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SUMMARY OF EFFECTIVE PRACTICE FOR SEND IN PVI SETTINGS

from Case Studies in Nine Local
Authorities in England

December 2020 / January 2021





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INTRODUCTION

This summary document outlines the findings, including some of the common identified themes, from a series of interviews conducted with Early Years settings between November 2020 and January 2021. A total of nine settings from different Local Authorities across the country took part in the project and participants included nursery managers, deputy managers and SENCOs.

Settings ranged in type and size, and included a charity led PVI, private day nursery, preschool nurseries, a group of PVI's run by a social enterprise, specialist provision and college based PVI.

Before the interviews, settings were asked to complete a questionnaire to provide an overview of the setting. During the interviews, practitioners were asked about various aspects of the setting's approach, how they support children with SEND and also their experiences during the Covid-19 pandemic.

This document provides a summary of effective practice in terms of SEND provision, outlined through five common themes identified as the staff team, parent partnership, the identification of SEND, provision for children with SEND and the Covid-19 response.

STAFF TEAM

Teamwork

The importance of teamwork across all settings was evident and underpinned by the emphasis on regular team meetings, room/unit meetings and having good communication systems in place. For most settings, where it had been possible to embed, the use of peer and room observations supported all members of the team (including management teams) to reflect on and strengthen practice and relationships.

It was reported that staff value team meetings; they provide time to reflect, opportunities to share information (for example, discussing children with additional needs or safeguarding concerns) and are also used for planning (some settings scheduled additional planning meetings).

All settings interviewed used the Key Person system, and all had an appointed SENCO. However, allocated time and roles differed across settings. In some cases, the manager and/or deputy manager were also the SENCO, whereas some settings had two SENCOs or additional SEND workers supporting a team of practitioners. Depending on the size of settings and the staff team, the nursery manager and SENCO were working within ratio.

Some settings reported that new ways of working had brought the team closer together; they found they needed to communicate regularly, share any concerns and work together to maintain good provision whilst keeping children, families and staff safe during the pandemic.

As well as regular team/room meetings, staff received supervision and yearly appraisals. In some settings, the SENCO also provided regular support to staff, particularly where they had any concerns about their key children or when supporting a child with SEND.

STAFF TEAM

Continuing Professional Development (CPD)

Staff CPD was identified as important across all settings and cited as, among many things, key for ensuring good outcomes for all children, increasing staff confidence and continually improving as a team and setting. Most mandatory training was kept on track by setting managers to ensure this was regularly updated. Individual targets and other training were often identified during performance management supervision or annual appraisals.

Training is accessed in a variety of ways, including through online courses, in-house delivery and during team meetings. Some training is accessed through the Local Authority or outside agencies. In most cases, staff were expected to cascade any training through the staff team. It was seen as important for some settings, to attain qualifications together and work towards accreditation or embedding a particular approach as a team.



It is important in my role as SENCO, along with the other practitioners, that we are willing to consistently reflect upon practice. This helps to improve our own professional development and ensures that we are working together to help children and their families, to the best of our ability, to improve their life chances.

STAFF TEAM

Professional Networks

Most settings emphasised the importance of developing good relationships with colleagues from outside agencies and services, often maintaining links through training, networking and multi-agency meetings; this was cited as particularly key for children with SEND or where safeguarding was a concern. Settings worked in partnership with other agencies and professionals outside the provision to ensure they gained a holistic view of a child: sharing information, expertise and knowledge as well as working together on children's targets. Having an awareness of services available in their area also meant that setting staff could effectively support children and families by signposting and making appropriate referrals where needed.

Working closely with colleagues outside the setting, such as when children attend dual settings, was another example of good practice that provided support and consistency for children and families. In addition, relationships with school staff in the local area have been important when ensuring effective transitions for children with SEND and supporting families through the process.

More recently, it has become difficult for settings to maintain those important links due to the pandemic. However, staff were working hard to ensure consistency for children and families. In some areas, visits from other professionals working with children with additional needs had ceased during lockdown, however services were beginning to look at new ways of working (for example, practitioners made adaptations to ensure children who required visits from professionals were still accessing the service and visits were arranged to take place outdoors or observations made via online meetings.)

Staff have continued to share reports, work together around children's learning targets and facilitate socially distanced meetings. Settings have policies in place (for example, requesting visitors to minimise the amount of time they spend in the setting and to wear face masks) and most services now have their own risk assessments in place.

STAFF TEAM

Professional Networks - continued



If we agree to work on the same targets, it ensures a more effective process for Key Persons and also simplifies things for parents. It is also less confusing for the child as they can focus on a few targets rather than having different people trying to achieve different targets.

Trafford PVI



We're doing the best we can really, it's been inventive. Actually we have to be inventive because the children need these services and also they support us quite heavily in making sure that all that we're doing is the best for the children...

Norfolk PVI

PARENT PARTNERSHIP

All settings identified parent partnership and the development of positive relationships with parents as important. Building and maintaining those relationships with families was seen as key and a process that begins from the first telephone call or visit to a setting. The settings placed emphasis on 'getting to know' the child and family and how, before lockdown, home visits played a significant part of this process, particularly for children with SEND. Those initial conversations with parents were seen as vital to support and begin building relationships between settings and parents.

Central to working in partnership with parents was the child's Key Person, who provides regular contact, support and feedback about the child's development and progress. Regular communication and two-way dialogue are embedded across settings, and effective practice was demonstrated in many different ways:

PARENT PARTNERSHIP

- » Involving parents in writing targets, reviews and through sharing observations and assessments
- » Regular contact through daily feedback created a level of trust and a relationship where staff could raise any concerns or talk about making referrals to services, in an open and honest way
- » Parents were encouraged to share information about their child's learning via 'Tapestry' or 'Family'. 'Communication books' were another example
- » Where this was embedded practice, inviting parents to visit, take part in settling in sessions and 'Stay and Play' sessions, facilitated the development of good relationships
- » Home Learning' was a particularly good approach demonstrated, especially during lockdown, and supported families to extend activities or individual targets from the setting to home (and also to share observations from home)
- » Organising learning sessions for families (for example, Makaton sessions, story time or craft activities) provided opportunities to communicate with parents and work in partnership
- » Sharing resources to support parents to work with their child at home on similar targets or signposting them to support groups or training
- » To support partnership work with families where English was an additional language; translated documents, translators and pictures were used in some areas;
- » Inviting families in for events (for example, coffee mornings or parents' evenings) and key events were also ways that practitioners maintained relationships with parents. In Kirklees, the setting arranged regular 'Day in the Life of' events to support partnership work and allow parents time to observe the setting and exactly what their child experiences on a daily basis.

PARENT PARTNERSHIP

Interviewees demonstrated how staff worked with parents to gain a full picture about the child (including their interests, likes and dislikes), essential to making those initial assessments, updating learning records and ensuring they are providing a curriculum accessible to all. Some managers stressed the importance of engaging parents and involving them throughout the graduated approach. They felt that the SENCO should involve, support and enable parents to participate in the SEN decision-making process; involving them in identifying SEN, agreeing targets/interventions and reviews.

For many settings, regular contact with children and families during lockdown, whilst challenging, was essential in maintaining partnerships with parents and continuing provision and support for families. The regularity with which staff could keep in touch with families and share approaches used in the settings, varied from one setting to another, depending on capacity and whether or not they were able to remain open during lockdown; some settings closed throughout lockdown and beyond, while others remained open throughout, including half term holidays and bank holidays. Nevertheless, all settings were in contact with parents, by telephone or email as a minimum.

Settings used a variety of methods to keep in regular contact with parents, including 'Tapestry', social media, online video calls, questionnaires, or telephone reviews. Copies of information were still offered in paper form for those families not using technology. Videos and online sessions were provided by some settings, particularly during lockdown, which helped maintain links with children and families. Doorstep deliveries and packs were organised in some areas (for example, craft materials).

Some settings reported that parental engagement with online systems had increased during lockdown and that some approaches adopted during lockdown would be continued due to their success. Establishing online communication and regularly sharing and exchanging learning from home and the setting has also been beneficial now that daily handovers are done quickly due to social distancing.

PARENT PARTNERSHIP



'Family' has been brilliant during the COVID pandemic as we have been able to communicate in many ways with parents and maintain a strong relationship. Parents can access messages and posts, they receive information about their child's day and both staff and parents can post observations, photos and videos.

Northumberland PVI

The processes for identifying additional needs varied but all involved working closely with parents, other professionals and using the EYFS framework as a starting point and ongoing tool for assessment. The development of all children was assessed and monitored using other assessment tools alongside the EYFS framework, depending on a child's individual needs.

All settings used the graduated approach of 'Assess, Plan, Do and Review' throughout. Most settings reported that this process supports staff to identify 'next steps' as well as 'who will do what' to support a child, and how they will review progress. The setting based in Trafford explained how practitioners follow this continual cycle and how they decide, following a review, whether or not a child requires additional provision and how they will be monitored to ensure any progress is sustained through high-quality inclusive teaching.

IDENTIFICATION OF CHILDREN'S NEEDS



In successive cycles, the process becomes increasingly personalised as everyone develops a growing understanding of the child's barriers to learning and the strategies needed to enable them to make progress.

Trafford PVI

'Tapestry' was found to be an effective way to record children's development and progress in detail, providing evidence for settings' 'next steps' and identifying any areas for development. The Portsmouth setting found more recent inclusions around SEND a helpful facility within the Tapestry online system; providing the option of using the EYFS or SEND approach, which is broken down into smaller steps.

Establishing baselines using information gathered from parents, initial observations and other sources, proved effective in helping to provide a holistic view of children. Practitioners cited staff experience, skills and knowledge supported the identification of needs within the nursery, but that it was also important to move at the child and family's pace, allowing time for settling in and avoiding making judgements too soon.

IDENTIFICATION OF CHILDREN'S NEEDS

Provision was particularly effective where practitioners used a range of assessment tools in addition to the EYFS framework to monitor children's progress and different approaches to identifying any areas of development where children needed additional support:

- » The Statutory 2-year check was used to establish children's developmental stages and identify gaps in early skills
- » In Cornwall, the setting uses the Autism Spectrum Disorder Assessment Team pathway for children presenting with social communication difficulties (evidence is gathered from the Educational Psychologist, Paediatrician and education placement)
- » In Northumberland, the setting uses an online system called 'Family' to support assessments, using the SEND statements to track progress
- » The Norfolk setting use the 'Teddy Talks' monitoring tool to identify speech, language and communication needs
- » Kirklees use the 'Possible Lines of Direction' (PLOD) for all children and each child is planned for individually. Staff consider anything a child needs and will also identify any gaps



It depends on the child, their needs, as to what we choose to use to track their development.”

Trafford PVI

PROVISION FOR CHILDREN'S NEEDS

High-quality provision and inclusive practice for children with SEND was demonstrated across settings. Many described in detail how they aimed to create a stimulating learning environment, which was inclusive and considered children's individual needs when planning. Regular observations and approaches, which considered children's interests, captured the child's 'voice' and supported all children to make choices, had been embedded into practice in many of the settings interviewed. A variety of approaches were reported, and settings involved external agencies to varying degrees.

Self-reflection and environmental audits supported staff teams to identify and improve areas and played a part in driving inclusive practice. A wide range of activities demonstrated how staff adapted and differentiated the indoor and outdoor environment to ensure the whole curriculum was accessible to all children. The setting based in Trafford reviewed the whole setting (layout, noise levels, décor, opportunities for language, provision of quiet areas and so on), through a local initiative called the 'Giving Voice' award. As part of this process, rooms were changed around to create enabling spaces, 'filled with possibilities for language development'. In Birmingham, staff completed behaviour environmental check lists termly; this audit looks at lighting, soft furnishings and so on, and also includes the outside space. In Newham, the setting was decorated in a neutral colour scheme and staff had developed a separate sensory room and a 'black and white' area in the baby room.

PROVISION FOR CHILDREN'S NEEDS

An inclusive environment was achieved in the following ways:

- » In Birmingham, the setting environment was described as 'spacious' and 'well thought out' to encourage exploration and 'provocations' are provided to spark curiosity. All equipment and resources are accessible to all children at their level, all labelled with photographs and words. Every aspect of the setting has been scrutinised and adapted to be inclusive, including a visual photographic timeline clearly showing the setting routine, a 'Now and Next board' to support transitions, photographic rules of the setting as well as a Makaton board with the sign of the week displayed. Photo cues of things such as 'snack' are apparent throughout the setting, supporting all children, including those with SEND.
- » In Portsmouth, the manager/SEND Lead develops the curriculum and includes both adult-led activities and child-initiated play. Because the setting is completely open plan, all equipment and resources are at child height and accessible to enable children to make their own choices. Where equipment is not 'out' or visible, boxes are labelled with photographs so that children know what is inside and can make their own choices throughout the day.
- » In Kirklees, the setting has taken on the 'Reggio Emilia' inspired 'curiosity approach'. All the walls are plain and neutral, creating a more calming environment. Any plastic resources have been removed and replaced with wooden ones (or other natural materials). Soft furnishings are used, emulating what children might have at home, to make them feel more comfortable, secure, safe and happy in the environment.
- » Where a child has hearing impairment, the Northumberland setting uses a 'mini mic' for group time and one to one time. Staff consider the background noise and have carpets and wooden furniture to reduce any echo and to absorb sound.

PROVISION FOR CHILDREN'S NEEDS

Examples of differentiation and adaptation of provision for children with additional needs across settings demonstrated inclusive practice:

- » In Northamptonshire, the setting has developed a 'language group' which will often focus on making requests/choices. The setting is free flow, and all children can access everything. Other tools are used to support the children's choice-making (for example, 'First and Then' boards, choice boards, use of props and objects, depending on the level each child is at). Staff tend to try the 'first and then' approach for all children as many children within the setting have either language delay or additional needs.
- » Staff in the Northumberland setting use the children's interests when planning and will adapt activities where necessary, ensuring activities and resources are accessible for children and include the use of specialist equipment
- » For the setting based in Norfolk, the team ensure that there are many learning opportunities to meet the needs of every child and they differentiate activities to ensure all children have access to the learning environment. They adopt approaches that encourage social interactions (Autism Awareness, Curiosity Approach and intensive interactions) for the children with a diagnosis of ASC. Staff adapted the environment to ensure the setting had calm spaces and opportunities for sensory exploration.
- » In Newham, approaches such as 'Attention Autism' and 'bucket activities' are used to gain children's attention and engage them in activities.

PROVISION FOR CHILDREN'S NEEDS

Observing what children are interested in and adapting activities to include these interests, was regarded as key to engaging children (often 'in the moment'). Cornwall practitioners cited the importance of being flexible and adaptable in their approach to creating a stimulating environment. They provide activities based on children's interests and scaffold their learning. Practitioners in Birmingham commented:



...we follow on with what they are interested in right here and now - that means that the environment is changed right there and then to marry up with their interests

Settings also provided open-ended resources (for example, staff in Kirklees aim to present resources that spark children's 'awe and wonder', which, in turn, ignites an energy to learn, and the Birmingham setting provides a 'loose parts' table made up of 'everything and anything' (except toys), designed to encourage and stretch the imagination).

There were a variety of ways that staff consulted with children which were effective for those settings. The use of visual aids and approaches such as PECs (Picture Exchange Communication System) or using simple choice boards were regularly used. Children's interests and activity requests were also incorporated into planning. At least two settings interviewed talked about introducing 'voting' to children in a number of different ways, allowing groups to vote for pets, books/themes for the week, snacks and so on.

PROVISION FOR CHILDREN'S NEEDS

To ensure the needs of all children were included in planning, a number of considerations were commented on, including:

- » Consider resources required for specific activities and differentiate for individual children
- » Staff make appropriate adaptations depending on a child's needs; adaptations may involve using specialist equipment or adapting the environment/activity planned to ensure it is accessible
- » They endeavour to follow on and extend any activities or interests children have at home
- » The use of language and visual aids across some settings to support children during activities or with routine (for example, the Newham setting used visual timetables, pictures and props throughout)
- » In Northamptonshire, the Key Person system was the main way in which the team ensured children were included in planning; all children are named on their planning sheets and staff plot where children are currently and how they will move them on in their learning. Within this, staff ensure that there is appropriate 'challenge' and that children's interests and cultures are captured.

PROVISION FOR CHILDREN'S NEEDS

Transitions

Support around transitions (including settling in times, moving between rooms or making the transition to another setting/school) involved a variety of different approaches, although some common themes in terms of effective practice were evident. In particular, settings aimed to work in close partnership with parents around settling in times, particularly where a child has additional needs. Before the pandemic, many of the settings aimed to carry out home visits to families in advance of children attending.

To support transition into Early Years settings, the settling in process was usually gradual and involved several stages:

- » Having the capacity to do home visits was seen as an important aspect, both in terms of getting to know the child and family and gathering key information in advance of children starting
- » Welcome packs, 'All About Me' forms, care plans and admissions packs were common ways of collating information about children before transitioning into nursery
- » Staff had tried to continue with showing families around settings in the majority of cases, for example inviting families after hours or at quiet times rather than having their usual 'open days'
- » Many settings offered a series of settling in sessions, often in the form of 'Stay and Play' sessions, providing opportunities for children to become familiar with the environment, build relationships with their Key Person and for parents to speak with staff too
- » Settings reported gathering as much information as possible about a child's development, likes/dislikes and interests, in terms of supporting children to settle

PROVISION FOR CHILDREN'S NEEDS

Transitions - continued

Across the settings, a wide range of support had been put in place to help children prepare for the transition on to a new setting or school:

- » Sharing books with children about starting school (some schools also provided social stories to support transition)
- » Role play was used in some settings (The Norfolk setting used jumpers and coats from schools to familiarise children)
- » Visits to new settings varied but were in place to support the transition: children visit the adjoining school in Cornwall in groups over the course of the summer term. For other settings, visits are usually organised for the individual child, parents and Key Person and in general involved more visits depending on a child's needs
- » Talking about the new setting and routine with children
- » Looking at photographs of the new setting or on the setting's website
- » Supporting children to develop the skills that they will need at the new setting (for example, undressing and dressing themselves, independent toileting and so on)
- » Teachers from the new setting visiting the nursery to meet the children

PROVISION FOR CHILDREN'S NEEDS

Transitions - continued

To support the transition to a new setting, many of the settings followed a similar process and had put in place some of the following:

- » Strong links and relationships with local schools was cited as key, with some settings maintaining links throughout the year to support current and future transitions (for example, joint gardening projects or lunchtime visits in Kirklees, regular telephone calls and emails about potential children transferring to a complex needs school in Norfolk)
- » Transition policies were in place for some settings; the Birmingham setting also had a Transition Officer to oversee the whole process and liaise with settings
- » Arranging multi-agency meetings which also involved staff from the new setting and reviews of any EHCPs ready for children starting a new school
- » Transition documents or transfer records, often including an overview of a child's 'Characteristics of Effective Learning' (CoFEL) and for some settings an 'All About Me' form to support consistency
- » Inviting staff from a new school to visit children in their own environment, and providing the opportunity for staff to share information (for example, through celebration events, or a 'Meet the Teacher' evening hosted by the Kirklees setting)
- » The Trafford setting outlined a 'School Readiness Panel' in their area which is a group of representatives from nurseries and primary schools, set up to work together around transitions.

PROVISION FOR CHILDREN'S NEEDS

Transitions - continued

Continuing with effective practice around transitions has been a challenge for all settings during lockdown and beyond. Many had to look at different ways of getting to know families before children started at the setting (for example, arranging telephone calls, online video calls or WhatsApp meetings). Any visits had to be after hours or were instead held in outdoor spaces. Similarly, in terms of children moving onto school, staff had to look at other ways of supporting children and families to make the transition during the pandemic. Staff, children and parents were no longer able to visit schools which was also difficult, particularly if a child with additional needs was about to attend a specialist provision outside their local area. Kirklees looked at arranging 'walks' with children to their new setting so that they could at least become more familiar with the building or journey.



We aim to work in partnership with the child's parents to support them through any upcoming transition. The support will vary, depending on the individual needs of the child and their previous experiences of change.

Trafford PVI

THE COVID-19 RESPONSE

It has been a particularly challenging time for Early Years settings during the Covid-19 pandemic and staff teams have needed to work flexibly, continually adapting to new guidelines as the situation changed. Despite the challenges, practitioners have continued to look for new ways of working, whilst ensuring children and families continue to receive high quality Early Years provision.

During the interviews, settings were asked about their response to Covid-19 and the arrangements made throughout the March 2020 lockdown and beyond. Situations varied and ranged from those where settings had to close for the whole duration of lockdown and beyond, furloughing all staff, to those that remained open throughout.

The reduction in numbers of children in attendance for all settings, meant that staff were either furloughed or continued to work but using their time in different ways (for example, maintaining contact with families, posting activities or videos on social media and updating policies and plans), often working on a rota basis. Settings adjusted in different ways, many organising children and staff into 'bubbles'. For some settings, this continued as children returned.

Early Years settings reported that a particular challenge had been maintaining the necessary levels of hygiene and the resulting cost implications. Practitioners have needed to look at new cleaning regimes and how best to embed this into the daily routine.

The introduction of new routines around hand washing and social distancing were shared with families via video in many cases. Settings looked at different ways to show changes to the internal setting layout of the setting, the entrance, garden area and any new procedures when families arrived to support the children to return.

THE COVID-19 RESPONSE

For a large proportion of settings, staggering handover times was an effective way of avoiding too many people congregating, making social distancing easier. This had worked well in the main, however it did have an impact on opportunities for daily feedback for most settings. In addition, changing drop-off and pick-up times has had an impact on the nursery routine.

Settings also changed opening hours to allow for additional cleaning (for example, the Northumberland setting shortened the nursery day to allow a daily deep clean; the setting based in Cornwall opened four days a week, allowing Wednesdays for a deep clean in between two groups of children who attended Monday /Tuesday or Thursday/Friday).

Different drop off points were also organised in some settings (for example, opening additional entrances) and additional rooms were created to accommodate meetings or a place where more confidential information could be shared with parents. Staff looked at new ways to continue providing events.

In some cases, the removal of resources such as soft furnishings, soft toys and some sensory activities was viewed as the best way forward in terms of reducing the risk of infection. For others, soft furnishings were replaced with similar items that were easier to clean or they were steam cleaned daily and washed weekly. Another approach was to split resources or purchase additional equipment to enable each group or 'bubble' to have their own set. For sensory activities such as playdough, sand, rice and so on, practitioners either looked at new ways of presenting these (for example, different coloured playdough for different groups) or providing new each time.

In all settings, it was clear that all practitioners have had to work flexibly and adapt as a team to the new working environment. Despite challenges, practitioners have worked hard to maintain regular contact with families and, whilst all have been required to look at new ways of working, online systems have been a success and in many cases, continue to be used beyond lockdown.

THE COVID-19 RESPONSE

Many settings were able to share resources and activities with families during lockdown. Home learning packs (containing materials such as paper, pens, pencils, crayons, reading books, scrapbooks, activity sheets, glue and craft items) and SEND packs were delivered in some cases. Activity ideas, stories, songs and Makaton sessions were shared live via social media. Settings were also very much aware that not all families had access to social media or IT and so continued to post or deliver information and resources.

Examples of some of the creative ways settings supported families during lockdown include:

- » In Northamptonshire, the setting purchased family games for all to access through a toy library system
- » The Cornwall setting used EYPP funding to purchase some larger items for families to use at home
- » The Kirklees setting provided activities and resources on a weekly basis (activity sheets, ideas for baking, sorting and craft activities). The resources sent home to families were enhanced by videos shared on Facebook
- » In Norfolk, the specialist provision aimed to share one activity a week via video on Facebook and created activity packs, the contents of which depended on the child's individual needs but might include bubbles, song cards, mark-making equipment and threading
- » A food bank was set up at the Birmingham setting for families to access
- » As Christmas approached, the setting in Northamptonshire made boxes for all families containing a pack of cupboard food, a pair of pyjamas, a book and some suggestions of activities that families could do together such as making hot chocolate or reindeer food
- » Practitioners from the Cornwall setting sent letters and cards home to the children with craft ideas and seeds to grow and posted stories online with Makaton signs to practice. Activity ideas were differentiated where children had specific needs.

THE COVID-19 RESPONSE

Whilst settings reported many areas of success and things that went particularly well during lockdown, an increase in expenditure remains a particular concern for the Early Years sector. An increase in staff costs, the financial challenges of additional cleaning and PPE, were all an added pressure for a majority of the settings taking part in this project. In some areas, managers were extremely worried and had already seen a lot of Early Years settings that had needed to close due to added financial pressures. It therefore remains a concern for practitioners as the situation continues and settings increasingly have to deal with the long-term impact of Covid-19.

FINAL COMMENTS

nasen would like to thank the Early Years settings involved in the interviews and subsequent case studies from the following Local Authorities: Birmingham, Cornwall, Kirklees, London Borough of Newham, Norfolk, Northamptonshire, Northumberland, Portsmouth and Trafford.

This document has provided a summary of the common themes and examples of effective practice identified in nine Early Years settings across the country. By outlining the approaches used, in particular when supporting children with SEND, and the experiences of settings during the Covid-19 pandemic, the aim is to share effective practice, provide ideas and inspire Early Years practitioners in their challenging role in supporting our youngest children and their families.



