



**Welcome to our
Inclusion Lunch Break!**

Agenda

Introductions and welcome

What we talked about last time;

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

Spotlight session this time;

- Upskilling the workforce and open session

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?



These sessions are part of the EYs SEND Partnership

- DfE funded
- A range of partners and offers
- Our remit to support BSFH through the regions and a free training offer <https://forms.cloud.microsoft/e/DrLptGGvMW>
- More soon!

<https://councilfordisabledchildren.org.uk/about-us-0/networks/early-years-send/eysend-partnership>





A Big Acknowledgement!

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?

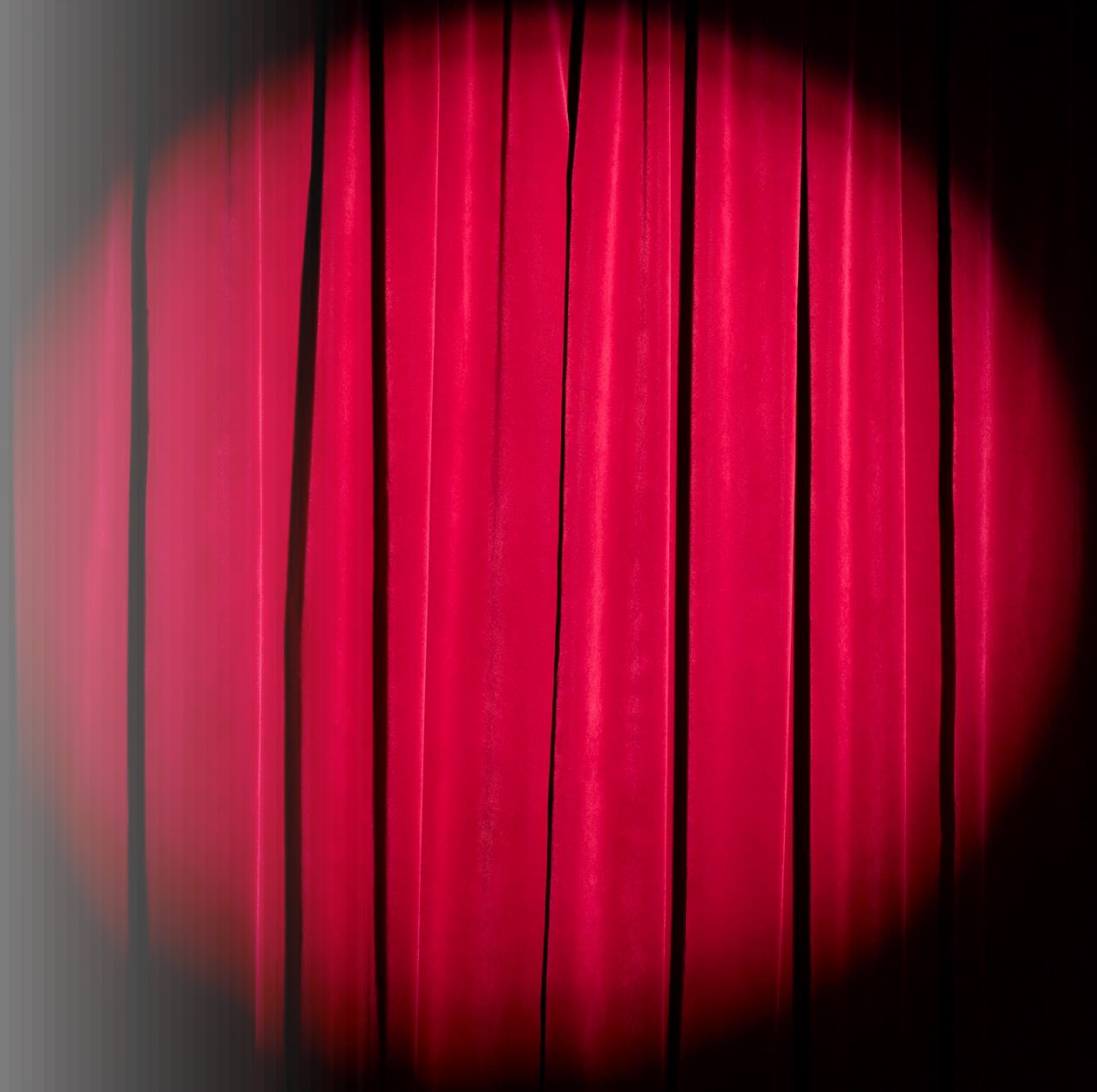
- An opportunity to engage with more of you and keep the inclusion conversation live
- Representing you in our conversations with policy makers
- Sharing good practice and making your work count
- From the EYs SEND Partnership with a potential for more!



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



**Spotlight
session last
time...**



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?



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

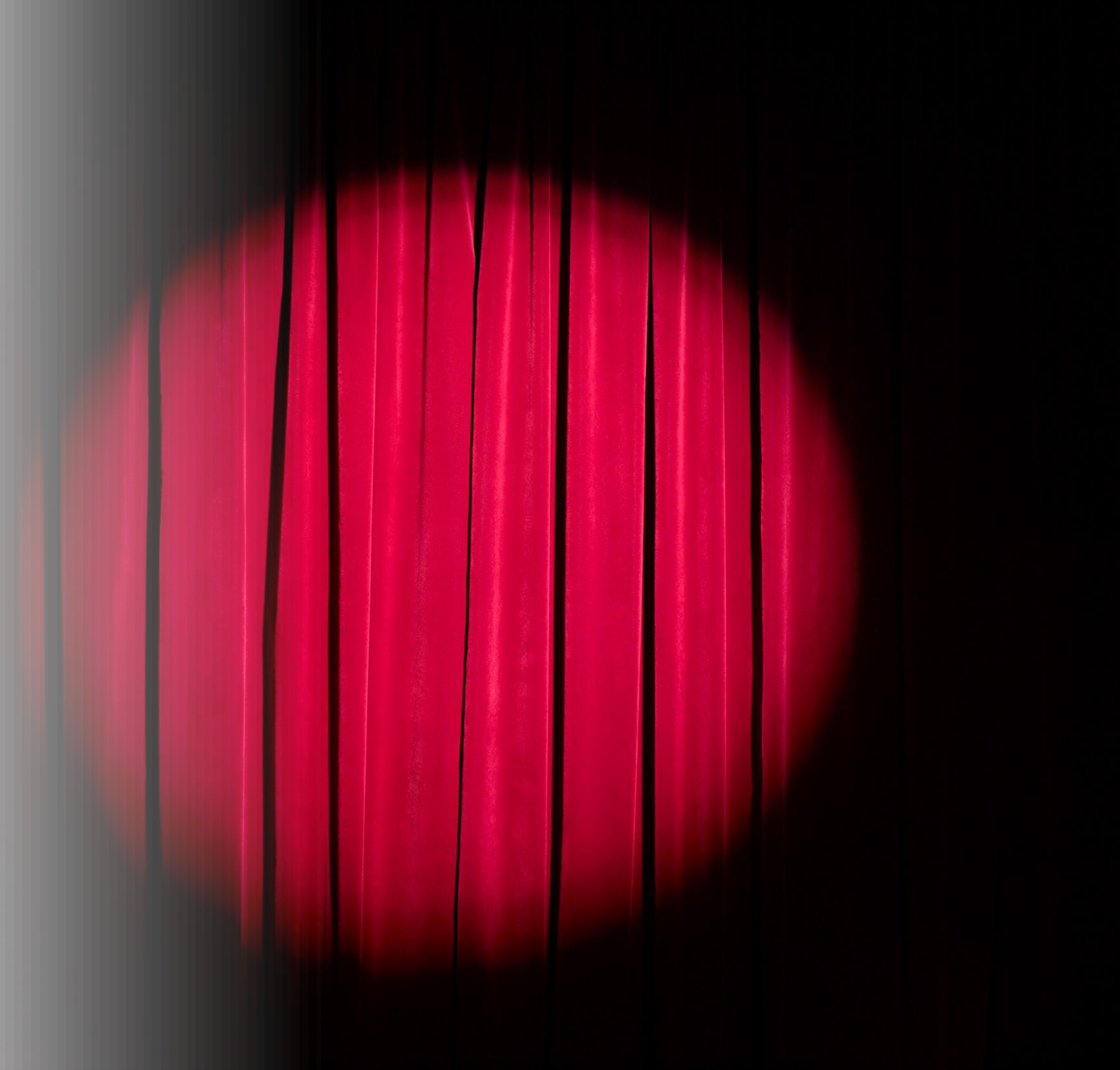
Experts at hand to ensure a bank of specialist support for mainstream providers

7 packages to create consistency and standardise support

All accessed through your network of BSFH services and touch points to support universal support too

Spotlight
session this
time...

Upskilling the
workforce and
open session



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.

What's on offer

- Short term – BSFH leaders and staff
3-5 places per LA to start with (see
info in chat/on our website)

Roll out through LGA NCFH
regional meetings

- Medium term – training for BSIPs
from the EYs SEND Partnership (more
soon)

- Longer term – from September
Inclusive Practice for 10,000
practitioners (more soon)

With support for LAs to secure
engagement and completions



Why an inclusive workforce?



- We are legally required (and morally too!)
- Increasing numbers of children needing support
- Pressure on the early years system adds pressure to later services too
- Prevention is cost effective
- Take up of the EYs entitlements is a HUGE opportunity for social, educational, economical, health benefits and savings, so our pathways, information and support is crucial
- Establishing and supporting mindsets is more effective than trying to change them
- Multiple disadvantage can be tackled - if you want to narrow any gap...
- This agenda is all our agendas ie BSFHs, safeguarding, education, employment poverty etc
- Because if we want an inclusive, diverse and welcoming society which celebrates difference it starts in the EYs

Why upskill the workforce?

- SEND support vrs Inclusion?
- Silo working
- School models that don't always translate to EYs and CC
- Cultures of working
 - Do we benchmark from birth?
 - School readiness or child ready services?
 - Do we assess what children can't do or celebrate what they can (and love)?
 - Do we refer or introduce/invite?
 - Do we press the panic button or celebrate difference?



**What are the
challenges for you
and the sector?**



What are the challenges for you and the sector?

- Capacity in the sector
- A plethora of offers being made
- Turn over of staff
- Time to build relationships
- Time to plan “the sell” and develop a marketing plan
- What else?



So what works
in supporting
training take
up?



So what works in supporting training take up?



Our regular top tips from our existing partners...

- Plan! Many hands make light work
- Branding awareness and background noise eg email signatures, lanyards, flyers, newsletters, emails but...
- Face to face tips people into action eg conferences, forums, networks, 1-1 visits
- Four questions in five minutes
- **Embed messaging in your day-to-day contacts**
- Celebrate your champions and create new norms
- Reward systems eg our Mark of Achievement, your pamper packs
- Sector specific messaging
- Member engagement
- Parent power
- Use the data to drive your approach
- Above all, keep it positive and have fun, create and inclusion movement people want to be part of!

How do we know what works?

- Over 35,000 practitioners nationally are doing our training!
- 6 years of working with YOU to find our what works
- The data tells us 96% of those who complete support more children with SEND
- In some areas over 100% of the WHOLE EYs workforce are engaged in our training;
 - Manchester
 - Kirklees
 - Calderdale
 - Liverpool



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Discussion

- What have you tried?
- What worked?
- How do you know?



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

EYs SEND
Partnership
potential
Partners?



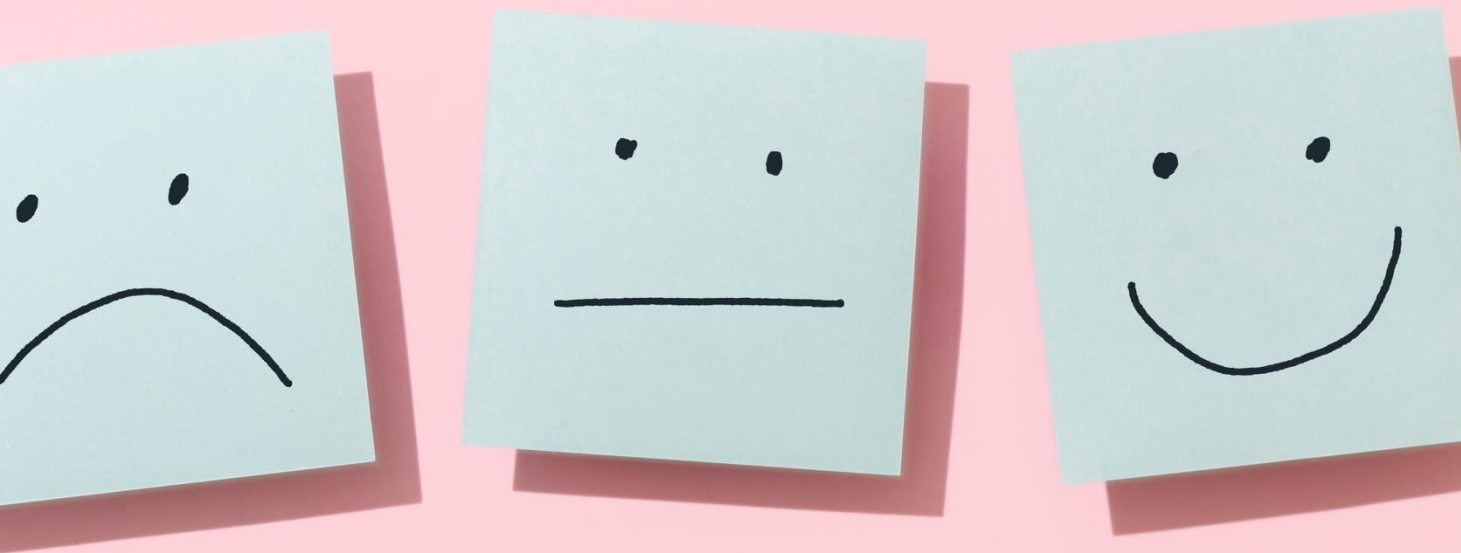


Ask the room



Spotlight next time?

14th 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