



BSquared 

Showing Progress from Starting Point for Pupils with SEND in Primary Settings

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

This webinar

I will cover Ofsted's new requirement to show progress from starting point for all pupils

Please use the chat to ask questions,
there will be a Q&A at the end



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.

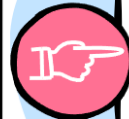
Innovative Solutions

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 500,000 downloads.



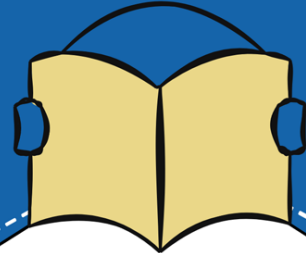
Neurodiversity Advocate

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.



End of Key Stage Assessment

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



The Engagement Model

The underlying principles of the Engagement Model work and are based on research conducted by the CLDD project.

The principles apply to all learners, not just pupils with complex needs.
Higher engagement leads to improved outcomes for all learners.

It was never intended as a summative assessment process/tool. It was designed as an ongoing approach to support pupils.



The Engagement Model

“Schools have the freedom to decide how to use the engagement model alongside their existing planning, assessment and recording systems”

Page 8, The Engagement Model

“To allow maximum engagement, teachers should set realistic but appropriate success criteria that are specific to the pupil and set out how progress will be monitored against each of the criteria”

Page 14, The Engagement Model

“The Engagement Model” serves no real purpose to schools



Pre-Key Stage Standards - Use Them Correctly

The standards are not a formative assessment tool: they should not be used to track progress throughout the key stage or to guide individual programmes of study, classroom practice or methodology. Teachers should assess individual pieces of pupils' work in line with their school's own, more detailed assessment policy and not against these standards. **Those reviewing school performance, including Ofsted inspectors, would not expect them to be used for anything other than summative assessment at the end of the key stage.**



Pre-Key Stage Standards - Use Them Correctly

Teachers should assess individual pieces of pupils' work in line with their school's own, more detailed assessment policy and not against these standards.

Page 5 of the Pre-Key Stage Standards

The pre-key stage standards are for accountability only. They should not be used to summarise learning within the key stage for EHCPs, annual reviews or anything else!



Ongoing Assessment

The Government gives no guidance around ongoing assessment for pupils in early years or primary.

Schools can choose what is appropriate to meet pupil's needs.

The problem is, in some schools, the pupil's needs are not very high on the list when it comes to decision making.



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



Ofsted Inspection Framework 2025

“consider pupils’ starting points and the progress they make from them;”

Achievement, Page 29, Ofsted Inspection Framework 2025



Assessing Progress for Pupils with SEND

BELOW / SIGNIFICANTLY BELOW / WORKING TOWARDS.....

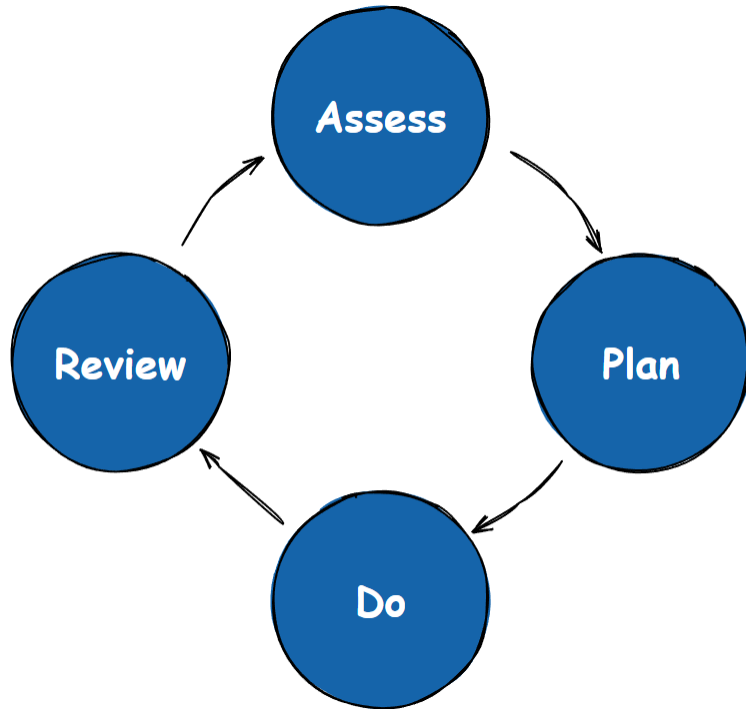
If this is the only way you record attainment and progress. You need to change!

These phrases do not show progress, do not show impact, so do not support APDR and it does not support teachers to support the pupils or to have conversations with parents or professionals in discussing a student's needs.

It is a way of saying these students don't matter and aren't your priority.



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 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!

Can you show progress for pupils with SEND?

Can you show progress from starting point?



Can you show progress for pupils with SEND?

Are teachers able to identify where support is needed?

Are you able to directly target areas to support or is it just a broad area of need that is identified?

How effective are your APDR cycles?



Can you show progress for pupils with SEND?

What are you doing?

How are you measuring the impact?



Can you show progress for pupils with SEND?

Do you share meaningful information with parents of pupils with SEND?

Can you celebrate the progress pupils with SEND make?

Are the things you share having a positive impact?



Can you show progress for pupils with SEND?

Teachers need tools that;

- Break down the primary curriculum into smaller steps
- Support pupils to access the primary curriculum that are working below Year 1

This allows teachers to plan effective learning opportunities, talk about progress and next steps and identify barriers



Can you show progress for pupils with SEND?

Leaders need tools that;

- Give them an overview of data for pupils with SEND
- Dive into the data to find areas of concern and areas to celebrate
- Allows them to drill down to individual data

This allows leaders to ask questions about effectiveness and priorities and to celebrate where things are working well



Can you show progress for pupils with SEND?

What was the last thing you celebrated for your SEND pupils or your SEND provision?



Can you show progress for pupils with SEND?

How much progress should pupils with SEND make?

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 never be used as a judgement for pupils with SEND. Professionals working with the student decide if progress is good enough.



Supporting 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.



Supporting 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”

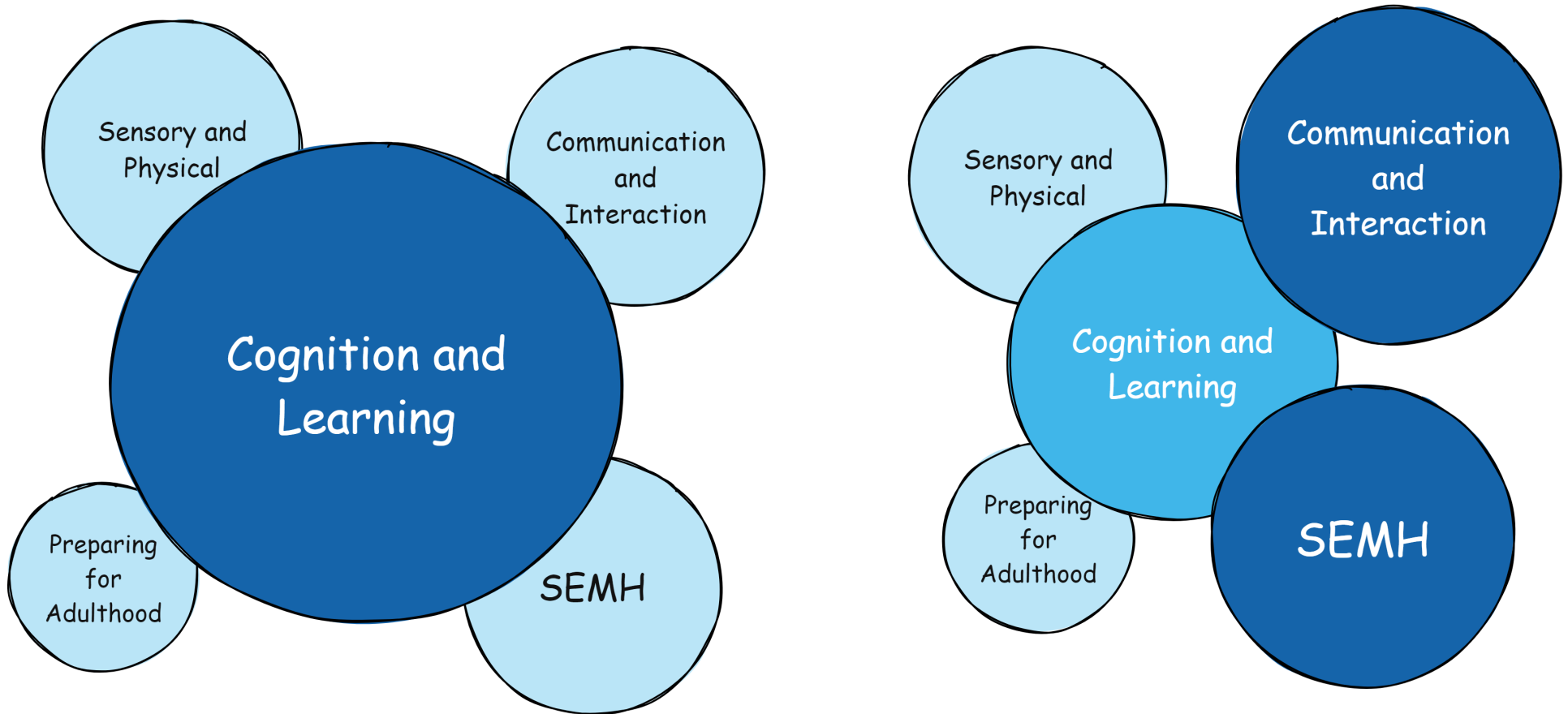
Achievement, Page 29, Ofsted Inspection Framework 2025

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?



Change how you judge progress



Change how you judge 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.



Cause vs Effect

The definition of insanity is doing the same thing over and over expecting different results.

The Government sometimes thinks that to improve an area of education you just keep repeating it until the pupil finally achieves it. If a pupil struggles with phonics, just keep doing phonics until they get it.

You might see a pupil struggling with Maths (the effect), but that is probably not the cause. If you only focus on the effect, you can spend lots of time focusing on the wrong area and see no improvement. There is so much more going on before we get to Maths.

Cause vs Effect

Maslow's Hierarchy of Need

Understanding basic needs helps in analyzing student progress, as unmet needs affect learning and concentration.



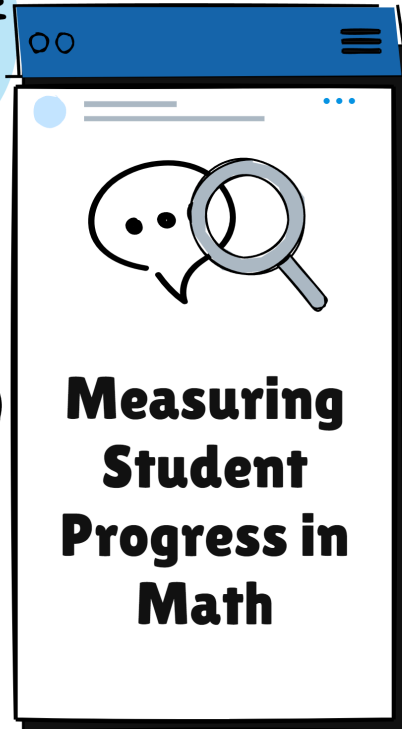
Support Provided

Evaluating the effectiveness of support systems in place for aiding student learning and progress.



Curriculum

Analyzing curriculum relevance to ensure it meets student needs and supports learning objectives effectively.



Progress measures learning effectiveness, not pupils.

Four Broad Areas of Need

Recognizing diverse needs: cognition, communication, emotional, and sensory factors in individualized educational assessments.



Quality of Teaching

Measures how teaching methodologies impact student understanding and retention of mathematical concepts.



Teacher's Curriculum Knowledge

Understanding teacher proficiency in the subject area to better address student questions and learning challenges.



What is good progress for pupils with SEND?

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pupils with SEND?

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?

How do you increase progress for pupils with SEND?
By meeting their needs!



What is good progress for pupils with SEND?

Where does Connecting Steps fit in?

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



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

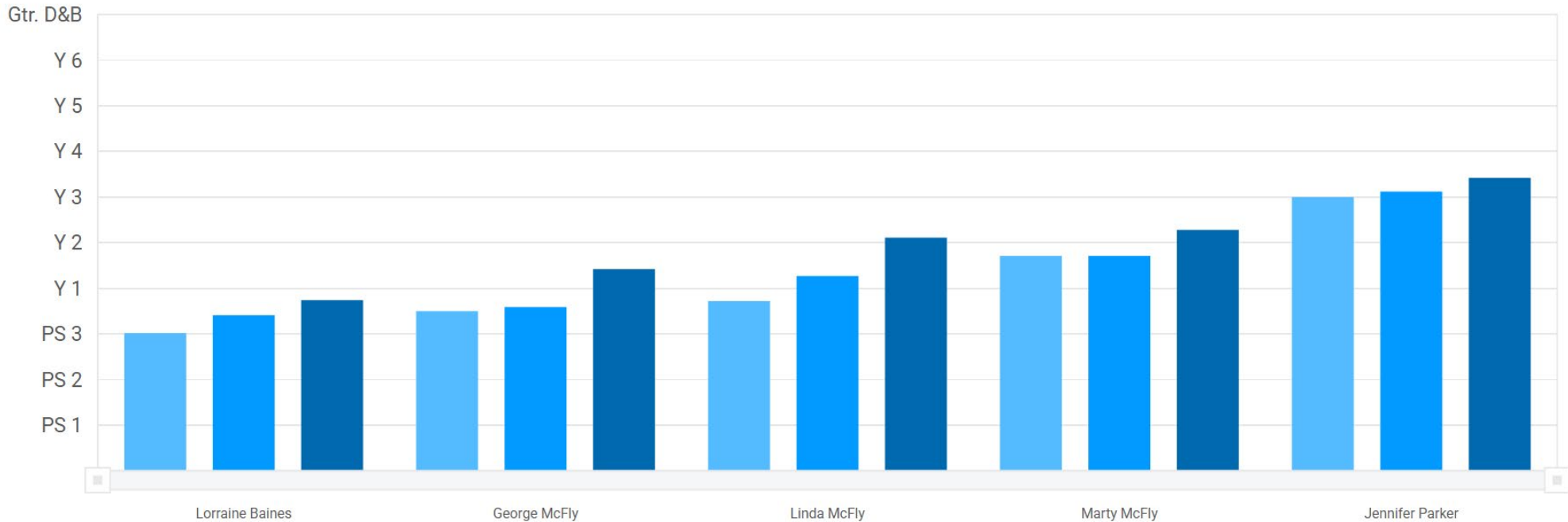
Demonstrates some understanding of the terms -

Letter	Capital letter	Word	Singular	Plural
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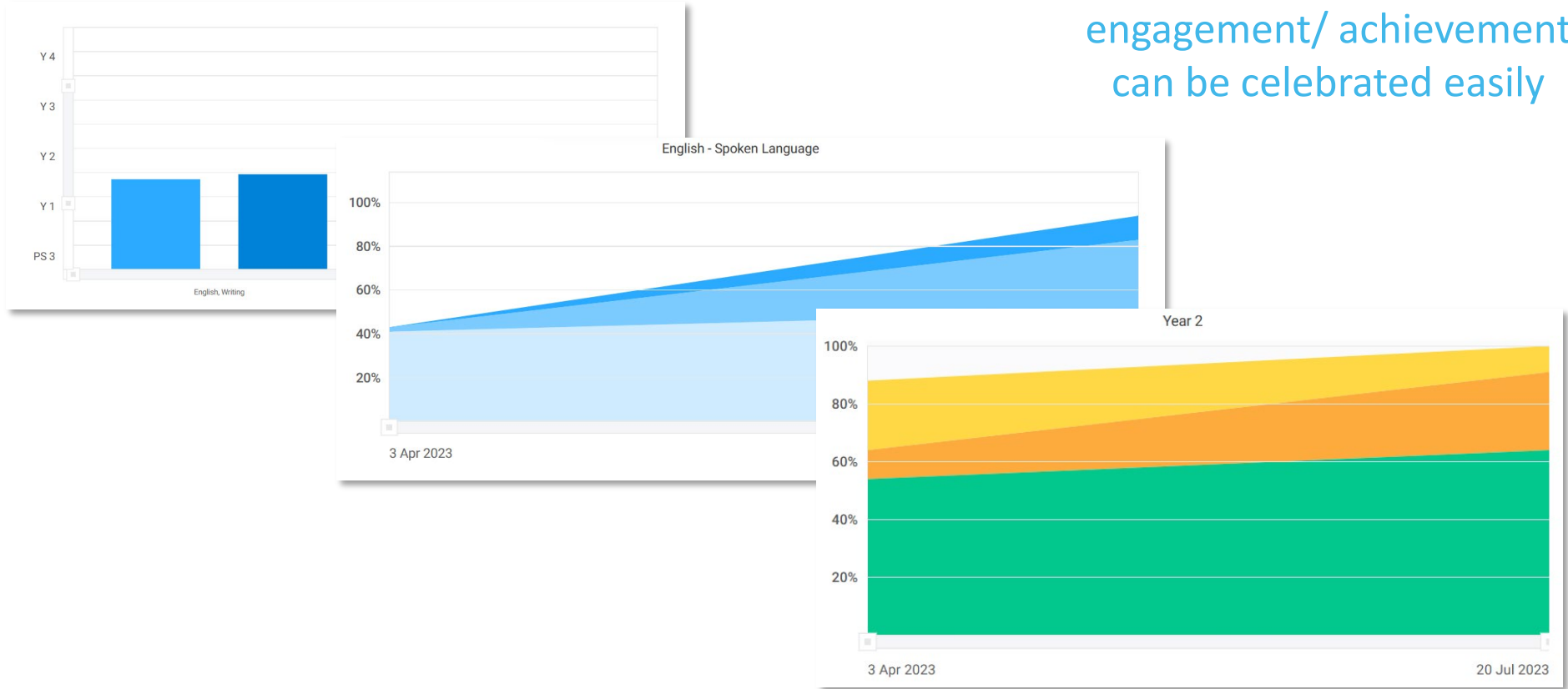
What is good progress for pupils with SEND?

Where does Connecting Steps fit in?



Connecting Steps

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



B Squared's assessment system



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

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

We also have Development Matters and Primary Curriculum frameworks for pupils working at expected levels of progress. These frameworks have less detail and are designed to be used with the whole school.

One system with multiple frameworks, making an inclusive system supporting all pupils

Evidence of Learning and Parental Communication

Where does Evisense fit in?

Evisense is where we can evidence the progress being made, show the impact of our changes and engage parents in meaningful communication.

We can use One Page Profiles within Evisense to share information easily and to get input from everyone in school and include parents' points of view

Evisense is a great collaboration tool where you can capture pupil voice and parent voice and celebrate the progress and wider achievements with parents.



Assessing Progress for Pupils with SEND

A school looking to use the software for up to 30 pupils with SEND

This license is limited to 30 pupils and comes with our AI features.

First Year costs
Connecting Steps with AI +
Primary Steps Core +
Hosting =
£1025 first year

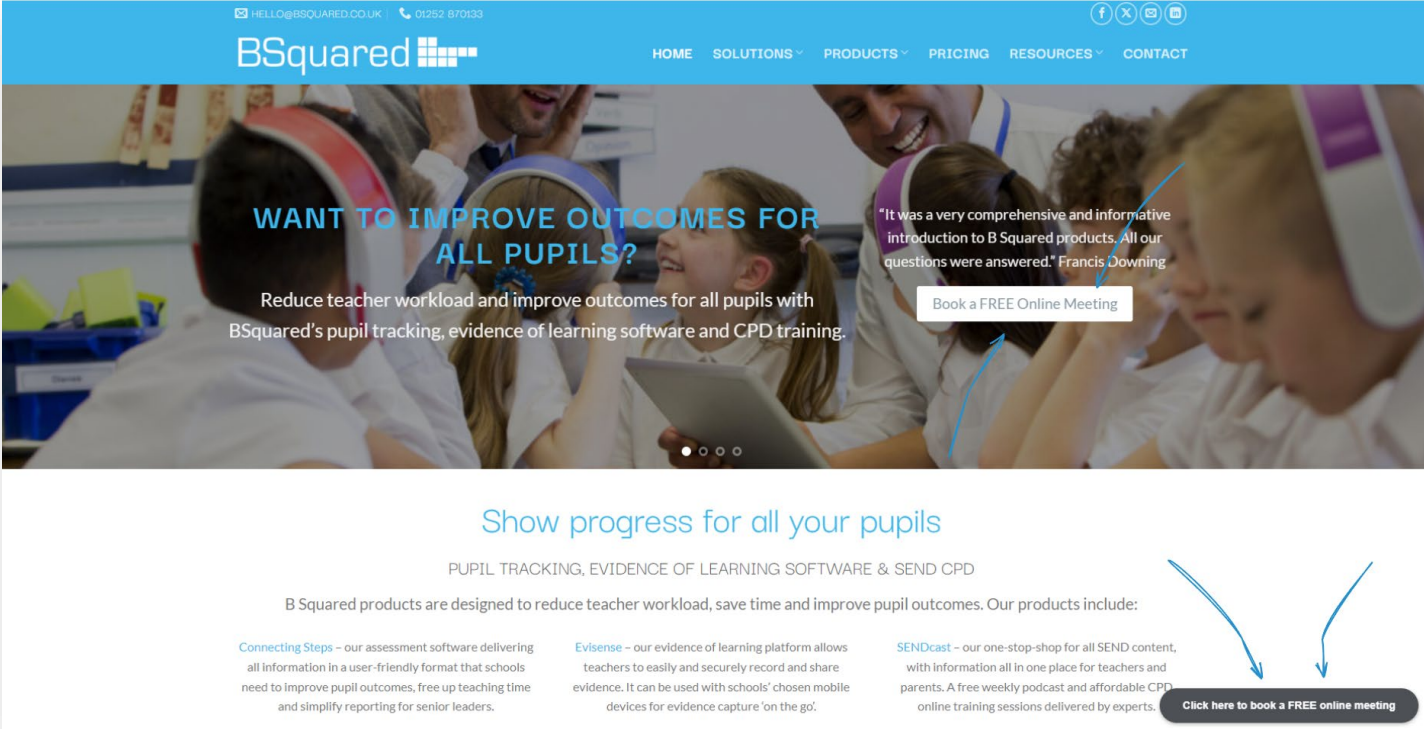
Ongoing costs
Hosting
£245 per year

Book a FREE online meeting on the B Squared website to find out more


www.bsquared.co.uk



Want more information?



HELLO@BSQUARED.CO.UK | 01252 870133

BSquared 

HOME SOLUTIONS PRODUCTS PRICING RESOURCES CONTACT

WANT TO IMPROVE OUTCOMES FOR ALL PUPILS?

Reduce teacher workload and improve outcomes for all pupils with BSquared's pupil tracking, evidence of learning software and CPD training.

Book a FREE Online Meeting

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

Show progress for all your pupils

PUPIL TRACKING, EVIDENCE OF LEARNING SOFTWARE & SEND CPD

B Squared products are designed to reduce teacher workload, save time and improve pupil outcomes. Our products include:

- Connecting Steps** - our assessment software delivering all information in a user-friendly format that schools need to improve pupil outcomes, free up teaching time and simplify reporting for senior leaders.
- 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



White Paper & SEND Reforms



FREE Briefing
10:30am Friday 6th March

Will be recorded, so you can watch later

“Firstly, let's breathe a sigh of relief that the seemingly intractable challenges and failures of the current 'SEND system' facing families, schools and local areas are finally being taken out of the 'too difficult to deal with' box and we can begin at last to move forward.”

FREE SEND Briefing by Kate Browning, School Improvement for SEND Consultant. Find out about the SEND reform changes outlined in the Schools White Paper. Understand what this will mean for pupils with SEND, SENCOs and schools. Don't miss the chance to hear from an expert with 30 years of SEND experience.

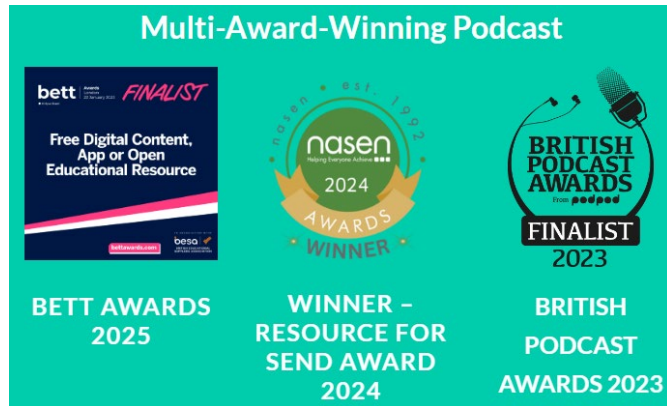
www.thesendcast.com



Improving Knowledge Around SEND



SENDcast PODCAST



APPLE PODCASTS



SPOTIFY

- FREE podcast, listen via the website, Spotify, Apple Podcasts, Audible, Amazon Music and any other podcast app
- New episode every week, with over 280 episodes featuring over 100 different guests and over 500,000 downloads!
- 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



Q&A

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

Book a **FREE** online meeting through the B Squared website

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Online CPD - www.thesendcast.com/sessions