



# Redcar and Cleveland's approach to BSIL and Dingley's Promise

Thursday 19<sup>th</sup> March 2026

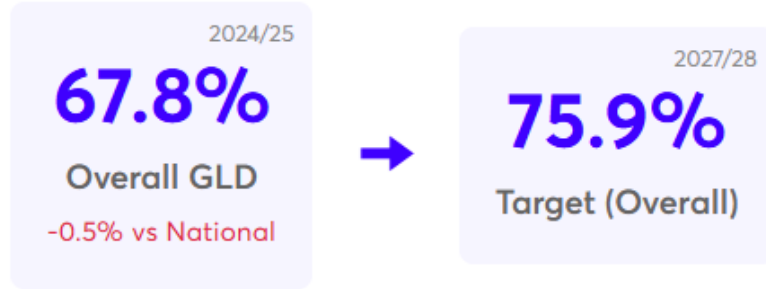


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# Context

What do we do to ensure that we don't 'hit the target, but miss the point' ?



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# We are breaking the link between **background and success** through the **Opportunity Mission** and **raising living standards** through the **Growth Mission**

## We will give all children the **Best Start in Life**

75% of children aged 5 reaching a Good level of Development by 2028.

## Every child will achieve and thrive in a good **local school**

Focusing on increasing attainment and attendance.

## We will provide skills for opportunity and growth

Two-thirds of young people are participating in higher-level study. This includes targeting at least 10% of young people to go into Level 4 or 5 study by 2040.

Recovering the value of education

Focusing on the future

Working in partnership

Being brave, clear and direct



## **Family Security: keeping children safe and tackling child poverty**

Reduction in the number of children in care and in the number of children in relative poverty

# How we got here?



- R&C School Readiness work started January 2024
- R&C transitions project January 2024 - belonging matters
- R&C School Readiness strategy published November 2024
- Government Best Start Strategy published July 2025
- Invite to work with Dingley's Promise July 2025
- DP Action Learning Sets September/December/February
- BSIL guidance for Local Authorities published December 2025
- LGA/Nesta guidance and webinars throughout January/ February
- Introduced matrix management and leadership of Best Start in Life
- Dingley's Promise Action Plan produced February 2026
- EY Partnership workshop March 2<sup>nd</sup>
- Deadline for BSIL plan publication 31<sup>st</sup> March 2026

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# How we got here?



*'Most problems cannot be solved by one person or one organisation. They require expertise, ideas and support from multiple stakeholders.'*

*The Kings Fund – "The Practice of Collaborative Leadership"*



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# Vision



## Dingley's Purpose and Outcomes

Ensure every child with SEND experiences a planned, person-centred, and confident transition from early years settings into Reception, with continuity of provision and family partnership at its heart.

### Outcomes

- To promote effective joint working between schools and early years settings
- To ensure families know what good transition looks like and that they know how they can help their child
- To ensure good sufficiency of places and high take up of places, especially for SEND or disadvantaged pupils

## Best Start Vision

Our vision is to give every child the best possible start in life, from pregnancy and throughout the early years, by building a sustainable, integrated early years partnership that wraps seamlessly around parents and communities.

Through empowered families and collaborative early years working we will shape environments where every child thrives and is valued, happy, healthy and ready to learn.

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# Principles



## Dingley's Promise Principles

- To ensure that children with SEND are well known and supported throughout transition
- Build workforce inclusion capacity – delivery of Dingley's Promise inclusion training for staff involved in transition.
- Simple & sufficient support– clear and timely transition arrangements.
- Sufficiency & preparedness of places – proactive planning with schools to avoid late refusals and ensure reasonable adjustments are made.
- Child and family at the centre; transition is a process not an event.

## Best Start Core Principles

- Seamless services at universal, targeted and specialist level
- Services designed with our communities
- Families at the heart of our work
- Sustainable local services based around the places where families feel most comfortable
- Workforce development for professionals, volunteers and peers
- SEND woven through all our work

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# Our Dingley's action plan



1. To promote effective joint working between schools and early years settings	<ul style="list-style-type: none"><li>• EY transition community of practice set up and well attended</li></ul>
	<ul style="list-style-type: none"><li>• Robust training offer in place for EY settings</li></ul>
	<ul style="list-style-type: none"><li>• Ensure SEND children are well known and supported throughout transition</li></ul>
	<ul style="list-style-type: none"><li>• R&amp;C transition standards for belonging are widely used by providers and settings</li></ul>

2. To ensure families know what good transition looks like and that they know how they can help their child	<ul style="list-style-type: none"><li>• SEND families are supported with clear communication and consistent messages throughout transition</li></ul>
	<ul style="list-style-type: none"><li>• SEND families all have contact details for SEND family voice</li></ul>
	<ul style="list-style-type: none"><li>• Families understand their entitlements re funded places</li></ul>
	<ul style="list-style-type: none"><li>• Take up of funded places by children with SEND/disadvantaged is good when compared to other children</li></ul>



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# Our action plan



<p>3. To ensure good sufficiency of places and high take up of places, especially for SEND or disadvantaged pupils</p>	<ul style="list-style-type: none"><li>• We have a robust data report regarding sufficiency of places and take up by different groups and cohorts</li><li>• Section 23 process clearly understood and information used to inform place planning</li><li>• Regular place planning meetings in place to ensure timeliness of allocation</li><li>• EY data dashboard is concise and contains critical information that can be used to improve quality of provision and take up of places</li><li>• Regular input from commissioned services ensures effective provision for vulnerable groups.</li></ul>
<p>4. Ensure effective monitoring and evaluation of impact</p>	<ul style="list-style-type: none"><li>• We know what impact processes and actions are having on children, especially those with SEND</li></ul>



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# Best Start in Life



## Priorities

Priority 1: The first 1001 days: Healthy Babies and Early Connections

Priority 2: Confident parents

Priority 3: Early interactions: Playing, talking, learning

Priority 4: Sufficiency and quality of early years provision

Priority 5: Better information: better outcomes



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# Early impact



- 63 learners to end of January
- New training and events programme for PVI's and childminders
- EY community of practice embedded and well attended
- Transition 2026 - more challenging conversations with schools re graduated response
- SEND family voice drop ins in now in FHs
- Improved multi-agency promotion of 2-year-old entitlement
- 9% increase in take up of 2-year-old places since July 2025
- Sec 23 SOP. Systems and processes improved and better tie-in to health
- WellComm embedding across whole system
- Cross team agreement to introduce digital EY passport



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# Impact



*'Most problems cannot be solved by one person or one organisation. They require expertise, ideas and support from multiple stakeholders.'*

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The footer features a dark purple wavy background. On the left and right sides, there are illustrations of red hearts with blue stems. From each heart, several yellow stars of varying sizes emerge, each with a word written on it. The words on the left are "CURIOSITY", "CREATIVITY", and "COMPASSION". The words on the right are "COMMITMENT", "COLLABORATION", and "CHILD-CENTRED".

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# Next Steps

- BSIL strategy into practice
- SEND and EY transition in BSIL workstreams
- Ensure EY at heart of SEND reforms – ‘expertise at hand’
- Implement EY passport
- Review provider agreements
- Pilot a new locality project
- Track, monitor and evaluate



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