



iTRACK
EDUCATION



The Story of **iASEND**

About Us



iTRACK Education (formerly LCP) was founded in 1993 as a publisher of language and teaching resources with the strapline “by Teachers for Teachers”. Today iTRACK Education is predominantly an EdTech company with leading software programs including iASEND for pupils with Special Needs.

The company is proud to serve over 500 schools in the UK and Internationally, including international schools in China, Singapore, Qatar and the UAE. We are focused on helping teachers save time in order to focus on their classroom work, and helping both leadership teams across MATs, and in schools, to optimise their use of data to plan and drive outstanding results.

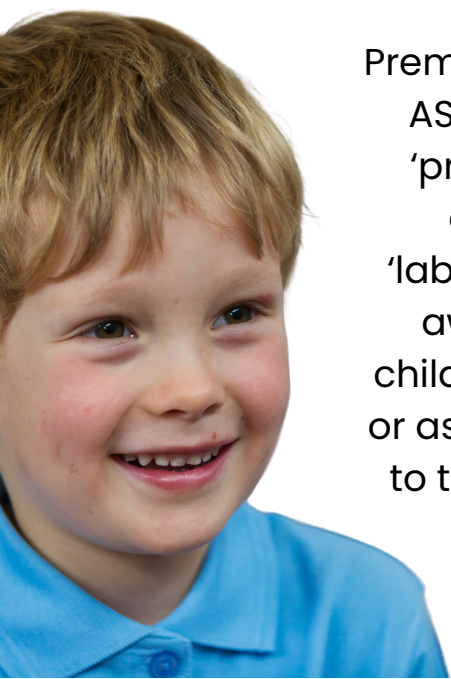
The Development of iASEND



iASEND stemmed from the need we had, now well over 15 years ago, to make sense of raw pupil data. We needed to be able to use the information to demonstrate how well the children were progressing and to make sense of their attainment year on year.

Requirements and Context

I thought about what schools needed to know and the sort of questions Ofsted asked about boy's and girl's attainment and pupils receiving free school meals in the days before Pupil Premium. I also considered the impact of various 'labels' such as ASD or physical disability and appreciated that these labels or 'primary need' don't really help when analysing pupil data. For example, ASD could be a child's primary need, but the same 'label' can be attached to a child who is locked in, has very little awareness of self or others and profound learning needs, or a child who excels academically and ends up with a PhD in maths or astrophysics! So, severity of need in key domains was created to try to capture what is getting in the way of pupils making the same progress as their mainstream counterparts.



Depth of Learning for students with SEND

The next development was to consider depth of learning and what this means to a child with SEND. The ability to use and apply learning is fundamentally important for all children but I was aware that the push to move on to new learning was causing some children to learn new knowledge and skills at the expense of older learning previously 'ticked off' as complete. The need to demonstrate that the child can remember, use and functionally apply previous learning is fundamental to iASEND where horizontal learning (recalling and demonstrating in a range of contexts) is just as important as vertical learning (acquiring new knowledge and skills). This is another key element of this system and allows all pupils to demonstrate progress over time.

Tracking Small Steps of Progress

So, a system was created of small steps of progress in each subject area that could be used to track progress and help teachers plan appropriately differentiated lessons for pupils. Over time this led to a curriculum model that built upon iASEND and linked learning opportunities directly to the iASEND assessment framework. The analysis of the subsequent annual progress data was originally done by hand and could be split according to gender, severity of need in key domains and by Pupil Premium or not Pupil Premium to compare groups as required.

Utility and Proof

Ofsted inspection feedback demonstrated that this system was beyond many others and could lead to schools making changes in approach to respond effectively to the school's results. The analysis of the pupil's data should lead the iASEND system to be able to benchmark school's data and help SEND developments by looking at best practice. Ultimately this supports pupils to achieve better, optimises progress and this will benefit future life chances and inclusion.

Summary

iASEND is fundamentally different to other systems as it was originally developed to be used in a special school with children aged from 3 to 19 and pupils attaining at very low P-levels to children who were studying for GCSEs and A levels. It needed to work for such a wide range of need, age and stage that it was devised to apply to all. This real school need allowed me to create an assessment system that was tweaked and developed over time to be as fit for purpose in the real world as it needed to be and I knew other schools had need for it because I had been sharing my work with several schools already.



How We Support?

Our Relationship

Our Education Consultants will act as your primary contact. They will establish and build the type of relationship you require with ITRACK, with a minimum contact of yearly and increased contact should this be requested. We do not want to be considered as 'just another School supplier'. We want to build a long-term relationship with you that is based on a mutual understanding of each other's needs, operations and objectives.

Understanding

We want to understand your circumstances, needs and challenges so that we can tailor the most appropriate solutions and services, to help you achieve your goals and ambitions. Our dedicated Education Consultants are proactive and reactive. We know the value of having a dedicated person to whom you can refer, as and when you need to, that knows you, understands your needs and can offer practical solutions at an appropriate time.

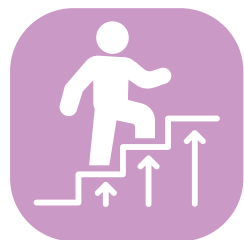
Communicating

You will have a named Education Consultant who is available to provide advice and training. In addition, our customer support and IT teams are available from 8.30am to 5.30pm Monday to Friday throughout the year, except on bank holidays in England and Wales. Enquiries will be answered in line with our current service level standards: for all online and emailed support tickets raised we will respond within 24 hours of the ticket being submitted. If an issue takes longer than our standard 24 hours, we will inform you at the time. Business critical issues are usually resolved within 4 hours.

Why Choose iASEND?



Progress



- Demonstrate the small, granular steps of progress, either termly, half-termly or anywhere in between.
- Understand the depth of learning as well as the 'new' learning.
- Discover the next steps to help with accurate planning that puts the child at the heart of the assessment.

Evidence



- Capture Pupils' learning with photos and observations.
- Share observations and photos with parents/carers.
- Assessment is collated together into one place.

Benchmark



- Set unique profiles to capture and accurately compare to similar students from across the country.
- Benchmark attainment against students with similar barriers to learning.

Ready to go ahead?

Decided?

- 1** Contact the Education Consultant, who supplied the demonstration, with the number of pupils you would like to start with and start date.

Sign Data Processing Agreement

- 2** Once you have heard back from your Education Consultant, a Data Processing Agreement (DPA) will be sent to you. Please check your Spam/Junk folder. An invoice will also be raised around this time.

Login Details Sent

- 3** Once the DPA is signed, we will send you a welcome email containing instructions to access your account. Again, please check your Spam/Junk folder.

Training

- 4** Once you have your account, your Consultant will be in touch regarding training. They will then hold your remote sessions over the course of the following term(s) on the agreed dates/times.

Support

- 5** Once training has been completed, you have finished the initial set up. If you require any further support, contact your Consultant or the support desk and we would be delighted to help you further.

Get In Touch

Contact us

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