



How are B Squared Responding to the Changes Around SEND

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The Changing Landscape of SEND

Over the last 5 years there have been a number of changes for pupils with SEND.

- In the 2014 Primary Curriculum they were mainly forgotten about.
- The SEND Code of Practice in 2015 brought in a number of changes including the 4 Broad Areas of Need.
- The Rochford Review started in 2015 and released it's recommendations in October 2016.

Rochford Review

Children not Engaged in Subject Specific Learning

- ▶ For pupils working P1(i) to P4
- ▶ Covers 4 Broad Areas of Need
- ▶ 7 Areas of Engagement
- ▶ Currently being trialled, will come in to effect September 2019

Children Engaged in Subject Specific Learning

- ▶ For pupils working above P4, but below the End of Key Stage Expectations
- ▶ Performance Descriptors for Reading, Writing and Maths only
- ▶ Schools to provide their own full, rich curriculum
- ▶ Schools choose how to assess

Rochford Review

End of Key Stage Assessment only

Only covers Key Stage 1 and 2

Rochford Review

Children Not Engaged in Subject Specific Learning

4 Broad Areas of Need

7 Areas of Engagement

Approach is based on 'The Complex Learning Difficulties and Disabilities (CLDD) research project' from 2011.

This is being trialled this year, for review next year and to be finally introduced in September 2019.

The assessment was not designed for how the Rochford Review and the Government intend to use it.

Engagement Steps

For Children Not Engaged in Subject Specific Learning

Developed in conjunction with a range of schools who use B Squared assessment products over a 3 year period, trialled in over 200 schools in 2017.

- ▶ Covers the 4 Broad Areas of Need
- ▶ Covers the 7 Areas of Engagement in a different way
- ▶ Covers the range P1(i) to P6
- ▶ Supports embedding EHCPs in to the curriculum
- ▶ Recognises non-linear progress
- ▶ Profiling and understanding

Available Now

Progression Steps

For Children Engaged in Subject Specific Learning

Built on top of the changes introduced as part of the 2014 Primary Curriculum.

- ▶ Covers all areas of the Primary Curriculum including Sex & Relationship Education
- ▶ Designed for pupils of any age, can be used from Year 1 to Year 9.
- ▶ Uses the End of Key Stage 2 Performance Descriptors
- ▶ 11 levels covering from P4 to Level 7 (using old language)
- ▶ Uses the familiar B Squared approach
- ▶ More focus on non-linear progress
- ▶ Feedback from schools used to improve content

Progression Steps

For Children Engaged in Subject Specific Learning

Recommendation 3:

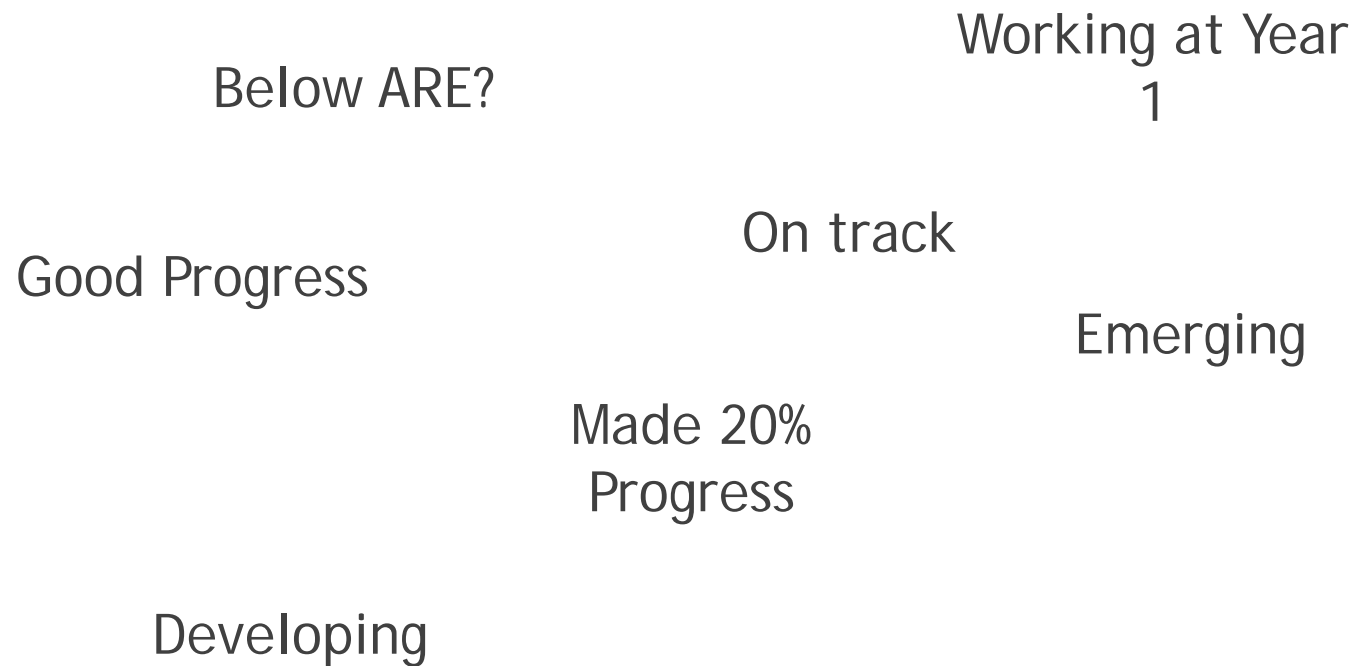
The SEND code of practice outlines the following 4 areas of need:

- ▶ Cognition and Learning
- ▶ Communication and Interaction
- ▶ Social, Emotional and Mental Health
- ▶ Sensory and/or Physical

The review recommends that schools should assess pupils' development in all 4 areas, but statutory assessment for pupils who are not engaged in subject-specific learning should be limited to the area of cognition and learning.

Meaningful Communication

How should we communicate with parents?



Meaningful Communication

How should we communicate with parents?

- ▶ What skills has the pupil achieved?
- ▶ What are the pupils next steps?
- ▶ Visual representations
- ▶ Share evidence

If the parent is more informed and has a better understanding they will engage more with the school and their child's education

Evisense

Capturing, storing and sharing evidence

- ▶ Easy to use social media style interface
- ▶ Photos, videos, audio files, documents and written observations
- ▶ Safe and secure
- ▶ Easily share with parents
- ▶ Link to assessments in B Squared's assessment software
- ▶ Link to other aspects - EHCP, IEP, Areas of Need
- ▶ Sort and Filter across the whole school

Evisense

Capturing, storing and sharing evidence

- ▶ Has to be easy
- ▶ Has to be flexible
- ▶ You can use iOS devices, Android devices, Amazon Fire devices
- ▶ You can use digital cameras
- ▶ Use the app or the website
- ▶ Share instantly with parents, allow them to comment or add their own evidence.
- ▶ Doesn't have to be just be academic evidence

Sign up for a free 90 day trial
www.evisense.com/free-trial



 **Casey Lewis**
10m ago by Mrs Robbins

This is Mrs Robbins teaching Casey to paint...



 Well done Casey, you are doing a great job there with Mrs Robbins!

POST



Powered by BSquared 



autism >> progress



north east
autism society

Scottish
autism

Autism is often misunderstood,

A person with autism is often misunderstood

To improve outcomes and opportunities for people with autism, we need to improve our understanding of autism.

To improve the outcomes and opportunities for an individual with autism, we need to help people understand how an individual's autism affects them.

Autism Progress

Autism Progress profiles development in the following areas:

- ▶ Communication
- ▶ Social Interaction
- ▶ Flexibility of Thought
- ▶ Emotional Regulation

Teachers within a school can use Autism Progress to build profiles for their learners with autism. These profiles will help all professionals who work with the learner to understand their autism. This will allow them to plan and deliver learning opportunities more suited to the learners needs.



FREE Guide

- The different areas
- The overall level descriptors
- How the tool can be used

www.autismprogress.org



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If you would like more information, samples, etc.

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