



# Our New Assessment Frameworks for Pupils with SEND

How we have updated our Assessment Frameworks for pupils with SEND in Response to the removal of P Levels and the introduction of the new 'Pre-Key Stage Standards'.



Dale Pickles  
[dale@bsquared.co.uk](mailto:dale@bsquared.co.uk)

Introduction: Dale Pickles,  
Managing Director

Author: Alex Hurle,  
Head of Education

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The following pages of this document outline the changes to our SEND assessment frameworks for pupils with SEND. If you have any further questions then please do not hesitate to contact us by email on [dale@bsquared.co.uk](mailto:dale@bsquared.co.uk) or by telephone on [01252 870133](tel:01252 870133).

We value your input.

Dale Pickles  
Managing Director, B Squared

**Engagement Steps:** the Pre-Subject-Specific, Formative Teacher Assessment Framework for Connecting Steps™

<b>E.Step 6</b> (P5 to P6)																			
<b>E.Step 5</b> (P3ii to P4)																			
<b>E.Step 4</b> (P2ii to P3i)																			
<b>E.Step 3</b> (P2i)																			
<b>E.Step 2</b> (P1ii)																			
<b>E.Step 1</b> (P1i)																			
<b>Profile</b>	Responsiveness	Curiosity	Investigation	Discovery	Anticipation	Persistence	Initiation	Expressive Communication	Receptive Communication	Social Affection	Emotional Affection	Visual	Auditory	Tactile	Olfactory/Gustatory	Vestibular	Proprioceptive	Fine Motor	Gross Motor
<b>Subject</b>	(Cognition & Learning) Engagement						(C&I) Expressive Communication	(C&I) Receptive Communication	(SEMH) Social Affection	(SEMH) Emotional Affection	(Sensory and/or Physical) Sensory Operation							(Sensory and/or Physical) Physical Operation	
<b>Product</b>	Engagement Steps																		
<b>Framework</b>	Engagement Steps																		

## An Introduction to Engagement Steps

Engagement Steps is an observation-based, formative assessment framework for use with pupils who are not yet engaged in subject-specific learning. Based on the recommendations made in “*The Rochford Review: Final Report*” (STA, 2016) and in line with “*The Complex Learning Difficulties and Disabilities Research Project: Final Report*” (SSAT, 2011), it has been designed to help teachers to identify and record the ongoing achievements of pupils who are working profoundly beneath age-related expectations in all areas of their development. It can be used with pupils who are studying an informal curriculum.

Skills which are deemed similarly challenging have been grouped together in ‘Steps’. These skill steps are arranged into a hierarchy of six but progress is not expected in a linear manner and a child may achieve skills across multiple steps in any order. The highest steps extend into the ability of the lowest performance descriptor recommended by the Rochford Review in their final report. This is because children have spiky profiles and may demonstrate some of the skills listed in the performance descriptors without securely achieving the whole descriptor.

The assessment framework is divided into key developmental areas which reflect the four areas of need listed in the “*Special Educational Needs and Disability Code of Practice: 0 to 25 years*” (DfE & DoH, 2015). These areas are:

### Cognition & Learning

This aims to help staff to assess the range of skills that enable individuals to engage in learning situations and grow their ability to seek out or direct learning opportunities autonomously, referred to in “*The Rochford Review: Final Report*” (STA, 2016) as:

**Aspects of Engagement**, covering:

**Responsiveness** – changes in an individual’s behaviour that demonstrates he or she is being attentive to a new stimulus or is reacting in a meaningful way. Important for establishing motivation. A pre-requisite for learning and relevant for assessing an individual with multiple sensory impairments who has reduced and/or atypical sensory awareness and perception.

**Curiosity** – demonstrates how an individual is building on an initial reaction to a new stimulus, perhaps by reaching out or seeking the source of a new stimulus.

**Discovery** – provides information about the changing ways in which an individual interacts with, or responds to, a new stimulus, sometimes accompanied by expressions such as enjoyment and excitement. Demonstrates an individual’s degree of interest in, and exploration of, activities and concepts. Drives the acquisition of new knowledge and skills.

**Anticipation** – demonstrates whether an individual is able to predict, expect or associate a particular stimulus with an event. Important for measuring an individual’s concept of cause and effect.

**Persistence** – measures the extent to which an individual is sustaining attention towards a particular item or action and is therefore beginning to develop conceptual understanding. Important for maintaining an activity long enough to develop the learning associated with it and for consolidating that learning.

**Initiation** – demonstrates the different ways and the extent to which an individual investigates an activity or stimulus in order to bring about a desired outcome. Important part of developing the autonomy required for more advanced cognitive development and learning.

**Investigation** – measures the extent to which an individual is actively trying to find out more about an object or activity via prolonged, independent experimentation. Demonstrates a more advanced degree of autonomy than the other aspects of engagement and is important for ongoing learning.

### Communication & Interaction

This aims to help staff to assess one of the new areas identified in the Rochford Report. Available as a single book, Communication & Interaction will take an in-depth look at in-depth look at the skills necessary for individuals to transmit and receive information about their own or others’ needs, thoughts, ideas and feelings.

The main areas of focus are:

**Expressive Communication** – profiling the intentional and pre-intentional patterns of behaviour and communication which an individual exhibits in order to have their needs met.

**Receptive Communication** – profiling the comprehension skills an individual demonstrates which show their recognition and understanding of simple forms of communication.

*Communication occurs through more forms than just language so all of the areas above will look at the behavioural, symbolic, linguistic, numeric, and visuospatial skills associated with the expression and reception of information.*

### Social, Emotional & Mental Health

This aims to help staff to assess another one of the new areas identified in the Rochford Report. Social, Emotional & Mental Health will take an in-depth look at the skills necessary for individuals to be able to make sense of, and cope with, other people’s expectations, societal rules and their own experience of life.

The main areas of focus are:

**Social Affection** – profiling the skills an individual requires in order to be able to get their needs met, co-operate with others and share understanding in their environment.

**Emotional Affection** – profiling the skills an individual requires in order to recognise their own feelings, control some behaviours and demonstrate their own emotions.

### Sensory & Physical

This aims to help staff to assess another one of the new areas identified in the Rochford Report. Available as a single book, Sensory & Physical will take an in-depth look at the skills necessary for individuals to sense and interact with the world around them.

The main areas of focus are:

**Sensory Operation**, covering:

**Visual** – profiling the individual’s sensation and perception of light.

**Auditory** – profiling the individual’s sensation and perception of sound.

**Tactile** – profiling the individual’s sensation and perception of touch.

**Olfactory/Gustatory** – profiling the individual’s sensation and perception of smell and taste.

**Vestibular** – profiling the individual’s sensation and perception of their own balance and motion.

**Proprioceptive** – profiling the individual’s sensation and perception of their own body.

**Physical Operation**, covering:

**Fine Motor** – profiling the individual’s ability to control precise movements that use the small muscles of the fingers, toes, wrists, lips, and tongue.

**Gross Motor** – profiling the individual’s ability to control the bigger movements that use the large muscles in the arms, legs, torso, and feet.



## An Introduction to Progression Steps

Progressions Steps is an observation-based, formative assessment framework for use with pupils who are engaged in subject-specific learning. Based on the recommendations made in “*The Rochford Review: Final Report*” (STA, 2016), it has been designed to help teachers to identify and record the ongoing achievements of pupils who are working moderately or severely beneath age-related expectations in some or all areas of their development. It can be used with pupils who are either studying elements from a formal curriculum or those who are still engaged in a semi-formal approach to learning.

Skills which are deemed similarly challenging have been grouped together in ‘Steps’. The organisation of these skill steps reflects the performance descriptor structure used by the Standards and Testing Agency (STA) in the following documents: “*Interim Teacher Assessment Frameworks at the End of Key Stage 1*” (STA, 2016), “*Pre-Key Stage 1: Pupils Working Below the Test Standard*” (STA, 2016), “*Interim Teacher Assessment Frameworks at the End of Key Stage 2*” (STA, 2016), “*Pre-Key Stage 2: Pupils Working Below the Test Standard*” (STA, 2016), and “*The Rochford Review: Final Report*” (STA, 2016).

The assessment framework is divided into key developmental areas which reflect the four areas of need listed in the “*Special Educational Needs and Disability Code of Practice: 0 to 25 years*” (DfE & DoH, 2015). These areas are:

### Cognition & Learning

This aims to help staff to assess the knowledge and abilities associated with the intellectual development of the individual. Available for purchase in three different books which group together specific National Curriculum subjects.

#### Core

Identifies important developmental milestones which establish the foundations and consolidate the 2014 programme of study for the following subjects:

**English**, covering:

Reading; Writing; Spoken Language; Spelling; and Vocabulary, Grammar & Punctuation.

**Mathematics**, covering:

Number; Measurement; Geometry; and Statistics.

**Science**, covering all 17 areas of study under three profiles:

Biology; Chemistry; and Physics.

#### Core+

Describes the achievements which build towards and then build upon the degree of understanding required by the guidance and 2014 programme of study for the following subjects:

Personal, Social, Health & Economic Education;

Computing (including E-safety);

Physical Education (including swimming & water safety);

Citizenship; and

Sex & Relationships Education.

#### Foundation

Describes the achievements which build towards and then build upon the degree of understanding required by the 2014 programme of study for the rest of the foundation subjects:

Art & Design;

Design & Technology (including cooking and nutrition);

Geography;

History;

Languages;

Music; and

Religious Education.

### Communication & Interaction

This aims to help staff to assess one of the new areas identified in the Rochford Report. Available as a single book, Communication & Interaction will take an in-depth look at the skills necessary for individuals to transmit and receive information about their own or others’ needs, thoughts, ideas and feelings.

The main areas of focus are:

**Expressive Communication**, covering:

**Spontaneous Expressive Communication** – profiling the skills which an individual needs to freely express information in a natural, unplanned manner such as speaking, gesturing, PECS, etc.

**Recorded Expressive Communication** – profiling the skills which an individual needs to record expressive information in an organised, pre-arranged manner such as handwriting, typing, photography, etc.

**Receptive Communication**, covering:

**Spontaneous Receptive Communication** – profiling the skills which an individual needs to understand information given in a natural, unplanned manner such as listening to speech, responding to sign language, etc.

**Recorded Receptive Communication** – profiling the skills which an individual needs to understand information given in an organised, pre-arranged manner such as word reading, responding to symbols, etc.

*Communication occurs through more forms than just language so all of the areas above will look at the behavioural, symbolic, linguistic, numeric, and visuospatial skills associated with the expression and reception of information.*

### Social, Emotional & Mental Health

This aims to help staff to assess another one of the new areas identified in the Rochford Report. Available as a single book, Social, Emotional & Mental Health will take an in-depth look at the skills necessary for individuals to be able to make sense of, and cope with, other people’s expectations, societal rules and their own experience of life.

Whilst further work will need to be undertaken, the intended areas of focus are:

**Social Affection**, covering:

**Independence Skills** – profiling the skills an individual needs in order to be able to look after themselves in modern society.

**Intimate Skills** – profiling the skills an individual needs in order to be able to interact with one or two familiar individuals.

**Group Skills** – profiling the skills an individual needs in order to be able to work with small and large groups of people.

**Global Skills** – profiling the skills an individual needs in order to be able to live in an interconnected world.

**Emotional Affection**, covering:

**Recognition** – profiling the skills an individual needs in order to understand and recognise their own feelings.

**Expression** – profiling the skills an individual needs in order to control and express their own feelings.

### Sensory & Physical

This aims to help staff to assess another one of the new areas identified in the Rochford Report. Available as a single book, Sensory & Physical will take an in-depth look at the skills necessary for individuals to sense and interact with the world around them.

Whilst further work will need to be undertaken, the intended areas of focus are:

**Sensory Operation**, covering:

**Appreciating Sensation** – profiling the skills an individual needs in order to be able to acknowledge and distinguish visual, auditory, tactile, olfactory, gustatory, proprioceptive, and vestibular sensation.

**Evaluating Sensation** – profiling the skills an individual needs in order to be able to analyse and synthesise visual, auditory, tactile, olfactory, gustatory, proprioceptive, and vestibular stimulus.

**Physical Operation**, covering:

**Stamina** – profiling the skills an individual needs in order to be able to improve the duration of their movement.

**Speed** – profiling the skills an individual needs in order to be able to improve the pace of their movement.

**Strength** – profiling the skills an individual needs in order to be able to improve the power of their movement.

**Skill** – profiling the skills an individual needs in order to be able to improve the accuracy of their movement.

**Suppleness** – profiling the skills an individual needs in order to be able to improve the agility of their movement.



**Standardised Steps:** the End of Key Stage, Summative Teacher Assessment Framework for Connecting Steps™

Descriptor 9					Working at greater depth within the expected standard (9)			
Descriptor 8					Working at the expected standard (8)	Working at the expected standard (8)	Working at the expected standard (8)	Working at the expected standard (8)
Descriptor 7	Working at greater depth within the expected standard (7)	Working at greater depth within the expected standard (7)	Working at greater depth within the expected standard (7)			Working towards the expected standard (7)		
Descriptor 6	Working at the expected standard (6)	Working at the expected standard (6)	Working at the expected standard (6)	Working at the expected standard (6)	6	6	6	
Descriptor 5	Working towards the expected standard (5)	Working towards the expected standard (5)	Working towards the expected standard (5)			5	5	5
Descriptor 4	4	4	4			4	4	4
Descriptor 3	3	3	3			3	3	3
Descriptor 2	2	2	2			2	2	2
Descriptor 1	1	1	1			1	1	1
Working below the standard	W	W	W	W	W	W	W	W
Strands	Reading	Writing	Maths	Science	Reading	Writing	Maths	Science
Profile	Reading	Writing	Maths	Science	Reading	Writing	Maths	Science
Subject	End of Key Stage 1				End of Key Stage 2			
Curriculum / Framework	EoKS PD							



Registered Office: Newtown House,

38 Newtown Road,

Liphook,

HANTS.

GU30 7DX

Registered in England & Wales No: 04088829

For further information visit [www.bsquared.co.uk](http://www.bsquared.co.uk)

Or contact [dale@bsquared.co.uk](mailto:dale@bsquared.co.uk)