



# Engagement Steps Sample Pages

Engagement Steps is our assessment framework for pupils not yet engaged in subject specific learning. This framework allows schools to profile and show progress for pupils with complex needs. The framework feeds into the Progression Steps.



BSquared 



# Connecting Steps

Connecting Steps is B Squared's Assessment Software that uses our wide range of assessment frameworks. It has been designed to make assessment and tracking progress easier.

***“Connecting Steps has enabled all teachers to clearly track, monitor and report on pupil progress at all levels of attainment”***

*Brandon Mills, Deputy Head Teacher, Brookfields School*

Connecting Steps is our robust, proven assessment software package. Trusted in over 3000 schools around the world. Designed to work with pupils of different ages and abilities by using different assessment frameworks. Schools can assess mainstream pupils and their pupils with SEND in one system.

To find out how Connecting Steps can make a difference in your school go to the website below to arrange a free online meeting. We can show you how Connecting Steps works, what frameworks are right for you and the benefits to your school.

[www.bsquared.co.uk/meetings](http://www.bsquared.co.uk/meetings)

# Our Assessment Software

Connecting Steps is our easy to use, cloud based assessment software. It is designed to save teachers time by giving teachers feedback which can then be used in planning, reports and other documents. Below are just a few reasons to use Connecting Steps

***“B Squared has been an asset in our school development over the last 2 years”***

*Lisa Bird, Headteacher, Elmsleigh Infant & Nursery School*

## Levels of Achievement

Within Connecting Steps are different levels of achievements. Teachers can record more than just achieved or not achieved. Each school can choose how many of these they wish to use and turn off the ones they don't want. This will depend on the type of school, type of pupils and the levels of attainment the pupils are working at.

Encounter
Awareness
Attention & response
Engagement
Participation
Involvement
Gaining skills & understanding
Mastered

## Non-linear Progress

Schools need to assess a wider range of development, they need to show progress in a non-linear way and they need more flexibility to suit the development and individual progress for pupils with SEND. Connecting Steps features a number of reports for showing non-linear progress so schools are not left being unable to report the progress pupils with SEND make.

## Simple Reporting

Teachers can instantly produce a range of reports designed to be shared with parents or professionals. The information is displayed clearly and simply to help increase parental engagement. The Connecting Steps Analysis Module allows leaders to build graphs for different cohorts in a few clicks. Tailored for each curriculum, the graphs are designed to present information clearly and concisely.

## Paper Assessment Products

Our paper assessment files are still available for the following frameworks:

- Early Steps
- Progression Steps (Core, Core Plus and Foundation)
- Primary Steps (Core, Core Plus and Foundation)
- Autism Progress

# Sample Pages

The samples over the next few pages are designed to give you an overview of the Engagement Steps.



They show the different areas covered by this assessment framework and cover a range of ability levels.



Name:

Started:..... Completed:.....

### Exploration

<input type="checkbox"/> Blinks defensively	<input type="checkbox"/> Gives momentary attention to someone speaking close to them and in their direct line of vision (not consistent)	<input type="checkbox"/> Reacts to pain and other unpleasant stimuli
<input type="checkbox"/> Calms after being changed when previously in a state of distress	<input type="checkbox"/> Glances at a face within 50 centimetres when it moves closer	<input type="checkbox"/> Reacts to physical contact with minor physiological changes when their hands are touched
<input type="checkbox"/> Calms after being fed when previously in a state of distress	<input type="checkbox"/> Glances at light briefly when the source enters their field of vision	<input type="checkbox"/> Reacts to some strong smells with minor physiological changes when potent odours are brought close
<input type="checkbox"/> Calms after being swaddled when previously in a state of distress	<input type="checkbox"/> Glances at objects within 50 centimetres when the objects are moved closer	<input type="checkbox"/> Reacts to temperature with minor physiological changes when moving from one extreme to another
<input type="checkbox"/> Calms after hearing voices when previously in a state of distress	<input type="checkbox"/> Glances at people within 2 metres when they are moving	<input type="checkbox"/> Reacts to textures with minor physiological changes when feeling rough or smooth surfaces
<input type="checkbox"/> Calms after physical contact when previously in a state of distress	<input type="checkbox"/> Moves a part of their body incidentally when encountering a sound	<input type="checkbox"/> Reacts to voices with minor physiological changes
<input type="checkbox"/> Calms at the sight of a reassuring presence when previously in a state of distress	<input type="checkbox"/> Opens their eyes for brief periods of time when encountering stimulating events	<input type="checkbox"/> Reduces physical activity with physical contact
<input type="checkbox"/> Calms with physical contact	<input type="checkbox"/> Quietens after vocalising when they hear a sound	<input type="checkbox"/> Reduces vocal activity with physical contact
<input type="checkbox"/> Changes facial expressions incidentally during an interaction when engaged	<input type="checkbox"/> Quietens after vocalising when they hear a voice	<input type="checkbox"/> Responds occasionally to a sound next to their ear, e.g. bell/click/whisper
<input type="checkbox"/> Claps with hand-over-hand help	<input type="checkbox"/> Reacts to a range of sounds that are close by	<input type="checkbox"/> Shifts gaze
<input type="checkbox"/> Closes their hand when their palm is touched	<input type="checkbox"/> Reacts to changes with an emotional response	<input type="checkbox"/> Startles to a sudden change in light
<input type="checkbox"/> Demonstrates a reflex response to their own sounds	<input type="checkbox"/> Reacts to light with minor physiological changes when environmental lighting changes dramatically	<input type="checkbox"/> Startles to sudden loud noises
<input type="checkbox"/> Demonstrates an awareness of sound	<input type="checkbox"/> Reacts to movement with minor physiological changes when objects or people move suddenly	<input type="checkbox"/> Startles to sudden movement
<input type="checkbox"/> Freezes momentarily upon hearing a new sound	<input type="checkbox"/> Reacts to noise with minor physiological changes when the environmental volume changes suddenly	<input type="checkbox"/> Tenses or stills their muscles to a voice, sound or instrument
<input type="checkbox"/> Freezes momentarily upon hearing a quiet sound		<input type="checkbox"/> Vocalises 'raspberry' noises intermittently
<input type="checkbox"/> Gives momentary attention to familiar food containers in front of them		<input type="checkbox"/> Vocalises in response to pain or other unpleasant stimuli
<input type="checkbox"/> Gives momentary attention to people in front of them		
<input type="checkbox"/> Gives momentary attention to pictures put in front of them		

**Responsiveness:** Assessment of responsiveness should evaluate any change in a pupil's behaviour that demonstrates he or she is being attentive to a new stimulus or reacting in a meaningful way. This type of assessment is important for establishing what differing stimuli motivate a pupil to pay attention. This is a prerequisite for learning. It is particularly relevant for assessing pupils with multiple sensory impairments who have reduced and/or atypical sensory awareness and perception.

Name:

Started:..... Completed:.....

## Realisation

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Applies a familiar action to a familiar cause-and-effect activity after a previous positive response                         | <input type="checkbox"/> Explores an object for three minutes when working coactively   | <input type="checkbox"/> Handles hot/cold objects with interest when provided with a variety of temperatures   |
| <input type="checkbox"/> Applies a familiar action to a new cause-and-effect activity to try and make it work   | <input type="checkbox"/> Explores new objects willingly when offered by a familiar member of staff  | <input type="checkbox"/> Handles rough/soft objects with interest when provided with a variety of textures   |
| <input type="checkbox"/> Applies a new action to a familiar cause-and-effect activity after a previous negative response                              | <input type="checkbox"/> Explores objects by banging them when given appropriate items  | <input type="checkbox"/> Indicates they wish to handle a new/unfamiliar object   |
| <input type="checkbox"/> Attends to changes pointed out by a member of staff in their environment aurally when transitioning from subject to subject  | <input type="checkbox"/> Explores objects by dropping them when given appropriate items   | <input type="checkbox"/> Maintains interest in pictures for a minute while the content is named  |
| <input type="checkbox"/> Attends to changes pointed out by a member of staff in their environment visually when transitioning from subject to subject | <input type="checkbox"/> Explores objects by scrunching them when given appropriate items   | <input type="checkbox"/> Manipulates materials in increasingly complex ways when given intricate objects, e.g. turns penny-sized dials, pushes penny-sized buttons |
| <input type="checkbox"/> Climbs up furniture tentatively when left to explore   | <input type="checkbox"/> Explores objects by shaking them when given appropriate items  | <input type="checkbox"/> Moves towards a new/unfamiliar object   |
| <input type="checkbox"/> Cruises around the room holding on to furniture whilst left to explore   | <input type="checkbox"/> Explores objects by sliding them when given appropriate items  | <input type="checkbox"/> Observes events with interest when they are the result of their own actions   |
| <input type="checkbox"/> Demonstrates growing eye and hand function, e.g. focuses on, reaches for and grasps objects                                  | <input type="checkbox"/> Explores objects by tearing them when given appropriate items  | <input type="checkbox"/> Pats a picture in a book to indicate recognition when a member of staff asks them to find a specific item                                 |
| <input type="checkbox"/> Demonstrates growing hand-to-hand co-ordination, e.g. clapping, passing a cup from one hand to the other                     | <input type="checkbox"/> Explores objects by throwing them when given appropriate items   | <input type="checkbox"/> Performs actions by trial and improvement when experiencing failed attempts   |
| <input type="checkbox"/> Engages in new activities willingly when offered them by a familiar member of staff  | <input type="checkbox"/> Explores objects on a tray in front of them  | <input type="checkbox"/> Picks up and looks at a new/unfamiliar object   |
| <input type="checkbox"/> Explores an activity for five minutes when working coactively  | <input type="checkbox"/> Explores objects using a range of body parts when given appropriate items  | <input type="checkbox"/> Requests 'more' of an action or object in their chosen form of communication  |
| <input type="checkbox"/> Explores an activity for three minutes when working coactively   | <input type="checkbox"/> Explores objects using a variety of actions when provided with a wide range of items, e.g. squeezes a stress ball, rubs the flour around their tray, pulls skipping rope from an adult, etc. | <input type="checkbox"/> Tracks different sensory stimuli briefly when provided with new stimuli   |
| <input type="checkbox"/> Explores an object for five minutes when working coactively  | <input type="checkbox"/> Explores sound-making objects with enjoyment when provided with rattles, bean bags, xylophones, etc.   | <input type="checkbox"/> Tries a new food willingly when offered by a familiar member of staff   |

Discovery: Assessment of discovery provides information about the changing ways in which a pupil interacts with, or responds to, a new stimulus, sometimes accompanied by expressions such as enjoyment and excitement. Curiosity and discovery are closely linked. At a more advanced point of development they both help to demonstrate a pupil's degree of interest in, and exploration of, activities and concepts. These both help to drive the acquisition of new knowledge and skills.

Name: \_\_\_\_\_

Started:..... Completed:.....

### Anticipation

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Anticipates being fed by opening their mouth when given familiar visual cues   | <input type="checkbox"/> Dislikes an object consistently when involved in familiar routines  | <input type="checkbox"/> Reacts to the emotions in others' voices occasionally (responses may vary), e.g. smile, quieten, giggle, cry, etc. |
| <input type="checkbox"/> Reacts to the arrival of a favourite person intermittently   | <input type="checkbox"/> Likes an event consistently when involved in familiar routines  | <input type="checkbox"/> Anticipates being fed by opening their mouth when given familiar auditory cues                                     |
| <input type="checkbox"/> Demonstrates an awareness of familiar faces through an intermittent heightened expressive response when interacting with a familiar person | <input type="checkbox"/> Likes an object consistently when involved in familiar routines   | <input type="checkbox"/> Demonstrates a negative reaction when attention is withdrawn   |
| <input type="checkbox"/> Demonstrates recognition of familiar person by cessation of crying/agitation   | <input type="checkbox"/> Maintains attention on certain events for five seconds when alert and ready                                 | <input type="checkbox"/> Demonstrates a negative reaction when food is withdrawn/finished   |
| <input type="checkbox"/> Reacts to sounds with an intermittent heightened expressive response when hearing familiar noises, e.g. blinks at a musical toy            | <input type="checkbox"/> Maintains attention on certain objects for five seconds when alert and ready                                | <input type="checkbox"/> Demonstrates a positive reaction to attention received   |
| <input type="checkbox"/> Watches faces intermittently during interactions when a familiar person talks to them  | <input type="checkbox"/> Maintains attention on certain voices for five seconds when alert and ready                                 | <input type="checkbox"/> Demonstrates a positive reaction to the appearance of food   |
| <input type="checkbox"/> Dislikes an event consistently when involved in familiar routines  | <input type="checkbox"/> Reacts negatively when something unexpected happens   | <input type="checkbox"/> Indicates a preference by reacting positively to the start of favourite music                                      |
|   | <input type="checkbox"/> Reacts to a familiar object with an intermittent heightened expressive response                             | <input type="checkbox"/> Stills to a familiar voice   |
|   | <input type="checkbox"/> Reacts to repetition with an intermittent heightened expressive response when involved in familiar routines |   |

Anticipation: Assessment of anticipation should demonstrate whether a pupil is able to predict, expect or associate a particular stimulus with an event. This is important for measuring a pupil's concept of cause and effect.

Name:

Started:..... Completed:.....

### Persistence

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Applies a familiar action to a familiar cause-and-effect activity after a previous positive response | <input type="checkbox"/> Explores an activity for three minutes when working coactively   | <input type="checkbox"/> Performs actions by trial and improvement when experiencing failed attempts  |
| <input type="checkbox"/> Applies a familiar action to a new cause-and-effect activity to try and make it work                 | <input type="checkbox"/> Explores an activity for five minutes when working coactively  | <input type="checkbox"/> Pushes different shapes through matching holes when encouraged to do so by an adult  |
| <input type="checkbox"/> Applies a new action to a familiar cause-and-effect activity after a previous negative response      | <input type="checkbox"/> Explores an object for five minutes when working coactively  | <input type="checkbox"/> Puts different objects into containers when encouraged to do so by a member of staff   |
| <input type="checkbox"/> Concentrates on a task for three minutes when working independently                                  | <input type="checkbox"/> Explores an object for three minutes when working coactively   | <input type="checkbox"/> Requests 'more' of an action or object in their chosen form of communication   |
| <input type="checkbox"/> Concentrates on a task for five minutes when working independently                                   | <input type="checkbox"/> Explores new objects willingly when offered by a familiar member of staff  | <input type="checkbox"/> Responds to activities consistently when they frequently undertake them over extended periods of time                          |
| <input type="checkbox"/> Copies a member of staff building towers of three or four blocks when playing with bricks            | <input type="checkbox"/> Explores sound-making objects with enjoyment when provided with rattles, bean bags, xylophones, etc.   | <input type="checkbox"/> Searches for appropriate clothing visually within a selection of two and with adult encouragement, when transitioning subjects |
| <input type="checkbox"/> Copies a member of staff to knock down towers when playing with bricks                               | <input type="checkbox"/> Explores objects using a variety of actions when provided with a wide range of items, e.g. squeezes a stress ball, rubs the flour around their tray, pulls skipping rope from an adult, etc. | <input type="checkbox"/> Searches for objects with their eyes/hands when they fall out of sight   |
| <input type="checkbox"/> Engages in new activities willingly when offered them by a familiar member of staff                  | <input type="checkbox"/> Maintains interest in pictures for a minute while the content is named   | <input type="checkbox"/> Shows an interest in books when 'reading' with a member of staff   |
|   | <input type="checkbox"/> Observes events with interest when they are the result of their own actions  | <input type="checkbox"/> Tracks different sensory stimuli briefly when provided with new stimuli  |

Persistence: Assessment of persistence measures the extent to which a pupil is sustaining attention towards a particular item or action and is therefore beginning to develop conceptual understanding. The ability to sustain attention is important for maintaining an activity long enough to develop the learning associated with it and for consolidating that learning.



Name:

Started:..... Completed:.....

### Initiation

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Asks questions about a new or unfamiliar object  | <input type="checkbox"/> Explores sounds they can make with instruments   | <input type="checkbox"/> Puts large round pegs into peg board  |
| <input type="checkbox"/> Compares objects when investigating which interests them more  | <input type="checkbox"/> Explores unfamiliar equipment independently  | <input type="checkbox"/> Puts rings on a stacker   |
| <input type="checkbox"/> Demonstrates an interest in another's play and will join in  | <input type="checkbox"/> Goes to find an object being discussed   | <input type="checkbox"/> Requests information about a new activity/object/event                          |
| <input type="checkbox"/> Demonstrates an understanding of how electronic objects work, e.g. pushes buttons to make a car move forward | <input type="checkbox"/> Interacts logically with a new/unfamiliar object, e.g. presses a button on a new object expecting it to make a noise | <input type="checkbox"/> Responds to moving parts, e.g. by manipulating them without being asked         |
| <input type="checkbox"/> Demonstrates an understanding of how mechanical objects work, e.g. winds up a car to make it move            | <input type="checkbox"/> Investigates what they can do to make something happen, e.g. keeping a balloon in the air                            | <input type="checkbox"/> Responds to a new/unknown object, e.g. by manipulation                          |
| <input type="checkbox"/> Drops a ball to watch it bounce  | <input type="checkbox"/> Listens for the answers to questions   | <input type="checkbox"/> Responds to something new with questions  |
| <input type="checkbox"/> Drops items into water to see if they float/sink   | <input type="checkbox"/> Looks at others to see their response, e.g. to a noise   | <input type="checkbox"/> Rolls a ball to knock down objects  |
| <input type="checkbox"/> Examines parts of familiar objects up close  | <input type="checkbox"/> Manipulates a dial   | <input type="checkbox"/> Screws and unscrews jar lids  |
| <input type="checkbox"/> Experiments with the use of tools with dough   | <input type="checkbox"/> Manipulates an object in their hand to find out properties   | <input type="checkbox"/> Selects different objects to try to balance on top of one another               |
| <input type="checkbox"/> Explores an activity/object for up to ten minutes  | <input type="checkbox"/> Mixes different paint colours and observes the change  | <input type="checkbox"/> Stacks three items in size order  |
| <input type="checkbox"/> Explores items to find those which adhere to a specific property, e.g. objects that can bend                 | <input type="checkbox"/> Pulls, pushes or spins an object to see how it moves   | <input type="checkbox"/> Suggests what to do with an object they have not seen before after examining it |
| <input type="checkbox"/> Explores a new environment, away from members of staff   | <input type="checkbox"/> Opens door   | <input type="checkbox"/> Tests containers to find a suitable one for a task                              |
|   | <input type="checkbox"/> Presses a switch at a specific point to achieve a desired result   | <input type="checkbox"/> Tests out new ideas through discussion with themselves                          |
|   |   | <input type="checkbox"/> Uses discussion with themselves to work out problems                            |
|   |   | <input type="checkbox"/> Wants to share what they have found out   |

Initiation: Assessment of initiation demonstrates the different ways, and extent to which, a pupil investigates an activity or stimulus in order to bring about a desired outcome. It is an important part of developing the autonomy required for more advanced cognitive development and learning.

Name: \_\_\_\_\_

Started:..... Completed:.....

Expressive Communication		
<input type="checkbox"/> Attempts to copy facial expressions	<input type="checkbox"/> Demonstrates surprise through expressions and body language when actions shock them	<input type="checkbox"/> Protests through facial expression or vocalisation when a desired activity stops, or an object is removed by a member of staff
<input type="checkbox"/> Babbles using consonant sounds when a member of staff initiates interaction, e.g. "Guh", "Kah", "Huh", etc.	<input type="checkbox"/> Demonstrates surprise through expressions and body language when people shock them	<input type="checkbox"/> Reacts excitedly to a change of environment when provided with new experiences
<input type="checkbox"/> Babbles using vowel-consonant-vowel/double syllable sounds when a member of staff initiates interaction, e.g. "Ag-ah", "Um-ah", etc.	<input type="checkbox"/> Expresses eagerness vocally or physically when presented with a familiar activity	<input type="checkbox"/> Reacts excitedly to a familiar voice when a member of staff initiates interaction
<input type="checkbox"/> Babbles in a speech-like way when a member of staff initiates interaction	<input type="checkbox"/> Expresses eagerness vocally or physically when presented with a familiar object	<input type="checkbox"/> Reacts excitedly to an activity when provided with new experiences
<input type="checkbox"/> Demonstrates anger through expressions and body language when people/actions frustrate them	<input type="checkbox"/> Expresses eagerness vocally or physically when presented with a familiar person	<input type="checkbox"/> Reacts excitedly to intense movements when being swung or rocked
<input type="checkbox"/> Demonstrates contentment through expressions and body language when people/actions please them	<input type="checkbox"/> Gestures for physical contact by raising their arms towards a member of staff when they are upset or happy	<input type="checkbox"/> Reacts excitedly to music when sung to by a member of staff
<input type="checkbox"/> Demonstrates excitement through expressions and body language when people/actions meet their expectations	<input type="checkbox"/> Imitates sounds in their own manner when interacting with a familiar member of staff or more able peer	<input type="checkbox"/> Reacts excitedly to texture, showing signs when offered a variety of tactile experiences
<input type="checkbox"/> Demonstrates general happiness through consistent responses when presented with familiar experiences	<input type="checkbox"/> Initiates communication with familiar members of staff when seeking attention	<input type="checkbox"/> Shows preferences by pointing/gesturing when provided with both a favoured and a disliked option
<input type="checkbox"/> Demonstrates sadness through expressions and body language when actions upset them	<input type="checkbox"/> Initiates vocal play by chuckling when not engaged with a member of staff	<input type="checkbox"/> Smiles or laughs at familiar individuals intentionally whilst playing
<input type="checkbox"/> Demonstrates sadness through expressions and body language when people upset them	<input type="checkbox"/> Initiates vocal play by cooing when not engaged with a member of staff	<input type="checkbox"/> Smiles with enjoyment when helped to bounce
	<input type="checkbox"/> Initiates vocal play by gurgling when not engaged with a member of staff	<input type="checkbox"/> Smiles with enjoyment when helped to stand
	<input type="checkbox"/> Makes sounds to a member of staff when engaging in an activity	<input type="checkbox"/> Vocalises to a member of staff in different ways when experiencing different needs

Expressive Communication: Assessment of Expressive Communication measures intentional and pre-intentional patterns of behaviour and communication which help the pupil get their needs met.

Name: \_\_\_\_\_

Started:..... Completed:.....

### Receptive Communication

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Acknowledges their own name by stopping and facing the sound when they hear it spoken                         | <input type="checkbox"/> Imitates the expressions of others during interactive play  | <input type="checkbox"/> Responds to familiar peers consistently when interacting with them  |
| <input type="checkbox"/> Acknowledges very quiet noises, e.g. when a member of staff whispers to them                                  | <input type="checkbox"/> Imitates hand-clapping with little support when clapping in a group   | <input type="checkbox"/> Responds to frequently used words or signs appropriately when used in appropriate context, e.g. "All gone", "Bye-bye", etc. |
| <input type="checkbox"/> Anticipates a routine demonstrating an expectation of familiar actions when given a visual cue                | <input type="checkbox"/> Imitates specific sounds with some accuracy when communicating with a member of staff   | <input type="checkbox"/> Responds to other people's emotions with an emotional response  |
| <input type="checkbox"/> Anticipates a routine demonstrating an expectation of familiar actions when given an auditory cue             | <input type="checkbox"/> Listens to a member of staff briefly when they are spoken to  | <input type="checkbox"/> Responds to physical contact with happy facial expressions when playing with others   |
| <input type="checkbox"/> Anticipates outcomes with enthusiastic reactions when playing social games, e.g. peek-a-boo, pat-a-cake, etc. | <input type="checkbox"/> Looks at peer to acknowledge them when familiar people's names are spoken   | <input type="checkbox"/> Responds to praise with positive facial expressions when successfully completing a task                                     |
| <input type="checkbox"/> Communicates with a member of staff by taking turns when engaged in conversation                              | <input type="checkbox"/> Looks at their visual timetable with interest when it is placed in front of them  | <input type="checkbox"/> Responds to the words 'You', 'Yours', 'Me', and 'Mine' appropriately  |
| <input type="checkbox"/> Mimics others' hand gestures when communicating   | <input type="checkbox"/> Maintains interest in pictures for a minute while the content is named  | <input type="checkbox"/> Stops and faces environmental sounds  |
| <input type="checkbox"/> Mimics others' mouth movements when communicating   | <input type="checkbox"/> Moves to music rhythmically when songs are sung in class  | <input type="checkbox"/> Tracks a smell until it moves out of range when odours are passed in front of them  |
| <input type="checkbox"/> Mimics others' intonation when communicating  | <input type="checkbox"/> Pats a picture in a book to indicate recognition when a member of staff asks them to find a specific item                                   | <input type="checkbox"/> Tracks a sound until it moves out of range when noise-making objects are passed in front of them                            |
| <input type="checkbox"/> Follows a simple one- or two-key word instruction when accompanied by gestures and context                    | <input type="checkbox"/> Reacts to familiar words with a heightened expressive response  | <input type="checkbox"/> Tracks an object/event until it moves out of range when it is moved around quickly  |
| <input type="checkbox"/> Identifies common objects by pointing/looking at them when they have been named                               | <input type="checkbox"/> Reacts to the question "More?" with a heightened expressive response when offered continuation of an activity                               | <input type="checkbox"/> Tracks different sensory stimuli briefly when provided with new stimuli   |
| <input type="checkbox"/> Identifies family members by looking or pointing when given a photograph                                      | <input type="checkbox"/> Responds to different environmental sounds appropriately when they are part of familiar routines, e.g. looks at the door when the bell goes | <input type="checkbox"/> Tracks light until it moves out of range when patterns move around quickly in the sensory room                              |
| <input type="checkbox"/> Identifies family members by looking or pointing when they are present  | <input type="checkbox"/> Responds to familiar members of staff consistently when interacting with them   | <input type="checkbox"/> Tracks people until they move out of range when they travel past quickly  |
|  |  | <input type="checkbox"/> Understands the meaning of the word "No!" by responding when it has been exclaimed by a member of staff                     |

Receptive Communication: Assessment of Receptive Communication measures the extent to which a pupil comprehends simple verbal, symbolic and body language.

Name: \_\_\_\_\_

Started:..... Completed:.....

**Emotional Affection**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Accepts assistance to overcome frustration   | <input type="checkbox"/> Demonstrates concern for a peer   | <input type="checkbox"/> Reacts to others, showing jealousy when members of staff give attention to others                               |
| <input type="checkbox"/> Accepts help   | <input type="checkbox"/> Demonstrates an understanding of their own individuality                            | <input type="checkbox"/> Recognises self in mirror   |
| <input type="checkbox"/> Accepts the word 'No' in some situations   | <input type="checkbox"/> Demonstrates social emotions, e.g. sympathy for someone who is hurt                 | <input type="checkbox"/> Responds to criticism   |
| <input type="checkbox"/> Acts confidently near familiar members of staff  | <input type="checkbox"/> Explores new things but still 'checks in' with a member of staff                    | <input type="checkbox"/> Responds to distraction when frustrated   |
| <input type="checkbox"/> Develops a sustained attachment to a toy or object   | <input type="checkbox"/> Expresses anger at another person   | <input type="checkbox"/> Responds to music by vocalising   |
| <input type="checkbox"/> Begins to modify frustrated behaviour  | <input type="checkbox"/> Expresses happiness with another person   | <input type="checkbox"/> Responds to praise by repeating an action   |
| <input type="checkbox"/> Calms down and returns to an activity when a problem is resolved                                   | <input type="checkbox"/> Expresses pleasure at their work  | <input type="checkbox"/> Returns to a favourite activity   |
| <input type="checkbox"/> Cares for the classroom pets or plants   | <input type="checkbox"/> Expresses their independence by confidently exploring new surroundings when playing | <input type="checkbox"/> Shows frustration at unexpected occurrences   |
| <input type="checkbox"/> Cheers or claps the achievements of others   | <input type="checkbox"/> Expresses their independence by confidently initiating activities when playing      | <input type="checkbox"/> Shows intense mood swings, from dependence to independence, eagerness to irritation, co-operation to resistance |
| <input type="checkbox"/> Combines sounds and gestures to indicate a need  | <input type="checkbox"/> Expresses their independence by confidently initiating conversation when playing    | <input type="checkbox"/> Shows some restraint when told to leave an enjoyable activity   |
| <input type="checkbox"/> Communicates "Me" and "Mine" to identify possession when familiar people are introduced/taken away | <input type="checkbox"/> Indicates what has caused them to be upset  | <input type="checkbox"/> Shows work with pride   |
| <input type="checkbox"/> Communicates "Me" and "Mine" to identify possession when objects are introduced/taken away         | <input type="checkbox"/> Looks to a member of staff for support  | <input type="checkbox"/> Shows when they have had enough of an activity  |
| <input type="checkbox"/> Communicates about an issue that affects them  | <input type="checkbox"/> Makes their feelings known to a member of staff                                     | <input type="checkbox"/> Throws objects in frustration when angry  |
| <input type="checkbox"/> Communicates what is special or important to them  | <input type="checkbox"/> Modifies their anger response with assistance                                       | <input type="checkbox"/> Tries to establish themselves as a member of a social group   |
| <input type="checkbox"/> Demands constant mothering   | <input type="checkbox"/> Protects themselves and their individuality with 'defiant behaviour'                |  |
| <input type="checkbox"/> Demonstrates an awareness of other people's feelings   |  |  |

Assessment of Emotional Affection measures the extent to which an individual uses the skills required in order to recognise their own feelings, control some behaviours and demonstrate their own emotions.

Name:

Started:..... Completed:.....

**Social Affection**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Calms after hearing voices when previously in a state of distress                  | <input type="checkbox"/> Cries to express their needs when in a state of pain or discomfort                       | <input type="checkbox"/> Reduces vocal activity with physical contact  |
| <input type="checkbox"/> Calms after physical contact when previously in a state of distress                | <input type="checkbox"/> Quietens after vocalising when they hear a voice   | <input type="checkbox"/> Responds occasionally to a sound next to their ear, e.g. bell/click/whisper                                     |
| <input type="checkbox"/> Calms at the sight of a reassuring presence when previously in a state of distress | <input type="checkbox"/> Reacts to physical contact with minor physiological changes when their hands are touched | <input type="checkbox"/> Gives momentary attention to people in front of them  |
| <input type="checkbox"/> Changes facial expressions incidentally during an interaction when engaged         | <input type="checkbox"/> Reacts to voices with minor physiological changes  | <input type="checkbox"/> Calms after being fed when previously in a state of distress  |
| <input type="checkbox"/> Co-operates physically during familiar routines                                    | <input type="checkbox"/> Calms with physical contact  | <input type="checkbox"/> Gives momentary attention to someone speaking close to them and in their direct line of vision (not consistent) |
| <input type="checkbox"/> Cries to express their needs when in a state of hunger                             | <input type="checkbox"/> Reduces physical activity with physical contact  | <input type="checkbox"/> Shows they have had enough food or drink, e.g. turning head away  |

Social Affection: Assessment of Social Affection measures the extent to which an individual uses the skills required in order to be able to get their needs met, co-operate with others and share understanding in their environment.



Name:

Started:..... Completed:.....

### Auditory

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Acknowledges their own name by stopping and facing the sound when they hear it spoken                                       | <input type="checkbox"/> Communicates with a member of staff by taking turns when engaged in conversation                     | <input type="checkbox"/> Reacts to the question "More?" with a heightened expressive response when offered continuation of an activity                               |
| <input type="checkbox"/> Acknowledges very quiet noises, e.g. when a member of staff whispers to them  | <input type="checkbox"/> Mimics others' intonation when communicating   | <input type="checkbox"/> Recites their name to another person when greeting them   |
| <input type="checkbox"/> Anticipates a routine demonstrating an expectation of familiar actions when given an auditory cue                           | <input type="checkbox"/> Explores sound-making objects with enjoyment when provided with rattles, bean bags, xylophones, etc. | <input type="checkbox"/> Responds to different environmental sounds appropriately when they are part of familiar routines, e.g. looks at the door when the bell goes |
| <input type="checkbox"/> Attends to changes pointed out by a member of staff in their environment aurally when transitioning from subject to subject | <input type="checkbox"/> Imitates the sounds of others during interactive play  | <input type="checkbox"/> Stops and faces environmental sounds  |
| <input type="checkbox"/> Babbles using long strings of repeated consonant-vowel combinations (reduplicative babble) e.g. 'mumumum', etc.             | <input type="checkbox"/> Imitates specific sounds with some accuracy when communicating with a member of staff                | <input type="checkbox"/> Tracks a sound until it moves out of range when noise-making objects are passed in front of them  |
| <input type="checkbox"/> Babbles repetitive sounds regularly when vocalising to themselves or others, e.g. "Ba-ba-ba"                                | <input type="checkbox"/> Listens to a member of staff briefly when they are spoken to   | <input type="checkbox"/> Understands the meaning of the word "No!" by responding when it has been exclaimed by a member of staff                                     |
| <input type="checkbox"/> Babbles tunefully using musical tones when vocalising to themselves or others   | <input type="checkbox"/> Listens with enjoyment when vocalising to themselves   | <input type="checkbox"/> Verbalises "Mama", "Dada" and one or two other words mostly coherently  |
| <input type="checkbox"/> Babbles two or three words repeatedly when playing  | <input type="checkbox"/> Moves to music rhythmically when songs are sung in class   | <input type="checkbox"/> Vocalises to music melodically when songs are sung in class   |
|  | <input type="checkbox"/> Moves to music with enjoyment when familiar songs are played   |  |
|  | <input type="checkbox"/> Reacts to familiar words with a heightened expressive response                                       |  |

Assessment of Auditory Sensory Operation measures the extent to which a pupil reacts to the sensation and perception of sound.

Name:

Started:..... Completed:.....

**Tactile**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Attempts to grab objects of interest using a raking motion  | <input type="checkbox"/> Gestures for physical contact by raising their arms towards a member of staff when they are upset or happy                | <input type="checkbox"/> Reacts excitedly to texture, showing signs when offered a variety of tactile experiences          |
| <input type="checkbox"/> Demonstrates contentment through expressions and body language when textures please them                | <input type="checkbox"/> Grabs their feet by lifting their legs up when lying on their back  | <input type="checkbox"/> Rolls from prone to supine position unaided (stomach to back)                                     |
| <input type="checkbox"/> Engages in tactile activities by keeping their hand on/in a substance when being prompted to do so      | <input type="checkbox"/> Holds large objects in two hands during periods of play   | <input type="checkbox"/> Rolls from supine to prone position unaided (back to stomach)                                     |
| <input type="checkbox"/> Explores a desired object with their hands for up to 10 seconds when provided with a variety of objects | <input type="checkbox"/> Holds objects with either hand using a palmar grasp when engaging in exploration  | <input type="checkbox"/> Touches a variety of textures with any part of the skin without demonstrating defensive behaviour |
| <input type="checkbox"/> Explores a desired object with their mouth for up to 10 seconds when provided with a variety of objects | <input type="checkbox"/> Indicates a preference for specific textures by moving their hand from one to another when working with a member of staff | <input type="checkbox"/> Transfers food from side to side of their mouth   |
| <input type="checkbox"/> Explores their own limbs for two minutes  | <input type="checkbox"/> Kicks their legs, stretching them out while lying on their stomach or back  | <input type="checkbox"/> Transfers from one hand to another using a palmar grasp when engaging in exploration              |
|  | <input type="checkbox"/> Pushes down through their legs when their feet are on a firm surface  | <input type="checkbox"/> Smiles with enjoyment when helped to stand  |

Assessment of Tactile Sensory Operation measures the extent to which a pupil reacts to the sensation and perception of touch.

Name:

Started:..... Completed:.....

**Olfactory/Gustatory**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Attempts to serve themselves at the table, with spills        | <input type="checkbox"/> Comments on the obvious changes in food they have helped prepare, e.g. soft before and hard after cooking | <input type="checkbox"/> Scoops with a fork   |
| <input type="checkbox"/> Communicates about the textures of the food they are eating   | <input type="checkbox"/> Communicates what they would like to eat  | <input type="checkbox"/> Stabs with a fork  |
| <input type="checkbox"/> Chews food appropriately                                      | <input type="checkbox"/> Expresses likes and dislikes when offered different smells  | <input type="checkbox"/> Copes with most foods offered as part of a typical meal                  |
| <input type="checkbox"/> Demonstrates curiosity in new foods                           | <input type="checkbox"/> Identifies food by type, e.g. a bourbon will taste like a biscuit   | <input type="checkbox"/> Chooses to sit with a specific person at mealtime                        |
| <input type="checkbox"/> Demonstrates pleasure in food they have helped to prepare     | <input type="checkbox"/> Makes a choice based on what is offered   | <input type="checkbox"/> Compares their food with another person's, commenting on the differences |
| <input type="checkbox"/> Demonstrates obvious enthusiasm when offered a favourite food | <input type="checkbox"/> Responds to prompting to finishing food or continuing eating  | <input type="checkbox"/> Undertakes the correct action when asked to taste something              |
| <input type="checkbox"/> Eats and swallows only edible substances                      | <input type="checkbox"/> Sits at the table for a meal  | <input type="checkbox"/> Undertakes the correct action when asked to smell something              |
| <input type="checkbox"/> Drinks from a cup   |  | <input type="checkbox"/> Chews and swallows a variety of textures                                 |

Assessment of Olfactory/Gustatory Sensory Operation measures the extent to which a pupil reacts to the sensation and perception of taste.

Name:

Started:..... Completed:.....

**Vestibular**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Attempts to walk along a line                      | <input type="checkbox"/> Jumps sideways with feet together                   | <input type="checkbox"/> Runs and stops suddenly without falling                               |
| <input type="checkbox"/> Balances on each foot for three seconds            | <input type="checkbox"/> Jumps up and down on the spot with feet together    | <input type="checkbox"/> Runs freely, avoiding large obstacles                                 |
| <input type="checkbox"/> Hops on one foot although may be unsteady          | <input type="checkbox"/> Kicks a ball but lacks direction                    | <input type="checkbox"/> Runs with good co-ordination  |
| <input type="checkbox"/> Begins to pedal a tricycle and propel ride-on toys | <input type="checkbox"/> Kicks a ball without loss of balance                | <input type="checkbox"/> Stands on their tiptoes   |
| <input type="checkbox"/> Changes their speed of movement                    | <input type="checkbox"/> Kicks their legs on their front or back in the pool | <input type="checkbox"/> Steps down a kerb with confidence                                     |
| <input type="checkbox"/> Climbs on and off objects                          | <input type="checkbox"/> Makes a sharp turn when running                     | <input type="checkbox"/> Selects and implements arm movements when dancing                     |
| <input type="checkbox"/> Climbs over objects                                | <input type="checkbox"/> Moves a ball along a simple course                  | <input type="checkbox"/> Walks along a wide bench with assistance                              |
| <input type="checkbox"/> Crawls through a tunnel                            | <input type="checkbox"/> Moves downstairs on their bottom                    | <input type="checkbox"/> Walks downstairs using a handrail, two feet per step                  |
| <input type="checkbox"/> Creeps on their toes                               | <input type="checkbox"/> Moves towards an object independently in the water  | <input type="checkbox"/> Walks up a set of stairs using a handrail, using alternate feet       |
| <input type="checkbox"/> Floats on their back in water using a swimming aid | <input type="checkbox"/> Moves safely within the space available             | <input type="checkbox"/> Walks up a set of stairs without using a handrail, two feet to a step |
| <input type="checkbox"/> Goes down stairs with hand support on the railing  | <input type="checkbox"/> Picks objects off the floor without losing balance  | <input type="checkbox"/> Walks up and downstairs, alternating feet on each step                |
| <input type="checkbox"/> Jumps forwards with feet together                  | <input type="checkbox"/> Propels themselves around the pool                  | <input type="checkbox"/> Walks, stops and turns without losing balance                         |
| <input type="checkbox"/> Jumps over an obstacle whilst running              | <input type="checkbox"/> Squats and rises without using hands                |  |
| <input type="checkbox"/> Jumps backwards with feet together                 | <input type="checkbox"/> Pulls an object whilst walking backwards            |  |

Assessment of Vestibular Sensory Operation measures the extent to which a pupil reacts to the sensation and perception of balance and motion.

Name:

Started:..... Completed:.....

Visual

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Blinks defensively  | <input type="checkbox"/> Glances at light briefly when the source enters their field of vision                      | <input type="checkbox"/> Reacts to light with minor physiological changes when environmental lighting changes dramatically |
| <input type="checkbox"/> Calms at the sight of a reassuring presence when previously in a state of distress                              | <input type="checkbox"/> Glances at objects within 50 centimetres when the objects are moved closer                 | <input type="checkbox"/> Reacts to movement with minor physiological changes when objects or people move suddenly          |
| <input type="checkbox"/> Gives momentary attention to pictures put in front of them  | <input type="checkbox"/> Glances at people within 2 metres when they are moving                                     | <input type="checkbox"/> Startles to a sudden change in light  |
| <input type="checkbox"/> Gives momentary attention to someone speaking close to them and in their direct line of vision (not consistent) | <input type="checkbox"/> Demonstrates reflex responses when not engaged with others, e.g. movement of mouth muscles | <input type="checkbox"/> Startles to sudden movement   |
| <input type="checkbox"/> Glances at a face within 50 centimetres when it moves closer  | <input type="checkbox"/> Opens their eyes for brief periods of time when encountering stimulating events            | <input type="checkbox"/> Shifts gaze   |

Assessment of Visual Sensory Operation measures the extent to which a pupil reacts to the sensation and perception of light.



Name: \_\_\_\_\_

Started:..... Completed:.....

**Proprioceptive**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Catches themselves by grabbing people or furniture when they lose balance                                | <input type="checkbox"/> Imitates the actions of others during interactive play                                       | <input type="checkbox"/> Moves towards a member of staff to attract attention when not engaged in a task     |
| <input type="checkbox"/> Demonstrates growing eye and hand function, e.g. focuses on, reaches for and grasps objects              | <input type="checkbox"/> Imitates the expressions of others during interactive play                                   | <input type="checkbox"/> Passes an object with their hands when they have been prompted by a member of staff |
| <input type="checkbox"/> Demonstrates growing hand-to-hand co-ordination, e.g. clapping, passing a cup from one hand to the other | <input type="checkbox"/> Imitates the sounds of others during interactive play  | <input type="checkbox"/> Picks objects off the floor when holding furniture for support                      |
| <input type="checkbox"/> Explores objects by scrunching them when given appropriate items   | <input type="checkbox"/> Looks at events by pushing up on their arms/lifting head when lying on their stomach         | <input type="checkbox"/> Picks up small objects securely with a pincer grip                                  |
| <input type="checkbox"/> Explores objects by shaking them when given appropriate items  | <input type="checkbox"/> Looks at people by pushing up on their arms/lifting head when lying on their stomach         | <input type="checkbox"/> Pulls on furniture to stand up whilst left to explore                               |
| <input type="checkbox"/> Explores objects by sliding them when given appropriate items  | <input type="checkbox"/> Moves a ball with their arm when it is given to them   | <input type="checkbox"/> Releases objects by dropping them when their interest has diminished                |
| <input type="checkbox"/> Explores objects by tearing them when given appropriate items  | <input type="checkbox"/> Moves a ball with their foot when it is placed in front of them                              | <input type="checkbox"/> Shuffles around the room on their bottom whilst left to explore                     |
| <input type="checkbox"/> Explores objects using a range of body parts when given appropriate items                                | <input type="checkbox"/> Moves from sitting to lying down without support when exploring the environment              | <input type="checkbox"/> Sits down independently without support when in a group                             |
| <input type="checkbox"/> Holds a spoon in the palm of their hand whilst eating  | <input type="checkbox"/> Moves to their hands and knees from a sitting position when trying to reach an object/person | <input type="checkbox"/> Takes five steps without support when trying to reach an object/person              |
|   |   | <input type="checkbox"/> Takes three steps without support when trying to reach an object/person             |
|   |   | <input type="checkbox"/> Walks around the room whilst holding on to a member of staff with one hand          |

Assessment of Proprioceptive Sensory Operation measures the extent to which a pupil reacts to the sensation and perception of one's own body.

Name:

Started:..... Completed:.....

**Fine Motor Skills**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Accepts their fingers being moved in different motions                                     | <input type="checkbox"/> Glances at objects within 50 centimetres when the objects are moved closer      | <input type="checkbox"/> Vocalises 'raspberry' noises intermittently                       |
| <input type="checkbox"/> Accepts their toes being moved in different motions  | <input type="checkbox"/> Glances at people within 2 metres when they are moving                          | <input type="checkbox"/> Vocalises contentedly   |
| <input type="checkbox"/> Blinks defensively   | <input type="checkbox"/> Opens their eyes for brief periods of time when encountering stimulating events | <input type="checkbox"/> Vocalises cooing noises intermittently when self-stimulating      |
| <input type="checkbox"/> Changes facial expressions incidentally during an interaction when engaged                 | <input type="checkbox"/> Plays with their mouth muscles by smiling without any external stimulation      | <input type="checkbox"/> Vocalises gurgling noises intermittently when self-stimulating    |
| <input type="checkbox"/> Demonstrates reflex responses when not engaged with others, e.g. movement of mouth muscles | <input type="checkbox"/> Reduces physical activity with physical contact                                 | <input type="checkbox"/> Vocalises in response to pain or other unpleasant stimuli         |
| <input type="checkbox"/> Glances at a face within 50 centimetres when it moves closer                               | <input type="checkbox"/> Sucks their thumb/fingers intermittently  | <input type="checkbox"/> Moves a part of their body incidentally when encountering a sound |
| <input type="checkbox"/> Glances at light briefly when the source enters their field of vision                      | <input type="checkbox"/> Sucks or smacks their lips intermittently                                       | <input type="checkbox"/> Moves tongue up and down  |
|   |  | <input type="checkbox"/> Moves tongue in and out   |

Assessment of Fine Motor Physical Operation measures the extent to which a pupil controls the precise movements that use the small muscles of the fingers, toes, wrists, lips and tongue.

Name:

Started:..... Completed:.....

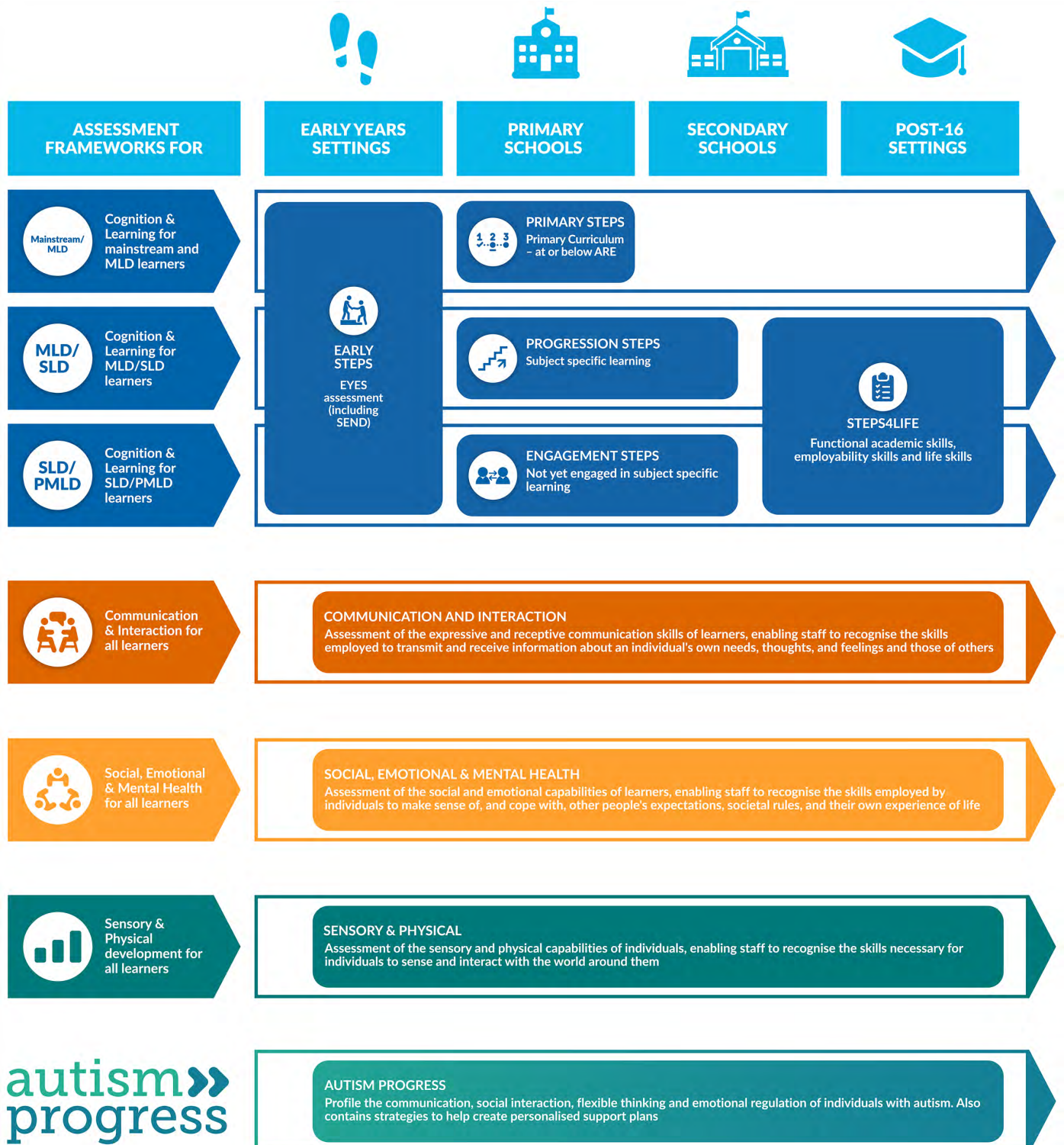
Gross Motor Skills

<input type="checkbox"/> Jumps from low equipment	<input type="checkbox"/> Jumps up and down in the water with support	<input type="checkbox"/> Runs unsteadily with their head midline and their eyes on ground
<input type="checkbox"/> Backs into a chair	<input type="checkbox"/> Jumps using two feet together	<input type="checkbox"/> Slides sideways on to a chair
<input type="checkbox"/> Bangs objects together when playing	<input type="checkbox"/> Kicks a ball to make it move	<input type="checkbox"/> Squats to pick up an object securely
<input type="checkbox"/> Bends at the waist to pick up objects without falling	<input type="checkbox"/> Kneels unaided	<input type="checkbox"/> Stands briefly on one foot
<input type="checkbox"/> Builds a tower of four cubes	<input type="checkbox"/> Kneels with support	<input type="checkbox"/> Stands still at points
<input type="checkbox"/> Chases a ball	<input type="checkbox"/> Lowers themselves to their knees whilst unaided	<input type="checkbox"/> Steps sideways
<input type="checkbox"/> Claps hands with others	<input type="checkbox"/> Moves along paths	<input type="checkbox"/> Steps up and down stairs with handheld support
<input type="checkbox"/> Climbs on and off chairs and furniture	<input type="checkbox"/> Opens drawers	<input type="checkbox"/> Takes off their unfastened coat
<input type="checkbox"/> Climbs on and off low equipment	<input type="checkbox"/> Operates a pull-cord	<input type="checkbox"/> Takes off their unfastened trousers
<input type="checkbox"/> Copies gestures and words from members of staff	<input type="checkbox"/> Participates in simple swim games	<input type="checkbox"/> Throws a ball underhand
<input type="checkbox"/> Crawls down a set of stairs backwards whilst unaided	<input type="checkbox"/> Picks a toy off the floor without falling over	<input type="checkbox"/> Throws objects haphazardly
<input type="checkbox"/> Crawls up a set of stairs forwards whilst unaided	<input type="checkbox"/> Picks up and shakes objects	<input type="checkbox"/> Uses their arms to pull and push water
<input type="checkbox"/> Feeds themselves with a spoon with a little spillage	<input type="checkbox"/> Picks up two blocks with one hand when playing	<input type="checkbox"/> Uses their body parts to splash water
<input type="checkbox"/> Fills a container	<input type="checkbox"/> Places round pegs in holes	<input type="checkbox"/> Uses ride-on toys
<input type="checkbox"/> Gets up and down stairs by holding onto the rail	<input type="checkbox"/> Plays sending and receiving ball games with a member of staff	<input type="checkbox"/> Walks around an area independently when playing
<input type="checkbox"/> Goes down into a squat	<input type="checkbox"/> Pushes a ball independently	<input type="checkbox"/> Walks in the desired direction
<input type="checkbox"/> Hammers pegs	<input type="checkbox"/> Pushes pedals when put on a tricycle	<input type="checkbox"/> Walks independently
<input type="checkbox"/> Closes drawers	<input type="checkbox"/> Rolls a ball in general direction of an object or person	<input type="checkbox"/> Walks with their feet apart
	<input type="checkbox"/> Rises from a squat using hands	<input type="checkbox"/> Walks with their hands and arms lowered

Assessment of Gross Motor Physical Operation measures the extent to which a pupil controls the bigger movements that use the large muscles in the arms, legs, torso and feet.

# Our Assessment Frameworks

The image below gives an overview of the different frameworks available within Connecting Steps.



# Our Assessment Frameworks

Each assessment framework has to align to the curriculum it is based on. This means our frameworks use a range of level structures. The image below shows a comparison between our different frameworks.

Statutory Frameworks			B Squared Assessment Frameworks															
P Levels and NC Levels		Pre-Key Stage Standards	Early Steps	Engagement Steps	Progression Steps	Primary Steps	Steps4Life	Autism Progress	Broad Areas of Need									
NC 7					Progression Step 10		Level 2	Level 17	Level 16 (13–15 yrs)									
NC 6										Level 15 (11–13 yrs)								
NC 5								Level 16										
NC 4								Level 14 (9–11 yrs)										
NC 3									Level 13 (7–9 yrs)									
NC 2	NC 2a	Standard 6						Exc. ELG		Progression Step 6	Year 3	Entry 3	Level 14	Level 12 (6–7 yrs)				
	NC 2b																	
	NC 2c																	
NC 1	NC 1a	Standard 5						ELG	Progression Step 5	Year 2	Entry 2	Level 13	Level 12 (6–7 yrs)					
	NC 1b	Standard 4																
	NC 1c	Standard 3																
P8		Standard 2	40–60 months	Engagement Step 6	Progression Step 3	Progression Step 3	Step 7	Level 11	Level 10 (4–5 yrs)									
P7			30–50 months							Progression Step 2	Progression Step 2	Level 10	Level 9 (3–4 yrs)					
P6			22–36 months											Engagement Step 5	Step 6	Level 9	Level 8 (2½–3 yrs)	
P5		16–26 months	Engagement Step 4	Step 5	Level 8	Level 7 (2–2½ yrs)												
P4		8–20 months					Engagement Step 3	Step 4	Level 7	Level 6 (18–24 mnths)								
P3(ii)		0–11 months									Engagement Step 2	Step 3	Level 6	Level 5 (12–18 mnths)				
P3(i)			Engagement Step 3	Step 4	Level 5	Level 4 (9–12 mnths)												
P2(ii)							Engagement Step 3	Step 3	Level 4	Level 3 (6–9 mnths)								
P2(i)															Engagement Step 3	Step 3	Level 3	Level 2 (3–6 mnths)
P1(ii)																		



# Cognition and Learning

## Early Steps

Our EYFS assessment covers the range from birth to the Exceeded Early Learning Goals (ELG) across all seven areas –Mathematics, Literacy, Physical Development, Communication and Language, PSED, Understanding the World, Expressive Arts and Design.

## Engagement Steps

Engagement Steps is our new formative assessment framework for pupils not yet engaged in subject-specific learning. It comprises four sections which reflect the four broad areas of need and includes the 7 areas of engagement. This framework will help teachers to record the achievements of pupils who are working profoundly beneath age-related expectations and who are working on an informal curriculum.

## Primary Steps

Our Primary assessment breakdown structure is based on the 2014 National Curriculum. If you are looking at using B Squared assessment with both mainstream and SEN pupils in a Primary setting then the Primary Steps works well for you. It includes the End of Year Outcomes and the first 3 levels of our Progression Steps for pupils working below Year 1.

### Core Subjects

English, Maths and Science

### Plus Subjects

Computing, PSHE (including Relationships) and PE

### Foundation Subjects

Art & Design, DT, Geography, History, Languages, Music and Religious Education

## Progression Steps

Progression Steps is our new formative assessment framework for pupils who are engaging with subject-specific learning. It will over time comprise books which reflect the four broad areas of need. This framework covers the ability range identified by the new pre-key stage standards.

### Core Subjects

English, Maths and Science

### Plus Subjects

Computing, PSHE (including Sex & Relationships and Citizenship) and PE

### Foundation Subjects

Art & Design, DT, Geography, History, Languages, Music and Religious Education

## Steps4Life

Steps4Life is our new framework for individuals with SEND who are working towards independent living. It is primarily designed to be used from Key Stage 4 onwards. Some individuals will be working towards independent living, with employment while others will be working towards semi-independent living and others will be in supported living. The Steps4Life covers a wide range of areas and a wide ability range, it includes 7 levels that are the equivalent of P1 to P8 which replace the old Milestones, Entry Levels 1, 2 and 3 and RQF Level 1 and 2.

### Academic Skills

English, Maths, PSD (including Sex & Relationships) and Digital Skills

### Life Skills

Food, Self-Care, Independence, Travel

### Employability Skills

Choosing a Job, Getting a Job, Rights, Workplace Skills and Workplace Routines

## Communication & Interaction

Communication & Interaction is our new framework for individuals with SEND who need support with their communication and interaction. The framework is designed to support all pupils with SEND and will help schools breakdown larger targets into smaller steps so they can demonstrate progress. The framework also promotes closer relationships between schools and Speech and Language Therapists (SALT) The framework covers from birth to a typical development range of a 15 year old.

## Social, Emotional and Mental Health (SEMH)

We are currently developing this framework, this is planned for release in early 2021

## Sensory and Physical

Once we have completed development of the SEMH framework, we will start development on the Sensory and Physical framework

## Autism Progress

We recognised a need for an assessment tool which could be used by all to assess the impact of a person's autism. Using autism descriptors already created by B Squared, the developers at Autism Progress have created a set of progressive levels in the following areas of autism—Communication, Flexibility of Thought, Social Interaction, Emotional Regulation

***“Connecting Steps was crucial in securing our  
Outstanding OFSTED Inspection”***

*Lisa Bird, Headteacher, Elmsleigh Infant & Nursery School*

To find out how Connecting Steps can make a difference in your school go to the website below to arrange a free online meeting. We can show you how Connecting Steps works, what frameworks are right for you and the benefits to your school.

[www.bsquared.co.uk/meetings](http://www.bsquared.co.uk/meetings)



# Want to find out more?

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[www.bsquared.co.uk/meetings](http://www.bsquared.co.uk/meetings)

Or get in touch with us...

01252 870133

[hello@bsquared.co.uk](mailto:hello@bsquared.co.uk)

**BSquared** 