

## Case Study – Northamptonshire LEA

### LEA guidance on P Scales and Foundation Stage Pupils

This is the response of one LEA to the issue of pupils at the Foundation Stage who are already identified as having special needs and who are likely to receive a Statement of Special Educational Needs. For some of these pupils the Foundation Stage Profile does not provide enough information or give an accurate assessment of their profile and thus the P scales criteria may be appropriate in addition to other assessments.

### Foundation Stage Profile Briefing Paper for Primary Schools

#### **Access to the Foundation Stage Profile for children with a range of special needs**

For a small number of children with special educational needs it may not be possible to make an assessment against some of the profile summary scores. These children may be assessed using the stepping stones or other form of assessment. For some children P Scales 1 to 3 may be appropriate. This will usually be those children at the earliest levels of development.

Some practitioners may have begun using P Scales for tracking the progress of children with particular special needs prior to the time the Foundation Stage Profile assessments are made. ***These children are likely to continue to be assessed against P scales beyond the Foundation Stage.*** The attached tables are intended to make links between the P Scales and the Profile in order to assist practitioners by suggesting evidence from P scales that can be considered when making their judgements.

#### **Please Note**

P scales are for those children who are functioning well below the expected level for their age and who will continue to need to be assessed using the P scales as opposed to national curriculum level descriptors.

The P scales and the Foundation Stage Profile were written for different purposes and therefore in different ways. Not all elements in the P scales have equivalent Early Learning Goals and not all of the Early Learning Goals are covered in the P Scales. Even where the same or similar wording is used in the Early Learning Goals and the P scales it cannot be assumed that there is a direct equivalent.