

## 30 hours Entitlement: Access for Children with SEND

### April 2019 Briefing

#### Summary

Statistics show that the 30 hours is being substantially under-utilised by children with SEND, meaning that the gap between them and their peers will likely continue to grow. With a lack of a national voice specifically for children with SEND in the early years, Dingley's Promise has focused on building a national accredited training course to upskill mainstream early years practitioners in working inclusively, and has also worked to raise awareness of the Dingley's Promise model that uses specialist early intervention to build wider inclusion.

#### Background

Dingley's Promise research in April 2017 showed that 68% of early years providers surveyed felt that they needed more support and advice to be able to take more children with SEND, and 63% felt they needed better training to be able to take more children with SEND.

In June 2018, statistics were released by the Department for Education showing that as little as 25% of children with SEND were actually getting their 30 hours, in comparison to around 75% of their mainstream counterparts. Further research by Coram showed that only 22% of local authorities report having sufficient early years provision for all children with SEND in their areas.

In July 2018 we carried out further research with settings around delivery of the 30 hours entitlement to children with SEND, which showed that an overwhelming 92% of settings felt that the high cost of 1:1 support for children with SEND was a barrier to inclusion. 80% of those settings felt that difficulties in finding staff skilled in SEND was a major barrier. Settings felt that the best ways to solve these issues were more funding (55%) and more staff training on inclusion (26%)

#### Response from Dingley's Promise

As a result of these concerns and recommendations, Dingley's Promise has taken the following steps to build a more inclusive early years sector.

##### The Level 3 Certificate in Early Years Inclusive Practice

Since its launch in January 2018, 50 trainees have started our accredited online learning programme to build wider inclusion in mainstream early years settings. Evaluations from trainees who have completed the certificate show that the training is doubling the number of children with SEND they report they feel their settings could take. Before starting the course, 80% of trainees were not very confident working with children with SEND, and on completion 88% of learners reported feeling very or extremely confident.

We are currently running a pilot with Action for Children, whereby they will assess the impact of the training on their own nurseries, and we are aiming to scale up the training programme to have a greater impact across the country.



Patrons: Christopher Khoo DL, Naomi Khoo  
and Helene Raynsford

### Further refining and testing of our model of delivery

The Dingley's Promise model uses specialist early intervention to build wider inclusion. We deliver Ofsted registered sessions to children with SEND in the early years, with the aim of giving them the best chance to experience mainstream education wherever possible. Last year, using our new 'Entry Exit Pathway', 72% of our transitions were to the mainstream. We will further refine the pathway, test impact and then share nationally with Big Lottery support.

In addition, we are in discussions with a number of local authorities who would like to establish centres like ours in their own areas because they see the gaps they have and believe that effective early intervention will lead both to better life outcomes for children, and also long term savings for them.

### Advocating for the early years to be recognized in wider campaigns

All too often, in the wider SEND sector the early years is left out. Dingley's Promise continues to engage with projects and campaigns, aiming to ensure that the early years is included. Most recently, we have ensured that the national Disabled Children's Partnership 'Secret Life of Us' campaign has included the early years by providing a case study from a family that we work with. We believe it is vitally important to ensure there is a voice for children with SEND in the early years that doesn't get lost in the wider context of either the SEND sector or the early years sector.

## Recommendations

In order to build meaningful inclusion and access to the early years, closing the attainment gap in the long term, the following actions must be considered:

1. Local authorities should have a duty not just to ensure early years sufficiency, but also to ensure SEND early years sufficiency. Places for children with SEND are vital to ensure all children can access their 30 hours entitlement, and the gap starts to reduce allowing better life outcomes and long term savings.
2. There must be better support and training for mainstream nurseries to enable them to use meaningful inclusive practice in mainstream settings rather than relying on 1:1s which are economically unsustainable, and in many cases deliver worse outcomes for children.
3. Pay early years providers a different Nursery Education Grant rate per child in line with the child's level of need. This would ensure that settings who accept higher numbers of children with SEND automatically have enhanced funding and are not forced to engage in complicated funding application processes.

## Further Queries

If you would like to discuss any of the above points or access the full research documents mentioned, please contact:

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