

Dingley's Promise: Comic Relief Early Years Inclusion Project

Developing Different Messages for Different Groups of Potential Learners

Introduction

In our conversations with you, and by looking at the training take up data we can clearly see some great pieces of work happening to target key groups. In some areas for example, school learner uptake exceeds that of the private voluntary and independent sector. We have also noticed some good childminder, engagement and parent engagement in some areas too.

Understanding that different groups engage for different reasons, we thought it might be useful to summarise some of the key messages to help engage these different audiences.

Here are some suggestions which could be developed to share the training with different groups and gain better engagement.

Schools

Subject Header –

Do you struggle to settle children in your school, and in particular a growing number of children with SEND?

Following statement: We appreciate that September can be a tricky month for everyone and early planning is essential. This time can be particularly difficult for children with SEND to settle easily and quickly into a new school. Are you doing everything you can to support the best transitions for all children in your school? Don't miss this opportunity to upskill your teams to better meet the growing needs of children with SEND.

PVI group settings

Subject Header –

Want to be an outstanding inclusive setting, but have limited time for training?

Following statement: We have listened to the needs of the sector and your concerns about recruitment of retention and staff time being limited. The Dingley's Promise training courses to support inclusive practice are flexible, online and can be completed at the learner's pace when they have time. 99% of practitioners who have completed the introduction to inclusive practice course say they can take more children with SEND as a result. Don't miss this opportunity to grow your skills and confidence to support children with SEND.

Anyone working with families of young children

Subject Header –

Could you shape the future for children with SEND through your earliest conversations with families?

Following statement: Sometimes the most critical conversations can be the first conversations between a parent/carer and member of staff. They can often be the first port of call for concerns about a child's development and also around early years entitlements.

Talking confidently about what good inclusive practice looks like can be critical in whether or not a family take up their early years entitlements at all, particularly if they have a children with SEND. We know early years and childcare take up directly impacts on child outcomes and families, therefore these conversations are vital. The Dingley's Promise training courses will broaden your knowledge to better support both children and families with a range of additional needs and disabilities.

Health Visiting Services

Subject Header –

Want to improve outcomes and deliver your service objectives efficiently?

A key objective of the healthy child program, which health visiting services are commissioned against includes;

" - make sure children are prepared for and supported in all childcare, early years and education settings and are especially supported to be 'ready to learn at 2 and ready for school by 5'".

The take up of the early years entitlements can improve outcomes for children, in particular those from disadvantaged families from where children with SEND are over represented. Greater inclusion training can increase the take up of entitlements through providing rich and accessible learning opportunities which families can be confident of supporting their child. This can also help to remove barriers to employment and help families to move out of poverty.

Parents and Carers

Subject Header –

Are you confident you know what good inclusive early year provision looks like, and can advocate for your child in your setting?

We know parents want what's best for their children but don't always feel confident to talk to professionals about the support their child needs. We also know from experience how important it is for families to work in partnership with early years settings and schools.

Parents and carers will always be the expert at in their own child's needs, but understanding what good inclusive practice can transform the communication between you and significantly improve the approach to meeting the needs of children.

Our training is designed primarily for those working with children with SEND, but many of our parents and carers have benefitted hugely from the training too. It has helped them to increase skills and knowledge, work in collaboration with early years settings and staff as well as to develop new strategies to support their child.