

Who are Dingley's?



Since 1983, Dingley's Promise has transformed the lives of children with Special Educational Needs and Disabilities (SEND). Now, we extend that expertise across the nation through our SEND online training courses, tailored and specially designed for Early Years educators, practitioners, and institutions

Dingley's settings



Dingley's currently have six settings designed specifically for children with SEND.

A diagnosis is not needed to attend, but all families must apply for a place.

Dingley's partnerships



Who is Dingley's training for?



- Professional's
- Parents/Carers
- Local authority staff
- practitioners

Training modules



Up to 8 hours to complete the online self-guided study, practical activities and webinars.

Designed for you to study at your own pace with our distance learning scheme.

Contains a variety of free resources

Supported by the Training team for Dingley's Promise through the training mailbox.

You will receive a certificate from Dingley's Promise.

Early Years Inclusive Practice

Introduction to early years inclusive practice aims to increase learners' awareness of the needs of all children, especially those with Special Educational Needs and Disabilities (SEND) during early childhood development.



The Voice of the Child

This training aims to provide learners with the confidence and skills to listen and understand the unique voice of each child, however they communicate.



Behaviours That Challenge

Considers different influences on behaviour and thinks about how we can change what we do and the support that we give in order to limit the occasions that a child resorts to the fight/flight/freeze/flop response to situations in our setting.

Considers how we can prevent a child's behaviour becoming a reason for them to not be able to access the setting or the full learning experience; i.e. how we can prevent their impairment from becoming a disability.



Early years SEND transitions

Explores significant transitions for children with SEND. Focus on those children who are moving from an Early Years setting to school.

Explores strategies for good transitions.

Considers the development profile of children with SEND, the dynamics of their family unit, and the strengths and challenges for settings to personalise transition.



Difficult conversations with families

This training aims to provide learners with strategies for managing even the most difficult of conversations, whether planned or unplanned.



Free resources on their website

- Outdoor Provision
- Low Arousal Environments
- Sensory Circuits
- Makaton
- Intensive Interaction
- Sensory Stories
- Calm Box
- Now and Next Boards
- Social Stories
- Singing
- Stimming
- Oral Sensory Seeking

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ORAL HEALTH

Caring for your child's teeth starts from birth; whilst they may not have teeth outside of their gums yet, they are ready and waiting to start the teething process at around 5 or 6 months. Having a good routine from as early as possible will aid your child in being comfortable and confident in caring for their own teeth. You should help your child to brush their teeth twice a day, NHS guidance currently recommends once at the end of the day and one other time during the day so make it work for you and your child.

It's never too late to start a tooth brushing routine at home, involve your child in why they need to do this and work with them on what they are comfortable with, especially if they have sensory processing difficulties. Make sure you think about: what does the brush feel like in their hand, could the bristles be too hard or soft, does an electric or sonic brush vibrate too much (can you adjust the power or start with a manual), is this the right time of day for you and your child or are you rushing to get to your next task.



In our centres children are offered toothbrushes to build their confidence in this routine. We start by just introducing a brush alongside a song, they can touch and feel the brush and sing along if they wish, they could brush the teeth of a toy or doll along to the song, or they may feel they can put the brush into their mouth and follow the brushing instructions in the song. This process is entirely driven by the child at their pace so that after continuous exposure we start to see their confidence grow in taking the next step in progressing their skills. Once children are familiar with the brushing process we will offer a smear of toothpaste as the next step.



child's interests

Use visual prompts to support children's understanding of different activities

Should be done first thing on arrival at school, at the same time (wherever possible). Some children also find it beneficial after lunch.

Allow approximately 5 minutes for each section in the circuit.

Alerting Section
Fast moving activities

Organising Section
Coordination/ balance among senses

Calming Section
Calming the senses

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SUPPORTING SLEEP

Establishing healthy sleep habits early on supports children in their growth and development throughout life. However, forming and maintaining a consistent sleep routine can be challenging for many families for many reasons.



Unfortunately, there are no quick fixes or easy answers to these often exhausting times, however we hope this guide provides some handy hints on your journey to a better night's sleep for everyone!

How much sleep does my child need?

There is no exact number of hours a child should or shouldn't be sleeping, and what one child needs may differ from the next. However, as a rough guide the following number of hours may be helpful in supporting your child through a 24-hour sleep cycle, this includes naps.

- Between the ages of 4 and 12 months - 12 to 16 hours
- Between the ages of 1 and 2 years - 10 to 13 hours
- Between the ages of 3 and 5 years - 10 to 13 hours
- Between the ages of 6 and 12 years - 9 to 12 hours (at this point you should no longer expect regular naps)

Why won't my child sleep?

Everyone goes through periods of disturbed sleep such as when we are unwell, stressed or excited, factors which can be impacted by the day we have had, food we have eaten and environment in which we are sleeping. For children with sensory processing challenges or other SEN their sleep routines and the environment in which they are sleeping may have a larger impact on their ability to settle and quality of sleep. It is important to reflect on what our routines and environments consist of before we can see some development in a child's sleep. It may be useful to keep a sleep diary for at least 3 days before putting any changes into place, this will help to establish your child's sleep pattern and recognise small changes when they happen.



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Project code: Comic relief

Comic Relief Inclusion Project Parent Carer Inclusion Champions Facebook Group

Join our closed Facebook group to share ideas and build greater connections with like minded parents and carers of children in the early years with SEND

Dingley's Promise
Training

Building SEND inclusion in the early years



Any questions?



Charlotte Heffernan

Early years training officer

Charlotte.heffernan@lincolnshire.gov.uk