Preparing for Adulthood Sample Pages

Preparing for Adulthood is our framework to support pupils across the 4 PFA Areas. It supports pupils up to the end of key stage 3. The ability range is from around 18 months to around the developmental stage of a typical 15 year-old.

Connecting Steps

BSquared

Connecting Steps

Connecting Steps is our market-leading pupil-tracking software that makes showing progress for <u>all</u> pupils easy.

'B Squared has really made a difference in our school - it has been a great system for tracking the progress of our SEND pupils '

Carolyn Sykes, Assistant Head Teacher, Ferndale Primary School

Connecting Steps is widely recommended by advisors and local authorities and receives great feedback from inspectors.

'B Squared is an excellent resource for our school. It enables us to track the small steps of progress our learners make. '

Jamie Wright, Deputy Headteacher, Acorn School

Connecting Steps is the robust assessment package that is trusted in over 3000 schools worldwide. The assessment software has been designed to make assessment and tracking progress easier. The cloud-based software is designed to save teachers time by providing teachers with feedback that can then be used in their planning, report-writing and for other documents. Connecting Steps also supports meaningful communication with parents by giving clear information about progress and attainment.

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.connectingsteps.com/meetings

Our Assessment Software

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.

- Not Started
- Encounter
- Awareness
- Attention & response
- Engagement
- Participation
- Involvement
- Gaining skills & understanding
- Mastered
- Confirmed

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.
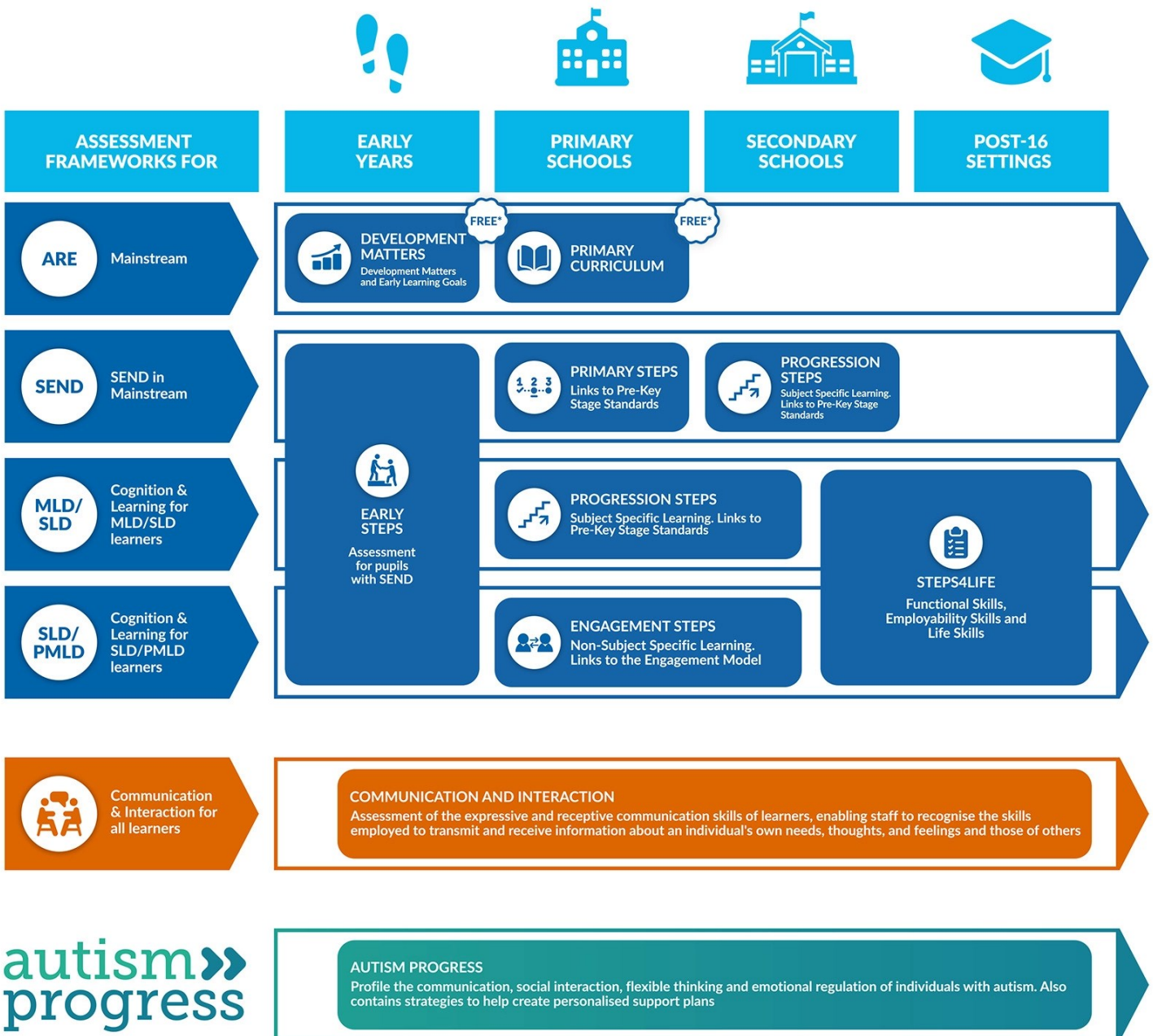
Simple Reporting

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.

Our Assessment Frameworks

Frameworks

We have developed a range of frameworks to suit a wide range of abilities and ages. The image below gives you an overview of all our different frameworks and help you to identify which frameworks will apply to your setting.

ASSESSMENT FRAMEWORKS FOR	EARLY YEARS	PRIMARY SCHOOLS	SECONDARY SCHOOLS	POST-16 SETTINGS
ARE Mainstream	**DEVELOPMENT MATTERS** Development Matters and Early Learning Goals (FREE*)	**PRIMARY CURRICULUM** (FREE*)		
SEND SEND in Mainstream		**PRIMARY STEPS** Links to Pre-Key Stage Standards	**PROGRESSION STEPS** Subject Specific Learning. Links to Pre-Key Stage Standards	
MLD/ SLD Cognition & Learning for MLD/SLD learners	**EARLY STEPS** Assessment for pupils with SEND	**PROGRESSION STEPS** Subject Specific Learning. Links to Pre-Key Stage Standards		**STEPS4LIFE** Functional Skills, Employability Skills and Life Skills
SLD/ PMLD Cognition & Learning for SLD/PMLD learners		**ENGAGEMENT STEPS** Non-Subject Specific Learning. Links to the Engagement Model		

Communication & Interaction for all learners

COMMUNICATION AND INTERACTION
Assessment of the expressive and receptive communication skills of learners, enabling staff to recognise the skills employed to transmit and receive information about an individual's own needs, thoughts, and feelings and those of others

autism progress

AUTISM PROGRESS
Profile the communication, social interaction, flexible thinking and emotional regulation of individuals with autism. Also contains strategies to help create personalised support plans

*Requires Connecting Steps subscription

Our Assessment Frameworks

B Squared Framework Comparison Chart

STATUTORY FRAMEWORKS			B SQUARED ASSESSMENT FRAMEWORKS						
P Levels and NC Levels		Pre-Key Stage Standards	Early Steps (EYFS 2021)	Engagement Steps	Progression Steps	Primary Steps	Steps4Life	Autism Progress	Broad Areas of Need
NC 7									
					Progression Step 10				Level 16 (13–15 yrs)
NC 6							Level 2	Level 17	
					Progression Step 9	Greater Depth & Breadth			Level 15 (11–13 yrs)
NC 5								Level 16	
NC 4					Progression Step 8	Year 6	Level 1	Level 15	Level 14 (9–11 yrs)
						Year 5			
NC 3					Progression Step 7	Year 4	Entry 3	Level 14	Level 13 (7–9 yrs)
						Year 3			
NC 2	NC 2a								
	NC 2b								
	NC 2c	Standard 6			Progression Step 6	Year 2	Entry 2	Level 13	Level 12 (6–7 yrs)
NC 1	NC 1a	Standard 5	Exc. ELG		Progression Step 5				
	NC 1b	Standard 4			Progression Step 4	Year 1	Entry 1	Level 12	Level 11 (5–6 yrs)
	NC 1c	Standard 3	ELG		Progression Step 3	Primary Step 3			
P8			Children in Reception				Step 7	Level 11	Level 10 (4–5 yrs)
P7		Standard 2	3 & 4 year olds		Progression Step 2	Primary Step 2		Level 10	Level 9 (3–4 yrs)
P6			2½–3 years	Engagement Step 6			Step 6	Level 9	Level 8 (2½–3 yrs)
		Standard 1	2–2½ years		Progression Step 1	Primary Step 1			Level 7 (2–2½ yrs)
P5								Level 8	
			18–24 months						Level 6 (18–24m)
P4				Engagement Step 5			Step 5	Level 7	
			12–18 months						Level 5 (12–18m)
P3(ii)								Level 6	
P3(i)			9–12 months	Engagement Step 4			Step 4	Level 5	Level 4 (9–12m)
P2(ii)			6–9 months					Level 4	Level 3 (6–9m)
P2(i)			3–6 months	Engagement Step 3			Step 3	Level 3	Level 2 (3–6m)
P1(ii)			0–3 months	Engagement Step 2			Step 2	Level 2	Level 1 (0–3 months)
P1(i)				Engagement Step 1			Step 1	Level 1	

Our Assessment Frameworks

Early Steps

Our EYFS assessment covers the range from birth to the Exceeded Early Learning Goals (ELG) across all seven areas based on the Development Matters 2020 and Early Years Foundation Stage Framework 2021.

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

Citizenship, Computing, E-Safety, PE and PSHE

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 (available in paper)

English, Maths and Science

Plus Subjects

Citizenship, Computing, E-Safety, PE and PSHE

Foundation Subjects

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

Performing Arts

Acting, Singing, Dancing and Stagecraft

Our Assessment Frameworks

Engagement Steps

Engagement Steps is our new formative assessment framework for pupils not yet engaged in subject-specific learning. 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.

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 RFQ Level 1 and 2.

Academic Skills

English, Maths, PSHE and Digital Skills

Life Skills

Food, Self-Care, Independence, Travel

Employability Skills

Identifying and Getting a Job, Your Rights, Workplace Routines and Skills

Preparing for Adulthood

We have created a small Preparing for Adulthood framework that covers the 4 PFA areas. It uses the same level structure as the Progression Steps, so goes from a developmental stage of around 18 months to around the developmental stage of a typical 15-year-old. It is not a big framework, it is not designed to be used on its own to support older learners. It has been created to be used alongside a subject based curriculum to the end of key stage 3. It works well with our Primary Steps or Progression Steps frameworks.

Our Assessment Frameworks

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

Social Interaction

Flexibility of Thought

Emotional Regulation

Communication & Interaction

Our Communication and Interaction framework aims to give more structure around assessment and progress of a pupil's communication and interaction skills. The framework is designed to be used by Speech and Language Therapists and school staff to lead to a more collaborative approach. The framework is split into the following areas:

Spontaneous Verbal Communication (Spoken Language, Sign Language and Symbols)

Recorded Verbal Communication (Writing)

Non-verbal Communication

Using Technology to Communicate (AAC)

Primary Curriculum & Development Matters

To reduce workload and costs for schools, we are developing Connecting Steps to work for all pupils. We have created 2 new frameworks (Development Matters and Primary Curriculum) to allow Connecting Steps to be used in mainstream primary schools for all pupils. Schools can use the Development Matters and Primary Curriculum for pupils working at or near Age Related Expectations (ARE) and Early Steps and Primary Steps for pupils with SEND working below ARE.

Sample Pages

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

Preparing for Adulthood

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

BSquared

![Connecting Steps logo]
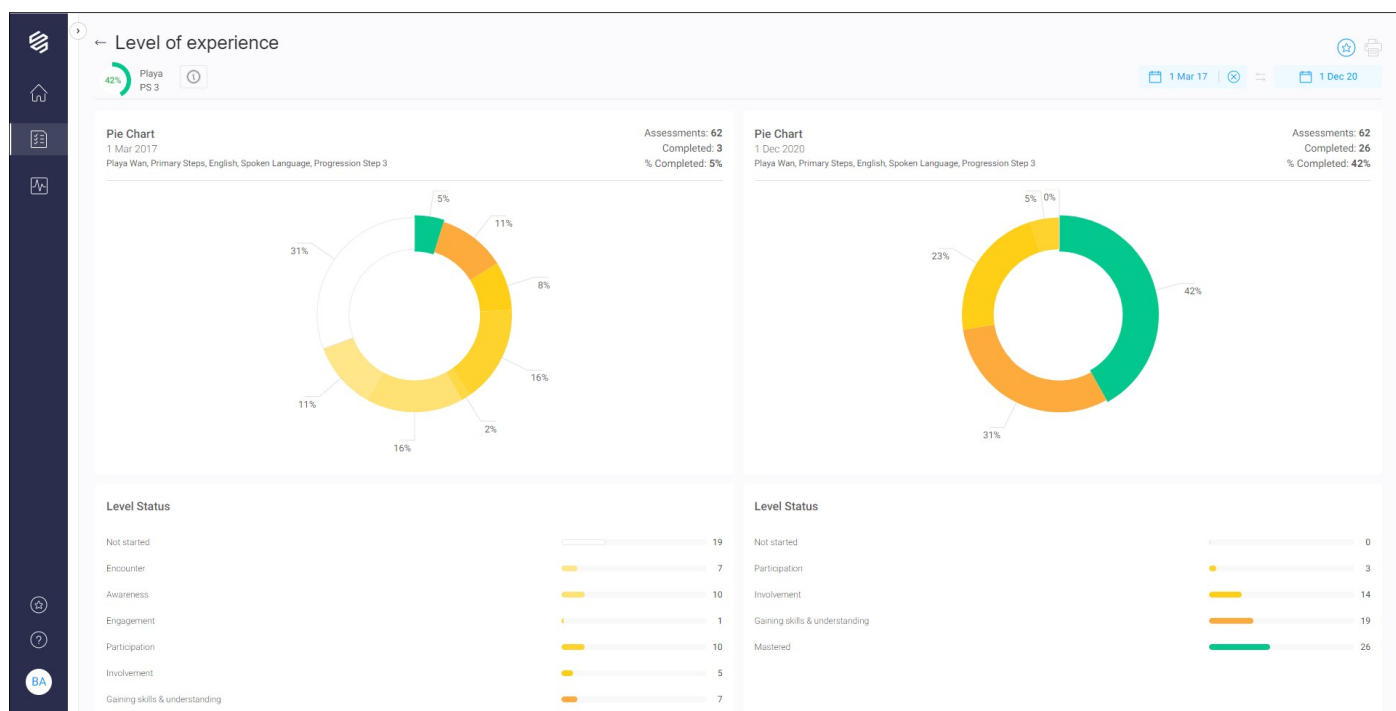
Name: _____

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

Health

☐ Undergoes new-born physical examinations (eyes, heart, hips and testicles), hearing (AOAE) and blood spot screening

☐ Demonstrates a hand to mouth reflex

☐ Chews and swallows a variety of textures

☐ Copes with most foods offered as part of a typical meal

☐ Accepts a larger range of food

☐ Recognises food by sight, smell and taste

☐ Identifies common foods by pointing/looking at them when they have been named

☐ Becomes distressed when presented with unpleasant experiences, e.g. hunger, pain, too much or too little stimulation

☐ Uses both hands and both legs equally well

☐ Vocalises to gain attention

☐ Combines some sounds

☐ Eyes work together

☐ Searches for sound by turning head in direction of sound

☐ Reaches and attempts to grasp objects

☐ Reaches out to be picked up

☐ Snuggles with object

☐ Smiles in response to attention

☐ Has knowledge of what is self and not self

☐ Puts feet flat on a surface most of the time (when helped to stand)

☐ Movement is becoming smooth and continuous

☐ Complies with NHS recommended immunisation schedule (recorded in red book)

Early Years
• Checks at birth (hearing etc.)
• Diet and food variety
• 2-year-old development check
• Immunisations

Connecting Steps

Name:

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

Community Inclusion		
☐ Co-operates with a range of peers during clubs, and social events, e.g. close friends, acquaintances or unknown people	☐ Responds to a verbal invitation	☐ Describes how important people in their life should care for each other
☐ Agrees on a shared activity with a peer	☐ Identifies a safe place to meet a friend	☐ Describes how their behaviour can affect others which can impact themselves
☐ Demonstrates understanding that not everyone wants to do what they want	☐ Identifies what a friendship is	☐ Explains in simple terms what unkind behaviour is and the feelings associated with it, e.g. teasing, bullying
☐ Identifies some groups to which they belong	☐ Makes a friend, talks and shares feeling with them	☐ Suggests two ways to resolve an issue with a friend
☐ Identifies what is involved in belonging, e.g. to a family or activity group	☐ Lists the special people in their lives, describing why they are special	
☐ Identifies with whom they enjoy sharing activities	☐ Recognises the activities or people that make them feel happy	
☐ Takes part in activities with a range of different people, e.g. out of the setting or usual circle of friends	☐ Suggests reasons why they are a good friend and why someone else is	

Primary Reception Y2
• Team playing
• After school clubs
• Weekend activities
• Developing friendships / friendship groups

Connecting Steps

Name:

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

Independent Living

- ☐ Sleeps away from home with peer/s for one night without upset or incident
- ☐ Follows a short list to pack a bag for an overnight stay
- ☐ Prepares a cold snack for themselves, e.g. a sandwich with crisps and an apple, etc.
- ☐ Prepares a simple cold meal for themselves, e.g. pre-prepared quiche and a salad, etc.
- ☐ Follows a recipe to make a baked item with verbal prompts
- ☐ Makes a simple savoury dish with assistance, e.g. omelette
- ☐ Adds amounts of money to give change, using both £ and p in practical contexts
- ☐ Subtracts amounts of money to give change, using both £ and p in practical contexts
- ☐ Makes transactions in familiar shops using cash/cards/contactless methods independently

- ☐ Moves independently around the setting, avoiding moving people and obstacles and finding their way successfully
- ☐ Walks a familiar journey of a distance of under 2 miles independently at an average speed
- ☐ Identifies a range of risks they may face when out independently
- ☐ Explains how to deal with a difficult or unplanned situation
- ☐ Stops at the kerb, looking and listening before each crossing independently
- ☐ Completes a short, familiar journey by train independently (one train, no changes or unexpected issues)
- ☐ Completes a short, familiar journey by bus independently (one bus, no changes or unexpected issues)

- ☐ Completes a short on-road familiar journey by bicycle, approximately one mile (not rush hour/quiet roads)
- ☐ Identifies the order of colour changes on traffic lights
- ☐ Understands and follows instructions on signs along public paths
- ☐ Identifies where they are going and the time they should arrive back
- ☐ Plans a journey to a familiar place independently, e.g. finds the time the bus leaves, identifies the bus number

Primary Y3-Y6
- Sleepovers and residential trips
- Cooking at school and home
- Understanding money - paying for snacks in school
- Shopping
- Moving around the school independently
- Travel training
- Transport and road signs

Name:

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

Employment

- Identifies clear personal goals and ambitions
- Identifies the benefits of consolidating or finishing their current learning journey
- Identifies specific activities, courses, qualifications and support that will improve their employability and meet their career goals
- Researches a range of careers
- Identifies what the key requirements are to access higher education, training schemes, apprenticeships, etc.
- Identifies a range of support, advice or guidance they can access to help achieve their job/career goals
- Compares information from different sources regarding progression pathways to specific careers
- Demonstrates a clear understanding of areas that need developing in relation to accessing a job/career, e.g. numeracy qualification, experience

- Attends work experience placements, demonstrating understanding of workplace skills and routines, e.g. good attendance, polite and attentive manner
- Identifies which type of qualifications are relevant to their career pathway and ability, e.g. GCSE or Functional Skills English qualification
- Investigates vocational options which would help reach their career goals, e.g. identifies the pros and cons of different schemes or places of education
- Keeps their personal/vocational profile up to date with research and information they have found independently and/or discussed in career sessions
- Identifies a range of options for part-time employment (whilst they are still in education) e.g. Saturday job in the local shop

- Identifies how part-time employment (whilst they are still in education) can benefit their career goals, e.g. develop skills, as a reference on a CV
- Identifies and compares a range of supported employment options, e.g. to find a scheme which can help them earn whilst they train
- Identifies support they can access when transitioning to new settings
- Identifies some benefits of taking part in enterprise schemes, e.g. relating the skills necessary to the workplace, e.g. interpersonal / organisational skills

Secondary Y7-Y11
- Subject option choices - thinking about university and college, picking the right subjects for future career goals
- Exploring different careers
- Understanding requirements for HE
- Structured careers advisory session
- Planning for employment: what qualifications do you need, what study programme should you be on, what work experience would be most helpful
- Work experience, starting with tasters and building up to increasing time in the workplace - with support where needed
- GCSEs / NVQs / Entry level qualifications
- Vocational options
- Continue to build personal / vocational profile - use in careers sessions
- After school / Saturday jobs / part-time employment
- Understanding supported employment options e.g. access to work
- Transition to new settings
- Starting micro-enterprises

Want to find out more?

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www.connectingsteps.com/meetings

Or get in touch with us...

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