

Nasen Early Years Online Training  
Resources:  
Evaluation report

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## 1. Introduction

The Department for Education has funded nasen to develop a training package, available online, to support staff in Early Years settings to improve provision for children with Special Educational Needs and Disabilities (SEND). The training package aims to increase the confidence, knowledge and capacity of Early Years professionals to support children with SEND in their settings.

Between July 2017 and March 2018, nasen planned to disseminate:

- Online training for at least 7000 Early Years professionals by March 2018; and
- Resources to facilitate face to face training for at least 3000 Early Years professionals by March 2018.

By February 2018, nasen had received 15,834 page views of their online resources pages, and 1,315 page views of the face to face training resources.

nasen's aims in developing the resources were to:

- Contribute to improved outcomes for more than 50,000 children in early years settings;
- Support a relative increase to the proportion of early years settings that are offering places (including free entitlement) to children with SEND; and
- Improve the confidence of 75% of settings in supporting children with SEND.

The resources consist of four elements:

- Short webcasts on different elements of SEND provision;
- Four 'miniguides', short booklets;
- "Focus on" information packages; and
- Face to face, longer form training modules.

nasen have commissioned LKMco to provide an independent evaluation of the impact of their online SEND resources. This report presents the findings of that evaluation.

The report finds that:

1. nasen's online SEND resources for Early Years practitioners are valued and useful. Respondents reported that the content and design of the resources was clear, informative, well designed and met a gap in training needs. Most respondents felt that the resources were very useful. No respondents felt that the resources were not useful.
2. The resources had a small but promising impact on practitioners' confidence in and attitudes to SEND, particularly in terms of practitioners' knowledge of how to improve their skills in relation to children with SEND in their setting.
3. The resources play an important role in reducing barriers to effective provision for children with SEND in Early Years settings, through:
  - a. improved access to affordable training; and
  - b. increasing practitioners' knowledge and expertise.

## 2. Method

This report is based on:

- 416 responses to a baseline survey taken before respondents accessed nasen’s online resources between July 2017 and February 2018;
- 70 endpoint surveys completed by respondents between July 2017 and February 2018 after respondents had accessed the resources, of which 35 responses were matched to baseline responses; and
- Four semi-structured case study interviews with Early Years professionals who had used nasen’s online resources, completed between November 2017 and February 2018.

### 2.1 The surveys

The surveys were administered through nasen’s website and entered into a spreadsheet that was subsequently analysed by researchers at LKMco. Quantitative data was analysed in Excel to generate descriptive statistics and graphs.

#### Uses of the nasen resources

- Respondents to the baseline survey were asked to indicate whether or not they had accessed training on SEND in the past, selecting from a list of training types (including “none”).
- Respondents at endpoint were asked to indicate which resource they had accessed
- Respondents at endpoint were asked how useful they found the resources overall on a four-point scale from “not at all useful”; “a little useful”; “useful”; to “very useful”.
- Respondents at endpoint were asked which, if any, aspects of the resources were more useful, and what, if anything, could be changed to make the resources more useful. Open text responses were coded inductively and individual quotes were extracted to feed into the report.

#### Perceived quality of the resources

- Respondents to the feedback survey were asked to indicate which resource(s) they had accessed, how useful they found the resources overall (using a four-point scale), and which elements of the resources were most useful, or needed changing (open response). Open responses were coded inductively to capture themes.

#### Impact of the resources

- Respondents were asked to indicate their agreement with four statements on a five point scale. The statements related to their confidence and ability in providing access and support for all children’s needs, whether or not they had SEND. Responses from the baseline and feedback survey were matched to enable an analysis of changes in agreement by individual respondents pre- and post- accessing the resources.

#### Barriers to effective provision

- Respondents were asked to provide open responses to the question “What do you think are the main barriers to supporting children with SEND in your setting?” in both the baseline and feedback survey. Respondents were asked to choose up to three main barriers. Responses to the baseline survey were coded inductively to categorise responses into themes, while responses to the feedback survey were coded both deductively (using the themes generated by coding the baseline responses; in order to enable comparison with baseline responses) and inductively (to identify any new themes not mentioned in baseline responses).

## **2.2 The case studies**

Four survey respondents agreed to take part in a twenty minute, semi-structured, phone interview. The interviews were carried out between November 2017 and February 2018. The interviews were recorded and transcribed. Interviews were written up as individual case studies.

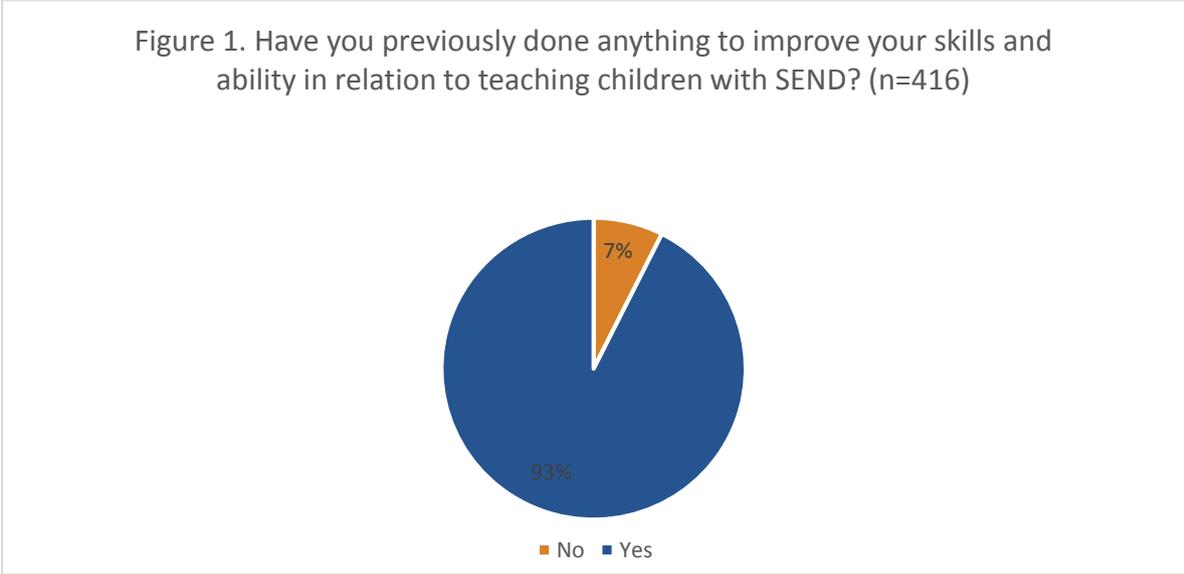
## **2.3 The longitudinal survey**

Respondents to the endpoint survey were emailed three months after accessing the resources with another survey intended to ascertain a longer-term impact. Only four responses to this survey were received. Each of these respondents was also interviewed as a case study, yielding a more in-depth response than survey. As a result, responses to the longitudinal survey are not included in this report and instead data from those respondents' case study interviews are used instead.

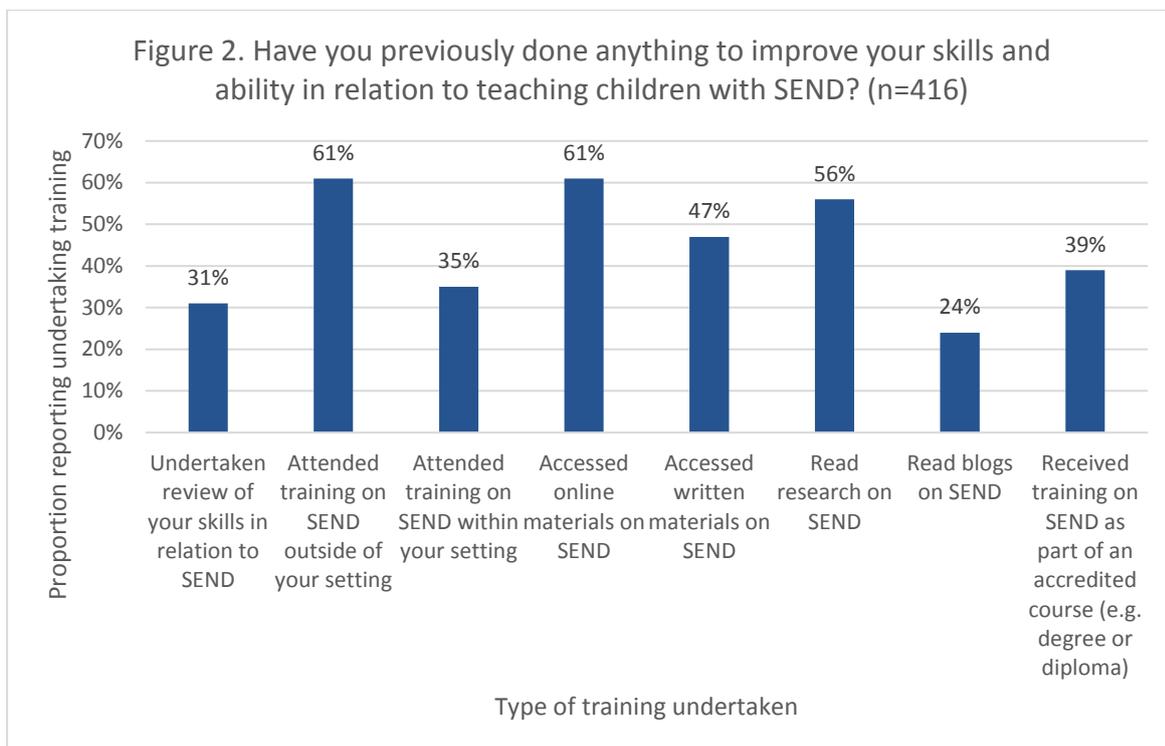
### 3 Findings

#### 3.1 Previous training on SEND

Some practitioners had not previously accessed training on SEND. Responses to the baseline surveys revealed a range of prior experiences of SEND training amongst Early Years professionals. For a small number of respondents (7%, n=31), accessing the online resources was reportedly the first time they had done anything to improve their skills and ability in relation to teaching children with SEND (figure 1).



Almost all respondents to the baseline survey (93%, n=385) reported that they had taken part in one or more forms of SEND training prior to accessing the online resources (figure 2). Of these forms of training, the most commonly accessed were online resources, and training delivered outside the setting. Almost two thirds (61%, n=252) had accessed online training materials on SEND in the past, while the same proportion (61%, n=254) had accessed training outside of the setting. Fewer respondents had accessed training on SEND delivered within their setting (as the “face-to-face” resources are designed to be delivered). Around a third of respondents (35%, n=145) reported accessing this form of training in the past. Less than a third of respondents had either undertaken a review of their skills in relation to SEND (31%, n=131), or read blogs on SEND (24%, n=101).



### 3.2 Training and experience as barriers to provision for children with SEND

Access to training and practitioner skill was cited as a barrier to the quality of provision before practitioners accessed nasen support. These barriers appeared to become less important after accessing nasen support. Respondents at baseline reported that a lack of access to affordable training, and a lack of experience and knowledge of SEND amongst practitioners in Early Years settings, were important barriers to provision for children with SEND relative to other factors. Respondents to the feedback survey attributed less importance to these factors in comparison with other factors (figures 3 and 4).

Figure 3. Baseline responses: What do you think are the main barriers to supporting children with SEND in your setting? n=416

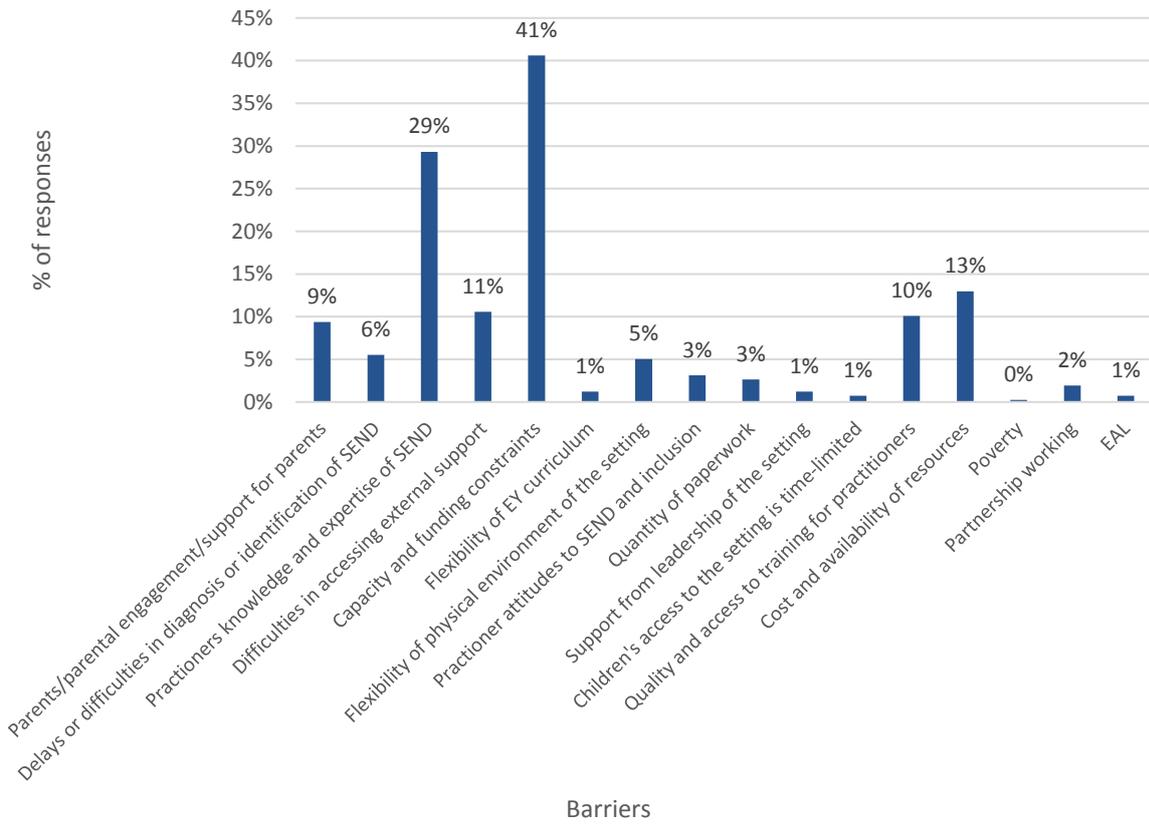
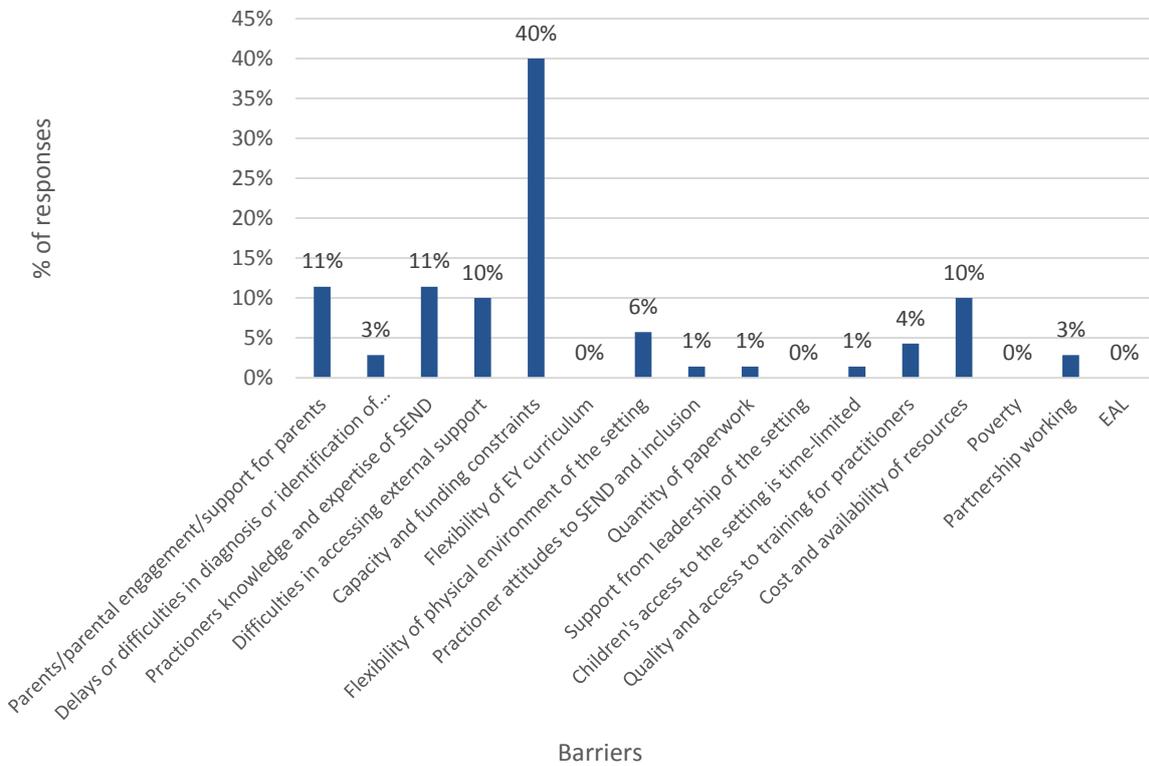


Figure 4. Endpoint responses: What do you think are the main barriers to supporting children with SEND in your setting? n=70



Respondents were asked to list a maximum of three barriers to effective provision for children with SEND. One in ten respondents at baseline (10%, n=42) cited factors linked to the ease of access to, and quality of training for EY practitioners, whilst almost a third of respondents cited low levels of skills, experience or knowledge of SEND amongst practitioners in their settings (29%, n=122) (figure 3). At endpoint, a decreased proportion of respondents cited access to, or quality of training as a barrier (4%, n=3); while there was also a drop in the proportion of respondents citing practitioner skills, experience and knowledge as a barrier (11%, n=8) (figure 4).

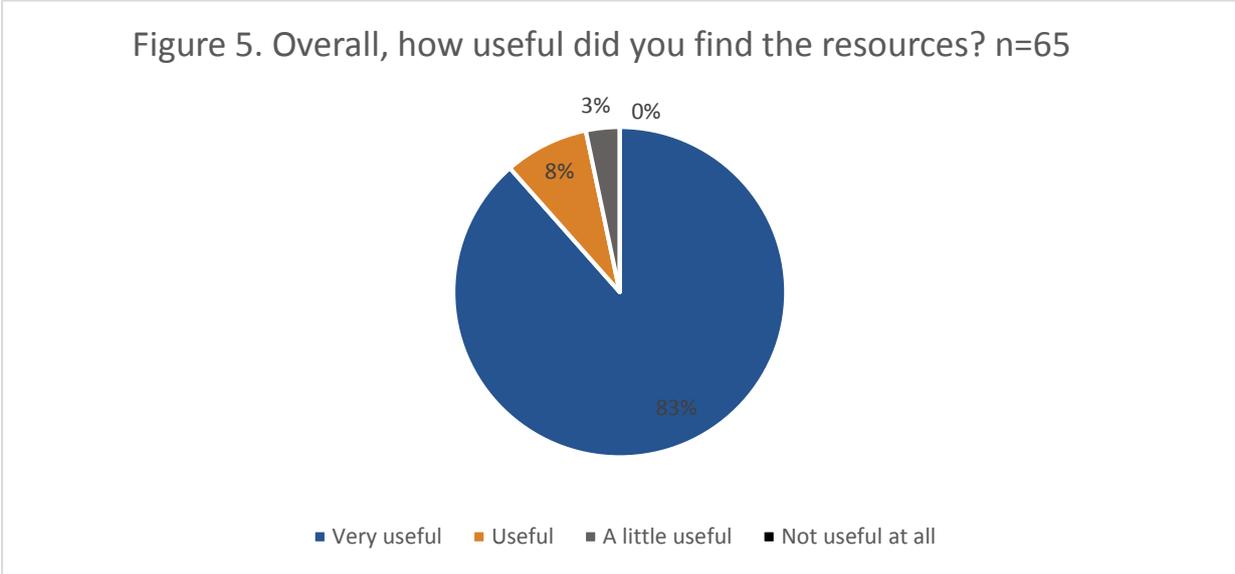
In comparison, other commonly cited barriers such as capacity and funding in settings were cited in similar proportions in the endpoint survey (40%; n=28), as they had at baseline (41%, n=169). It should be noted, however, that the sample size for the feedback survey was small (n=70) in comparison to the baseline (n=416), and as such these differences between baseline and feedback surveys should be treated with caution.

Nearly half of respondents (41%; n=169) reported capacity and funding as barriers to effective provision for children with SEND. This was echoed by our case study interviewees, for example this teacher in a Northern Ireland primary school foundation class:

*There are children who would benefit from classroom assistants. Without those classroom assistants unfortunately in a big class you cannot give them the one to one attention that they would really need. They would probably benefit a lot more if they did have that specific one to one.*

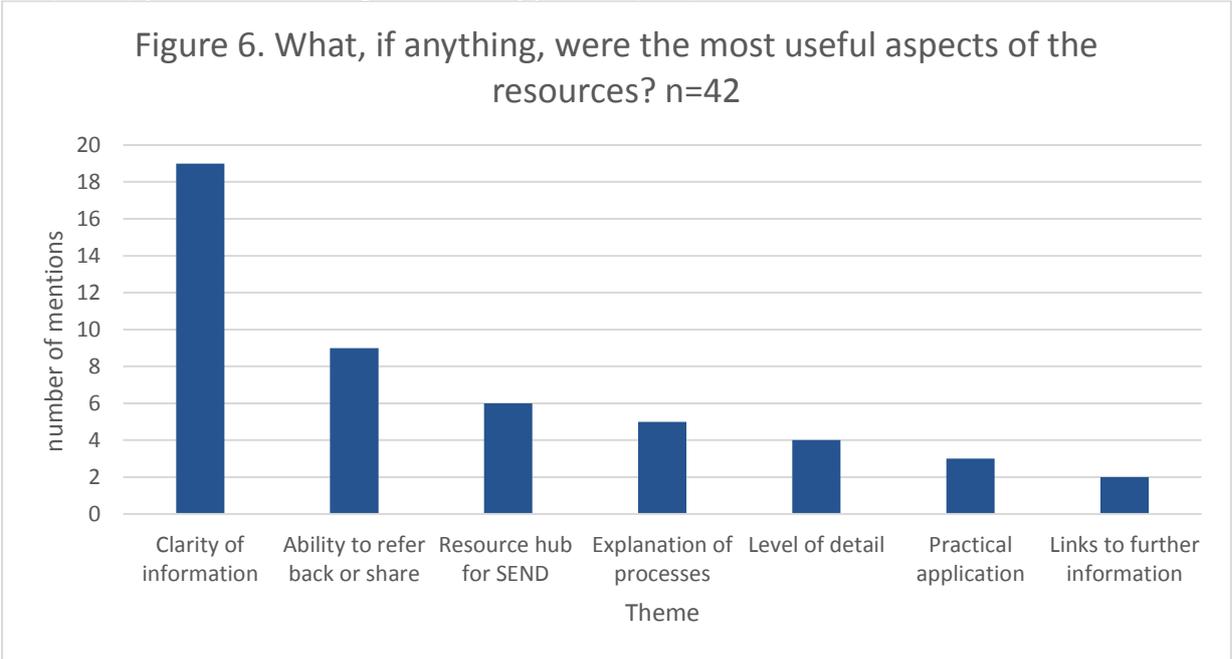
**3.3 Perceived quality of the resources**

nasen’s online training for Early Years practitioners was perceived as being high quality and useful. The vast majority (83%, n=54) of respondents to the feedback survey reported that the online resources were “very useful”. No respondents found the resources “not useful at all” (figure 5).



Respondents cited a number of aspects of the resources that they valued (figure 6), including:

- the clarity of the information set out in the resources (n=19);
- the ability to save the resources for future reference or for dissemination within the setting (n=9);
- the suite of resources filling an important gap as a free and easily navigable hub for information on SEND (n=6); and
- explanations of *processes* around SEND, such as the Education Health and Care Plan (EHCP) process and the graduated approach (n=5).



Nine respondents made suggestions about how to improve the resources:

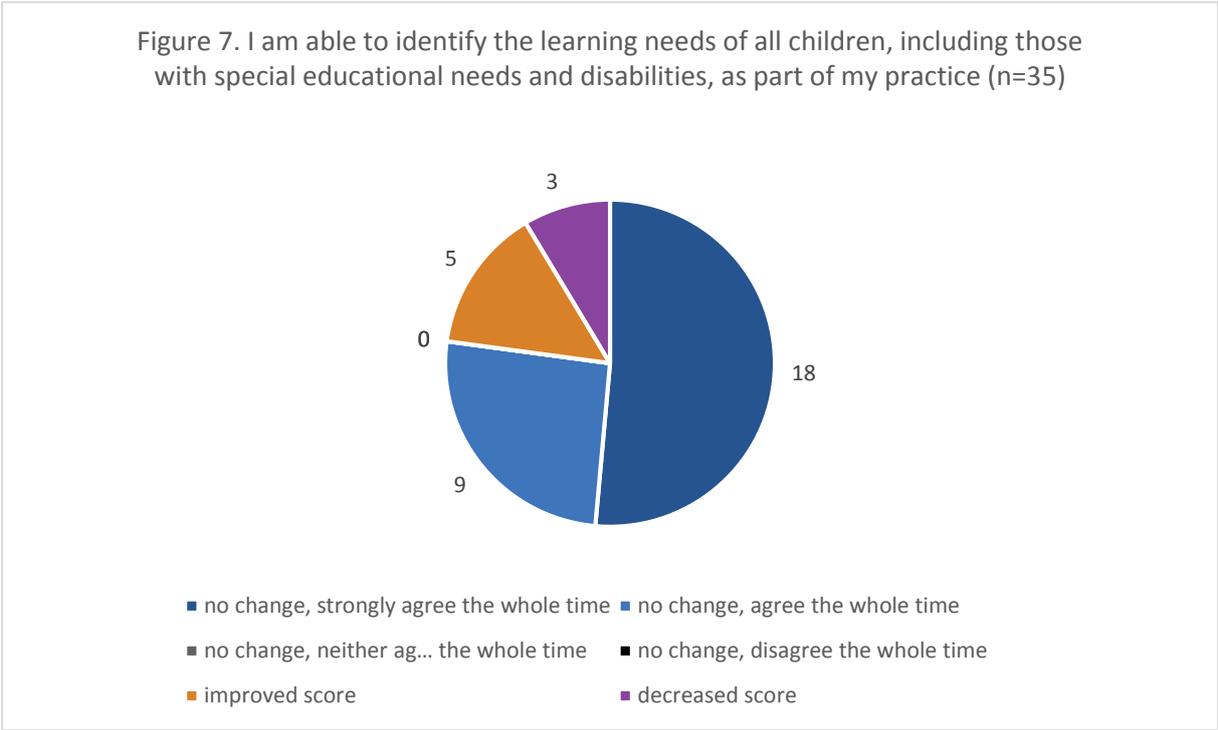
- Two had accessed the webcasts, miniguides and “focus on”, and requested more information than was currently contained in them.
- Two had accessed the webcasts and found the pace of delivery problematic: “Would allow more time in between 'think about' questions to allow a pause - very difficult to pause without it seeming rushed”.
- Two had accessed the webcasts only, of these one requested “blank copies of observation pages/tables”, while another requested a format that was possible to print “without full colour... which makes printing costs high”.
- One found the wording in “focus on” difficult to understand”.
- One respondent had accessed all four resources and requested “Some example resources to use with the SEN children”.

**3.4 Impact of the resources**

After accessing nasen training, some Early Years practitioners demonstrated changes in their understanding of, and attitudes towards SEND.

Respondents to the baseline and feedback surveys were matched in order to identify changes in confidence with regard to SEND before and after accessing the nasen resources. The surveys asked respondents to consider their agreement with four statements relating to their skills relating to SEND, and their attitudes to inclusion.

**Respondents’ ability to identify learning needs amongst children, including those with SEND, as part of their practice (figure 7).**



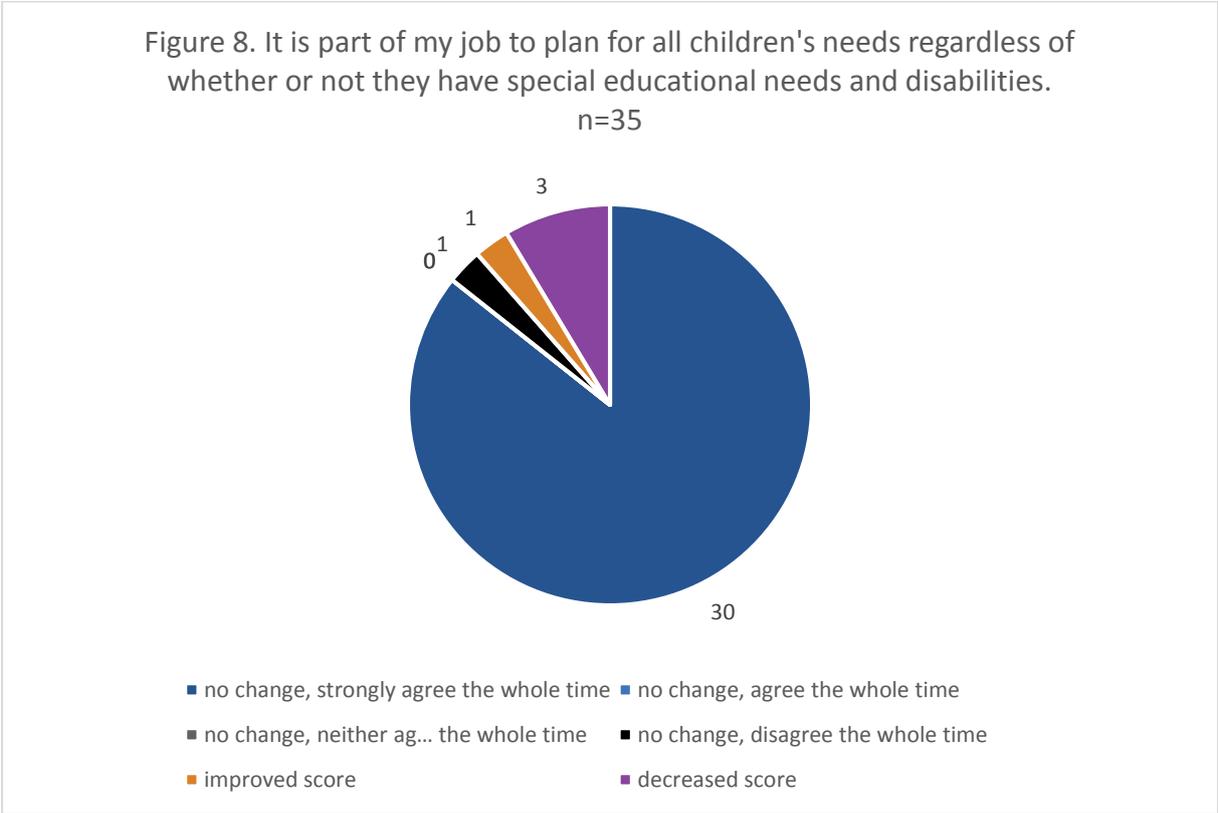
Almost all matched respondents (n=34) agreed that they were able to identify learning needs before accessing the online resources. Most respondents rated their ability the same in the feedback survey as they had at baseline (77%, n=27).

A small number of respondents (n=8) changed their ratings of their own ability to identify learning needs between the baseline and feedback surveys. Of these, three respondents reported weaker agreement with their ability to identify learning needs and five reported stronger agreement. One respondent changed their rating from disagree to agree.

Both changes to respondents’ ratings may be interpreted as positive. For those that increased their rating, the resources may have helped respondents understand how they might provide more effective support, while for those that decreased their rating, the resources may have highlighted areas of practice that respondents were previously unaware of.

**Whether respondents felt that planning for all children’s needs, whether they have SEND or not, is part of their job (figure 8).**

Almost all matched respondents (86%, n=30) strongly agreed that planning for all children’s needs was a part of their job both at baseline and in the feedback survey. Only 1 respondent disagreed; this respondent was an area SENCO.

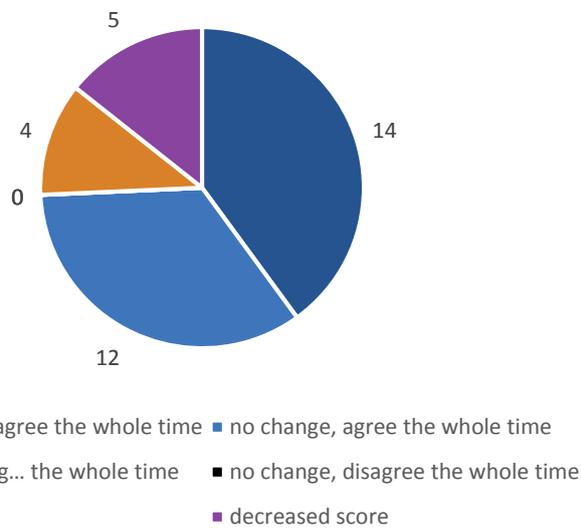


**Whether respondents were able to provide effective support for a wide variety of learning needs for the children in their setting, whether or not they have SEND (figure 9).**

Around a quarter of matched respondents (26%, n=9) changed their agreement rating in this area between the baseline and feedback surveys. Four respondents felt more confident in their ability to provide effective support for a wide variety of learning needs after accessing the online resources. Five respondents were less confident in their ability to provide effective support.

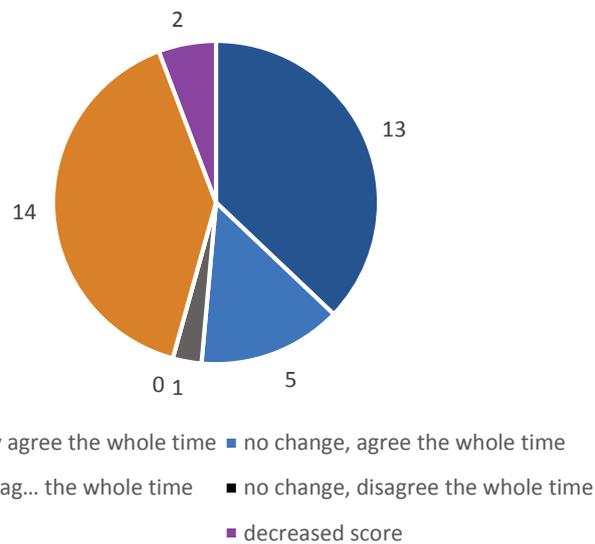
Almost all matched respondents (97%; n=34) agreed that they were able to provide effective support for a wide variety of learning needs before accessing the online resources.

Figure 9. I am able to provide effective support for a wide variety of learning needs for the children in my setting, whether or not they have special educational needs and disabilities (n=35)



**Whether respondents know how to improve their skills in relation to meeting the needs of children with SEND in their setting (figure 10).**

Figure 10. I know how I can improve my skills in relation to meeting the needs of children with special educational needs and disabilities in my setting (n=35)



Nearly half of matched respondents (40%, n=14) felt that their knowledge of how to improve their skills in relation to children with SEND had increased between the baseline and feedback surveys. Before accessing the resources, 20% (n=12) of respondents did not agree that they knew how to improve their skills in relation to SEND. After accessing the online resources, all respondents agreed or strongly agreed that they knew how to improve their skills.

#### 4. Case study: A setting in the West Midlands

Sally (pseudonym) is the nursery manager for a privately-owned day nursery registered for 74 children from the age of two upwards. The setting currently supports a number of children with identified SEND, including a child with autism, several with speech, language and communication needs and one with a hearing impairment.

Sally decided to access the nasen online resources after browsing the nasen website. Sally believed that the early years resources were high quality and potentially useful for staff members in the setting:

*I'm always looking for any opportunities for professional development and to help staff in their roles... I thought they [resources] would be an invaluable resource to use just to refresh the skills of staff... in supporting SEND children on a day to day basis.*

##### **Feedback from staff**

Staff in the setting made use of the webcasts and found them well designed and useful. Some have watched and discussed the webcasts in small groups, others have accessed the webcasts individually. Sally believes that the staff in her setting found the webcasts useful:

*They all found it a very useful refresher. There was nothing new in there because it is all stuff they should know as professional practitioners, but they did find it useful to go through it again and think about it in detail.*

In particular, Sally felt that the webcasts were:

*Nice, clear and a nice short length so they could be broken down into little chunks which meant it was easy for staff to access them around their normal workload.*

##### **Impact of the resources**

Sally felt that staff attitudes, skills and experience within the setting were good prior to accessing the resources. Sally did not report any changes in day to day practice in the setting since accessing the resources, however she did report a positive impact on staff confidence generally:

*I haven't seen vast changes but it did boost their confidence in terms of assuring them that they knew what they needed to know... and there's a better understanding now I think of differentiation.*

Sally recognised that part of the benefit of accessing resources such as those developed by nasen lay in staff regularly refreshing of knowledge, skills and understanding:

*Keeping staff up to date and building in their confidence in that area [SEND] can only have beneficial outcomes for the children within the setting.*

**What's next?**

Sally noted other resources on the nasen website and intended to access them in future. She had shared the resources with other settings, as well as their local authority development officer.

## 5. Case study: A setting in North London

Jenny (pseudonym) is the manager and SENCO at a pre-school in North London. The nursery is registered for 30 children and currently takes 24, due to staffing constraints. The nursery serves a relatively “non-deprived” Jewish community. The pre-school has taken children with SEND in the past, and contributed to some children receiving statements of SEND. Jenny believes that her setting is inclusive:

*We really promote the fact that we take special needs, that we are very inclusive, we actively will encourage children with special needs. We've had ones before where they might've been turned away from a particular setting for whatever reason, [whereas] as long as we know in advance what we're dealing with then it's not a problem.*

Jenny found the nasen webcasts through her SENCO training. Jenny was confident in her own knowledge and skills, but accessed the resources but felt that her staff needed more understanding of the processes behind SEND and so was looking for ways she could support them.

### Use of the resources

Jenny was aware that she had accessed the webcasts since September but struggled to recall their subject. She saw this as a result of her “dipping into them sporadically” and recognised that she might get more out of them personally if she “timetabled space to look at them regularly”. However, she did not feel that she currently had the capacity to do so. Jenny had signposted staff towards the resources, but was not confident that other members of staff would make use of the resources:

*I think they just have enough other things to do and they will leave the SEND stuff to me and the deputy... They are very overworked, they're underpaid and I'm just very conscious not to put too much on them. And as long as they're aware of everything and I know that actually they are brilliant with their kids, then I'm not worried.*

Jenny had also shared some resources with parents, but again was not confident that they would prove useful:

*They're pinned up on the board but I don't think they have [read them] to be honest ...I think a lot of our parents tend to access stuff once there is a problem... rather than picking up stuff that we might leave out. But I like to obviously leave it out there for them to see in the hope that they might access it.*

**Impact of the resources**

In general terms, Jenny valued the “massive range” of the resources, and found them useful. In particular, she felt that they had:

*Made me more aware and a little bit more professional in terms of delivering training to staff.*

However, she did not feel that there was anything that had influenced her own practice with children.

**What's next**

Jenny is actively planning to use the face-to-face material, after reading through the resource and downloading it from the nasen website:

*It came up in a staff meeting actually ages ago about how the staff feel confident in dealing with children with special needs but they don't know the technical side to everything, they don't know [much about] that graduated approach. It is able to guide me.... it's clearly set out over a period of five hours, it tells you even how to do it all, what you can deliver... It's just very comprehensive.*

Jenny did not feel there had been a change in practice in the setting since accessing the resources, however she did report a positive impact on staff confidence generally.

## 6. Case study: A setting in Northern Ireland

Layla (pseudonym) is newly graduated and works as a part time in a P1 (4-5yrs) class in a primary school. The school serves a “middle class” community in a commuter village in Northern Ireland. Layla’s class contains children with varied SEND, and she has experience of working in both in a special school and a “MLD (Moderate Learning Difficulties) unit” within a mainstream school on her training placements.

Layla accessed the resources as a result of being set a target to develop her knowledge in relation to SEND as part of her induction. She noted that the nasen resources were amongst the top results in a google search for SEND resources for the Early Years.

### Use of the resources

Layla accessed the miniguides. She had returned to these a number of times initially, but had not accessed them “in a while”. Layla found it useful to be able to return to the resources to clarify her understanding or read the again in the light of “something that would have been relevant”. However, after that initial period of returning to the resources, she had not been back to them.

Layla felt that, as a junior member of staff, she didn’t want to send the resources to others in her setting:

*They’re probably doing their own reading and their own research and their own, you know, looking up things, so they probably don’t want to have to read extra stuff if it’s not necessary to them.*

### Impact of the resources

One of the key benefits for Layla was the confirmatory impact of the resources. She found examples in the nasen resources of practice that she already recognised as taking place in her setting:

*A lot of the things I read and thought, “that’s really good that we’re doing that because that will help that child specifically” and then re-emphasise and make sure we continue to do things like that.*

Layla also valued “practical ideas and case studies” that added to her theoretical knowledge. Layla did not feel that her practice, or her attitudes to SEND had changed much as a result of using the resources, but emphasised that, having only started teaching September, her practice was still developing.

**What's next?**

Layla was motivated to develop her career to specialise in SEND:

*I have specific teaching hours now for special needs children so I am trying to develop my knowledge of that, I'm very interested in teaching special needs and would maybe consider going into teaching in a special needs unit.*

In terms of how nasen might support her further in developing her expertise, Layla suggested facilitating a conference event for Early Years practitioners in Northern Ireland:

*There's not very many trainings in Northern Ireland, where people can come together and collaborate and find out ideas; speak to physios, speak to OTs, speak to therapists, and see how we can integrate things like that better into schools.*

## 7. Case study: A setting in East London

Sami is a private childminder who has been working in the Early Years for 15 years. She is a qualified Early Years teacher and Nursery Nurse. She works from home in East London in an ethnically diverse community. She had not previously had any training on SEND before accessing the resources and had limited experience of working with children with SEND. In 2017 she had taken on a child with SEND and this had prompted her to access the resources:

*I had a child come who was presenting signs of autism, but obviously because I can't diagnose that, and I needed to be able to support him to settle in and strategies to see how to make learning more effective for him.*

### Use and impact of the resources

Sami used the mini-guides and focus-on together with the nasen autism sensory audit resources. Together, she felt they provided her with a “good platform” of understanding, and informed her requests for external support:

*I was able to say, “Okay, he’s going to need Occupational Health to come and visit the home and to use my observations that he needs help.... it said to keep everything factual, detailed”.*

Sami believes that the resources had a real impact on her confidence in supporting children with SEND:

*I have the confidence now to support a child that might have special educational needs in my setting and how I can do that. But in terms of resources... it’s making it accessible to all children, [it] is a good way forward in terms of planning and getting their feedback as well.*

Sami found that her adaptations for the child with autism had a positive impact for other children in the setting

*I had to change the routine of how they come, and they’re welcomed into the setting, to help the other child settle in, I’ve kept that, because they kind of enjoyed that as well and they liked it, it’s really calm.*

**What's next**

Sami felt that the nasen resources were “exactly what I needed for that particular time and something that I’m going to go back to and look at developing further”. In particular, she planned to use them to provide training for other childminders:

*How would I be able to share the information that I’ve learned that they can possibly use for their childminding settings? So, I’m planning around June, July to do a training session on that.*

## 8. Conclusions

nasen's online Early Years resources show promising signs of impact for practitioners seeking to develop their skills, knowledge and confidence in support children with SEND. The findings presented in this report suggest that the resources:

- Fill an important gap in the training available for Early Years professionals;
- Are designed in a way that practitioners value and find useful;
- Remove some perceived barriers to effective provision for children with SEND, leaving practitioners feeling that their skills, knowledge and ability to find further training is no longer problematic;
- And has some small but promising impact on practitioners' attitudes and skills in relation to SEND.

### 5.1 Filling gaps in training

These findings suggest that nasen's online resources are a useful addition to the training on SEND available to early years practitioners. Respondents at endpoint noted that the resources were a "hub" of information on SEND that was easy to access and low-cost. A small but notable proportion of survey respondents reported at baseline that they had no prior training on SEND, and as such nasen's resources fill an important gap. The in-depth, "face-to-face" resources may also fill a training gap in that they may allow managers and SENCOs to deliver in house training – a form of training that few respondents currently access. For those respondents that had accessed training on SEND in the past, the nasen resources appear to be well-designed to add to a base of knowledge, as practitioners reported commonly accessing training online.

### 5.2 Helpful content and format

Respondents to the feedback survey, together with the case study evidence suggest that the nasen online resources are clear, well-designed, informative, accessible and easy to use. Respondents unanimously found the resources useful, and evidence from case studies suggests that setting managers were keen to disseminate the resources further.

### 5.3 Removing barriers for children with SEND

Respondents at baseline noted that access to high-quality training was an important barrier to the quality of provision for children with SEND in their setting. Early indications suggest that respondents were less likely to cite training as a barrier once they had accessed the online resources. Similarly, there was a drop in the proportion of respondents at endpoint citing practitioners' skills, experience or knowledge as a barrier. These findings should be treated with caution due to the relatively small sample size of the feedback survey responses compared to the baseline.

### 5.4 Impact on practitioner confidence relating to SEND and their attitudes to inclusion

Responses from a matched sample of respondents to both the baseline and feedback surveys show changes in respondents' confidence in four areas relating to SEND. Responses changed the most in the areas relating to practitioners' knowledge of how to improve their skills in relation to meeting the needs of children with SEND in their setting. In this area nasen's online SEND resources show promising signs of impact.

Responses changed less in areas relating to:

- Whether practitioners considered that planning for all childrens' needs was part of their

job.

- Practitioners' ability to provide effective support for a wide variety of learning needs for the children in their setting.
- Practitioners' ability to identify learning needs amongst children as part of their practice.

In these areas, the majority respondents appeared confident in their skills, and hold inclusive attitudes prior to accessing the resources. However, for a minority, their ratings changed after accessing the resources, albeit mainly in terms of their strength of agreement with the statements.

It may be that the matched sample was self-selecting; those that completed both baseline and endpoint surveys may have been more engaged with the resources, and so more aware of their responsibilities and skills relating to SEND in the first place. Our case study interviews suggest that respondents to the endpoint survey were already highly motivated to provide effective support for children with SEND, and were often setting managers. Case studies also revealed that for some, their engagement with the resources was short-lived, but repeated; respondents initially browsed the resources for ideas relating to their immediate issues, but bookmarked the suite of resources for future use and dissemination. Such engagement with the resources may not have an immediate impact on practitioners' attitudes and skills, but might have greater impact in the long term.

## **5.5 Recommendations**

- The large number of baseline respondents who identified capacity and funding as a barrier for children with SEND receiving effective provision highlights the importance of supporting Early Years settings to improve their SEND provision. nasen should work with others in the Early Years and SEND sectors to lobby government to provide Early Years settings with funding to buy in additional staff to support with children with SEND. Such staff might be SEND specialists, but if so, the onus should be on upskilling staff already working in the setting.
- Given the emerging evidence of impact on practitioners' knowledge of how to improve their skills, nasen should ensure that all resources include clear sign-posting to further information and training.
- nasen should produce guidance for settings managers on effective ways to share the resources, beyond the face-to-face training materials.
- nasen should consider including more examples of SEND practice in Early Years settings.

## 9. Appendix

### 9.1 Baseline Survey

The education and youth think and action-tank [LKMco](#) is working with nasen to evaluate their online Early Years training resources. As part of this work we are keen to understand more about your experiences of the resources.

This is a very short survey that should take about five minutes. We'd really appreciate your help. We will ask some questions before you access the resources, and some questions when you have finished with the resources.

*Information you provide will be stored safely, analysed and used in reports and future research. Your name and your setting's name will never be linked to what you say unless you specifically give your permission.*

*What you say won't be shared with your setting and no-one apart from the researchers involved will know what you have said. You stop being involved at any point by emailing us at [info@lkmco.org](mailto:info@lkmco.org). You can also email us to ask for more information about the research.*

What is your name

Text box "name" Text box "surname"

What is your birthday (we will use this to help match your responses to the different surveys)

Drop down menu day/month

What is the name of the setting or nursery you currently work in?

Limited text box

What is the postcode of your setting?

Limited text box

Have you previously done anything to improve your skills and ability in relation to teaching children with SEND? Please select the option that fits best with what you have done.

Multiple choice tick boxes (undertaken review of your skills in relation to SEND/ attended training on SEND outside of your setting/ attended training on SEND within your setting/ accessed online materials on SEND/ accessed written materials on SEND/ read research on SEND/ read blogs on SEND/received training on SEND as part of an accredited course (e.g. degree or diploma)/ other

To what extent do you agree with the following statements?

"It is part of my job to plan for all pupils' needs regardless of whether or not they have special educational needs and disabilities."

Strongly agree/agree/neither agree nor disagree/disagree/strongly disagree

"I am able to identify the learning needs of all children, including those with special educational needs and disabilities, as part of my practice."

Strongly agree/agree/neither agree nor disagree/disagree/strongly disagree

“I am able to provide effective support for a wide variety of learning needs for the children in my setting, whether or not they have special educational needs and disabilities.”

Strongly agree/agree/neither agree nor disagree/disagree/strongly disagree

“I know how I can improve my skills in relation to meeting the needs of children with special educational needs and disabilities in my setting.”

Strongly agree/agree/neither agree nor disagree/disagree/strongly disagree

What do you think are the main barriers to supporting children with SEND in your setting?  
(Please choose up to three barriers you feel are most significant)

Open response

Thank you very much for your responses

Interested in upgrading your nasen membership? Find out more about the extra benefits available to a silver and gold nasen membership at <http://www.nasen.org.uk/why-join/>. To upgrade, e-mail your request to [membership@nasen.org.uk](mailto:membership@nasen.org.uk) or call one of the team today on 01827 311500

## 9.2 Endpoint survey

The education and youth think and action-tank [LKMco](#) is working with NASEN to evaluate their online training resources on the SEND gateway. As part of this work we are keen to understand more about your experiences of the resources.

This is a very short survey that should take about five minutes. We'd really appreciate your help.

*Information you provide will be stored safely, analysed and used in reports and future research. Your name and your setting's name will never be linked to what you say unless you specifically give your permission.*

*What you say won't be shared with your setting and no-one apart from the researchers involved will know what you have said. You stop being involved at any point by emailing us at [info@lkmco.org](mailto:info@lkmco.org). You can also email us to ask for more information about the research.*

What is your name

Text box "name" Text box "surname"

What is your birthday (we will use this to help match your responses to the different surveys)

Drop down menu day/month

What is the name of the setting you currently work in?

Limited text box

What is the postcode of your setting?

Limited text box

Which resource/resources did you access in the NASEN SEND gateway website?

Multiple choice tick boxes

Overall, how useful did you find the resources?

Very useful/ useful/ a little useful/ not useful at all

What, in anything, were the most useful aspects of the resources?

Open response – text limited to 10 words

What, if anything, would you change about the resources?

Open response - text limited to 10 words

To what extent do you agree with the following statements?

"It is part of my job to plan for all pupils' needs regardless of whether or not they have special educational needs and disabilities."

Strongly agree/agree/neither agree nor disagree/disagree/strongly disagree

"I am able to identify the learning needs of all children, including those with special educational needs and disabilities, as part of my practice."

Strongly agree/agree/neither agree nor disagree/disagree/strongly disagree

“I am able to provide effective support for a wide variety of learning needs for the children in my setting, whether or not they have special educational needs and disabilities.”

Strongly agree/agree/neither agree nor disagree/disagree/strongly disagree

“I know how I can improve my skills in relation to meeting the needs of children with special educational needs and disabilities in my setting.”

Strongly agree/agree/neither agree nor disagree/disagree/strongly disagree

What do you think are the main barriers to supporting children with SEND in your setting?  
(Please choose up to three barriers you feel are most significant)

Open response

Thank you very much for your responses

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### 9.3 Longitudinal survey

Thank you for accessing our Early Years training resources. You may remember answering some questions when you first accessed the resources; we would like to ask some further questions to find out more about your experiences of using the resources.

This is a very short survey will take no more than two to five minutes. We'd really appreciate your help.

*The education and youth think and action-tank [LKMco](#) is working with nasen to evaluate their online Early Years training resources. Information you provide will be stored safely, analysed and used in reports and future research. Your name and your setting's name will never be linked to what you say unless you specifically give your permission.*

*What you say won't be shared with your setting and no-one apart from the researchers involved will know what you have said. You stop being involved at any point by emailing us at [info@lkmco.org](mailto:info@lkmco.org). You can also email us to ask for more information about the research.*

What is your name

Text box "name" Text box "surname"

What is your birthday (we will use this to help match your responses to the different surveys)

Drop down menu day/month

What is the name of the setting you currently work in?

Limited text box

What is the postcode of your setting?

Limited text box

Which resource/resources did you access on the nasen website?

Tick boxes

Overall, how useful did you find the resources?

Very useful/ useful/ a little useful/ not useful at all

Which resource/resources did you access on the nasen website?

Multiple choice tick boxes

If you accessed more than one resource, which, if any, did you find the most useful?

Multiple choice tick boxes

What, in anything, were the most useful aspects of the resources?

Open response – text limited to 10 words

What, if anything, would you change about the resources?

Open response – text limited to 10 words

What other resources, if any, would you like to see?

Open response – text limited to 10 words

To what extent do you agree with the following statements?

“It is part of my job to plan for all childrens’ needs regardless of whether or not they have special educational needs and disabilities.”

Strongly agree/agree/neither agree nor disagree/disagree/strongly disagree

“I am able to identify the learning needs of all children, including those with special educational needs and disabilities, as part of my practice”

Strongly agree/agree/neither agree nor disagree/disagree/strongly disagree

“I am able to provide effective support for a wide variety of learning needs for the children in my setting, whether or not they have special educational needs and disabilities.”

Strongly agree/agree/neither agree nor disagree/disagree/strongly disagree

“I know how I can improve my skills in relation to meeting the needs of children with special educational needs and disabilities in my setting.”

Strongly agree/agree/neither agree nor disagree/disagree/strongly disagree

What do you think are the main barriers to supporting children with SEND in your setting?  
(Please choose up to three barriers you feel are most significant)

Open response

If you’d like to leave any additional comments, please feel free to do so here

Open response

Thank you very much for your responses.

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## 9.4 Interview script

Question	Prompt
<ul style="list-style-type: none"> <li>• Please could you start by explaining your role and your experience in the early years?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>How long have you worked in the early years?</i></li> <li>• <i>What previous roles have you held?</i></li> <li>• <i>What training do you have?</i></li> </ul>
<ul style="list-style-type: none"> <li>• Can you please tell me a bit about your setting?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Where is the setting?</i></li> <li>• <i>What type of setting is it (i.e. childminder, nursery, attached to primary school, private, children's centre)?</i></li> <li>• <i>What sort of community is it in?</i></li> <li>• <i>How many children attend?</i></li> </ul>
<ul style="list-style-type: none"> <li>• Could you tell me a bit about your experience with children with SEND?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Have you worked with children with SEND before?</i></li> <li>• <i>Have you worked with children with SEND in this setting?</i></li> <li>• <i>Can you tell me a bit about the children and their types of SEND?</i></li> </ul>
<ul style="list-style-type: none"> <li>• Before you accessed the nasen online resources, what was access to your current setting like for children with SEND?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Did you have any children with SEND in the setting you currently work in?</i></li> <li>• <i>Did you or other staff members adapt access arrangements or day-to-day practice to meet their needs?</i></li> <li>• <i>What barriers, if any, do you feel there were to enabling access for children with SEND?</i></li> </ul>
<ul style="list-style-type: none"> <li>• How did you use the nasen online resources?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>What prompted you to access</i></li> <li>• <i>Which resources did you use?</i></li> <li>• <i>How long did you spend viewing them?</i></li> <li>• <i>Did you go back to them?</i></li> <li>• <i>Did you share the resources with anyone else? If so what were the outcomes of this?</i></li> </ul>
<ul style="list-style-type: none"> <li>• Were any aspects of the resources more or less useful?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Why?</i></li> <li>• <i>What could be done to change resources to make them more useful?</i></li> <li>• <i>Is there anything you'd like to see included in the resources in future (topics/type of resource)?</i></li> </ul>
<ul style="list-style-type: none"> <li>• Has your practice, or that of the setting as a whole, changed at all since using the resources?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>How do you know? Can you give any examples?</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Have you seen any impact on experiences of individual children or their parents?</i></li> <li>• <i>How do you know? Can you give any examples of these impacts?</i></li> </ul>
<ul style="list-style-type: none"> <li>• <b>To what extent do you feel it is part of your job to plan for the learning needs of children with SEND?</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Are there any reasons why you feel the way you do?</i></li> <li>• <i>Have your feelings changed at any point? If so what led them to change?</i></li> </ul>
<ul style="list-style-type: none"> <li>• <b>To what extent do you feel you are able to identify the learning needs of all children, including those with special educational needs and disabilities, as part of your practice?</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Are there any reasons why you feel the way you do?</i></li> <li>• <i>Do you face any particular barriers or challenges?</i></li> <li>• <i>Have your feelings changed at any point? If so what led them to change?</i></li> </ul>
<ul style="list-style-type: none"> <li>• <b>To what extent do you feel able to provide effective support for a wide variety of learning needs for the children in your setting, whether or not they have special educational needs and disabilities?</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Has this changed over time?</i></li> <li>• <i>Are there any reasons why you feel the way you do?</i></li> <li>• <i>Do you face any particular barriers or challenges?</i></li> <li>• <i>Have your feelings changed at any point? If so what led them to change?</i></li> <li>• <i>Are there any particular needs that you find harder to support?</i></li> </ul>
<ul style="list-style-type: none"> <li>• <b>To what extent do you feel that you know how you can improve your skills in relation to meeting the needs of children with special educational needs and disabilities in your setting?</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Can you give any examples of ways in which you have developed your skills in the past? Of these which have been most/least effective? Why?</i></li> <li>• <i>Have you any plans to develop your skills in the future? How? Why?</i></li> <li>• <i>Has your knowledge in this regard changed at all? Why?</i></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Are there any ways in which you think your setting, or other early years settings might change in future regarding their practice for children with SEND?</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Why do you think these practices might change?</i></li> <li>• <i>How could nasen help support those changes?</i></li> </ul>



This report was written by the education and youth development 'think and action tank' LKMco. LKMco is a social enterprise - we believe that society has a duty to ensure children and young people receive the support they need in order to make a fulfilling transition to adulthood.

We work towards this vision by helping education and youth organisations develop, evaluate and improve their work with young people. We then carry out academic and policy research and advocacy that is grounded in our experience.

[www.lkmco.org.uk](http://www.lkmco.org.uk) / [@LKMco](https://twitter.com/LKMco) / [info@lkmco.org](mailto:info@lkmco.org)

Society should ensure that all young people receive the support they need in order to make a fulfilling transition to adulthood