

**Early Education and Childcare (EEC) Advisory Service and School Effectiveness
Team (SET)**

Start Well findings – Spring term 2023

Contents

Introduction.....	1
Methodological note	2
Background	2
Good Level of Development data (GLD).....	3
Local Ofsted data* as of February 2023	3
Outcomes from the questionnaires.....	4
Findings from part one.....	4
Local context - children’s backgrounds of those included in the project	4
Staffing	4
Leadership structure.....	5
Staff development.....	5
Business	5
Support for children with Special Educational Needs and Disabilities (SEND)	6
Other comments	6
Findings from part two	7
Curriculum	7
Teaching.....	8
Learning.....	8
Environment	9
Summary	9
Outcomes	10
APPENDIX A - Useful links for early years settings based on the report findings	11

Introduction

The rationale for approaching early years settings in the Wellingborough locality area was based upon the Good Level of Development (GLD) data for the area in July 2022. It was considerably lower than national figures. This information is explored further in this report. This data must be treated with caution due to the challenges faced by schools and early years providers during the pandemic. The impact of the pandemic on some of our youngest children has been significant.

There is recognition that as a result of the pandemic, following the discussions which we have had with our early years settings, there is a very real desire to rebuild early years networks and to collaborate with others to both improve practice and share good practice.

The purpose of the Start Well Project is to develop partnerships and working practices that will facilitate continuous improvement in the quality of provision and improve education outcomes for all children and young people.

Methodological Note

In this report, we use evidence gathered from questionnaires and on-site advisory visits to show:

- structural quality - building a picture of the children accessing early years provision in the locality, their backgrounds, the workforce, and business concerns
- process quality - capturing information on the curriculum, teaching, learning, and environments

These findings have been drawn together from a small-scale project involving early years settings within the Wellingborough locality area. This consisted of day nurseries, pre-schools, maintained nurseries and school nursery provision*.

It is based on evidence collected during the Spring term 2023 from 33 early years settings within the locality area, that are registered on the Ofsted Early Years register offering group-based provision, or based within school provision. In total, we had 33 (89%) respondents out of a possible 37.

Settings completed two questionnaires. We held face to face discussions with setting leaders to collect information and had a tour of the provision during on-site visits.

We cannot assume that the findings are representative of the whole sector. However, they provide a picture of what is working well in the locality and the challenges that some settings and children are experiencing.

*For the purpose of this report, the term 'setting' is used to refer to day nurseries, pre-schools, maintained nurseries and school nursery provision.

Background

In North Northants we are committed to ensuring that all children and young people have access to good quality education and childcare. We recognise the importance of establishing strong foundations so that young children have the skills and knowledge required for success in their journey to school and beyond, with no young child left behind.

Research carried out nationally has found that fewer children are ready for the move up to Reception than would have been expected before the pandemic. Children's communication and language, social interactions and physical skills are less developed than previous cohorts. You can read more about the findings within the report [Education recovery in early years providers: summer 2022 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/114444/education-recovery-in-early-years-providers-summer-2022.pdf).

We were keen to find out from settings what was working well and hear more about the factors that may be impacting on high quality early education locally. As a result of these

findings, we hope to invest in a professional development programme based on local need, to raise outcomes for our youngest children.

Good Level of Development data (GLD)

North Northants pupil outcome data is below national in all areas. Having studied the pupil outcome data for each of the locality areas within North Northants, it has shown that Wellingborough data is below national and below North Northants overall.

The early years GLD outcomes in Wellingborough are 6.7% lower than national (65.2%) and lower than North Northants (62.1%) at 58.8%

Children are defined as having reached a good level of development at the end of the EYFS if they have achieved the expected level for the early learning goals (ELGs) in the prime areas of learning and the specific areas of mathematics and literacy. The assessment framework, or EYFS profile, consists of 17 ELGs across 7 areas of learning. This helps teachers and parents to understand broadly what a child can do in relation to national expectations.

The 7 areas of learning are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

The reformed ELGs are now statutory for all early years settings.

Local Ofsted data* as of February 2023

Within the Wellingborough locality area, there are:

0% of early years settings with an inadequate judgement
3% of early years settings with a requires improvement judgement
78% of early years settings with a good judgement
8% of early years settings with an outstanding judgement
11% of early years settings awaiting first inspection within 30 months of registering

*For the purpose of this report, the Ofsted data refers to day nurseries, pre-schools, maintained nursery schools and nursery units of maintained schools and academies in the Wellingborough locality.

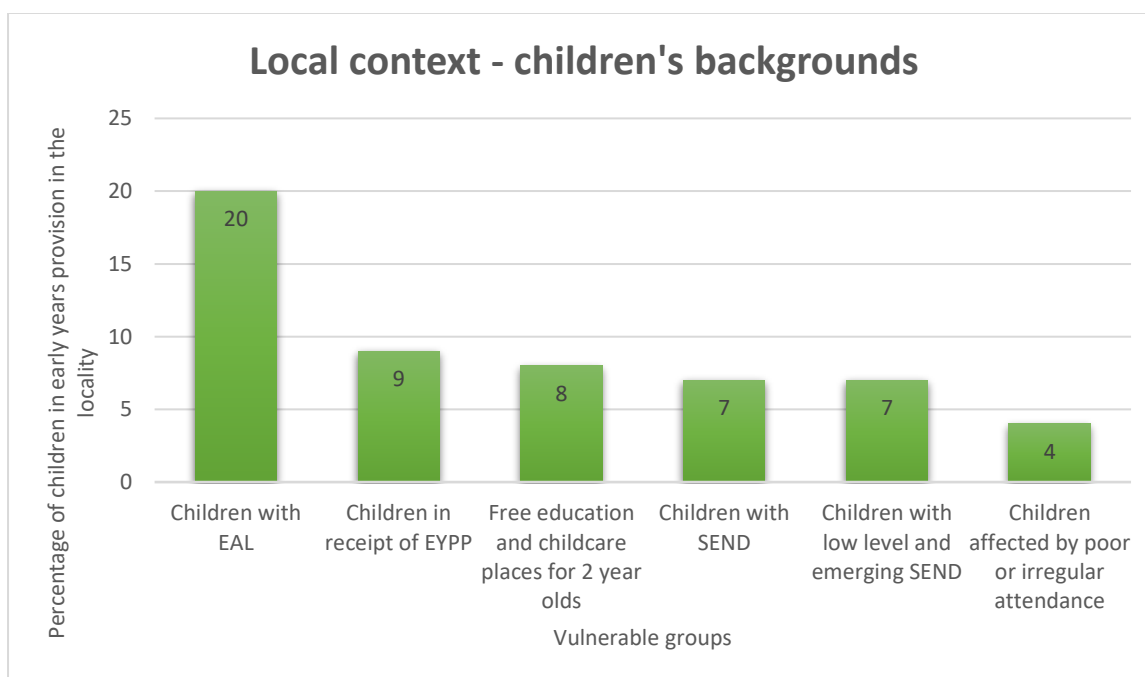
Outcomes from the Questionnaires

Findings from Part One

Structural quality - building a picture of the children accessing early years provision in the locality, their backgrounds, the workforce, and business concerns.

Local context - children's backgrounds of those included in the project

At the time the Start Well questionnaires were undertaken there was a total of 1303 children on roll across the settings that participated. The pattern emerging is that a higher number of boys have identified special educational needs and disability (SEND) and almost double the number of boys than girls have low level and emerging needs. In total, 7% of all children on roll have SEND. Additionally, 7% of children have low level or emerging SEND concerns. 20% of children on roll at early years settings within the locality area have English as an additional language (EAL). 9% of children are in receipt of early years pupil premium (EYPP). 8% of children are in receipt of early years pupil premium (EYPP). 8% of children take up a free education and childcare place for 2-year-olds. 4% of children have their learning affected by poor or irregular attendance. See table below.



Staffing

There are 273 staff working within the early years settings that contributed to this project.

8% of the workforce are undertaking an apprenticeship.

10% of the workforce are qualified to level 2.

55% of the workforce are qualified to level 3.

11% of the workforce hold Early Years Teacher Status or Qualified Teacher Status.

Of the settings that engaged in the project, there were 18 vacancies for early years practitioner roles.

Leadership Structure

Over half of the early years provision in the locality area is committee or governor run, with 24% of these types of settings currently seeking full committees.

Staff Development

Nearly all settings hold formal documented supervision meetings (1-1's) to support staff development. 83% of settings complete these at least termly. 73% of settings complete peer-on-peer observations to monitor the quality of teaching. 73% of settings complete these at least termly.

Nearly all settings are up to date with core training for their workforce.



These are the top four responses from setting leaders highlighting the training or staff development opportunities they felt were needed to improve children's outcomes:

1. SEND/SENCo
2. Speech and language
3. Safeguarding refresher
4. Communication approaches

Cost, and ratios to release staff are the two most common challenges to accessing qualifying training, mandatory training and ongoing professional development opportunities. Other issues included knowing what was available, having time to complete courses and ensuring staff have a good work life balance.

The preferred way to access training were almost equally placed, as online or face to face locally.

Business

- 53% of settings have concerns about finances.
- 33% of settings have concerns about occupancy levels.
- 57% of settings have concerns regarding recruitment.

60% of settings have concerns about business costs.

Support for children with Special Educational Needs and Disabilities (SEND)

70% of setting leaders were aware of Special Educational Needs Inclusion Funding (SENIF) to support children with low level and emerging needs. According to setting feedback, 2% of children within the locality are currently in receipt of SENIF.

Other Comments

The trending feedback was about the high number of children with SEND and need for better help to better support these children.

Other comments from setting leaders were very varied and included:

- The manager is often having to work 'in number'* due to lack of staff.
- Large amount of illness amongst children is affecting attendance.
- Increasing number of children not toilet trained.
- Increasing number of children with developmental delays in the prime areas when starting with a provider.
- Increasing number of vulnerable families.
- When settings need to use agency staff, they are requested to book a block of work rather than ad hoc days.
- Health visitors need to be more involved.
- The Early Education and Childcare (EEC) communication 'Early Years Connections' is positively received by settings who said it is "*great for information.*"

*Allocated to working with a specific group of children when there is not enough staff to cover.

Findings from Part Two

Process quality - capturing information on the curriculum, teaching, learning, and environments.

Curriculum



These are the top six key aims of the curriculum offer from settings:

1. Independent children
2. Good communicators
3. Confident children
4. Resilient children with high wellbeing
5. School ready
6. Secure in future life skills

91% of settings make use of their local community as part of their curriculum with the top three places visited being churches, parks, and residential care homes for the elderly.

Teaching



These are the top six responses setting leaders felt were the key strengths in teaching:

1. Following children's lead in their play
2. Extending children's learning
3. Knowing children well
4. Modelling language
5. Encouraging independence
6. Being a good role model

Overall, setting leaders felt that the main two areas for development for teaching and learning and their continuous professional development (CPD) for staff, is using mathematical language throughout the setting and extending outdoor learning opportunities.

Other responses were very varied; however, they included the following common trends:

- using open ended questions to add challenge
- planning the curriculum
- capturing 'teachable moments' and acting on them swiftly
- strengthening knowledge of communication and language development

Learning

Physical development - gross and fine motor skills, making relationships and overall personal, social and emotional development were assessed by setting leaders as being the top three strengths in children's learning.

Speaking was assessed by setting leaders as being the main area with the biggest gap in children's development from the seven areas of learning. Early maths, self-regulation and impulse control were also identified as common trends for gaps in children's learning.

Setting leaders noticed gender gaps emerging in children's learning, with the most common observation being that boys were lower in writing than girls. Boys were also identified as

being lower than girls in managing emotions. Their preferred learning style is more active, and they choose to play outdoors more than the girls.

61% of setting leaders reported that they are facing challenges with children's behaviour. The most common behaviour noticed is a lack of boundaries, followed closely by hitting out, shouting, pushing and defiance.

Environment

Interestingly, a third of setting leaders found it challenging to articulate the purpose behind their learning environments when asked. Over half of the setting leaders also needed prompts to be able to talk about how their environment supports the characteristics of effective teaching and learning.

76% of settings offer an approach to mealtimes that effectively promote children's self-help skills.

73% of settings offer sustained access to outdoor provision.

Summary

Setting leaders reported that key strengths in their own settings were:

- having a strong staff team who were all onboard with the ethos in their setting
- staff that build strong relationships with children and families

These two strengths were the most common answers.

Other strengths were more varied and included:

- high occupancy levels
- a good understanding of the curriculum
- safe, happy and healthy children
- child led experiences
- a good learning environment

52% of setting leaders reported that the recruitment crisis was a key factor affecting practice and provision within their setting. This was closely followed by 33% of setting leaders stating a lack of SEND support is an issue. 24% of setting leaders were concerned with business costs affecting their practice and provision.

The vision for the settings for 2023 was also varied in response, however, sustainability is a key concern for 21% of settings. The other trending vision is developing outdoor provision.

Outcomes

We were keen to find out from our early years settings what is working well and hear more about the factors that may be impacting on high quality early education locally. As a result of the findings summarised in this report, we are looking into the following support and training for early years providers in the Wellingborough locality area:

1. Establishing a leader's network held in local settings.
2. Delivering training focused specifically on the quality of teaching.
3. Investing in a speech and language assessment tool.
4. Facilitating training focused on transforming boys' interest in writing.
5. Facilitating bitesize training on supporting children with English as an additional language, encouraging early maths, characteristics of effective learning, understanding children's behaviour and self-regulation as well as supporting children with Special Educational Needs and Disabilities (SEND).
6. Developing further the established communication bulletin: Early Years Connections.
7. Building on partnership working between the school effectiveness early years education officers and the Specialist Support Service (SSS), the Northamptonshire Inclusion Mentoring Partnership (NIMP), the Northants Early Years Partnership (NEYYP), the University of Northampton (UoN) and the Stronger Practice Hub, to ensure all early years providers feel knowledgeable and well supported.
8. Providing feedback about Special Educational Needs and Inclusion Fund (SENIF) to those involved in the process and ensuring that all providers are aware of the support available and how to apply.
9. Developing quality relationships across early years providers and schools, holding the child at the heart of the networking focus.

We are keen to collaborate with settings to raise the quality of education and to improve outcomes, enriching futures for the children of the Wellingborough locality area, the children that our early years providers care for. Our aim is to be our best, so that every child can achieve their best. As a result, we will be publishing a series of 'You said, we did' updates as the year progresses. Furthermore, we will be engaging with settings on the range of activities which can be seen above. We also want to hear from setting leaders and practitioners along the way so there will be further opportunities for the sharing of feedback as we work together on this 'Start Well Project'.

Useful Links for Early Years Settings Based on the Report Findings

Keep in touch
<p>Early Education and Childcare Advisory Service</p> <p>We offer information, advice and challenge to help you to achieve and maintain a ‘good’ or ‘outstanding’ Ofsted outcome with a strong focus on successfully implementing the Early years foundation stage (EYFS). We are here to give guidance to develop your practice and provision and ensure you meet all the EYFS statutory requirements to reach the highest standard.</p> <p>Email: eecadvisers@northnorthants.gov.uk</p> <p>Website: Advice and support for early education and childcare providers North Northamptonshire Council (northnorthants.gov.uk)</p> <p>Early Education and Childcare Advisers: Julie Lappin julie.lappin@northnorthants.gov.uk Claire O’Leary claire.oleary@northnorthants.gov.uk Claire Stevenson claire.stevenson@northnorthants.gov.uk</p>
<p>School Effectiveness Team</p> <p>The School Effectiveness Team’s role is to work with maintained schools, academies and other education providers to promote high standards and ensure all and children have the opportunity to fulfil their potential.</p> <p>The team works with schools in a collaborative way, supporting and challenging them to drive improvement, focusing on the quality of education and the safeguarding of all children in education settings.</p> <p>The team believe in working in partnership to improve pupil outcomes therefore we are also looking to create locality networks and locality projects in a bid to create more co-production and collaboration to facilitate a sustainable school improvement model.</p> <p>Locality working will:</p> <ul style="list-style-type: none"> • improve outcomes for all pupils in North Northamptonshire • support the journey of the child through their locality • improve communication between schools, settings, clusters, networks and the local authority and vice versa, collating and sharing great practice and the impact of this on outcomes • recognise schools and settings as local leaders and key partners • co-create a local education culture based on a clear moral purpose • engage all key players, schools, settings and academies • facilitate effective collaboration in a local area that supports continued improvement in provision and outcomes for our children

Email: LSEadmin.ncc@northnorthants.gov.uk
School Improvement Partner (SIP) - Early Years:
Zoe Ilott zoe.ilott@northnorthants.gov.uk
Faye Bruce faye.bruce@northnorthants.gov.uk

School Improvement Partner (SIP)
Rachel Forward rachel.forward@northnorthants.gov.uk
Johanne Tondeur johanne.tondeur@northnorthants.gov.uk
Clare Haywood clare.haywood@northnorthants.gov.uk

School Improvement Partner (SIP) - Governance
Robert Hawkes robert.hawkes@northnorthants.gov.uk

Associate Head Teacher (AHT) - Gillian Morton
gillian.morton@northnorthants.gov.uk

Keep up to date

[Early Years Connections - \(tfemagazine.co.uk\)](http://tfemagazine.co.uk) is our local authority **digital bulletin** so we can communicate directly with you on a regular basis to share key messages. We include our Ofsted ready series which notices trending Ofsted recommendations coming through from recent local inspections. We also highlight opportunities for training running locally and nationally. You can access back editions if you have not yet seen it. The March edition is the last publication in this format before re-launching in May 2023 with a fresh look for early years providers within North Northants.

Each week a **Head Teacher update** is emailed out to all Head Teachers. This contains updates from North Northants Children's Services Education teams as well as other teams in North Northants Council (NNC). Other stakeholders contribute to this communication, for example the Teaching School Hub (TSH) and many other organisations add to this regular publication.

Learning

Find information about each area of learning in the **EYFS** and get ideas for activities you can do with early years children on the government website [Help for early years providers - Department for Education](https://www.gov.uk/guidance/help-for-early-years-providers).

Special educational needs and disabilities

[Early Years | Nasen](https://www.nasen.org.uk) offers a range of **special educational needs and disabilities** training opportunities and resources specifically for leaders and practitioners, working in the early years.

If you want to know more about the North Northants support for children with low level and emerging needs, **SENIF**, and how to make an application visit [Special Educational Needs and Inclusion Fund | North Northamptonshire Council \(northnorthants.gov.uk\)](https://www.northnorthants.gov.uk/senif).

Business needs
If you need inspiration to restructure your fees and improve your revenue take a look at this handy article Nursery fees: 10 ideas for a smarter pricing model Family .
Recruitment
Struggling with recruitment ? There are a range of useful articles available on All things recruitment Family .
Watch this Free Video: Jessica Sandall on Staff Retention - Early Years TV . Jessica starts by discussing the problems with staff recruitment , retention and finding good quality staff, explaining how Busy Bees has tackled this by cutting back on agency staff and recruiting teachers.
Staff development
The Department for Education has launched a free online child development training course aimed at childminders, nursery practitioners and nursery managers. The first four modules of the training are available now. These modules cover child and brain development, PSED as well as communication and language. Find out more about the training and enrol . Further modules will be added throughout 2023.
Early years practitioners from across England now benefiting from a high quality CPD programme Early Years Professional Development Programme - Phase 3 which is delivered through online self-study and regular facilitated webinars. Areas covered include: <ul style="list-style-type: none"> • Early communication and language. • Early mathematics. • Personal, social and emotional development (PSED). <p>Expressions of interest are now open for cohort two which starts in September 2023. If you are a qualified Level 3 practitioner or childminder working with disadvantaged children aged 2-4 you can find more information about the Early Years Professional Development Programme – (earlyyearsdpdp.com).</p>
The Education Endowment Foundation (EEF) has launched a suite of evidence-based resources dedicated to the early years sector. These resources are designed to support early years professionals by providing insights about which approaches are likely to improve learning and development outcomes, as well as support to implement approaches in your settings.
The re-launched Early Years Toolkit summarises findings from the best available international evidence and is designed to support early years professionals to use their resources to improve learning outcomes for their children. The Toolkit includes evidence on ten topics, including parental engagement and language and

communication. For each topic, it presents an average impact in months progress, alongside information on cost and the strength of the evidence base.

The brand-new **Early Years Evidence Store**, developed to support the Department for Education's Stronger Practice Hubs, explains and illustrates how different evidence-informed approaches can be put into practice with children in early years settings.

Take a look: <https://eef.li/early-years>.

Thank you for taking the time to read this report.



Research proposal: How does the quality of the environment impact on the quality of children’s communication and language



Proposal completed by:	
Applicant	Dr Tanya Richardson
Position	Senior Lecturer in Education (Early Years)
Department/Institute	Childhood, Youth and Families/FHES
Email	tanya.richardson@northampton.ac.uk

Details of project team (where applicable)

Name	Position	Department/Institute	Email
Tanya Richardson	Principal Investigator Senior Lecturer in Education (Early Years)	Childhood, Youth and Families/FHES	tanya.richardson@northampton.ac.uk
Jo Hutchinson	Lead Partner Head of School Effectiveness North	North Northamptonshire Council	Jo.Hutchinson@northnorthants.gov.uk
Claire Stevenson	Early Education and Childcare Adviser	North Northamptonshire Council	Claire.Stevenson@northnorthants.gov.uk
Zoe Ilott	School Improvement Partner – Early Years	North Northamptonshire Council	Zoe.Ilott@northnorthants.gov.uk
Claire O’Leary	Early Education and Childcare Adviser	North Northamptonshire Council	Claire.OLeary@northnorthants.gov.uk
Julie Lappin	Early Education and Childcare Adviser	North Northamptonshire Council	Julie.Lappin@northnorthants.gov.uk

Project title	
How does the quality of the environment impact on the quality of children’s communication and language?	
Start date: July 2023	End date: July 2024

Project abstract

This research aims to explore how indoor and outdoor play and learning spaces impact on young children’s communication and language development. A total of 109 settings will be asked to assess children’s baseline skills within this area, then undertake improvements to their environments through the use of an audit tool. After the improvements have been implemented and embedded, children will be re-assessed. Adults views will also be sought on the perceived benefits of the intervention.

Through a qualitative approach and the use of observations, questionnaires and focus groups, both before and after the intervention, it is the intention that the effectiveness of this environmental project is assessed.

Background and rationale

North Northamptonshire Council, via their Start Well research, have identified that speech and language is one of the main concerns of settings within the Wellingborough locality at this time. It has also been identified by these settings that this is the biggest gap in children’s development at this time. It is recognised that most approaches to this work on an intervention strategy that works on the deficit model – supporting children who are already in difficulty.

This project aims to work on a prevention rather than cure approach and proposes to encourage settings to consider how their environment supports communication and language and make improvements that have long lasting effects, hopefully resulting in less children needing intervention over the longer term.

Aims and objectives

There is evidence that there is a widening gap in the speech and language abilities of young children within the UK. This has been widened further during the recent pandemic (Royal College of Speech and Language Therapists, 2020). It is recognised that this has long lasting impacts on future outcomes (Law *et al.*, 2010). Children who have issues within this area at the age of five are one-and-a-half times more likely to be suffering with mental health issues at the age of 34 (Law *et al.*, 2010), and one third of these children’s mental health issues will be severe enough to require medical treatment in later life (Clegg *et al.*, 2005). These same children also have reduced chances of employability, being twice as likely to be unemployed than their peers with normal language development (Law *et al.*, 2010). There is also research that the early years environment, both indoors and outdoors, can impact on young children’s speech (Richardson, 2016).

This project therefore aims to support settings to consider what aspects within their environment can be enhanced with a view to improving the quality of communication and language in young children aged 0-5 years. This project would scale up an earlier small study that indicated an association between the quality of speech and the quality of early childhood setting-based learning environments (Richardson, 2019). Based on findings from the earlier study, an audit

tool, designed and tested at local level to assess the quality factors of a range of early learning environments and used in conjunction with Type/Token Ratio methods (speech and language quality analysis), indicated that specific factors in the environment affect the quality of young children's speech and language. This project will utilise the audit tool across 109 Early Years settings in Wellingborough (38 PVI settings, 24 schools and 47 childminders). Suggestions on how these environments can be enhanced will be action planned. This project will result in settings being encouraged to optimise their learning environments for young children's speech and language development.

In summary, the aim of this study is to ascertain how factors in play and learning environments of Early Years settings, for children aged 0-5 years, are associated with the quality of their communication and language and if so, the nature and effects of those factors.

The study objectives are:

1. To establish whether enhancing the quality of the environment impacts on the quality of young children's communication and language;
2. To implement an ongoing approach to allow settings to self-audit and make changes to their environments with communication and language as a focus.

The aim and objectives to be addressed in this study will focus on responding to one overarching research question:

“How does the quality of the environment impact on the quality of children's communication and language?”

In order to answer this research question and objectives 109 settings will be invited to take part in the following research activities:

- Assess practitioner confidence on how they support communication and language through their environments (online survey completed at network meetings or via newsletter)
- Prepare and disseminate training (in both a face to face and digital format) on how to audit Early Years environments and distribute audit tool (at network meetings)
- Ask settings to assess a minimum of 20% of children at outset of project using self-created communication and language checklist (include child's postcode on checklist to enable data analysis across social groupings plus EAL/SEND)
- Support settings as needed to assess their environments and develop actions plans
- Provide settings with a weekly communication and language 'top tip' to share with parents to promote home learning and enhance the home learning environment
- After six months, settings to re-assess children using same checklist as done for baseline
- Collect practitioner views on impact through focus groups (at network meetings)
- Collect parent views on impact through electronic survey

Analyse findings from above and establish themes and patterns to establish future training needs of settings and;

- Provide support/training packs to participatory settings to consider ways to further develop environments with a view to supporting speech and language
- Consider how this can be rolled out to support parents within the home environment

Impact

By collecting the data as described above this will allow the research team to assess and show impact in the following areas:

- Practitioner confidence in providing supportive environments for communication and language (assessed through questionnaires and focus groups – before and after the intervention)
- Children’s levels of communication and language (through checklist observations and anecdotal evidence from focus groups and parent surveys – before, during and after the intervention)
- Further enhancement of the indoor and outdoor environments (evidenced through focus group – after the intervention).

Through the planned interventions and associated data collection it is hoped that it will be possible to evidence benefits of enhancing the environment to support communication and language and then to communicate that to the wider education field. This will then have a wider impact through the dissemination of the evidence.

Dissemination Plan

This research will be disseminated in the following ways:

- Share case studies through social media and the media team from the Changemaker Incubator Hub at UoN.
- Attend a national Early Years conference to share project and outcomes (BECERA or Nursery World Conference – depending on timing)
- Attend as guest speaker on Early Years podcasts.
- Write article for Nursery World/Early Years Educator
- Co-write a journal article

Ethical Information

The study will meet the requirements of BERA (2018) Ethical Guidelines for Educational Research and will comply with UoN ethical requirements.

- **INFORMED CONSENT:** Once settings have indicated that they are willing to participate, they will receive a letter to forward to their staff and students’ parents and carers, outlining the study, its ethical protocols and will include the consent form. It will state explicitly that participation is voluntary.
- **THE RIGHT TO WITHDRAW:** In the information letter, all will be informed of their right to withdraw from the study until data are analysed.
- **PRIVACY:** All research data will be anonymous: no names of participants will be stored. Use, storage and management of data will be set out in the Data Management Plan (DMP).
- **DISCLOSURE:** The researchers will consider carefully making disclosure to appropriate authorities if behaviour reported or observed is likely to be harmful to the participants or to others. The researchers will seek advice from the Chair of the UoN REC before proceeding to disclosure and will inform the participants of their intentions and reasons for disclosure as appropriate.
- **POTENTIAL DETRIMENT:** Everything will be done to ensure the research does good and no harm.

Timeline

June 2023 – Obtain ethical approval for project
September 2023 – Disseminate information to settings along with consent letters. Get setting views via online survey.
Early September 2023 – Settings to assess environment and collate results (via online survey)
Late September/Early October 2023 – Settings to undertake baseline checklist observation on children’s communication and language abilities.
January 2024 – Undertake focus groups to explore practitioner views on intervention.
January 2024 – Seek parent perspectives on impact of intervention.
January 2024 - Transcribe focus groups and begin thematic analysis of findings so far
Early April 2024 – Settings to undertake checklist observations on children’s communication and language abilities to provide comparative data
February 2024 – Attend BECERA to report findings so far to wider sector
April 2024 – Analyse final data, compare to initial data sets and assess findings.
From May 2024 – Disseminate findings by writing of report and case studies and begin to compile journal article.

BUDGET

Total Project Costs
(Staff time and Non-pay costs e.g., conference attendance, event hospitality, travel, etc)
£6500 plus £2000 legal fees if contract is required

Breakdown of costs

Provide a clear breakdown of your project expenditure. Include any additional funding sought, income to be raised and match funding (if applicable)
See attached costing matrix for breakdown of costs

Ethical approval from Research Lead.

Research Lead	
Approval Confirmed?	

Signature of Lead Applicant

Signed	
---------------	---

Date	3 rd April 2023
-------------	----------------------------

References

Clegg, J., Hollis, C., Mawhood, L. and Rutter, M. (2005) Developmental language disorders – a follow up in later adult life. *Journal of psychology and psychiatry*. **46**(2), pp.128-149.

Law, J., Rush, R., Schoon, I. and Parsons, S. (2010) Modelling developmental language difficulties from school entry into adulthood. *Journal of speech, language and hearing research*. **52**(1), pp.1401-1416.