



Transforming the Early Years for children with SEND

**Welcome to our
Inclusion Lunch Break!**

Agenda

Introductions and welcome

What we talked about last time;

Continuing the conversation re the SEND reforms focusing on;

- Continuing to support BSFH implementation and the SEND reforms
- Supporting take up of the entitlements

Spotlight session this time;

- **Best Start Inclusion Practitioners (continued), where they sit, how they operate and what needs to happen to ensure impact?**

Update from Dingley's

Ask the room

What next?



How shall we work today?

- ✓ Cameras, mics, joining in and chat
- ✓ To maintain a safe space we will not record the session
- ✓ You can access the chat afterwards for contacts and resources and ideas shared
- ✓ Our LA webspace will host our slides
- ✓ Can you give yourself this time?
- ✓ Are you comfy?



Who we are, and what we do

A charity delivering specialist nursery provision for children with SEND

- Working with children, families and mainstream providers
- Thousands of children and families supported over 40 years
- 35% to 70% transitions to the mainstream

A will to drive an inclusion movement

- 96% of THOUSANDS of practitioners who complete our Inclusive Practice course tell they can support more children with SEND
- Working across the UK with LAs, providers, partners & parents
- Lobbying for change nationally representing their voices

www.dingley.org.uk



Why the lunch breaks?

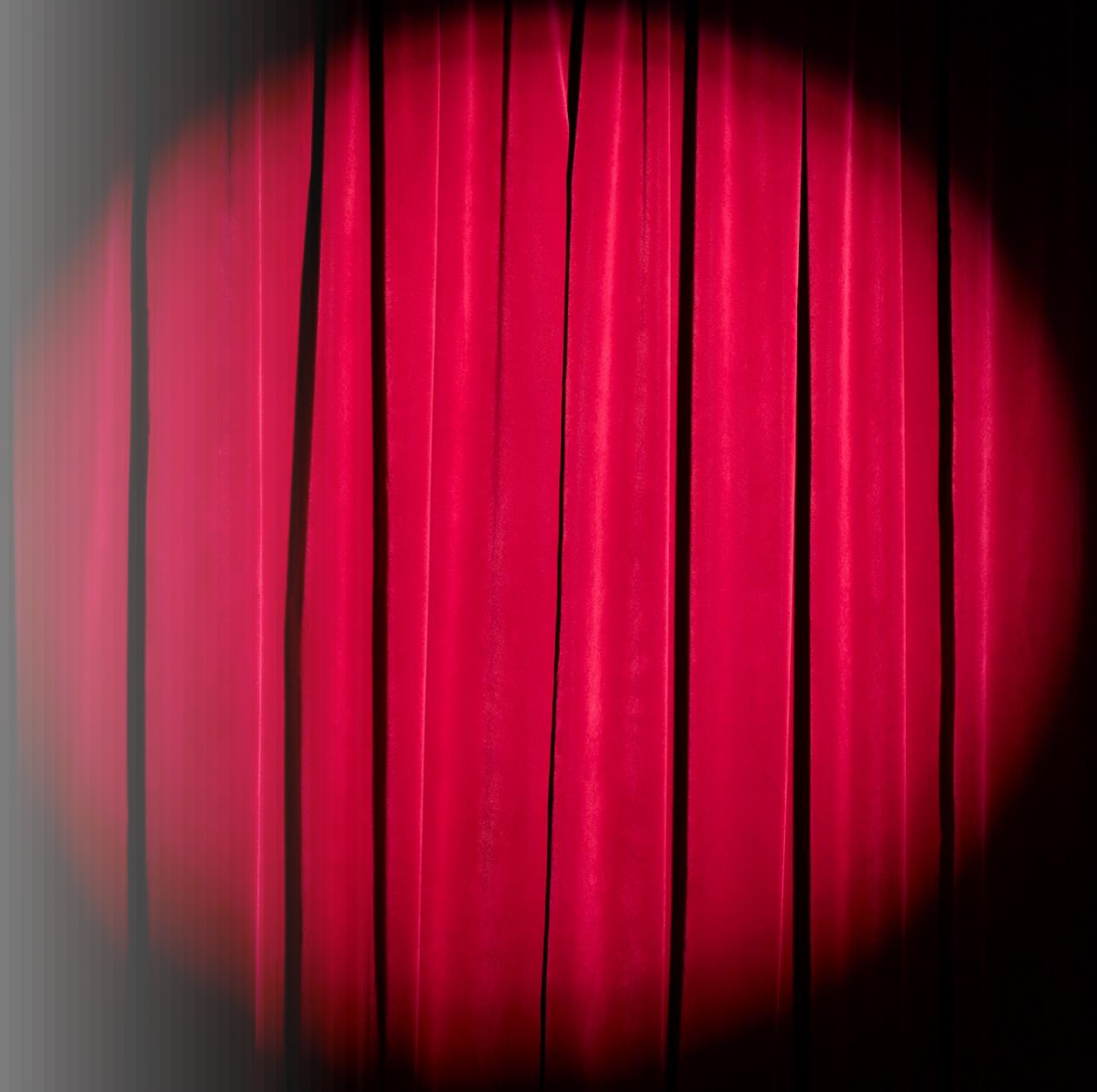
- An opportunity to engage with more of you and keep the inclusion conversation live
- Representing you in our conversations with policy makers
- Sharing good practice and making your work count
- From the EYs SEND Partnership with a potential for more!



Please tell us
who you are in
the chat and
leave your email
so we can stay
in touch directly



**Spotlight
session last
time...**



Take up of the entitlements by families of children with SEND

- Why it matters?
- What is the gap and how do you know?
- What's challenging?
- What works (and what have we learnt from previous work)?



Why it matters

- Children with SEND typically take up less than their peers, for example in some areas less than 50% take up their full entitlement compared with over 85% of the whole
- Those who don't take up are over represented by least advantage families
- We also find they are highly likely to face a deferred, delayed or part-time entry to school
- Therefore, our least advantage children with SEND are taking up the least amount of the early years entitlement
- To achieve BSIL, FH, Healthy Babies, Families First, Poverty, Employment etc etc etc this group matter

So what is the gap and how do you know?

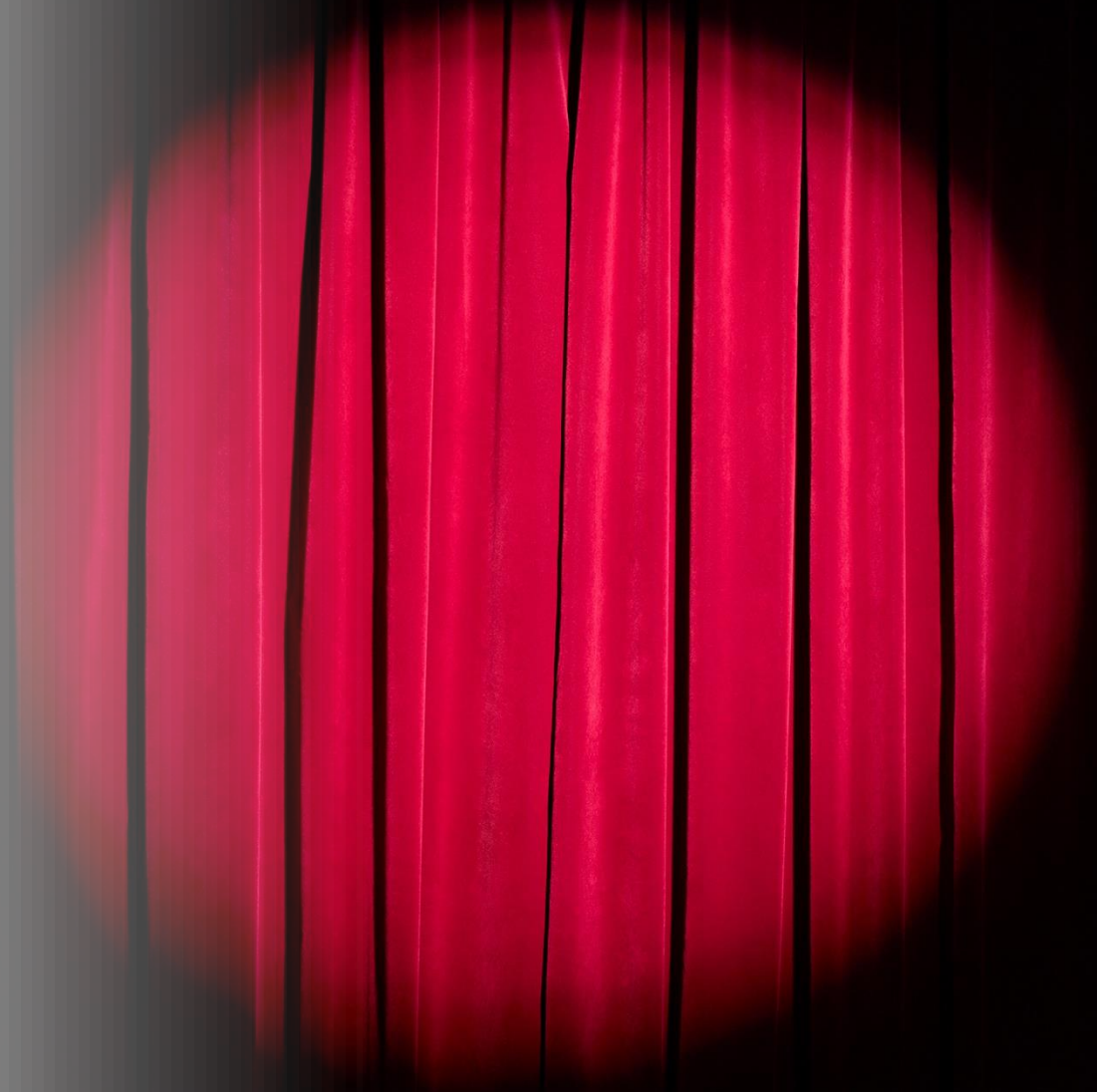
- Measuring take up of the full entitlements (attendance not funding)
- Section 23 will give you populations
- Funding returns can give you attendance
- Talking to families, providers and partners will give you intelligence
- So what?



What we know works

- A whole system multi-agency approach and...
- It's not what you do but the way that you do it!
- Eg Somerset take up of 2 year old places went from 45% to 95%
- What can you share?

Spotlight
session this
time...



Best Start in Life Practitioners

- What is the guidance saying?
- What do they do?
- Where do they sit in the wider SEND reforms?
- Where do they sit in the BSFH and wider reforms agendas?
- How will you matrix manage them?
- What else needs to be in place to ensure impact?



Summary...

An emphasis on mainstream community based inclusion through;

- **New Inclusive Early Years Fund:** An additional [£47 million in upfront funding](#) for 2026/27 to help providers identify and support emerging needs without waiting for formal diagnoses.
- **Individual Support Plans (ISPs):** Introduction of digital, legally-required [Individual Support Plans](#) for all children with SEND. These records will detail day-to-day support and be accessible to both providers and parents.
- **Best Start Family Hubs:** Over [£200 million investment](#) to ensure every community hub has a dedicated SEND practitioner to provide outreach and early intervention for families.
- **Experts at Hand Service:** A [£1.8 billion multi-agency initiative](#) bringing specialists like speech and language therapists, occupational therapists, and educational psychologists directly into early years and school settings.
- **National Training Offer:** A [£200 million national training package](#) beginning in 2026 for all early years and school staff to improve early identification and inclusive practice.
- **Tiered Support Model:** Moving to three flexible layers of support—**Targeted**, **Targeted Plus**, and **Specialist**—allowing children to move between levels as their needs change.
- **Strengthened Transitions:** New partnerships to support the move from early years settings to Reception, including a proposal for [“Reception Plus” classes](#) for children not yet school-ready by age five.

BSIPs and how the role fits with wider reforms...

Best Start and Family Hub services for all - data driven planning and joint service pathways

Planning your resource and understanding impact – data (section 23)

Best Start Inclusion Practitioners to act as the conduit and gateway to support

Experts at hand to ensure a bank of specialist support for mainstream providers

7 packages to create consistency and standardise support

Best Start in Life Practitioners

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What else
are we up to
and how else
can we help?

EYs SEND
Partnership
potential
Partners?



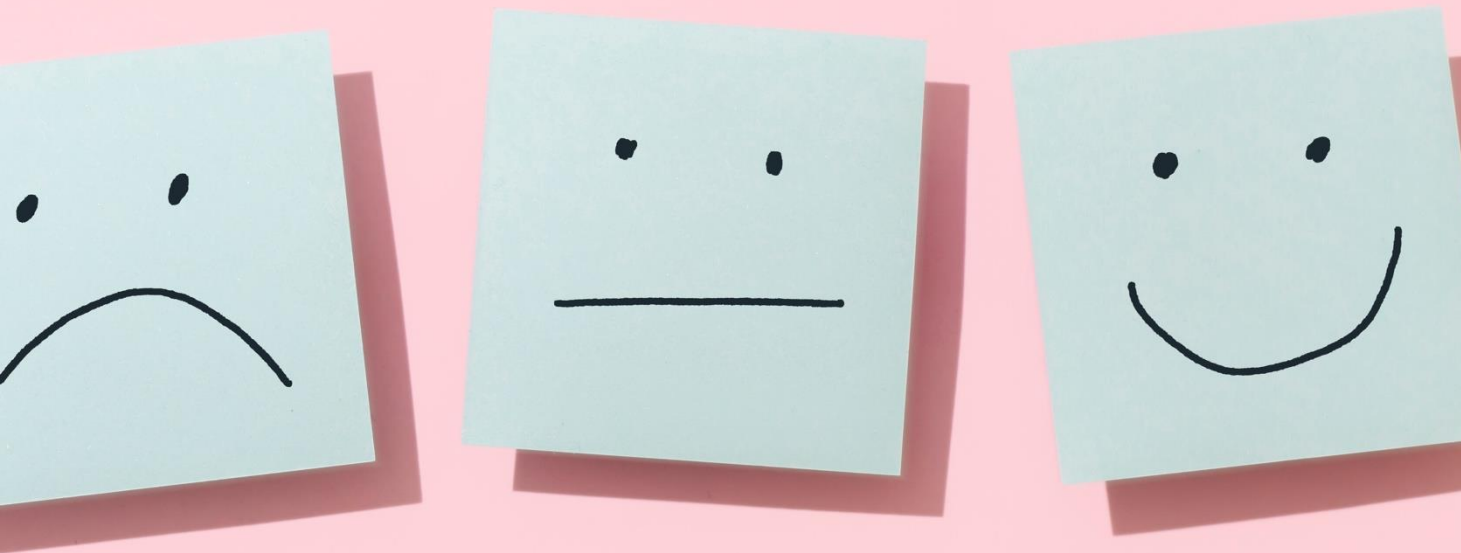


Ask the room



Spotlight next time?

10th August 12.30-1.30pm



What will you do
next?

Feedback in the
chat please



Thank you for your continued commitment and passion!

info@dingley.org.uk