

Statement on Inclusion

Dingley's Promise is passionate about achieving the best start for every child that we work with.

We believe that wherever possible, children with Special Educational Needs & Disabilities (SEND) should have the opportunity to learn in an inclusive setting. We understand each individual child that we work with, and support them to reach their potential through our 'entry exit pathway'.

As a highly skilled specialist setting, we provide a model for others to see successful strategies in action, and through our specialist early intervention ensure more children have the opportunity to experience inclusion.

What we do to contribute to inclusion?

Specialist advice and support for mainstream settings to build inclusion:

- - Information, advice and support to mainstream nurseries as requested.
- - Sharing provision so that children get specialist inputs from us, while increasingly experiencing inclusion in mainstream settings too.
- - Transitions managed to ensure that we plan and support the transition of each child to the mainstream effectively over a period that suits them, while also supporting the receiving setting to use established strategies with the child.
- Training offer aimed at building inclusive practice in mainstream nurseries

Training for mainstream nurseries to build the skills and confidence of their staff to deliver meaningful inclusive practice.

Specialist early intervention gives every child the best chance of being able to access inclusive settings. Our support is tailored to each child and involves a range of strategies to help them develop their skills and knowledge from an early age.

Why we do this

Dingley's Promise recognises that inclusion can only be really successful for children when mainstream settings have the knowledge to include them in a meaningful way. We see our role as vital in passing on successful strategies that enable children with SEND to develop and succeed in an inclusive environment.

Local authorities across the country report a lack of sufficiency for children with SEND in the early years, and we are passionate about giving them and their settings the tools to work inclusively and ensure that every child with SEND has the opportunity to experience early years education, and use their free entitlements alongside their peers.

