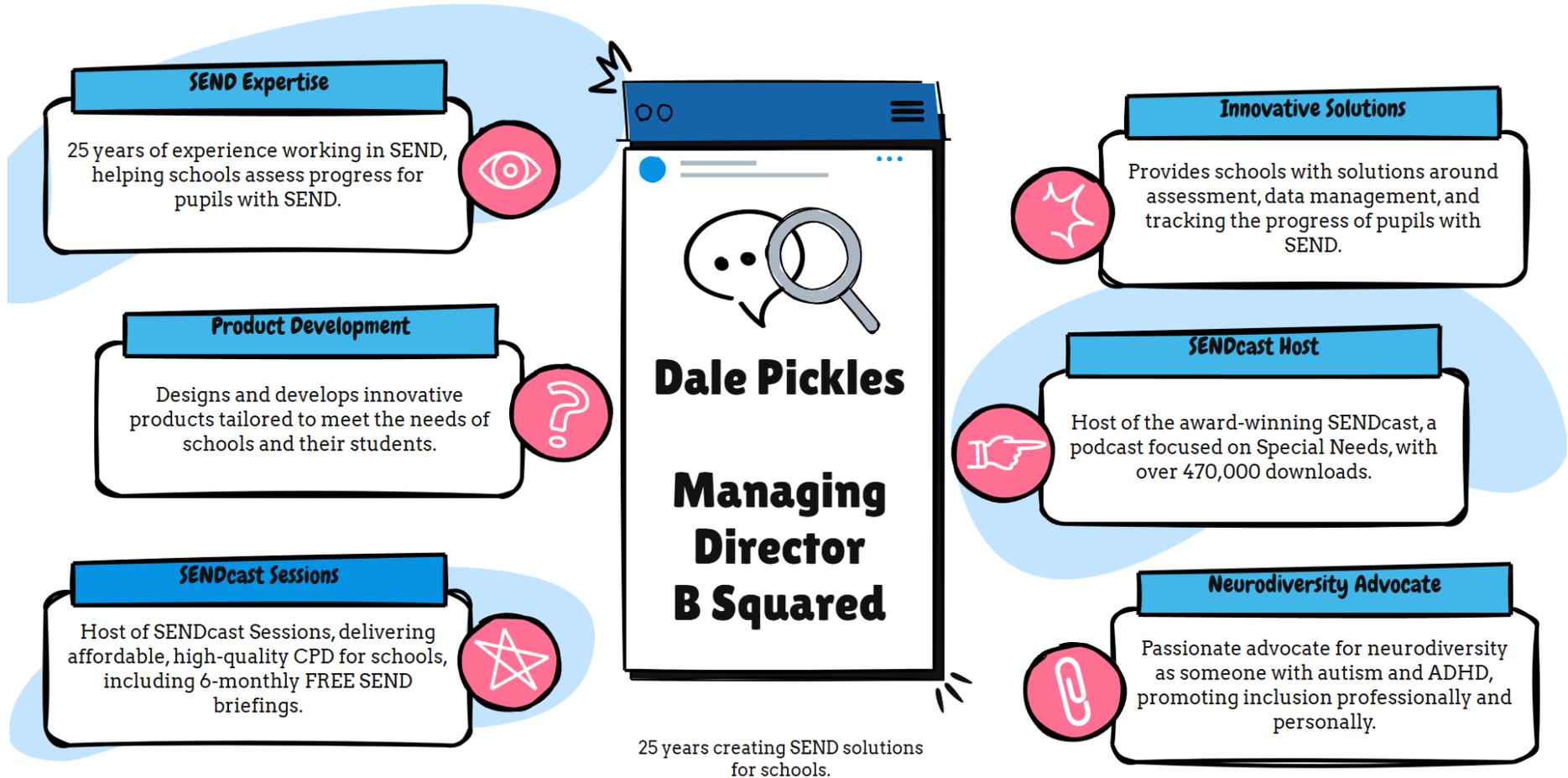




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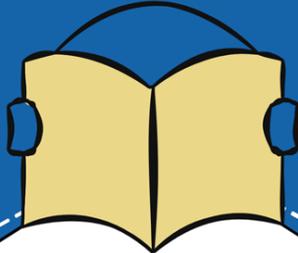
Governors and SEND Data Part 1 Senior Leaders' Guide - What data should you share with governors?

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



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.



Did you see...



**Watch it as many times
as you need.**

“We know how much the OFSTED framework can drive decision-making in schools; what the new framework says about SEND is essential knowledge for all school staff!

It places a stronger emphasis on inclusion and how well schools meet the needs of all learners, including pupils with SEND. This session takes participants through aspects of the framework that have particular relevance to a school/college’s work for pupils with SEND.”

This webinar

This webinar is primarily aimed at mainstream schools, to raise the profile of SEND and the progress of SEND pupils in the school and with Governors.

Most of what I discuss applies to specialist settings, you can pick and choose the bits that make sense in your setting.

**I have previously discussed
“What is Good Progress for pupils with SEND?”**



This webinar

- **What information should I be sharing with Governors?**
- **How should I be sharing the information?**
- **Do I just stick to quantitative data?**
- **What are my expectations of the Governors?**
- **How do I make sure it's effective?**



End of Key Stage Assessment

**Pre-Key Stage Standards and
The Engagement Model
are for end of Key Stage 1 and 2 only**



This is the way we have always done it

The most dangerous phrase in education is

“This is the way we have always done it”

If you ever hear this from someone, it means they don't know why they are doing something. They can't give you a better reason why it is done, because there isn't one or they don't know what the reason is.

You only hear this phrase when you are asking about something that serves no real purpose.



This is the way we have always done it

Why do people say “This is the way we have always done it”? There are generally 3 reasons you are still doing something that doesn’t have any real benefit:

1. **Comfort** - When people are comfortable with a process, why change? Following an existing process is more certain/safe/secure than trying something new.
2. **Control** - Being in charge of a process or the only person who knows how to do it gives them control and power. If there is a new process, they may lose that control/power.
3. **Competence** - Do people understand the reasons for a process? Was the process created by someone else? Are they repeating it long after it stopped being needed? Does changing the process require new skills or greater understanding?



This is the way we have always done it

When you hear “This is the way we have always done it”, you need to jump straight into an APDR cycle of the process - APDR is everywhere, it’s like the force.

Assess what you are currently doing - What are the benefits? What are the drawbacks? What was the process trying to achieve? Could it be simplified? Do you need to replace it or can you just stop doing it?

If you need to, **plan** something new – Focus on what you are trying to achieve and create a way to support achieving this goal. Focus on creating a process with the fewest drawbacks, you don’t want something that is too complex or takes too much time.

Get started on the new process (**do**), but as you go **review** how well each stage goes and refine the process as you go and at the end **review** and **assess** how well the new process achieves the goal you set out to achieve.



This is the way we have always done it

The Snowball Effect

“a process that starts from an initial state of small significance and builds upon itself”

Have your processes been snowballing? They start off simple, but then more gets added on. They pick up momentum, get out of control and is then hard to stop. Have you even noticed there is a snowball?

You have to break the cycle. You have to ask questions..

Do we need to do this? Is there a better way? Is there a simpler way?

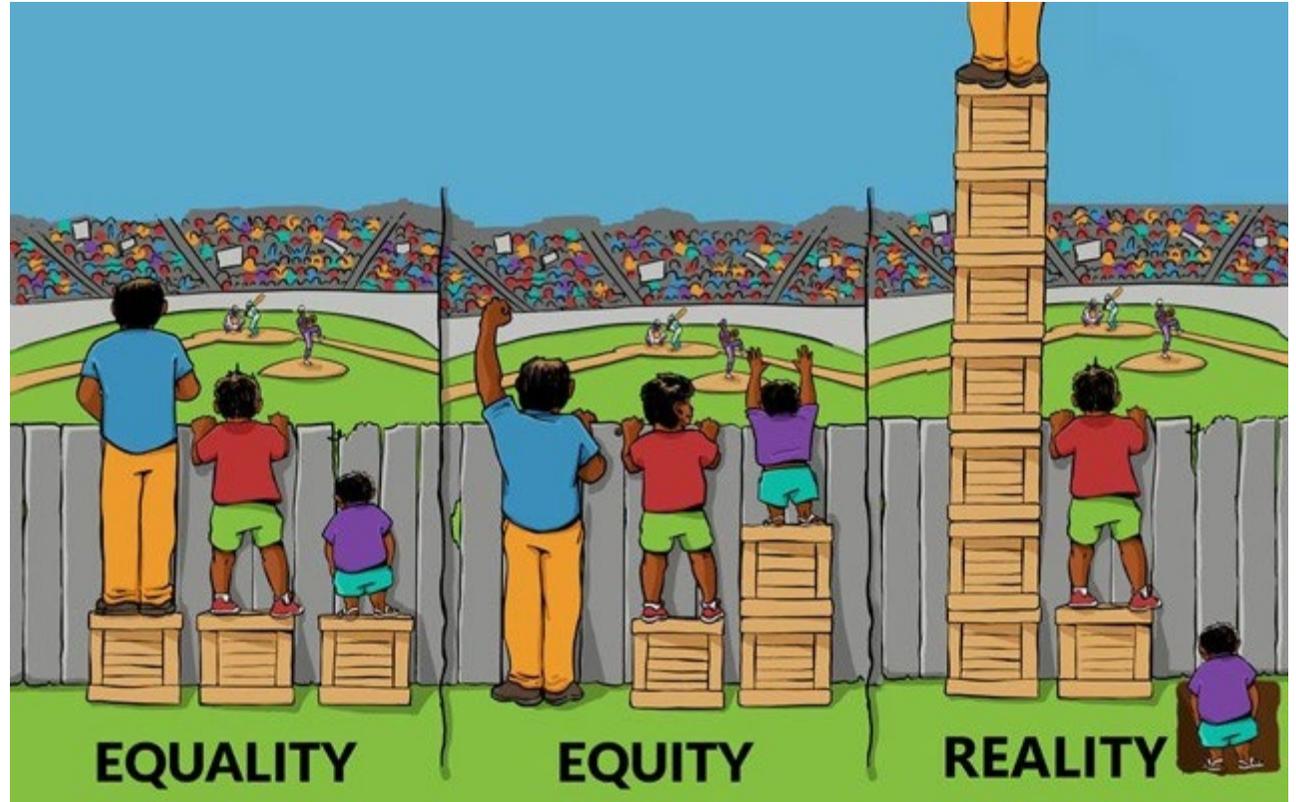


Equity, SEND and Governors

Governors Meetings

How much time do you spend talking about your highest achievers, your middle achievers and your lowest achievers?

Governor meetings should spend the most time discussing disadvantaged students and students with SEND



What am I Going to Share?

Start with nothing and build it up from there

What do I need to share for pupils with SEND?

What story do I want to tell?



What am I Going to Share?

What we share with Governors needs to answer questions or raise issues, where do we get these from?

- Ofsted Inspection Framework
- School Improvement Plan
- Talking and listening to the SENCO



Ofsted Inspection Framework 2025

“leaders use the ‘graduated approach’ (a continuous cycle of ‘assess, plan, do and review’) which helps to ensure that pupils receive an appropriate level of support and meets pupils’ needs, and staff receive suitable training and support to implement it”

“leaders make sure their work improves the progress and achievement of pupils with SEND and they do not lower their expectations of them”

“leaders monitor the progress of pupils with SEND, and review adaptations and support systematically, making any necessary changes to improve their learning and/or well-being”

Inclusion, Page 13, Ofsted Inspection Framework 2025



Ofsted Inspection Framework 2025

“whether the school provides a high-quality education for all pupils (the impact), especially disadvantaged pupils, those with SEND,”

“the progress that pupils make across the curriculum from their starting points, so that they know more, remember more and are able to do more”

“preparing pupils, at each phase, for the next stage of education, training or employment”

Achievement, Page 27, Ofsted Inspection Framework 2025



Ofsted Inspection Framework 2025

“keep in mind that published outcomes data may not give a sufficiently detailed picture of the progress and achievement of some groups of pupils, or this data might not be available, and therefore evidence gathered on site is crucial to evaluating progress and achievement”

“consider pupils’ starting points and the progress they make from them; inspectors also want to understand the curriculum pathways of individuals or groups, and whether leaders have identified the right priorities for them and are ensuring that they make good progress”

Achievement, Page 29, Ofsted Inspection Framework 2025



What am I Going to Share? (Ofsted)

- APDR – how well is it working? How effective are cycles?
- What are your expectations around progress? Are they aspirational?
- How do you monitor progress? How are you reviewing adaptations and support?
- Are all pupils receiving a high-quality education?
- Can you show progress from starting point? – Extremely Important!
- How are you preparing them for the next stage?
- What are the curriculum pathway for pupils with SEND? How have you identified the right priorities for them?



What am I Going to Share? (School Improvement Plan)

- Is there anything SEND specific?
- Are there any whole school priorities that need additional focus for students with SEND?
- Does your improvement plan ensure students with SEND are not forgotten?
- Does your planned CPD support inclusion?

Is there an implication for students with SEND on each item in the plan?



Progress for pupils with SEND

Students with SEND need to be included in your whole school progress data, but what else are you doing?

How else are you analysing data? “Below” isn’t enough, it does not show progress.

How do you show and celebrate progress for pupils with SEND?



What data do you have to share?



Quantitative

Numbers based, countable or measurable. It is fixed and universal.

Qualitative

Data is descriptive, or interpretation based. It is subjective and unique.

Lots of data around SEND is qualitative



Progress for pupils with SEND

Can you show progress from starting point?

What are you doing?

How are you measuring the impact?

Do you have the right tools to measure impact?

Unless you can see the small steps of progress and show impact, you will never be able to identify if progress is good enough?



Progress for pupils with SEND

“consider pupils’ starting points and the progress they make from them; inspectors also want to understand the curriculum pathways of individuals or groups, and whether leaders have identified the right priorities for them and are ensuring that they make good progress”

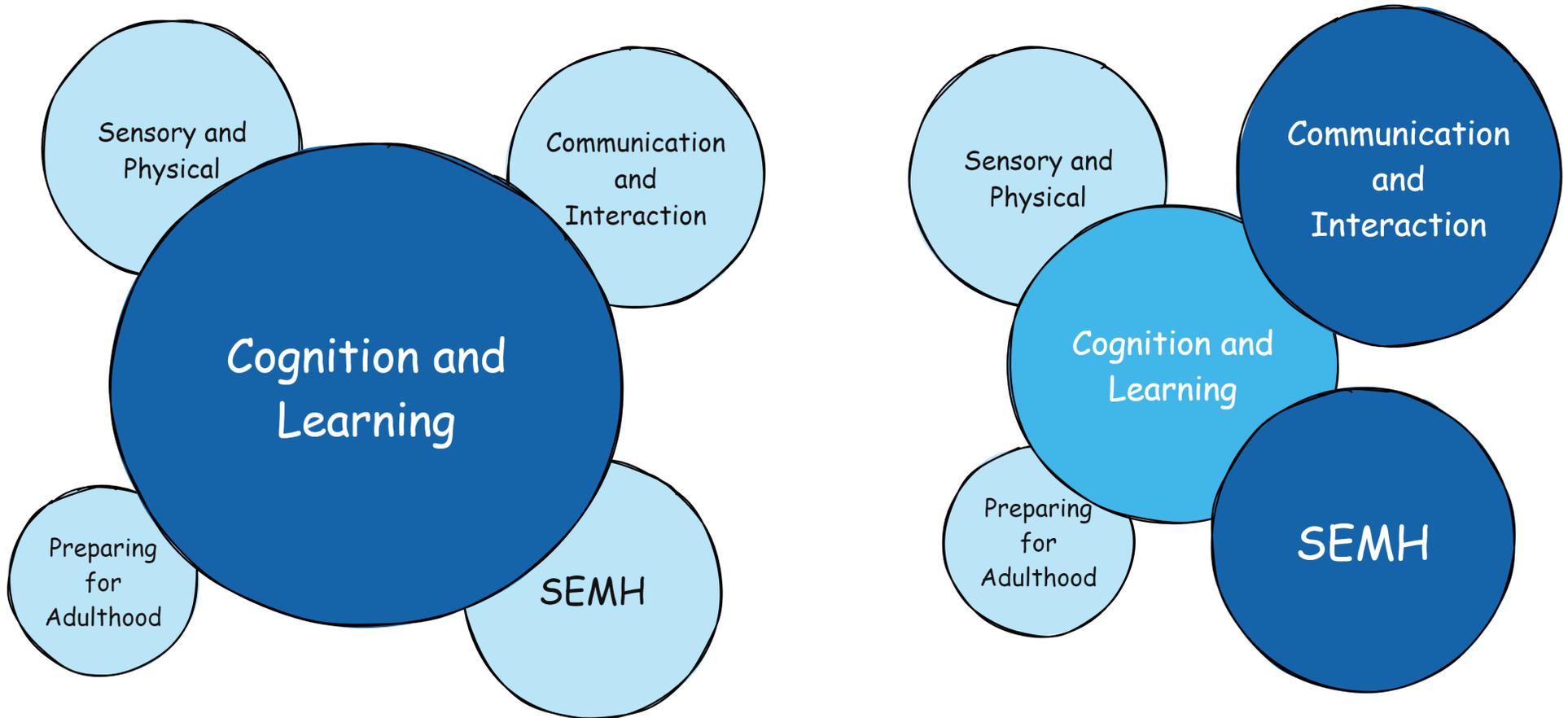
Achievement, Page 29, Ofsted Inspection Framework 2025

So much more than just Reading, Writing and Maths! Where else do they need support? SEMH, Communication and Interaction, Executive Function? Are you helping them Prepare For Adulthood (PFA)?

How do you decide what is important for your pupils?



Progress for pupils with SEND



Progress for pupils with SEND

What are you doing?

How are you measuring the impact?

How are you measuring this outside of the academic areas?



How Reliable is Your Data?

If you are using teachers' judgements, how are you ensuring all your teachers have the same understanding of the curriculum for pupils with SEND, the same aspirational expectations and the same flexibility around their judgements?

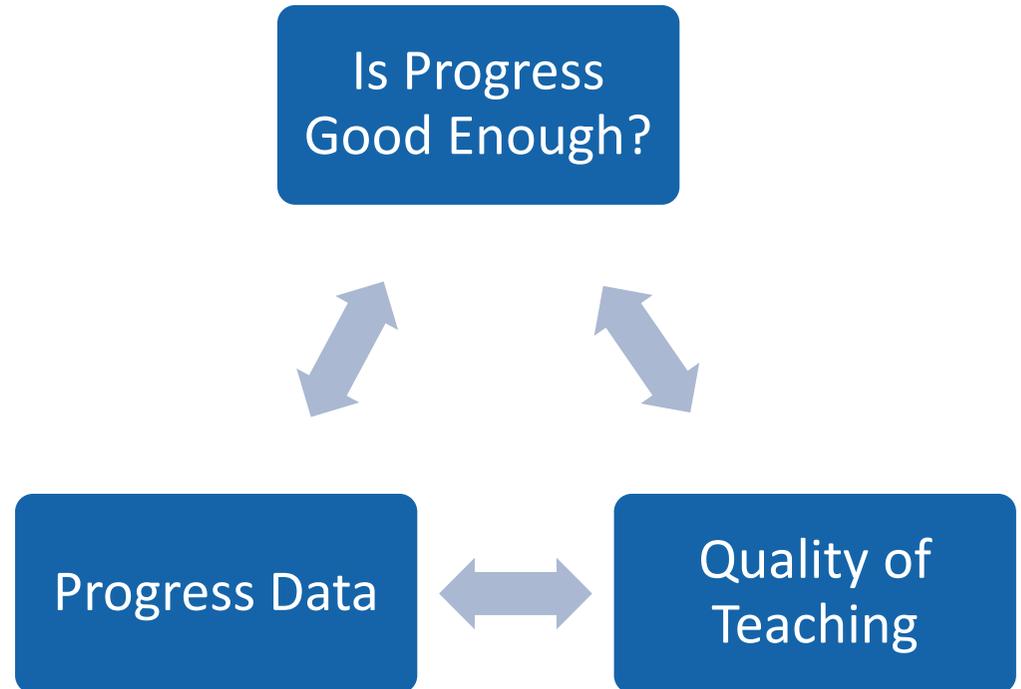
If you can't rely on your teacher judgements, then any data you produce will be misleading and any decision you make based on this data will be wrong.



Triangulation

If you cannot answer if your progress is good enough using progress data on its own, look at the quality of teaching.

Quality of Teaching and Progress are linked



Talk to the SENCO

The SENCO is obviously a key role in SEND,
but SEND is everyone's responsibility.

Low progress for pupils with SEND in Reading?
This is the responsibility of the English lead!

The SENCO is there to support staff, students and parents, to get through the mountains of paperwork that comes with the role and to be strategic.



Talk to the SENCO

How overloaded is your SENCO? How are you supporting them? How well are they listened to? What problems do they see? What great thing have they seen? Do they have enough time to do the role effectively? Do they need more admin support?

With such a big focus on SEND in the new inspection framework, does the SENCO role need to become more valued in your school? What is their input on what is shared with Governors?



Can you answer these questions?

Strategic

- What are your expectations around progress? Are they aspirational?
- Are all pupils receiving a high-quality education?
- How are you preparing them for the next stage?
- What are the curriculum pathway for pupils with SEND? How have you identified the right priorities for them?

Responsive

- APDR – how well is it working? How effective are cycles?
- Are adaptations and support effective?
- How well are pupils with SEND making progress?



What story am I telling about SEND?

If everything is important, then nothing is important

Choose what is important now. Identify what are the foundations you will build on. You might start with how you measure progress for pupils with SEND from their starting point. Lots of other areas will build upon this knowledge.



What story am I telling about SEND?

This is where you need to need to plan out your story, bringing everything together.

With the new Ofsted inspection framework, lots of schools will be at the start of a journey and it is important to recognise that and be honest.

Identifying what you weren't doing well, what you did about it and what it looks like now is what Ofsted want to hear.



What am I Going to Share?

Governor meetings serve multiple purposes when it comes to SEND;

- to raise awareness,
- to educate,
- to report,
- and to be challenged.

Governors may need educating, before they can offer real challenge.



Sharing Data - KISS

Keep it simple stupid! (KISS). The KISS principle states that most systems work best if they are kept simple rather than made complicated. This applies to everything! It is about designing things for other people, not for you. You may love data and get a warm fuzzy feeling when you open Excel, most don't.

You need to summarise data, a simple way of sharing the data so that others can understand it.

If people can't understand your data, they cannot be part of a discussion around the data.



Sharing Data – What do I Share?



The data you share could be highlighting areas for concern, areas of change or to show the impact of improvements.

Do not spend time creating graphs that don't impact on pupil outcomes.

Sharing Data – What do I Share?

Across a school year, the data you share needs to be consistent. It makes it easier for people to understand, and they can easily compare data to the previous term.

It does not need to be consistent year after year. The reasons for this are:

- a) you need to allow for improving your processes
- b) data that is relevant one year might not be relevant the year after.



Sharing Data – How do I Share?

You need to summarise your data in a way that is easy to understand, that answers the question your school is asking of the data. Adding relevant, comparable information will help people understand.

In reality, the aim is to provide data that is easy to understand.

It shouldn't be a big excel spreadsheet!



Sharing Data – How do I Share?

How do I show impact when there is no quantitative data?

This is more of a story telling exercise, where you need to use the qualitative data from before, talk about what you did and the qualitative data after.

After a term's worth of intervention around ELSA, their parents felt they were happier, less fighting to get them into school, their attendance increased (quantitative), the teacher felt they were more engaged and less disruptive.



Sharing Data – What Do Ofsted Want to See?

They don't want to see your data.

You need to be able to show progress for ALL pupils from their individual starting point.

They want you to understand your data, they want your data to drive changes in your school, and they want to see you implementing those changes.

There is no folder full of graphs you need to make each year.

They want your data to help you improve your provision for pupils with SEND.



Showing Progress and Impact

Connecting Steps is about showing progress and impact

Our academic frameworks, alongside SEMH, Communication & Interaction, and the upcoming Executive Function framework, help schools understand pupils' needs and evidence the impact of removing barriers.

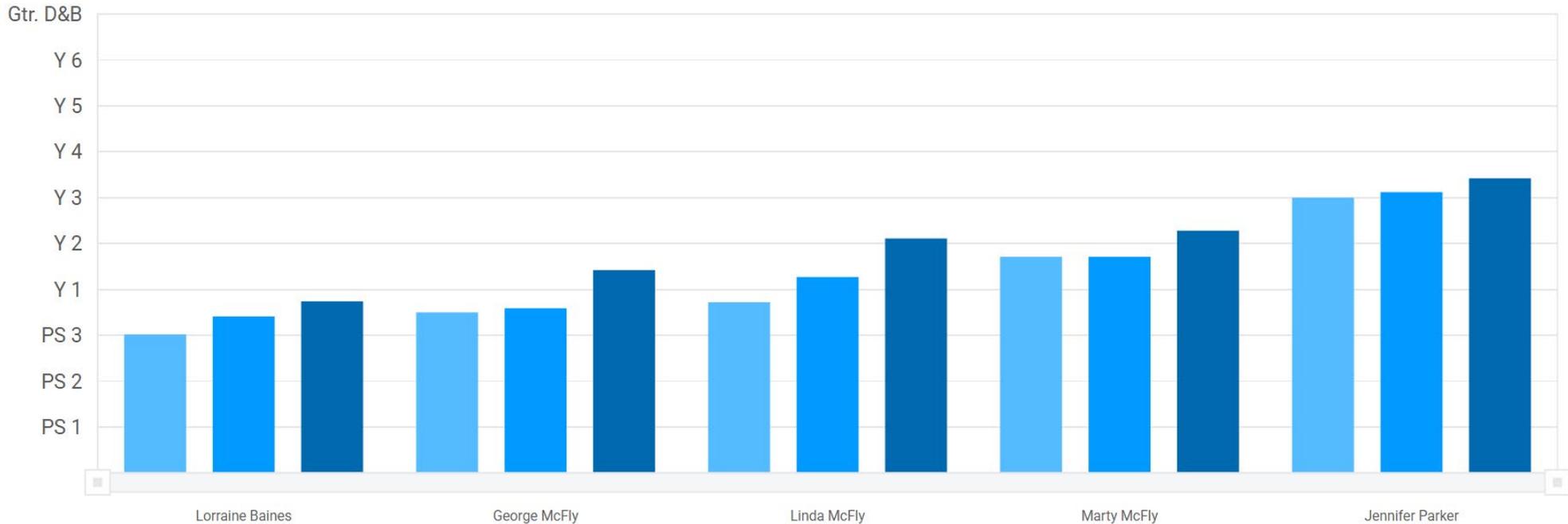
Connecting Steps plays a role in the APDR cycle: it informs the Assess stage by identifying needs, and the Review stage by evidencing the impact and progress.

And of course, it shows those small steps of progress

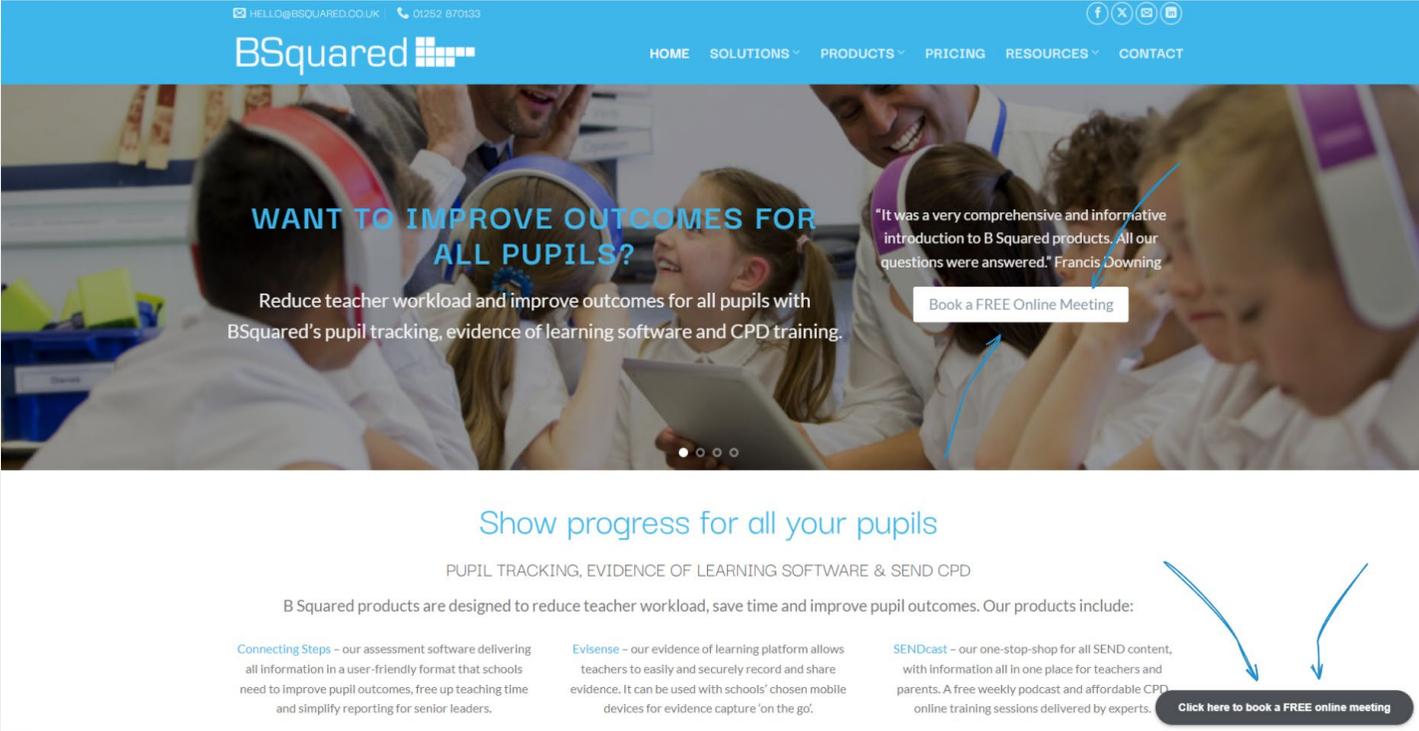


What is good progress for pupils with SEND?

Where does Connecting Steps fit in?



Connecting Steps



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- Evisense** - our evidence of learning platform allows teachers to easily and securely record and share evidence. It can be used with schools' chosen mobile devices for evidence capture 'on the go'.
- SENDcast** - our one-stop-shop for all SEND content, with information all in one place for teachers and parents. A free weekly podcast and affordable CPD online training sessions delivered by experts.

Click here to book a FREE online meeting

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



This webinar

- **What information should I be sharing with Governors?**
- **How should I be sharing the information**
- **Do I just stick to quantitative data?**
- **What are my expectations of the Governors?**
- **How do I make sure it's effective?**



Improving Knowledge Around SEND



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Improving Knowledge Around SEND



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