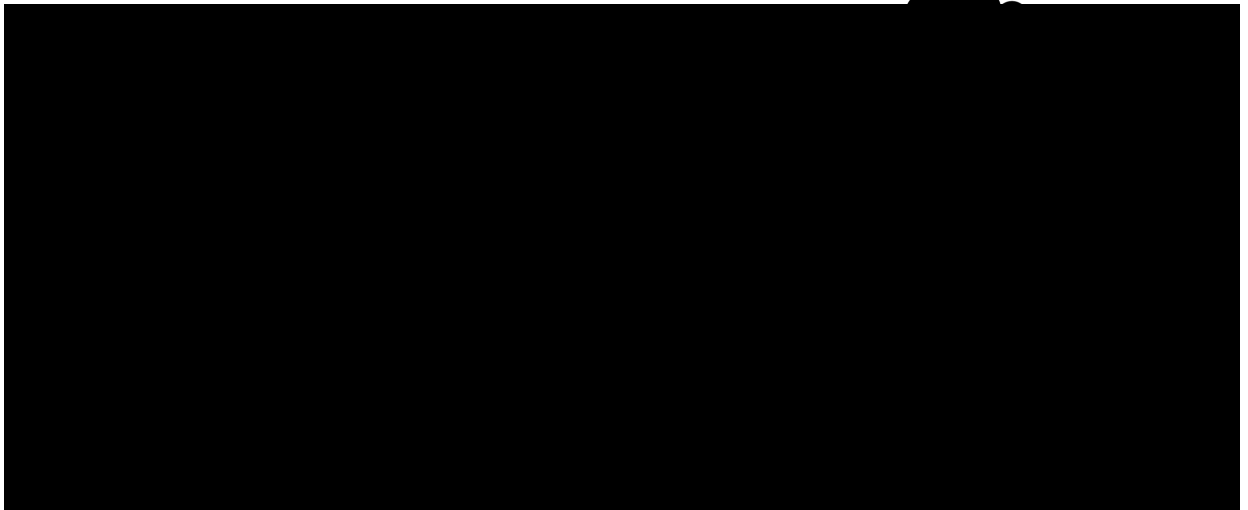


# Disabled Children's Access to Childcare (DCATCH) pilot activity

## Information for local authorities



*'Childcare can help children with additional needs develop through contact with their peers which they may otherwise lack, facilitate their entry and inclusion in school, and reduce family stress through giving mothers and fathers a break from caring for their child fulltime and increasing their opportunities to work. We know that high quality childcare can have a positive impact on a child's education and, ultimately, future life chances. It is therefore crucial that disabled children get these opportunities too.'*

Next steps for early learning and childcare: building on the 10 year strategy (2009)

*'Provision of good quality childcare is an entitlement for disabled children, as it is for all children and families. Government wants to ensure that all families have the same access to appropriate childcare provision.'*

Aiming High for Disabled Children (2007)

**This report has been produced by Elizabeth Andrews, Council for Disabled Children, for the Department for Children, Schools and Families**

**December 2009**

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## Introduction

Improving childcare for the families of disabled children is a national priority and an integral part of expanding service provision and choice for parents who want to balance work and family life. It is important that children with special educational needs and disabilities are able to participate in the same kinds of childcare as their peers and that provision for their families is represented in local childcare sufficiency assessments, sufficiency action plans and related development activity.

The Childcare Act 2006 placed an important new duty on local authorities to have particular regard to the provision of services suitable for disabled children, when assessing the sufficiency and supply of childcare in their area. Local authorities' strategic leaders, in facilitating the development of the childcare market, are also expected to have Disability Equality Schemes in place. Under the Disability Discrimination Act (DDA), childcare providers are not allowed to discriminate against disabled children and must make reasonable adjustments to include them.

Funding to facilitate service development in this area forms part of capital and revenue elements within the Sure Start, Early Years and Childcare Grant. In 2007, the Aiming High for Disabled Children (AHDC) programme announced an additional investment of £35 million to support development by testing out ways of achieving better access to childcare for disabled children and young people. 10 pilot areas were then identified to work with the Disabled Children's Access to Childcare (DCATCH) initiative.

This report has been published to share information and learning to date and to make early information about DCATCH pilot activity available to a wider audience. It summarises learning from DCATCH pilot areas for the information of local authorities and children's trusts as they prepare new childcare sufficiency assessments for 2011 and develop strategies to expand the range, quality, and affordability of childcare available to families with disabled children. It has been developed in consultation with pilot areas and Together for Disabled Children and should be read alongside:

- *Securing sufficient childcare: guidance for local authorities on the Childcare Act 2006*  
Guidance for local authorities Childcare Act 2006
- *Duty to provide information, advice and assistance*  
Guidance for local authorities Childcare Act 2006
- the *DCATCH Benchmarking and Planning Tool* and associated guidance produced by Together for Disabled Children (TDC)
- detailed information about DCATCH pilot activity, available on the TDC website from March 2010.

The Department for Children, Schools and Families (DCSF) is currently undertaking a two year evaluation to examine the impact of DCATCH pilot activity on disabled children and their families. The evaluation will run until 2011.

## Context for DCATCH activity

***'Disabled children and their families should have access to the full range of childcare options that are open to other families.'***

Ten year strategy for childcare: guidance for local authorities  
Sure Start 2005

DCATCH contributes to improving the range and quality of childcare arrangements for all families and to work on social justice, by giving disabled children, young people and their families the same opportunities as other people.

The Childcare Act (2006) imposes a duty on local authorities to secure provision of childcare sufficient to meet the requirements of all parents in their area who wish to take up, or remain in work, or to undertake education or training that may lead to work. Section 6 specifically requires local authorities to secure childcare provision for disabled children up to the age of 18. In this context, childcare must be 'sufficient' in terms of the number of places, affordability, and appropriateness. In keeping with other activity, local authorities are advised to undertake development work in partnership with people who use the services that are provided. A duty to improve information for families with disabled children about childcare options available in their area and about financial help is also embedded within new duties to provide information, advice and assistance set out in the Childcare Act.

Childcare is identified as a 'vital service' for the families of disabled children and young people in *Aiming High for Disabled Children* (2007) and within the Aiming High for Disabled Children (AHDC) programme, which sets out to improve the lives of all disabled children and young people.

DCATCH is therefore both part of 'mainstream' expansion and development of the childcare sector and a core contributor to the transformation of services for disabled children and young people. As a consequence, sustainable initiatives to improve childcare services for disabled children need both to be embedded within broader strategies to improve services for all families and children, and carefully targeted.

DCATCH brings together expectations that families, children and young people will be *'routinely involved and supported in making informed decisions about their treatment, care and support, and in shaping services'* (NSF for Children Standard 8 Marker of Good Practice) with mainstream expectations that all providers of childcare services will be inclusive in their practice. It interacts with a number of other initiatives to improve services for families and children with special educational needs and disabilities: in particular:

- the AHDC Short Breaks programme
- expanding provision for children with SEN and disabilities within Sure Start Children's Centres and the Extended Services Programme

- increased personalisation of childcare and other services for children and their families, using the Early Support programme for the under fives and key worker services for older children
- initiatives to develop the active involvement of parents in service planning and decision making at local level (Parent Participation).

### **Why families with disabled children are a priority**

***‘Whilst most local authorities are confident that they have sufficient childcare places for the under fives, there are problems with the sufficiency of places for older children and those with disabilities. Daycare Trust knows from its research with parents that finding suitable and affordable childcare for disabled children and children with Special Educational Needs can be incredibly difficult.’***

Childcare Costs Survey 2009  
Daycare Trust

Activity in the DCATCH pilot areas underlines that there is still a long way to go in order to achieve the aim of accessible and affordable childcare for disabled children.

The Disability Review in 2006, a number of surveys and evidence from families and voluntary organisations over many years all highlight the difficulty that families experience finding appropriate childcare for disabled children. In general, the more significant and complex the additional support needs of their child, the more likely parents are to experience:

- a lack of appropriate childcare provision in their area
- difficulty getting information about the suitable and affordable childcare that is available
- above average childcare costs, because of the increased number of childcare practitioners that may be required.

*Aiming High for Disabled Children (2007)* identified the following additional factors impacting on the supply of childcare places:

- attitudinal barriers on the part of some providers
- the cost of transport
- a lack of training to enable providers to care appropriately for children and young people with significant communication difficulties, medical problems or behavioural difficulties.

The development of the DCATCH programme indicates Government recognition that childcare plays an important role in improving the prospects of families with disabled children and that since the introduction of the National Childcare Strategy in 1998:

***‘Provision for children with Special Educational Needs (SEN) remains very scarce and there is no evidence so far that national policies or local***

*authorities' intervention have done much to increase this.'*

Local Childcare Markets – a longitudinal study  
DfES Sure Start 2005

While there are examples of excellent practice in some places, research by the Daycare Trust in 2007 identified the following as particular issues for families:

- lack of appropriate places for disabled children, particularly lack of specialised childcare tailored to individual support needs
- lack of suitably trained people to work with disabled children
- lack of appropriate facilities
- too few appropriate settings for older children
- too few settings where families are able to place both their disabled and non-disabled children.<sup>1</sup>

Families with more than one child with particular support needs and parents who are themselves disabled may experience additional and very specific challenges when trying to find childcare for their children.

Providers say that in order to provide more childcare places for disabled children, they need:

- training
- extra personnel or funding to cover the costs of additional care when children require 1:1 support
- timely access to people with more specialist experience and knowledge who can give advice and develop inclusive practice in their setting
- easy access to any specialist equipment required
- clear and concise information about the particular additional support needs a child has and the support and training available to help the setting make appropriate provision.<sup>2</sup>

There are significant workforce development issues to be addressed. Families will not use childcare services if they are not confident that staff have the knowledge, skills and understanding needed to care for their child safely and appropriately. Practitioners working in childcare settings need training and support to include children and young people effectively. Those interviewed for the London Development Agency study identified the need for both 'awareness level' training for everyone and more specific training linked to the particular additional support needs of individual children accessing their setting.

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<sup>1</sup> *Listening to parents of disabled children about childcare* Daycare Trust (2007)

<sup>2</sup> *Listening to providers about childcare for children with disabilities and special educational needs* London Development Agency (2008)

## Learning from DCATCH pilot areas

### Range of pilot activity

Work began in DCATCH pilot areas in September 2008. All are purposefully engaged with identifying and addressing gaps in local provision in partnership with families and exploring ways to increase the quality and range of childcare available. Increased capacity and supply requires a focus both on inclusion, to maximise the numbers of families able to use universal childcare services with confidence and on expanding provision for children with the most complex support needs and/or challenging behaviour. DCATCH is particularly relevant for families using childcare to allow parents to work and so some pilot areas have prioritised work linked to employment, or supporting parents to take steps towards employment. Others have undertaken some analysis of average daily costs, where additional support workers or enablers are needed for children to be included.

DCATCH pilots were selected to represent a range of approaches to improving childcare arrangements and were given different levels of funding. The wide range of pilot activity in response to local priorities is striking. The following list summarises activity across pilot areas and indicates the potential reach and range of DCATCH activity:

- increasing the capacity of Family Information Services to provide clear, targeted information about childcare for families of children and young people with disabilities and to provide a brokerage service for providers and parents
- increasing the level of participation by families in shaping childcare services, in partnership with parent and carer forums, as part of Aiming High for Disabled Children work on Parent Participation
- identifying, documenting and disseminating examples of effective approaches towards including children with disabilities in childcare settings - particularly low cost solutions
- developing a central 'inclusion fund' to pay for the additional resources required to include a child with disabilities in a childcare setting
- establishing a central equipment bank and loan system to make specialist play, seating, toileting and handling equipment available to childcare settings
- developing an accredited network of specialist child minders and support mechanisms for members of the network
- developing a better understanding of the additional costs associated with childcare for children with disabilities
- extending the model of working with families used by the Early Support programme, including support from a key worker, up the age range for families with children with complex needs as a mechanism to discuss childcare options and help families make choices
- training childcare providers, including play and youth services, on disability equality, inclusion and meeting the needs of children with complex health needs



- providing targeted information and support for Sure Start Children's Centres, PVI settings, mainstream and special schools and extended services to increase their capacity to include a wider range of children and young people
- developing the capacity of colleagues working in Employability and Welfare services to provide appropriate information about entitlements, welfare benefits and childcare for families with disabled children
- developing more flexible transport arrangements to improve access to childcare, play and out of school activities
- offering 'taster' sessions to extend the experience families have of the childcare arrangements, so that they can make informed decisions.

None of the pilot areas are addressing all of these issues at the same time. Most have identified particular local gaps and priorities in consultation with families and providers. However, all are:

- developing services for children and young people with complex needs
- finding ways to develop individual packages of care for families and children and young people.

A range of detailed case study material and practice tools is currently in development and will be available on the Together for Disabled Children website, [www.togetherfdc.org](http://www.togetherfdc.org) from March 2010.

Activity in all pilot areas is developing in consultation with families, which has created natural opportunities to bring together a focus on childcare with the development of parent and carers forums being encouraged through Aiming High for Disabled Children programme activity on Parent Participation<sup>3</sup>.

### **Learning from DCATCH pilot areas Partnership and holistic services for families**

The time taken by some pilot areas to put an infrastructure in place to focus on DCATCH and align governance arrangements with other activity streams is a reflection of the challenges involved and indicates the wide range of agencies engaged at local level in providing information for families, giving advice on employment and welfare benefits and providing formal childcare. It also underlines the importance of brokering effective joint working from the outset. Where local authorities have not yet taken action to increase the range and quality of childcare available for children and young people with special educational needs and disabilities, a clear message from pilot areas is to understand DCATCH as an integral part of developing better co-ordinated, responsive services for families. DCATCH funding in 2010-2011 contributes to much larger and longer-term local strategies to improve services.

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<sup>3</sup> Visit [www.togetherfdc.org/Topics/ParentalParticipation.aspx](http://www.togetherfdc.org/Topics/ParentalParticipation.aspx) to find out more

The following partners should be involved in developing childcare opportunities using DCATCH:

- local families of children and young people with special educational needs and disabilities
- providers of childcare
- specialist support services for children and young people with special educational needs and disabilities, including social care services and Early Support for the under fives
- lead professional or key worker services
- health practitioners who work regularly with children with disabilities and their families
- Family Information Services and Parent Partnership schemes
- Aiming High for Disabled Children project teams – particularly those working on Short Breaks, Parent Participation and Equipment
- Sure Start Children’s Centres
- mainstream and special schools
- Extended Services
- play and youth services
- Jobcentre Plus.

In some pilot areas, special schools have provided natural hubs for the development of after school club provision for children and young people with complex disabilities. In others, DCATCH activity has been developed by a service based in Sure Start Children’s Centres. A number of voluntary organisations including the Daycare Trust, the National Autistic Society (NAS), SENSE and KIDs have been actively engaged with developing DCATCH pilot activity. Many small local voluntary organisations have also been involved and are likely to continue to be key partners for local authorities as commissioned partners and providers of childcare services in the future.

Given the network of agencies and services involved, effective mechanisms to bring information and discussion with families together and consider childcare options as part of a holistic package of care are essential. Early Support provides such a mechanism for families with children under five and some pilot areas have focused on extending this model of working up the age range to help families make informed decisions about childcare. The more complex a child’s additional support needs, the more important it is to support families to make choices about childcare as an integral part of a broader, ongoing support relationship that is well-co-ordinated and easy to access from the perspective of families and children. A recent briefing for Directors from the Centre for Excellence and Outcomes (C4EO) confirms that the most effective services *‘are shaped by parents, are seamless, co-ordinated and easy to navigate’* and highlights the importance of lead professional or key worker services to delivering holistic support on this model<sup>4</sup>.

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<sup>4</sup> *Disability: Director’s Summary 2* Centre for Excellence and Outcomes (September 2009)

## Learning from DCATCH pilot areas Childcare and Short Breaks

Some pilot areas have been able to bring together work on DCATCH and AHDC Short Breaks. Three identified alignment of these areas of work as a specific aim. Local AHDC implementation teams or disability strategy teams can more easily achieve alignment where they exercise governance over AHDC activity on Short Breaks, Childcare (DCATCH), Parent Participation, Transition (TSP) and other initiatives for disabled children and young people, in partnership with their local parent and carer's forum. Benefits reported by pilot areas able to use this kind of approach include:

- less confusing and better co-ordinated joint working with Sure Start Children's Centres, extended services, play and youth services, and childcare providers
- better co-ordinated joint working with parents and carers as they participate in the review and development of services and provide feedback
- less duplication of effort
- simpler communication all round .

Pilot areas that have been able to bring these work streams together report they have been able to undertake:

- joint audits of providers and provision that may be used for childcare and/or short breaks
- joint consultation with parents and carers to identify the range of childcare and short break provision required and gaps in current provision
- joint commissioning of services
- joint marketing, publicity and information, including development of more coherent web content for local authority websites
- joint planning and implementation of service change
- joint training for providers
- integrated data collection to improve the quality and accuracy of information held centrally about children and young people with special educational needs and disabilities and families living in their area.

### DCATCH pilot activity themes: Better data: estimating demand and monitoring take up

*'The collection of information is still patchy, especially so for many aspects of provision which are not covered by legislation. This includes information on the prices of services... and information on provision for disabled children, which is a particular concern.'*

Next Steps for Early Learning and Childcare (2009)

General information on family take up and experience of childcare has been collected since the late 1990s<sup>5</sup>. However, comparable information detailing the experiences of families with disabled children is not yet available at national level.

Effective planning for improved service provision depends on accurate, relevant information about the supply and take up of childcare and emerging trends. Local authorities are not in a position to fulfil their statutory duty to include provision for the families of children with special educational needs and disabilities in assessments of childcare sufficiency and associated development plans if they do not hold relevant data. It is therefore salutary to note that in January 2009, mechanisms to collect and analyse information were not generally well developed enough in DCATCH pilot areas to support a basic benchmarking exercise. At that time, it was a challenge for most of the local authorities involved to provide quantitative data on the numbers of disabled children and demand for childcare in their area. For example, while two of the local authorities involved were able to provide numbers of disabled children and young people known to the authority by age group, none of the 10 authorities involved was able to present this information by locality. A key feature of DCATCH so far is the improved quality of information available to support service development in pilot areas after the first six months, sometimes as a direct result of audits of local provision (particularly for children and young people with complex needs), which might not otherwise have been commissioned.

All local authorities and children's trusts using DCATCH funding in 2010 - 2011 should therefore be aware of the need to:

- establish clear baseline information against which to demonstrate service improvement
- collate and analyse data about the local population of families with children and young people with SEN or disability by age group and by locality
- check that existing Family Information Service systems, including on-line systems, are able to accommodate and communicate information of particular interest to families with disabled children
- extend existing mechanisms to estimate demand for childcare and sufficiency to include families with disabled children, in discussion with local parents, who are often best placed to explain demand and identify gaps in provision
- establish effective ways to share information with JobCentre Plus.

The improvement of data in this area, particularly information about childcare settings, is an integral part of the continuing development of local Family Information Services (FISs). It also provides an opportunity for FISs to work closely with Parent Partnership schemes and to define their joint working relationship, where this has not already been achieved.

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<sup>5</sup> *Childcare and Early Years Survey 2007: parents' use, views and experiences*  
National Centre for Social Research and Department for Children, Schools and Families (2008)

A *Benchmarking and Planning Tool* has been piloted and refined by Together for Disabled Children as part of DCATCH national programme pilot activity<sup>6</sup>, in response to difficulties with data collection and to bring greater precision to local authority planning to meet the requirements of the Childcare Act (2006). The *DCATCH Benchmarking and Planning Tool* positions DCATCH firmly as part of wider expansion of the childcare sector.

### **DCATCH pilot activity themes:**

#### **Participation and feedback: consulting with families**

Consultation with families to identify gaps in the childcare services available and to establish local priority actions has been a prominent feature of DCATCH pilot activity. Consultation with families and young people has been critical to early development activity, ensuring that the development of childcare services responds directly to priorities identified by people who use local services. Where parent and carer forums are already established, they have been natural partners for local authorities, professionals and providers in pilot areas.

Facilitated focus group discussions with parents have been organised in some areas to guide activity, while other pilots have used feedback from user satisfaction surveys to collect family experiences of childcare. In one area, a series of 7 consultation/discussion events with parents have been complemented by 11 consultation/fun days for young people who attend local special schools, to ensure their views and preferences in relation to childcare are heard. A couple of pilot areas have organised quite large conferences or 'family fun days' as the most practical way to consult with families and raise awareness of DCATCH activity. Families have been able to bring all their children along and have a fun day out together, at the same time as participating in discussions. In one pilot area, more than 500 adults and children attended an event and the report summarising what they said about childcare has been used to guide planning and the development of pilot activity.

Participation is not limited to discussion, however. In some areas, groups of parents have developed new DCATCH information about childcare for families with disabled children, in consultation with professionals. In others, they have participated in the recruitment of DCATCH Project Managers as members of the interview panel, or contributed to the local workforce development strategy working as Parent Trainers.

This aspect of DCATCH pilot activity is a natural extension and part of other work being done to promote participation by families in the review and improvement of services they use, and is a core element of the Aiming High for Disabled Children programme.

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<sup>6</sup> Available at [www.togetherfdc.org](http://www.togetherfdc.org)

More information about the Benchmarking and Planning Tool is available at the end of this publication

## DCATCH pilot activity themes: Improving information for families

*'Information empowers families to make the right choices for them and to demand quality provision. When parents are able to make informed choices, it creates momentum amongst providers to create services which are affordable, available, high quality and sustainable.'*

Next steps for Early Learning and Childcare: Summary (2009)  
HM Government/DCSF

*'Under section 3(3) the LA has a duty to identify and actively encourage parents and prospective parents to take advantage of services that could benefit them, where they would otherwise be unlikely to take them up. This is complemented by the duty in section 12(6) for the LA to operate a Family Information Service (which is part of integrated early childhood services) to be run in ways that facilitate access to the service by all those who may benefit from it, in particular those who might otherwise have difficulty taking advantage of it.'*

Raising Standards – Improving Outcomes  
Statutory Guidance  
Early Years Outcomes Duty  
Childcare Act 2006

A lack of information about the childcare services that are available, and confusion about the quality and potential benefits of using childcare, continue to create barriers for some parents. Family Information Services (FISs) are required to provide expert information, advice and guidance to parents on childcare and early years services in their area, including information about the suitability of childcare settings for children with disabilities and special educational needs, including:

- any previous experience a setting has of providing childcare for children with disabilities
- any particular expertise in providing specialist care
- any specialist facilities available<sup>7</sup>.

This general local authority duty links to the expectation in the *Aiming High for Disabled Children Core Offer* that children, young people and families will receive information that is '*accessible, available, relevant, accurate, joined up and user-focused*'. Parents and carers with disabled children need to know about the additional support that can be provided to make childcare or out of school placements accessible for their child and they need to know about costs. Parents thinking about returning to work may also need more personalised advice to quantify the overall impact of working and paying for childcare on family income and welfare benefits. From this it is clear that development of FIS services associated with DCATCH activity should be

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<sup>7</sup> *Duty to provide information, advice and assistance*  
Guidance for local authorities Childcare Act 2006

clearly linked both to the work of information teams providing advice on employment and welfare benefits and to the activity of Parent Partnership Schemes (PPS).

One DCATCH pilot area has prioritised service development in the area of employment, providing a new, dedicated welfare rights and employment advice service for families with disabled children.

Early priorities for DCATCH activity are to:

- establish an effective working relationship between people in the local authority with specialist knowledge and experience of services for children and young people with special educational needs and disability and the local Family Information Service
- identify what modification to existing FIS systems, if any, is required to accommodate information that is of particular interest to families with disabled children
- agree a joint communication strategy for information about childcare for families with disabled children.

Some targeted training may be required to up-grade or up-date the knowledge or awareness that FIS Advisers already have in this area and some development of FIS posts to allocate responsibility for information for families with disabled children may be appropriate. Local authorities may also find it helpful to consider how best to integrate communication activity for DCATCH with the information strategy they are developing for Short Breaks and other aspects of AHDC activity.

In one DCATCH pilot area, a new Family Information Service post has been created to skill up other FIS Advisers and provide dedicated information and support for families who find it hard to find appropriate childcare. Creating this post has been the means to identify a point of contact for childcare providers looking for information about how best to include children, at the same time as establishing a new brokerage service for families with disabled children. Elsewhere, standard FIS information about childcare, childcare costs and welfare benefits has been up-dated to include information for families with disabled children. New directories of childcare providers have been developed for families with disabled children. Local authority web pages have been modified to incorporate information for families with disabled children and parents and carers have participated in improving the information that is available.

Some pilot areas have found it effective to combine consultation with an information event for families<sup>8</sup>. Information stalls staffed by the local Family Information Service, specialist services (for example, the Portage Service or advisory service for children with sensory impairments, special schools), care providers, local Sure Start Children's Centres, voluntary organisations and Jobcentre Plus at such events can distribute a wide range of information to a

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<sup>8</sup> See the section on **Participation and feedback** for more information about 'Information and fun days'

targeted audience of families, at the same time as raising awareness of local childcare providers and options.

**DCATCH pilot activity themes:  
Supporting families to make choices**

*'Responsive services should be easily accessible for all disabled children and their families, designed around the needs of the child and family and delivered in a coordinated and timely manner. Responsive services facilitate improved independent living, choice and control.'*

Aiming high for disabled children (2007)

Section 12 (5) of the Childcare Act goes beyond requiring local authorities to provide information. Where families have not been able to find childcare that meets their needs, it imposes a duty to provide advice and assistance through a brokerage service. Brokerage services are intended to link duties to provide sufficient childcare and duties to provide information, advice and assistance. Support provided to families by a brokerage service might include:

- helping parents navigate and understand information about childcare options;
- checking whether cost is a barrier to finding suitable childcare and whether the parent has taken up all possible entitlements. In the case of families with disabled children, this includes information about additional financial support that may be available via the Disability Living Allowance, the Disabled Child Tax premium for those receiving Child Tax Credit and Carer's Allowance;
- contacting local providers on a parents' behalf to explain the needs of individual families and discuss how they might be met, for example, because the child is disabled;
- brokering partnerships with providers in different sectors to enable parents to access a package of provision which meets their needs;
- introducing parents and providers and where appropriate, arranging and attending initial meetings between them.<sup>9</sup>

Much of the activity in DCATCH pilot areas to date has focused on how best to provide an enhanced information and brokerage service to parents of disabled children and young people and develop individual packages of care that include childcare, in partnership with parents. The aim is to ensure that children, young people, parents and providers are fully aware of each other's needs so that a lasting and mutually beneficial relationship can be established.

While families value formal sources of information, there is evidence to suggest they respond equally well, if not better, to informal channels and information they pick up 'word of mouth'. For this reason, three pilot areas

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<sup>9</sup> *Duty to provide information, advice and assistance: Guidance for local authorities Childcare Act 2006*



have developed the concept of DCATCH Parent Champions, building on the success of Parent Champions in other contexts.

*'Parent Champions are appointed to share positive experiences of using formal childcare services themselves and are well placed to encourage take up of childcare among other parents and families, particularly in communities where the use of childcare is not widespread.'*

Report on Parent Champions for Childcare Pilot Schemes  
Daycare Trust

Three pilot areas have focused on recruiting parents to support other parents with information and experience in this way, with one area planning to extend the concept to create Young People and Child Champions who can share their experiences of using childcare with other children and young people. In some areas, Parent Champions are providing the brokerage service for other parents, based in their local Sure Start Children's Centre and supported by a programme of training.

Brokerage services and other mechanisms to provide tailored advice and enable families to make informed decisions about childcare do not operate in isolation. They should be an intrinsic part of integrated processes to discuss and agree holistic packages of support for families, which may, or may not include childcare. Early Support provides a mechanism to deliver personalised services of this kind in partnership with families with young children, through shared information, team around the child and family meetings, Family Service Plans and, where many agencies are involved, support from a lead professional or key worker.

Some DCATCH pilot areas have explicitly set out to explore the extension of this model of working up the age range, to enable parents to participate in the design of a holistic care package for their child and family that includes childcare. The broader development of key worker services for disabled children and young people is clearly relevant here, as a means to negotiate and co-ordinate integrated packages of care with families.

### **DCATCH pilot activity themes: Workforce development**

*'In relation to the sufficiency duty, local authorities are expected to secure information, advice and training in the following areas to enable childcare providers to meet the needs of disabled children and children with special educational needs:*

- *disability equality, attitudinal barriers and the importance of developing positive attitudes to meeting the needs of disabled children and children with disabled parents*
- *the SEN Code of Practice and the role of the early years Special Educational Needs Co-ordinator (SENCO)*

- *Early Support approaches to working with disabled children and their parents, and with other agencies, including the use of key workers, to ensure effective, flexible, joined-up services that put children and their families at the centre*
- *specific conditions that children may face – for example, autistic spectrum disorders, cerebral palsy, sensory impairments, or speech and language difficulties.'*

Securing Sufficient Childcare  
Guidance for Local Authorities  
Childcare Act 2006

Workforce development for universal providers of childcare is consistently highlighted as an important and direct way to increase the number of childcare places available to families with disabled children. It is also fundamental to improving the quality of childcare available. When asked, providers identify a need for core training to inform attitudes and expectations and training about:

- how to make everyday activities and learning more inclusive for a range of children
- behaviour management techniques for children whose behaviour falls outside the normal range
- moving and handling.

Training that focuses on particular additional support needs or conditions, when an individual child is placed in a setting, is also highly valued. Feedback from childcare providers indicates that in general, training has greatest impact when it is hands on, practical, relaxed and fun.

Several DCATCH pilot areas have prioritised providing disability awareness training and have undertaken audits of training need. One has produced DVD material about the inclusion of children with special educational needs and disabilities and has distributed the material to all childcare settings, with linked training material. Another has produced a bespoke DCATCH Provider Training Package for settings, supported by a new booklet on inclusive practice, which has been developed in partnership with families with children with special educational needs and disabilities. Settings participating in training also receive support and advice from Area SENCOs to develop their inclusive practice. Six Parent Trainers are supporting the delivery of training across early years, extended services, youth services and play settings in this pilot area, working alongside professional trainers. 45 training sessions are planned over an 18-month period at a cost of £2,000 per month for 3 sessions. In another DCATCH pilot area, a new association of parent trainers has been established to work directly with childcare settings.

Additional training of a more specialist kind is featured elsewhere in this report – for example, training for 'includers' to work with teenagers with complex needs, and for those providing care for children with ASD. Particular attention has been paid in one pilot area to identifying nurses and

other health practitioners to work with settings to enable children with more significant additional medical and personal care support needs to be included<sup>10</sup>.

Workforce development is not solely about training providers of childcare. In one DCATCH pilot area, 3 groups of managers and practitioners have been trained to audit their childcare settings across the age range for inclusiveness and accessibility. They report that undertaking an accessibility audit has been a powerful way to:

- bring together transport, housing and planning services with schools and PVI settings
- move the discussion beyond ramps and buzzers
- improve the quality of funding applications coming from settings wishing to improve accessible and inclusive practice.

**DCATCH pilot activity themes:  
Increasing capacity, inclusion and improving quality**

*'It is critical that childcare is accessible for all families, including those who have children with special educational needs and disabilities.'*

Next Steps for Early Learning and Childcare (2009)

In addition to requirements on local authorities to identify, assess and arrange provision to meet the needs of families with disabled children in their area, government requires early years settings to have an inclusion policy to show how it will meet the needs of a wide range of children, in line with delivery of the Early Years Foundation Stage (EYFS). However, this is unlikely to be enough in itself to deliver the 'step change' in the number of accessible and appropriate childcare places required by families with children with special educational needs and disabilities. DCATCH pilot areas are therefore testing out a number of practical ways to increase the capacity of existing childcare provision to include a wider range of children and young people.

For example, one pilot area is increasing capacity by developing three centres of excellence for provision of childcare for children with disabilities in Sure Start Children's Centres located next to special schools. Each centre provides a natural meeting place for families, providers of childcare and other professionals. They are direct providers of childcare for children with more complex support needs but also function as 'hubs of expertise' for their local area. Three 'Inclusion Co-ordinators' are based in the centres and are available to work with childcare settings across the local authority on improving the practice of inclusion. In another area, two new 'Inclusion Mentor' posts have been created to work directly with childcare settings to 'demystify' inclusion, provide training and develop more confident inclusive practice.

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<sup>10</sup> See *'Managing children with health care needs: delegation of clinical procedures and accountability issues'* Royal College of Nursing guidance (2009)

Other initiatives focus on the practicalities of sharing resources to improve access. Specialist Equipment Loan Schemes have been established in a number of places, which make specialist learning and play, toileting and lifting equipment available to PVI childcare, Early Years, leisure and play settings. One area has created a new central pool of peripatetic staff trained to support children with more significant additional support needs, for flexible deployment as 'additional staff', going into childcare settings with children who require significant additional 1:1 care and attention in order to be included.

DCATCH pilot areas have also developed a number of new services to increase capacity for children and young people with more complex additional support needs. For example, a number of pilot areas are in the process of formalising new networks of registered childminders, specifically trained to work with children with special educational needs and disabilities. Alongside recruiting interested childminders, authorities are facilitating the exchange of information between network members, and providing network co-ordinators to support individual childminders. In one large rural authority, 13 childminders were recruited to the network of childminders in the early days of pilot activity and the aim is to expand this network over an eighteen-month period. Another pilot area is testing out the viability of training a small network of registered nannies to provide home-based care.

In one area, DCATCH is building on existing capacity by approaching teaching assistants who already have experience of supporting children with special educational needs and disabilities in school settings and offering them the opportunity to work in school holidays. A new Teaching Assistant Register is making a pool of people with relevant experience and expertise available to help children and young people with disabilities access out of school activities. Teaching Assistants are paid at the standard rate by their schools, and the money is then claimed back from a central DCATCH fund.

The ability to audit or evaluate accessibility and the inclusive practice of settings is another important aspect of developing capacity and quality. Some DCATCH areas have undertaken 'accessibility audits' across a wide range of settings and have involved parents and carers in the assessment process, alongside professionals. Others are building on existing good practice by encouraging and supporting settings to use self-assessment materials. One pilot area has trained three groups of managers and practitioners to audit their own settings. Another is in the process of modifying inclusion quality standard material originally designed for use in early years settings for use across childcare and out of school settings. The material includes a self-rating scale and supports an audit of training need and action planning for improvement. A similar approach is being used in other places across both large rural and urban areas to link self-assessment with the use of 'inclusion toolkits' designed to help settings develop their own practice.

## **DCATCH pilot activity themes: Initiatives to meet particular childcare needs**

### **Children over 11**

The Childcare Act requires local authorities to secure childcare provision for disabled children up to their 18<sup>th</sup> birthday, but working parents have repeatedly highlighted particular difficulty finding appropriate childcare for their children as they grow older and during school holidays. Two pilot areas have focused on childcare arrangements for children over 13, after families identified this as a particular 'gap' in local provision. In one place, development activity for teenagers has been undertaken in partnership with KIDs. A pilot area in a different part of the country is developing new holiday childcare provision for up to fifteen older children and young people with complex disabilities, in parallel with new provision for the under 11s based at an enhanced primary school. 'Responsible buddy' arrangements, which provide activity-based childcare cover on a 1:1, tailor made basis, for teenagers with complex disabilities is being developed in another area. 'Responsible buddies' are young adult social care workers, who, wherever possible, are matched with teenagers on the basis of shared interests and enthusiasms.

### **Children with ASD**

Finding appropriate childcare for children with Autistic Spectrum Disorders (ASD) and children with challenging behaviour has been identified as a particular challenge. One DCATCH pilot area has focused on this issue and is working with the National Autistic Society (NAS) to improve the range of provision available. NAS has provided training for childminders, after school providers and parents about autism, disability awareness, messy play and managing challenging behaviour. New after school club provision is now being developed at a local special school, 5 days per week, 39 weeks per year. Late transport home by bus can be arranged for every day that the club operates. In addition, 3 x 3 day holiday clubs (one for each half term break) are in development. Another pilot area is developing a new holiday scheme for up to 20 children and young people with Autistic Spectrum Disorders, and another has singled out children with emerging ASD as a particular focus for attention as childcare services for the under fives are developed.

### **Children and young people with complex disabilities**

Most DCATCH pilot areas have concentrated on childcare provision for children and young people with more severe and complex disabilities as they have planned and developed activity. Of particular interest is the development of a network of trained, volunteer 'includers' in one area to enable children and young people with visual impairments, deafness and learning disabilities to participate in both the local Short Breaks programme and in mainstream extended services. The project has been developed in partnership with SENSE, following two consultation events, each of which was attended by 8 or 9 families with very particular childcare needs. SENSE has provided training for 'includers' and is now helping with the co-ordination

and management of the network of trained volunteers. Many of the young people involved are being educated in residential provision at a distance from home and the lack of trained 'includers' was identified as a particular factor limiting their ability to participate in Short Breaks and childcare provision in school holidays.

One other DCATCH pilot area has provided a new Sensory Room in a nursery and supported staff with training and advice to extend the range of children able to find appropriate childcare there.

**DCATCH pilot activity themes:  
Affordability and cost**

*'Existing evidence and testimony from parents, the voluntary sector and professionals suggest that both affordability and accessibility can act as barriers to disabled children accessing childcare. Appropriate childcare places that meet the needs of disabled children may not be available, and where they are, survey evidence suggests they tend to be more expensive.'*

**Aiming High for Disabled Children (2007)**

*'Local authorities may, if they consider it reasonably practicable, take action to support parents in accessing childcare places at more affordable prices. In doing this, they should consider the range of ways they can work with providers and parents to reduce costs... This may be particularly important for families with disabled children, where the costs of childcare can be higher.'*

Securing sufficient childcare: guidance for local authorities  
Statutory guidance for local authorities Childcare Act 2006

One pilot area has been able to align activity and funding to provide a central 'Inclusion Fund' to cover additional costs incurred by settings as a consequence of including children with disabilities in settings for regular childcare or short breaks. Working parents looking for regular childcare pay the same rate as other families using the service. The provider indicates the additional resources required to include the child (equipment and/or additional staff) and claims from the central fund. The system in this local authority is well established, and in 2008-2009, they reported that an annual budget of £250,000 was enabling the inclusion of 160 children and young people with special educational needs and disabilities in PVI settings – 115 of whom were accessing regular childcare.

Other pilot areas have described similar mechanisms that are being developed in response to personalising services for particular families. For example, a working mother in one pilot area was provided with six weeks of childcare delivered in the home to cover an unusual period during which her 13 year old son was at home full time during school term time, following surgery. She paid the childcare rate she would normally incur for cover at the end of the day (£30 per week). DCATCH covered the additional cost of

providing care in the home, enabling the mother to stay in employment. In another place, a working mother was looking for setting based care for two young children with complex social and developmental needs during holiday periods to enable her to continue to work full time. The parents paid the 'normal' childcare costs for the PVI setting. DCATCH picked up the additional cost of providing an extra trained adult to work with the boys.

One pilot area has undertaken an analysis of unit costs in partnership with after school clubs to qualify the cost of providing additional staff to provide 1:1 care for a child with special educational needs or disabilities. This enables families to pay the standard rate and clubs to bill DCATCH funds at an agreed rate when a place is booked for a child who requires additional support.

In parallel, DCSF/HM Treasury Childcare Affordability Pilots are testing out whether it is practical to resolve the issue of affordability by raising the maximum amount of financial assistance available to families with a disabled child through the Working Tax Credit system. Whatever approach is used, the information and advice provided to parents of disabled children wanting to work or take steps towards employment must include a clear, reliable and personalised analysis of the impact of working on welfare benefits and the cost of childcare.

## DCATCH Benchmarking and Planning Tool

A Benchmarking and Planning Tool has been developed by Together for Disabled Children to help local partners establish baseline measures for quantitative and qualitative data relating to local childcare arrangements for the families of disabled children and to track service improvement over time. The material tool asked a series of qualitative questions relating to the following success criteria for DCATCH:

- 1 Parents, children and young people are more involved with the design and delivery of childcare provision
- 2 Parents, children and young people are better informed about the provision of suitable childcare in their area
- 3 Greater numbers of parents with disabled children take up formal childcare; and parents, children and young people are more positive and confident about using it
- 4 Parents, children and young people say that they are satisfied that the childcare provision they are using meets the needs of the child
- 5 Greater numbers of staff in childcare settings have taken part in (i) disability awareness training and/ or (ii) specialist training for dealing with disabled children with particularly complex needs, which has had a positive impact on the settings
- 6 Childcare settings say that they have a greater understanding of, and are more competent at addressing, the needs of disabled children, across the spectrum of severity
- 7 Local authorities secure more appropriate places for disabled children, based on an improved understanding about what really works in including disabled children into provision
- 8 Local authorities, providers, local authorities and Government have a better understanding of the true costs of high quality childcare for disabled children

The Benchmarking and Planning Tool can be viewed and downloaded at [www.togetherfdc.org/DCATCH](http://www.togetherfdc.org/DCATCH)



## **Funding to support DCATCH activity in 2010-2011**

Additional funding of £35million from the Aiming High for Disabled Children programme was announced to support the DCATCH (Disabled Children's Access to Childcare) pilot from 2008-09 to 2010-11. The original 10 pilots were funded to help test the relative contribution of various factors to the accessibility and affordability of childcare for disabled children.

Learning from the first two years of this pilot have helped to inform and develop key policy. This has contributed to reducing the attitudinal barriers that disabled children face in accessing suitable childcare provision. Extending the DCATCH pilot to all local authorities provides the opportunity to embed the early lessons from the pilot authorities and focus on the challenges of delivering appropriate childcare and information about provision.

The revenue funding, although relatively small, has been provided to encourage join up with existing services to improve the delivery of provision and tailor services to particular needs of the families. It is important that local authorities draw on existing funding streams and resources through the Sure Start, Early Years and Childcare Grant to generate the most impact. Many pilot authorities have provided examples of both innovative and effective practice with small amounts of funding. For example, DCATCH funding has been used with existing funding such as the support for early years outcomes, quality and inclusion funding to provide personalised services for disabled children. The Early Years Capital Grant which is to improve the quality and accessibility of early years settings has also been used by some authorities to purchase equipment which is then loaned to providers, including childminders, making their setting more accessible.

Funding beyond 2011 is not guaranteed. It is therefore the expectation that local authorities should work towards mainstreaming these services through their existing funding sources such as the Sure Start, Early Years and Childcare Grant.

## Disabled Children's Access to Childcare (DCATCH) pilot activity Information for local authorities

### RESOURCES

#### Information about childcare and returning to work for families with children with disabilities:

Title	Available from	Date
<i>Childcare for children with disabilities and special educational needs</i> Daycare Trust Facsheet for parents	Daycare Trust Download from: <a href="http://www.daycaretrust.org.uk/pages/-factsheets-for-parents-63.html">www.daycaretrust.org.uk/pages/-factsheets-for-parents-63.html</a>	2009
<i>Getting into work: a guide for parents of disabled children returning to work</i> Working Families	Download from: <a href="http://www.workingfamilies.org.uk">www.workingfamilies.org.uk</a>	
<i>Working</i> Contact a Family Information for families factsheet	Download from: <a href="http://www.cafamily.org.uk">www.cafamily.org.uk</a>	
<i>Finding and paying for childcare</i> Information for families factsheet	Available at <a href="http://www.cafamily.org.uk">www.cafamily.org.uk</a>	2006
<i>Benefit Enquiry Line</i> The Government's benefit enquiry line for disabled people and their carers, including parents of disabled children	Tel: 0800 882200 <a href="http://www.benefitshelpline.com">www.benefitshelpline.com</a>	
<i>Childcare for disabled children</i> Working Families Information for families factsheet	Download from: <a href="http://www.workingfamilies.org.uk">www.workingfamilies.org.uk</a>	2009

*Childcare for a disabled child*  
Directgov web information

[www.direct.gov.uk/en/CaringForSomeone/CaringForADisabledChild/DG\\_10027203](http://www.direct.gov.uk/en/CaringForSomeone/CaringForADisabledChild/DG_10027203)

### General information for families about childcare:

<b>Title</b>	<b>Available from</b>	<b>Date</b>
<i>0-5 years: The essential guide to early learning and childcare for you and your family</i> Department for Children Schools and Families (DCSF)	Download from: <a href="http://publications.everychildmatters.gov.uk">http://publications.everychildmatters.gov.uk</a>	2009
<i>5-11 years: The essential guide to childcare for you and your family</i> Department for Children Schools and Families (DCSF)	Download from: <a href="http://publications.everychildmatters.gov.uk">http://publications.everychildmatters.gov.uk</a>	2009
<i>11-16 years: The essential guide to out-of-school hours and holiday activities for you and your family</i> Department for Children Schools and Families (DCSF)	Download from: <a href="http://publications.everychildmatters.gov.uk">http://publications.everychildmatters.gov.uk</a>	2009

### Policy documents and briefings:

<b>Title</b>	<b>Available from</b>	<b>Date</b>
<i>Childcare costs survey 2009</i> Daycare Trust	Download from: <a href="http://www.daycaretrust.org.uk">www.daycaretrust.org.uk</a>	2009
<i>Next steps for early learning and childcare: building on the 10 year strategy</i> <i>Summary</i> HM Government Department for Children Schools and Families (DCSF)		2009

Title	Available from	Date
<p><i>Securing sufficient childcare: guidance for local authorities</i>  Statutory guidance for local authorities Childcare Act 2006  Department for Children Schools and Families (DCSF)</p>	<p>Download from:  <a href="http://www.dcsf.gov.uk/everychildmatters/publications/0/1909">www.dcsf.gov.uk/everychildmatters/publications/0/1909</a></p>	2007
<p><i>Childcare sufficiency assessments: guidance for local authorities</i>  Statutory guidance  Department for Education and Skills</p>	<p>Download from:  <a href="http://www.dcsf.gov.uk/everychildmatters/publications/guidance/1860/">www.dcsf.gov.uk/everychildmatters/publications/guidance/1860/</a></p>	2007
<p><i>Between a rock and a hard place</i>  Every Disabled Child Matters  Campaign briefing: Childcare</p>	<p>Download from:  <a href="http://www.edcm.org.uk/pdfs/edcm_briefing_rock.pdf">www.edcm.org.uk/pdfs/edcm_briefing_rock.pdf</a></p>	
<p><i>Duty to provide information, advice and assistance</i>  Guidance for local authorities Childcare Act 2006  Department for Children Schools and Families (DCSF)</p>	<p>Download from:  <a href="http://www.dcsf.gov.uk/everychildmatters/strategy/parents/workingwithparentscarersandfamilies">www.dcsf.gov.uk/everychildmatters/strategy/parents/workingwithparentscarersandfamilies</a></p>	2008
<p><i>Childcare Affordability Pilot (CAP 09) – update briefing for Family Information Services</i>  Department for Children Schools and Families (DCSF)</p>	<p>Download from:  <a href="http://www.dcsf.gov.uk/everychildmatters/publications/documents/laebriefingtofis">www.dcsf.gov.uk/everychildmatters/publications/documents/laebriefingtofis</a></p>	2009
<p><i>Aiming High for Disabled Children Core Offer</i>  Department for Children Schools and Families (DCSF) and  Department of Health (DH)</p>	<p>Download from:  <a href="http://www.dcsf.gov.uk/everychildmatters/healthandwellbeing/ahdc/coreoffer/coreofferandni">www.dcsf.gov.uk/everychildmatters/healthandwellbeing/ahdc/coreoffer/coreofferandni</a></p>	2008
<p><i>Disability: Director's Summary 2</i>  Centre for Excellence and Outcomes (C4EO)</p>	<p>Download from:  <a href="http://www.c4eo.org.uk/themes/disabledchildren/files/disability_directors_summary.pdf">www.c4eo.org.uk/themes/disabledchildren/files/disability_directors_summary.pdf</a></p>	2009
<p><i>Transforming lives – extended services and special schools</i>  Training and Development Agency for Schools (TDA)</p>	<p>Download from:  <a href="http://www.tda.gov.uk/about/publicationslisting/tda0711.aspx">www.tda.gov.uk/about/publicationslisting/tda0711.aspx</a></p>	2009

## Information for childcare providers and extended services:

Title	Available from	Date
<p><i>Listening to providers about childcare for children with disabilities and special educational needs</i> London Development Agency Daycare Trust</p>	<p>Download from: <a href="http://www.daycaretrust.org.uk">www.daycaretrust.org.uk</a></p>	2008
<p><i>Inclusion by design – a guide to creating accessible play and childcare environments</i> PIP Guidelines Series</p>	<p>Order from: <a href="http://www.kids.org.uk">www.kids.org.uk</a> Publications and guidance</p>	2008
<p><i>Pick &amp; mix - a selection of inclusive games and activities</i> PIP Guidelines Series</p>	<p>Order from: <a href="http://www.kids.org.uk">www.kids.org.uk</a> Publications and guidance</p>	3 <sup>rd</sup> Ed 2008
<p><i>It doesn't just happen - inclusive management for inclusive play and childcare</i> PIP Guidelines Series</p>	<p>Order from: <a href="http://www.kids.org.uk">www.kids.org.uk</a> Publications and guidance</p>	2 <sup>nd</sup> Ed 2006
<p><i>All of Us – the framework for quality inclusion</i> PIP Briefing Paper</p>	<p>Download from: <a href="http://www.kids.org.uk/information/100428/100623/100836/briefings">www.kids.org.uk/information/100428/100623/100836/briefings</a></p>	2008
<p><i>Strategies for inclusion: policy into practice to include disabled children and young people</i> PIP Briefing Paper</p>	<p>Download from: <a href="http://www.kids.org.uk/information/100428/100623/100836/briefings">www.kids.org.uk/information/100428/100623/100836/briefings</a></p>	2008
<p><i>Inclusion into practice:</i> PIP Briefing Paper</p>	<p>Download from: <a href="http://www.kids.org.uk/information/100428/100623/100836/briefings">www.kids.org.uk/information/100428/100623/100836/briefings</a></p>	2009
<p><i>Equalities and inclusion in play and childcare</i></p>	<p>Download from: <a href="http://www.kids.org.uk/information/100428/100623/100836/briefings">www.kids.org.uk/information/100428/100623/100836/briefings</a></p>	2007

Title	Available from	Date
<p><i>Providing accessible childcare for disabled children through extended services</i> 4 Children Policy into practice: childcare and extended services briefing Issue 8</p>	<p>Download from: <a href="http://www.4children.org.uk">www.4children.org.uk</a></p>	2009
<p><i>Managing children with health care needs: delegation of clinical procedures, training and accountability issues</i> Royal College of Nursing Guidance on procedures</p>	<p>Download from: <a href="http://www.rcn.org.uk/_data/assets/pdf_file/0020/145640/Clinical_proceduresfinal08.pdf">www.rcn.org.uk/_data/assets/pdf_file/0020/145640/Clinical_proceduresfinal08.pdf</a></p>	Updated 2008
<p><i>Extending inclusion: Access for disabled children and young people to extended services and children's centres: a development manual</i> Council for Disabled Children</p>	<p>Download from: <a href="http://partner.ncb.org.uk/Page.asp?sve=785">http://partner.ncb.org.uk/Page.asp?sve=785</a> Publications</p>	2008
<p><i>Implementing the Disability Discrimination Act (DDA) in schools and early years settings — a training resource for schools and local authorities</i></p>	<p>Order from: Tel: 0845 6022260 Ref number 0160-2006DOC-EN</p>	2006
<p><i>CWDC consultation to find out how Early Years practitioners are meeting the requirements of the Disability Discrimination Act</i> Pre-school Learning Alliance</p>	<p>Download questionnaire from: <a href="http://dda.pre-school.org.uk/questionnaire">http://dda.pre-school.org.uk/questionnaire</a></p>	
<p><i>Early years and the Disability Discrimination Act 1995: What service providers need to know</i> Practice Guide Council for Disabled Children</p>	<p>Download from: <a href="http://partner.ncb.org.uk/Page.asp?sve=785">http://partner.ncb.org.uk/Page.asp?sve=785</a> Publications</p>	2 <sup>nd</sup> Ed
<p><i>Handling behaviours that challenge: for children and young people who have Learning Disabilities or Difficulties including those with Autistic Spectrum Disorder</i></p>	<p>Download from: <a href="http://www.togetherfdc.org/SupportDocuments/Handling%20Behaviours%20that%20Challenge%20Oct%202008.pdf">www.togetherfdc.org/SupportDocuments/Handling%20Behaviours%20that%20Challenge%20Oct%202008.pdf</a></p>	2008

<b>Title</b>	<b>Available from</b>	<b>Date</b>
<i>Including Me: Managing complex health needs in schools and early years settings</i> Jeanne Carlin	Order from: Central Books Tel: 0845 458 9910	2005
<i>Special schools in the East Midlands delivering the full core offer of extended services; an examination of best practice</i>	Download from: <a href="http://www.4children.org.uk/uploads/information/EastMidlands_Report.pdf">www.4children.org.uk/uploads/information/EastMidlands_Report.pdf</a>	2007
<i>Transforming Short Break services – an introduction for local areas</i> Together for Disabled Children	Download from: <a href="http://www.togetherfdc.org/SupportDocuments/AHDC%20Transforming%20Short%20Breaks%20Hit%20the%20Ground%20v1%201%20final.pdf">www.togetherfdc.org/SupportDocuments/AHDC%20Transforming%20Short%20Breaks%20Hit%20the%20Ground%20v1%201%20final.pdf</a>	2009

### **Workforce development and information about training**

Much training is provided by local, voluntary and independent organisations, as well as by local authorities, primary care trusts, universities and colleges. The following list provides a starting point.

<b>Title</b>	<b>Available from</b>	<b>Date</b>
<i>Training, support and development standards for Short Break carers</i> Standards and Workbook Children's Workforce Development Council (CWDC)	Download from: <a href="http://www.cwdcouncil.org.uk/social-care/short-break-carers">www.cwdcouncil.org.uk/social-care/short-break-carers</a>	2009
<i>Training, support and development standards for Short Break carers</i> Supplementary guidance for managers, supervisors and trainers Children's Workforce Development Council (CWDC)	Download from: <a href="http://www.cwdcouncil.org.uk/social-care/short-break-carers">www.cwdcouncil.org.uk/social-care/short-break-carers</a>	2009

Title	Available from	Date
<i>Planning and developing the Short Breaks workforce</i> Together for Disabled Children	Download from: <a href="http://www.togetherfdc.org/SupportDocuments/Planning%20and%20Developing%20the%20Short%20Breaks%20Workforce.pdf">www.togetherfdc.org/SupportDocuments/Planning%20and%20Developing%20the%20Short%20Breaks%20Workforce.pdf</a>	2009
<i>Working with children and young people with disabilities</i> Children's Workforce Development Council (CWDC)	Download from:	
KIDS National Development Department Training provides a range of training courses that may be of interest to local authorities in connection with DCATCH activity	Download information about KIDS Training and Consultancy from: <a href="http://www.kids.org.uk/information/100347/100776/training_guide_for_professionals_working_incl/">www.kids.org.uk/information/100347/100776/training_guide_for_professionals_working_incl/</a>	
E-learning CPD material for people working with children and young people with Autistic Spectrum Disorders (ASD) and/or children with speech, language and communication needs (SLCN) is available on-line as part of the National Strategies Inclusion Development Programme	<a href="http://nationalstrategies.standards.dcsf.gov.uk/search/cpd/results/nav:46330">http://nationalstrategies.standards.dcsf.gov.uk/search/cpd/results/nav:46330</a>	
The Foundation for People with Learning Disabilities provide tailored training and consultancy services	Download information about Foundation for People with Learning Disabilities consultancy and training from: <a href="http://www.learningdisabilities.org.uk/consultancy/working-with-children-and-young-people/#cyp">www.learningdisabilities.org.uk/consultancy/working-with-children-and-young-people/#cyp</a>	2007
The Teacher Training Resource Bank (TTRB), supported by the TDA, makes some initial teacher training materials on SEN available online which may be useful to other professionals	<a href="http://www.ttrb.ac.uk">http://www.ttrb.ac.uk</a>	
Online directory of training opportunities about speech, language and communication difficulties provided by the Communication Trust as part of the Speech, Language and Communication Framework on Communication Help Point.	<a href="http://www.communicationhelppoint.org.uk/Find%20any%20training.aspx">www.communicationhelppoint.org.uk/Find%20any%20training.aspx</a>	



## Parent participation:

Title	Available from	Date
<i>Listening to parents of disabled children about childcare</i> Daycare Trust	Download from: <a href="http://www.daycaretrust.org.uk">www.daycaretrust.org.uk</a>	2007
<i>Parent Participation: A guide for parent- Improving services for disabled children</i> Council for Disabled Children Contact a Family	Order from: Contact a Family 209-211 City Road London EC1V 1JN phone: +44 (0)207 608 8700 email: <a href="mailto:info@cafamily.org.uk">info@cafamily.org.uk</a>	2004
<i>Parent Participation: Guide for professionals -- Improving services for disabled children</i> Council for Disabled Children Contact a Family	Order from: Contact a Family 209-211 City Road London EC1V 1JN phone: +44 (0)207 608 8700 email: <a href="mailto:info@cafamily.org.uk">info@cafamily.org.uk</a>	2004
<i>Parent participation: list of trainers and consultation facilitators</i> Together for Disabled Children	Download from: <a href="http://www.togetherfdc.org/SupportDocuments/List%20of%20trainers%20and%20consultation%20facilitators%20(Sept09).doc">www.togetherfdc.org/SupportDocuments/List%20of%20trainers%20and%20consultation%20facilitators%20(Sept09).doc</a>	Updated Sept 2009
<i>List of Early Support trainers approved to deliver Working in Partnership through Early Support and Parent Workshop courses.</i> DCSF	Download from: <a href="http://www.dcsf.gov.uk/everychildmatters/healthandwellbeing/ahdc/earlysupport/training/trainingproviders/trainingproviders/">www.dcsf.gov.uk/everychildmatters/healthandwellbeing/ahdc/earlysupport/training/trainingproviders/trainingproviders/</a>	Updated 2009

## Websites:

**Directgov** has a section on childcare for a disabled child:

[www.direct.gov.uk/en/CaringForSomeone/CaringForADisabledChild/DG\\_10027203](http://www.direct.gov.uk/en/CaringForSomeone/CaringForADisabledChild/DG_10027203)

### **London Development Agency**

Childcare Affordability Programme (CAP)

[www.lda.gov.uk/server.php?show=nav.00100i002001](http://www.lda.gov.uk/server.php?show=nav.00100i002001)

**Tel: 0800 587 7115**

**Email: [glecap@gle.co.uk](mailto:glecap@gle.co.uk)**

### **Working Families**

Waving not drowning project for parents of disabled children

**Tel: 020 7017 0072**

**Email:**

### **Carers UK**

Support and campaigning organisation for carers who look after ill or disabled family and friends.

[www.carersonline.org.uk](http://www.carersonline.org.uk)

### **Childcare Finder**

Parent Know How Directory

<http://childcarefinder.direct.gov.uk/childcarefinder>

### **National Association of Family Information Services (NAFIS)**

[www.familyinformationservices.org.uk](http://www.familyinformationservices.org.uk)

### **Equality and Human Rights Commission**

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

### **The Training and Development Agency for Schools (TDA)**

Provides case study material, videos and toolkits relating to the development of Extended Services on-line.

[www.tda.gov.uk/remodelling/extendedschools.aspx](http://www.tda.gov.uk/remodelling/extendedschools.aspx)

## **Glossary**

### **Brokerage service**

Is a service that is offered on an individual case by case basis which provides advice, guidance and practical support with finding suitable childcare. This may include helping parents understand childcare options, establishing whether cost is a barrier and providing information on financial support and linking with providers in different sectors to enable parents to access a package of provision which meets their needs.

Brokerage services are intended to link duties to provide sufficient childcare and duties to provide information, advice and assistance. Section 12 (5) of the Childcare Act goes beyond requiring local authorities to provide information. Where families have not been able to find childcare that meets their needs, it imposes a duty to provide advice and assistance through a brokerage service.

### **Childcare**

Formal childcare is the provision of paid-for childcare that is registered with Ofsted. This includes childcare provided by childminders, nursery schools and extended schools. Childcare should be fully accessible to disabled children.

Short Breaks funding can be used to pay for formal childcare, however short breaks provision should be additional to any childcare which can be publicly funded through other routes. This would include the 3 & 4 year old early education entitlement, 2 year old pilot and schemes for parents who are in learning or training - such as Care to Learn for teenage parents. Short-breaks funding should not be used for those low-income working parents who are eligible to receive support for their childcare costs through the childcare element of working tax credit. Local Authorities may also consider that those working parents who have a high household-income should fund their childcare costs themselves. It is entirely appropriate to use Short Breaks funding to pay for childcare at times where mainstream provision is harder to access - for example to pay for childcare at weekends, evenings or overnight.

### **Disabled**

The Disability Discrimination Act 1995 (DDA) definition, which is used by the Childcare Act 2006, describes a child or young person as disabled, if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

### **Family Information Services (FISs)**

Family Information Services provide information, advice and guidance to mothers, fathers and carers on childcare and early years services in the local area. They also establish and run brokerage services for parents finding it difficult to access the childcare provision they need. In addition, they provide information about other services, facilities or publications which will be of benefit to parents, prospective parents, children or young people.

### **Parent Champion**

Parent Champions are parents who are appointed to share positive experiences of using formal childcare services themselves and are well placed to encourage the

take-up of childcare among other parents and families, particularly in communities where the use of childcare is not widespread.

### **Short Break provision**

Short breaks are provided to give disabled children and young people enjoyable experiences away from their primary carers, contributing to their personal and social development and reducing social inclusion and to give their parents and families a necessary and valuable break from caring responsibilities. Short breaks include day, evening, overnight and weekend activities and can take place in a child's home, the home of an approved trainer, or a residential or community setting. They can last just a few hours to a few days and occasionally longer, depending on the type of provision and the needs of the child and their family.

### **Special Educational Needs (SEN)**

Children have special educational needs if they find it much harder to learn than most children of the same age and need special educational provision. Special educational provision is provision that is additional to or different from provision made for any child of the same age.