



Governors and SEND Data Part 2: Guide for Governors

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

SEND Expertise

25 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.



25 years creating SEND solutions for schools.

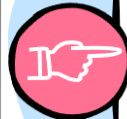
Innovative Solutions

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 470,000 downloads.



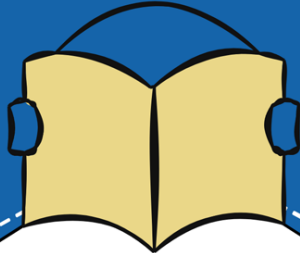
Neurodiversity Advocate

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.



This is webinar

The aim of this webinar is to support Governors to understand data and progress for pupils with SEND.

- Types of data and progress
- What is good progress?
- Understanding progress and the various factors
- New Ofsted Inspection framework and implications for SEND around data
- What questions can I ask?



This webinar



**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.”

End of Key Stage Assessment

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



What is Data?



Quantitative

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

Qualitative

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



What is Data?

Quantitative (numbers)

- Score in a test
- Height
- Age
- Attendance
- Weight
- Closed Questions

Qualitative (not numbers)

- Conversation with a parent
- Photo/video Evidence
- Email from a parent
- Pupil Voice
- Observations
- Open Ended Questions

Which one is more reliable?



What is Attainment?

A measure of a pupil's ability against recognised education standards.
(What a pupil has achieved in an educational context)

Achievement and attainment are very similar, but attainment is looking within an educational context, and achievement is looking at a much wider range of skills

Attainment is where they were on a specific date.



What is Progress?

Progress is moving forward. Progress means improving. In our cars, phones and technology, we see progress. We also see it how we think about things like mental health.

In terms of education, we think of progress as the number of skills or knowledge a pupil has gained between two dates.

Progress is the difference between 2 attainment points



Are students with SEND a single cohort?

“When you meet one autistic person, you’ve met one autistic person”

Every student with SEND is unique. Every EHCP is unique. Students might be working at the same level but have different challenges and different expectations.

This is why so much data within SEND is qualitative. There isn’t lots of quantitative data to draw a conclusion from.



How Reliable is Your Data?

If the school is using teacher's judgements, how are they ensuring all the teachers have the same understanding of the curriculum, the same expectations and the same flexibility around their judgements?

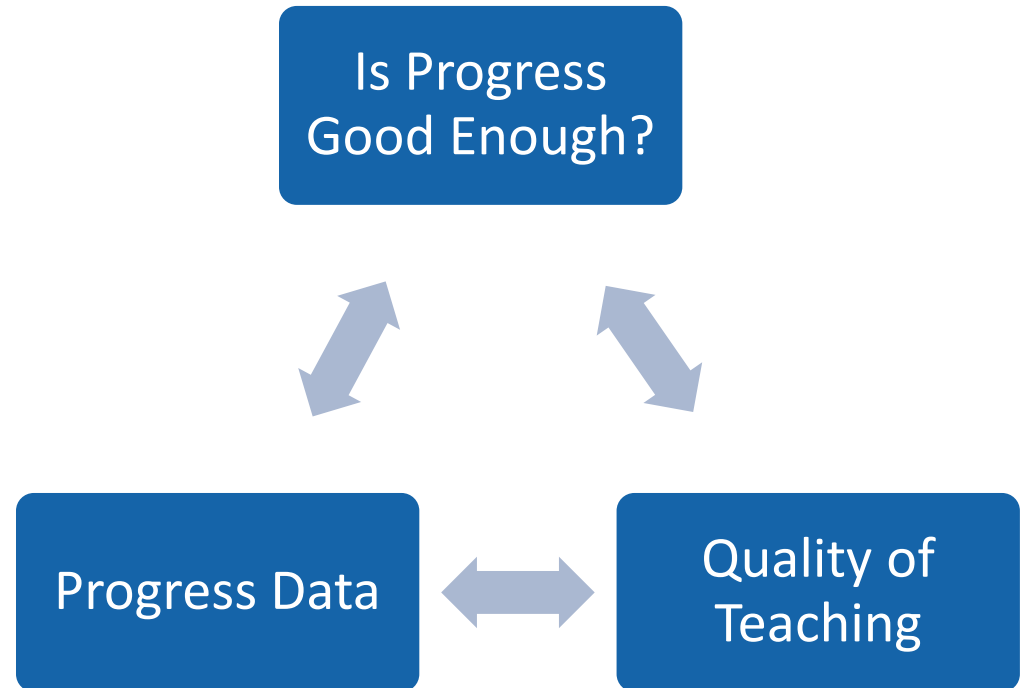
If you can't rely on your teacher judgements, then any data you produce will be misleading and any decision you make based on this data will be wrong.



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



Types of Progress

Linear Progress

Focuses on the difference between two attainment points, assumes all students learn in a specific sequence.

Non-linear Progress

Celebrates all aspects of progress, recognising student's strengths across different levels.

Achievement Progress

Celebrates progress towards specific skills acquisition and acknowledges reduced need for support.

Engagement Progress

Emphasises students' increasing involvement and active participation as a form of notable progress.



Types of Progress

Linear Progress (Quantitative)

The simplest way to look at progress is linear progress. Progress is the difference between two attainment points that only look at their current level. This way of looking at data assumes that all pupils learn in the same order.

All progress is technically linear. I cannot count to 10 before I can count to 2.

A subject or area of the curriculum is several strands or concepts joined together. I might be better at some concepts than others, my progress can become spiky, I might work across different levels. This would be non-linear progress.



Types of Progress

Non-Linear Progress (Quantitative)

Non-linear progress is about celebrating all progress. Instead of ignoring my ability in decoding and focusing on my struggle with comprehension, non-linear progress recognises all the progress I am making. We can show spiky progress.

Pupils with SEND don't develop in a nice simple uniform way and they can have multiple barriers. Some of these barriers stop a pupil from making progress if you only look at progress in a linear way. With non-linear progress you can show there is progress, that they are learning new skills, even though there are some skills they cannot achieve.



Types of Progress

Engagement/Achievement (Quantitative)

Linear and non-linear progress generally require pupils to achieve skills, but before a pupil can achieve a skill, they need to engage with the activity. If they don't engage, there won't be progress.

This is the fundamental principle of the Engagement Model. It doesn't just apply to pupils with complex needs, it applies to all of us.

If the pupil is engaging in more activities/learning opportunities or are they requiring less support to achieve skills, they are making progress. Sadly most assessment systems schools use do not show this type of progress.



Which Type of Progress is Best?

There is no simple answer!

Most systems are limited, they can only show linear progress.

Out of England, Scotland and Wales, only the Welsh Government recognises non-linear progress.

What you use depends on what you are trying to show. If we are looking at academic progress, it will be quantitative data and we can use all 3 types of progress.

If you are looking at non-academic/softer skills, the data will be more qualitative, so you won't be able to do the numerical representation, it will be about interpreting the data.



Which Type of Progress is Best?

Linear Progress

You will always start here, it is the simplest way to look at data. This will be suitable for most pupils.

Non-Linear Progress

If you struggle to show linear progress, move on to non-linear progress. Are they making progress on other levels?

Engagement/Achievement

If they aren't achieving skills, are they requiring less support? Are they more engaged?

Simple



Complex



What is good progress for pupils with SEND?



What is good progress for pupils with SEND?



"Good academic progress for a student who is working 1 year developmentally behind their peers would likely be determined by their individualised education plan (IEP) Typically, good academic progress for these students would be measured by progress relative to their individual needs and abilities, rather than compared to their non-disabled peers."

ChatGPT, January 2023

Judging progress for pupils with SEND should be based on their individual needs and abilities

What is good progress for pupils with SEND?

Attainment of Similar Cohorts

There have been attempts to create national datasets for pupils with SEND. The data produced was unreliable. Any datasets that do exist are too small to provide any useful data.

Do all pupils with autism in Year 4, working around Year 1 have the same barriers? Are they getting the same support? Does their autism impact them in a similar way? Is autism there only area of need? The problem is that in these data sets you cannot answer any of these questions. They should not be used.



What is good progress for pupils with SEND?

Prior Attainment and Progress

Prior attainment is one of the first places to look at when judging progress. It is the best starting point. If a pupil made 30% progress last year and there has been no changes in provision, it would be reasonable to expect 30% progress this year.

Provision shouldn't stay the same year on year as schools should be looking to improve the provision to improve outcomes. There are also many other factors that have an impact on outcomes. This is why prior attainment and progress is only a starting point.



What is good progress for pupils with SEND?

Formula

Some schools simply have a formula they have created, or they have been given. Where the formula comes from or what it is based on is sometimes never known. It might be as simple as an amount of progress all pupils with SEND should make over a year. This simply doesn't work, it just sets schools up to fail.

Do you want to base your judgements on pupil performance on a formula someone else created? Do you want to base all your judgements around your staff, pupils, curriculum etc. on a formula created by someone who has never seen your school?



What is good progress for pupils with SEND?

There is no simple answer, there is no formula and there is no data set for pupils with SEND (and there should never be!) to tell you if progress is good enough.

Data does not give a judgement, and should not be used as a judgement for pupils with SEND.



What is good progress for pupils with SEND?

The data gives us questions to ask about pupil progress. These questions need to be answered by the professionals who work with the pupils.

If a pupil is targeted to make 30% progress but they only make 20% progress, it does not mean they haven't made good progress. You need to ask why?

**Data-based decision making is different
to data-based judgements**

What is good progress for pupils with SEND?

Example:

A Year 3 child, aged 8, but working at the start of Primary Step 3 — roughly the developmental stage of a 4-year-old. They are making progress at a rate of roughly six months for every year in school.

Primary Step 3 represents around a year of development. Based on their current rate of progress, over the next year you would expect them to cover about half of this step.

If they make the same progress as before, is it good progress?



What is good progress for pupils with SEND?

**Let's start with the assumption:
“Good progress can be defined as progress that is increasing
over time”**

It means the student is better supported. You understand the student's needs and you're better at supporting them. They have a better sense of belonging, learning is more engaging etc.

To show this impact, you need to track their small steps of progress.



What is good progress for pupils with SEND?

If the progress is the same as last year, why might it not be good progress?

You shouldn't be sitting still. You have had another year of learning about the pupil, using pupil voice, going through APDR cycles, finding out what doesn't work and what does work. You should be better at meeting a pupil's needs each year.

You should be removing barriers every year and helping them to succeed.

If progress is the same, you aren't removing barriers



What is good progress for pupils with SEND?

If the progress is the same as last year, why might it be good progress?

As I mentioned before, there are so many factors that can have a negative impact on progress. Their attendance, home life, Maslow's hierarchy of need, quality of teaching (including passing information on about how they learn to the next teacher) and so much more.

If they are making the same progress as last year, but have faced greater challenges, is that not good progress?



What is good progress for pupils with SEND?

If they make less progress than last year, why might it be good progress?

So many factors can have an impact on progress. There can be various transitions, not just between schools, but other transitions both in school and in their home life.

For some children, development may plateau or decline due to life-limiting or degenerative conditions. For these children, you really need to ask what is the right curriculum for them. What is important for them?

Really knowing the children and understanding their needs will help you to say whether progress or regression is good progress.



What is good progress for pupils with SEND?

Good progress for pupils with SEND is:

As a whole school, understanding the needs of your pupils with SEND, providing the environment and support they need, and removing the barriers so that the pupils can engage with their learning.

If a school is consistently asking questions about pupils needs, removing barriers and improving provision, this will have a positive impact.



What is good progress for pupils with SEND?

Attend, Engage, Attain, Excel

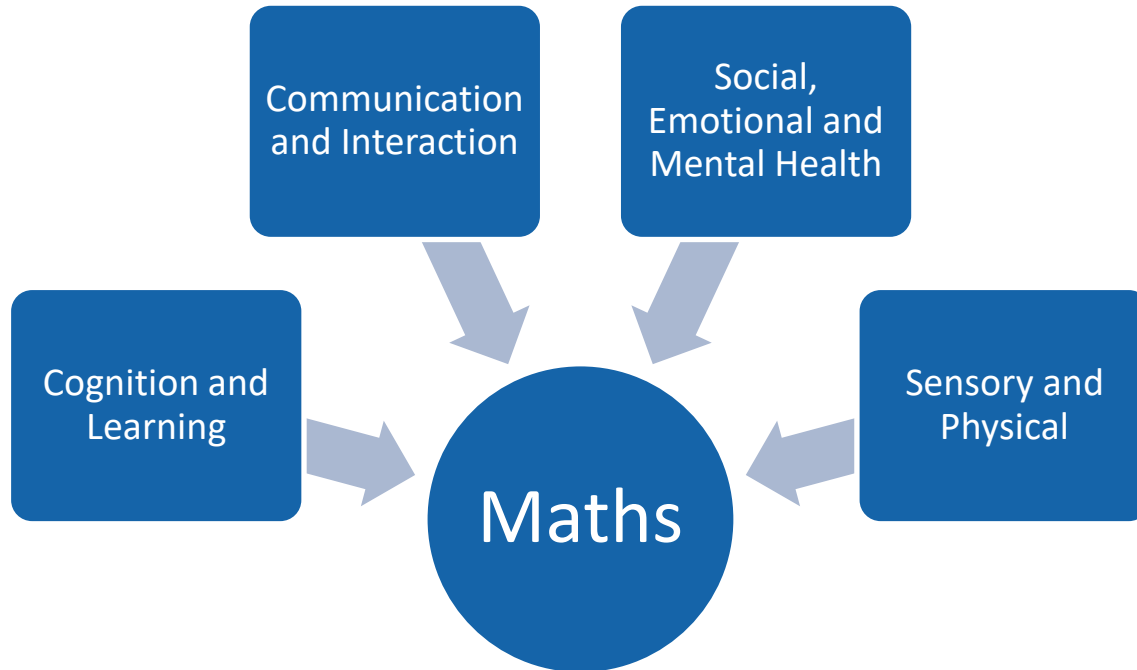
The Children's Commissioner's School Census, September 2025

Engagement is crucial!

Children are unlikely to attend if they have no sense of belonging. Engaging learning builds that belonging. Once a child engages, the attainment begins, and if you keep them engaged, they can go on to excel.



Cause vs Effect



Any pupil could be struggling with one of these areas, not just pupils with SEND. It could be an undiagnosed need, or it could be an area they need support in for a short period of time. If a pupil is struggling in lessons, have a think about these areas as well as supporting them within the subject.

By supporting these areas effectively, we can remove barriers and we are likely to see academic progress.

Cause vs Effect



This is Maslow's hierarchy of need. Maslow suggests that for someone to reach their potential, their needs have to be met across a series of different levels.

If a pupil struggles to make friends or there is an issue in a friendship group, this will all have an impact on their academic progress.

If pupils are struggling in these areas, then support here is more important than their academic progress.

What is Progress Measuring?

If I am looking at progress in Maths for a large group of pupils, what am I really measuring?

- Maslow's hierarchy of need
- Four broad areas of need
- Quality of teaching
- Curriculum
- Teacher's curriculum knowledge
- Senior Leaders
- Quality of resources and teaching material

Generally, when we are measuring progress, we aren't measuring pupils. We are measuring how effective our learning opportunities are, how well we know our pupils and how effective we are at meeting their needs.



What is good progress for pupils with SEND?

Progress is not really measuring a pupil's performance

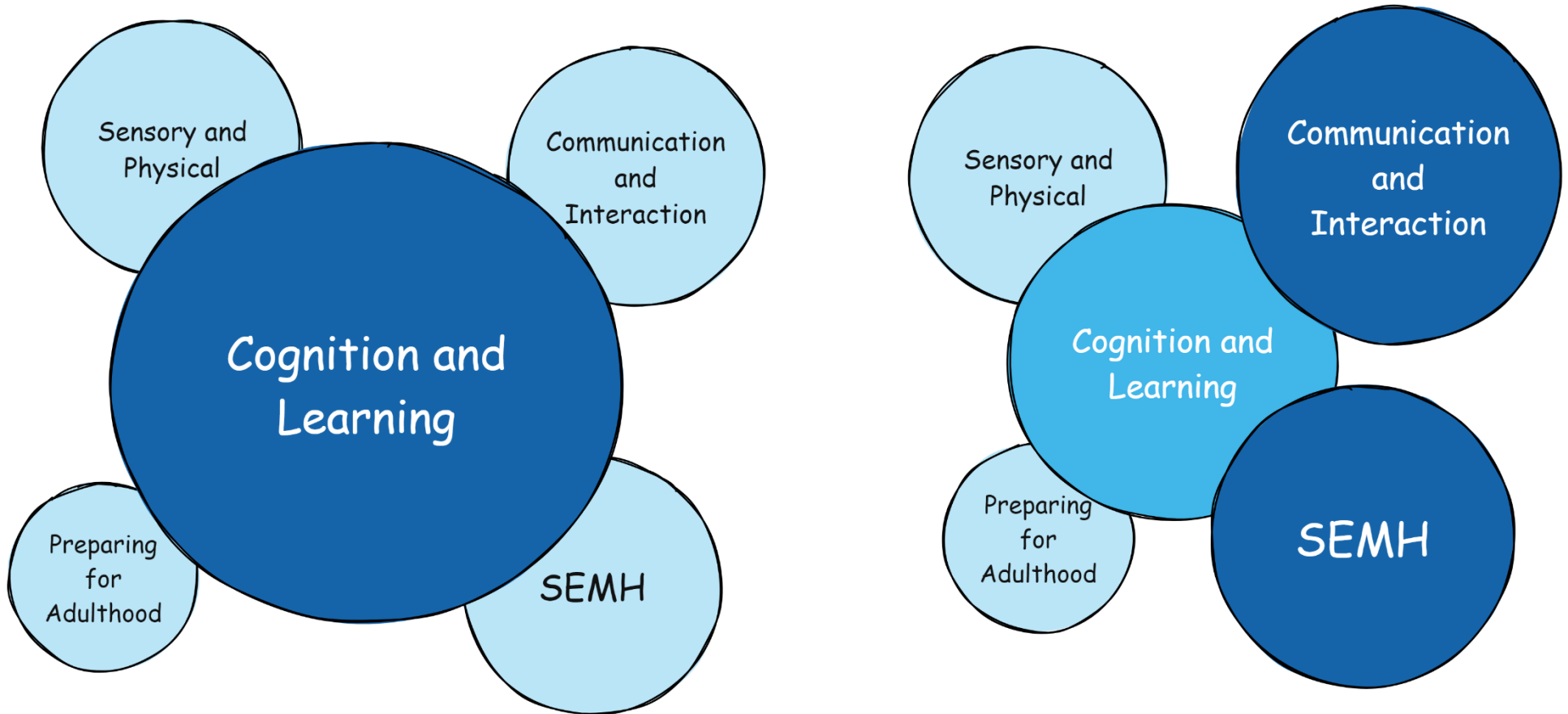
(you aren't really measuring their ability, effort or potential)

You are measuring how effective and engaging your learning opportunities are, how well you remove barriers and provide support and how inclusive you are.

When you are looking at and judging progress for your pupils with SEND, you aren't judging the students or the teachers. You are generally judging the senior leaders. You are judging the decisions they make, the priorities they set for the school and the ethos they have created.



Progress for pupils with SEND



Measure What You Value

If you only share information with parents around English and Maths, your parents will only ask you about English and Maths.

What is important to your pupils and their parents?



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 can I ask? (Ofsted)

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



What can I ask? (School Improvement Plan)

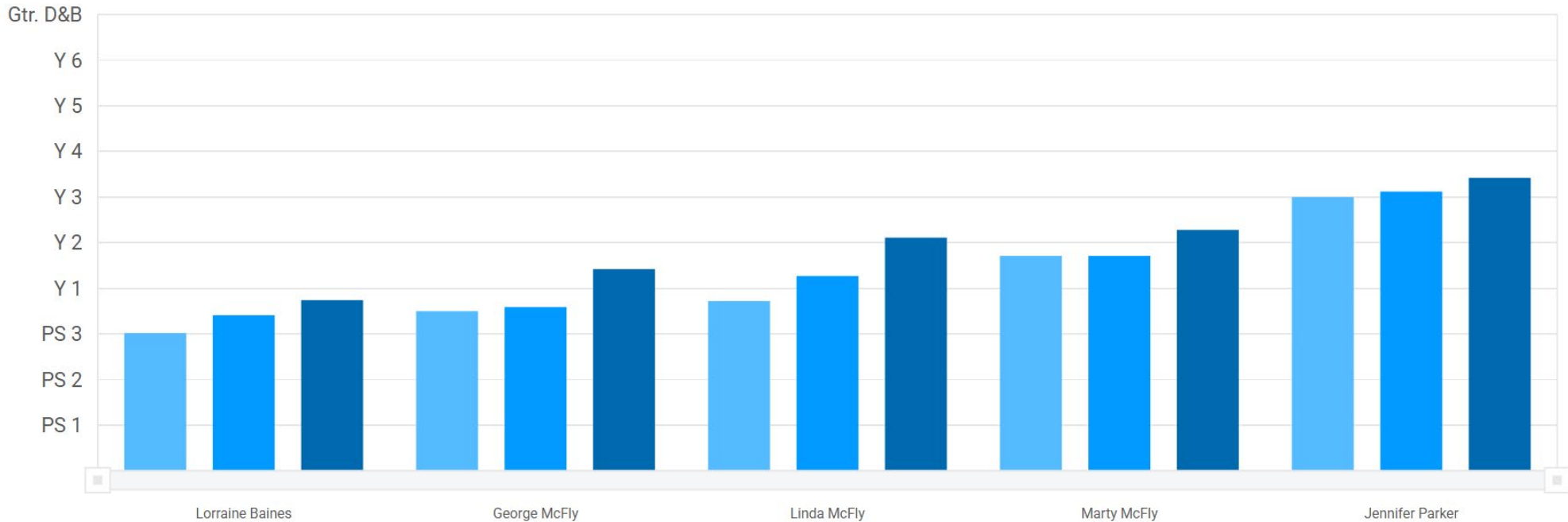
- Is there anything SEND specific?
- Are there any whole school priorities that need additional focus for students with SEND?
- Does the improvement plan ensure students with SEND are not forgotten?
- Does the planned CPD support inclusion?

Is there an implication for students with SEND on each item in the plan? Are they included or forgotten?



What is good progress for pupils with SEND?

Where does Connecting Steps fit in?



B Squared's assessment system



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

Early Steps for early years and Primary Steps for primary both show small steps for pupils working at lower attainment levels.

There are also additional frameworks like SEMH, Communication and Interaction, PFA and Autism Progress that help profile how a pupil's autism impacts them.



Connecting Steps

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

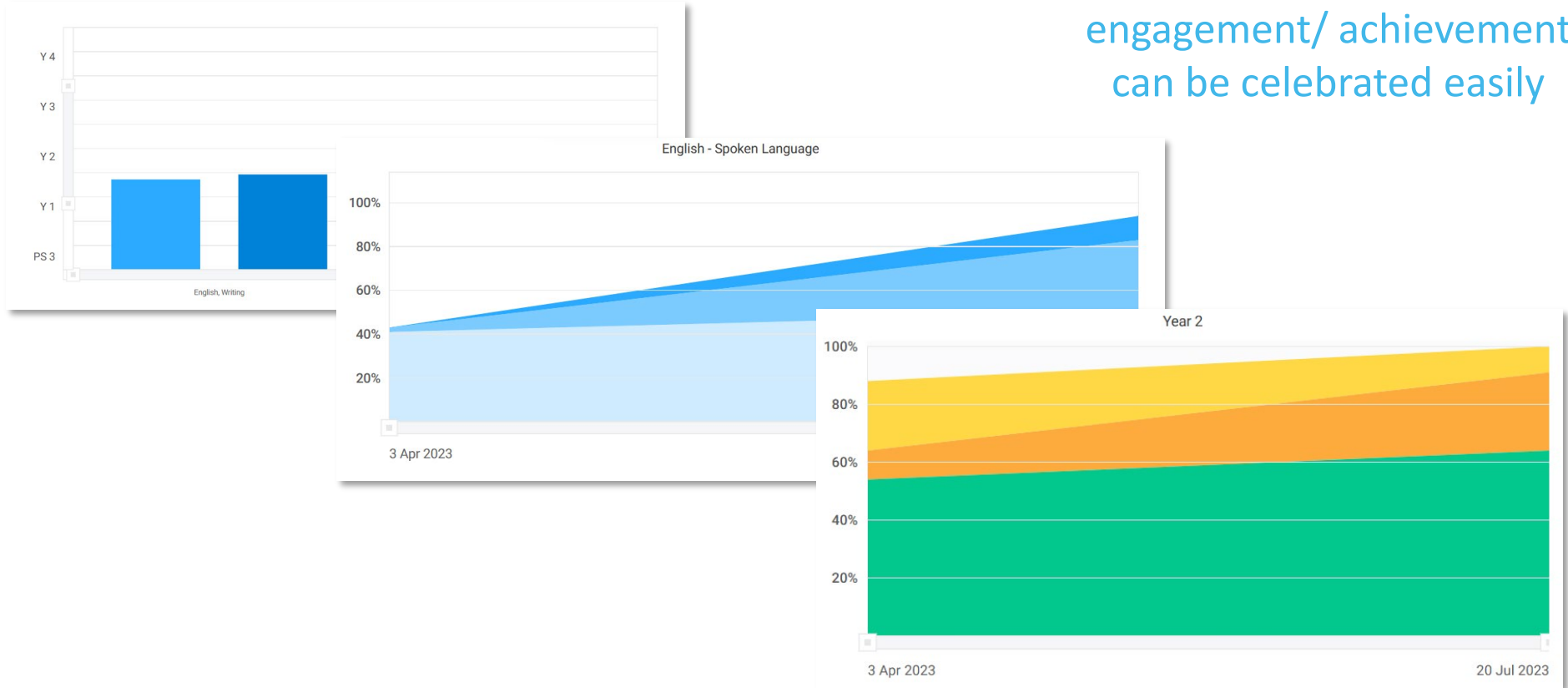
Demonstrates some understanding of the terms -

Letter	Capital letter	Word	Singular	Plural
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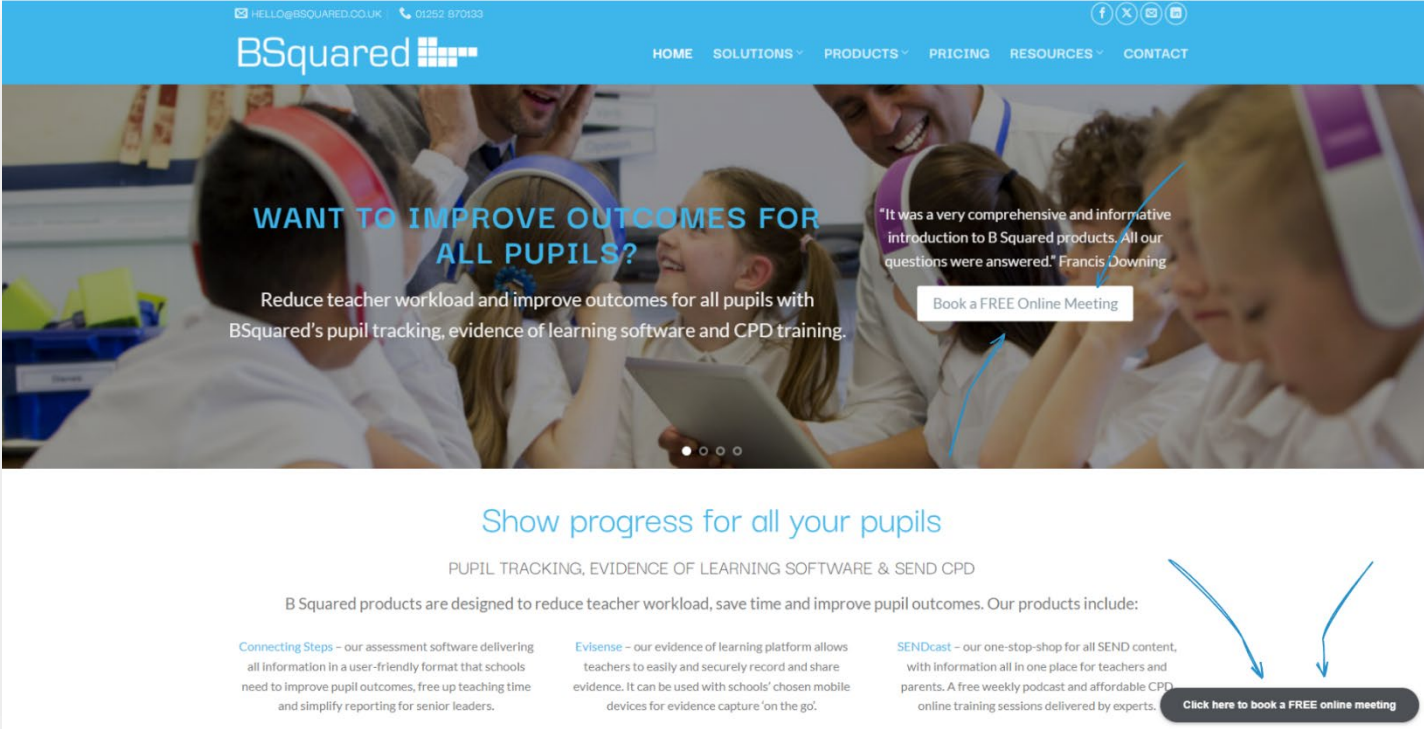


Connecting Steps


Linear, non-linear and engagement/ achievement can be celebrated easily



Connecting Steps



HELLO@BSQUARED.CO.UK 01252 870133

BSquared 

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"It was a very comprehensive and informative introduction to B Squared products. All our questions were answered." Francis Downing

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- 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 is webinar

In this webinar I have covered:

- Types of data and progress
- How do we know what progress looks like for pupils with SEND
- Understand the various factors that impact progress
- An idea of how the implications of New Ofsted Inspection framework for pupils with SEND around data and progress
- Be more confident in asking questions and providing challenge



Improving Knowledge Around SEND



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

Janet Bristow, SENCO - Perrymount Primary School

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