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**Inclusive Daily Childcare for children with
disabilities (0-5) in England: A Policy and
Practice Overview from 1997 to present day**

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The study

Project commissioned by the Deutsches Jugendinstitut, Munich

Research question: 'How inclusive are daily childcare services in England'?

Aimed to report on:

- Basic conditions of inclusion for children with disabilities and special educational needs in daily childcare services
- Standards of inclusion for children with disabilities in daily childcare services
- Practice of inclusion for children with disabilities in childcare services





Aims of the presentation

To discuss the following which arise from the study completed:

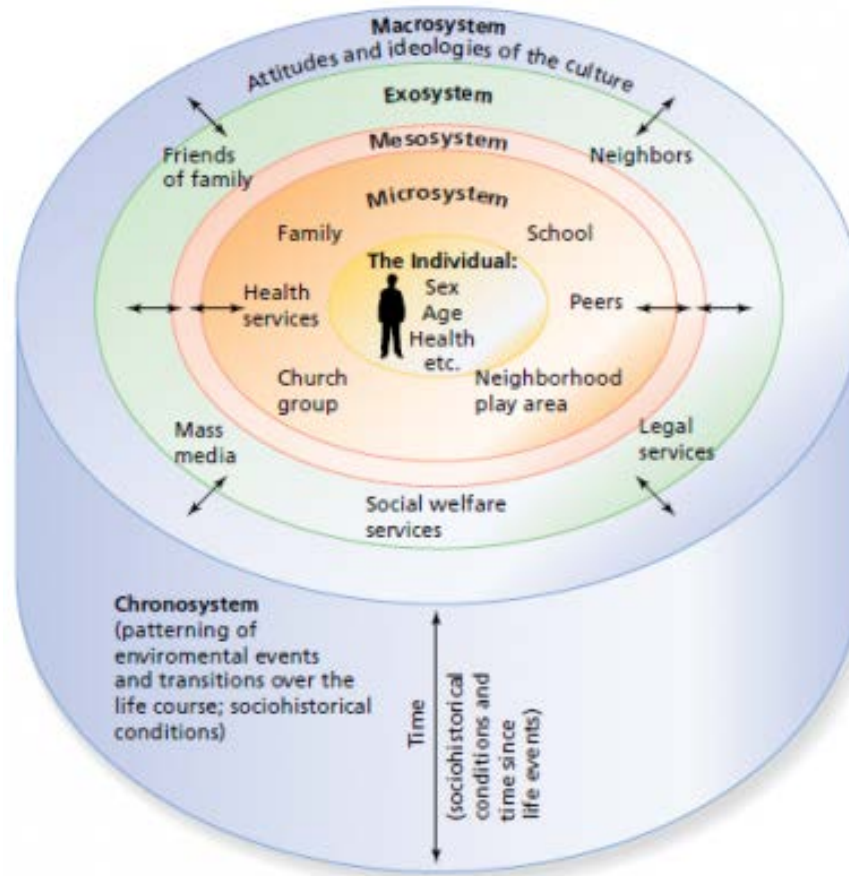
- Between 1997-2010 the previous Labour administration oversaw a general shift towards acceptance of disability and diversity with understanding demonstrated between disability, diversity, child poverty, early years education and care
- Current Conservative led coalition has provided mixed messages in this area
- Possibilities for future research

Discussion of study to be contextualised within an application of Bronfenbrenner's framework





Classic Bronfenbrenner Model





Framework	Definition	Study
Chronosystem	'Framing all of the dynamics of families is the historical context as it occurs within the different systems', Bronfenbrenner (1989, cited in Swick and Williams, 2006:372)	Historical and current context
Biosystem	'the characteristics of children with disabilities reflect the biosystem proposed by Bronfenbrenner as the center of his model.' Odom et al (2004:19)	Children with disabilities
Microsystem	'the structures and processes taking place in an immediate setting containing the developing person (e.g. home, classroom, playground)'. Bronfenbrenner (2005: 80)	Implications for practitioners
Mesosystem	'...the linkages and processes taking place between two or more settings, containing the developing person (e.g., the relations between home and school, school and workplace).' Bronfenbrenner (2005: 80)	Linkages between home and settings
Exosystem	'...the linkages and processes taking place between two or more settings, at least one of which does not ordinarily contain the developing person, but in which events occur that influence processes within the immediate setting that does contain that person (e.g. for a child, the relation between home and the parents' workplace; for a parent, the relation between the school and the neighbourhood).' Bronfenbrenner (2005:80)	Linkages between parents, settings and neighbourhood
Macrosystem	'an overarching pattern of ideology and organisation of the social institutions common to a particular culture or subculture'. Bronfenbrenner (2005:81)	Government publications





Variations in English childcare provision for children aged 0-5 years (1998-2012)

Combined nursery centres	Community nurseries	Early Years units	Family centres
Homes (nannies, au pairs, childminders, babysitters)	Hospital schools	Maintained nursery, infant, special, first and primary schools	Nursery centres and classes
Opportunity groups	Out-of-school clubs	Playbuses	Pre-schools and playgroups
Private day nurseries	Private schools	Social services day nurseries	Workplace creches
Children's centres	Early excellence centres	Play centres	Sure Start local programmes
Nursery school	Special day school/ nursery/ unit for children with SEN	Leisure / sport provider	Informal care (Family / friends)





Chronosystem in England

Historical context

Labour Party Election Manifesto 1997

‘We support the greatest possible integration into mainstream education of pupils with special educational needs, while recognising that specialist facilities are essential to meet particular needs’

Current context

In 2010 a Conservative –led coalition took power and the emphasis has shifted to remove the ‘bias towards inclusion’
Paper (DfE, 2011:5)





Chronosystem/Macrosystem Timeline (SEN)

- 1978 Warnock Report
- 1995 Disability Discrimination Act
- 1996 Education Act
- 1999 National Curriculum
- 2001 Special Educational Needs Code of Practice
- 2002 Excellence for All
- 2003 Together from the start: Practical guidance for professionals working with disabled children (birth to third birthday) and their families
- 2003 Developing early intervention/support services for deaf children and their families
- 2004 National service framework for children young people and maternity services
- 2004 Removing the barriers to achievement
- 2004 Children Act
- 2006 Childcare Act
- 2007 Aiming high for disabled children better support for families
- 2009 Healthy lives brighter futures the strategy for young peoples health
- 2009 Performance scales
- 2009 Lamb inquiry special educational needs and parental confidence
- 2010 Equality Act
- 2010 Children's trusts statutory guidance on cooperation arrangements including the children's trust board and the children and young peoples plan
- 2010 Parent and family support guidance for local authorities
- 2011 Support and aspirations a new approach to special educational needs a consultation (Green paper)*
- 2012 Draft legislation on reform of provision for children and young people with special educational needs*
- 2012 Community and special schools*
- 2012 Statutory Framework for the Early Years foundation stage*
- 2013 Early Years Teacher Standards*





Chronosystem/Macrosystem Timeline (Childcare)

1998 Meeting the Childcare Challenge: A Framework and Consultation Document

2000 Curriculum Guidance for the Foundation Stage

2001 Day Care and Child-minding

2002 Birth to Three Matters: A Framework to Support Children in Their Earliest Years

2002 SPEEL Study of Pedagogical Effectiveness in Early Learning

2003 Full Day care: National Standards for under 8s Day Care and Child-minding

2003 Every Child Matters

2004 Choice for Parents, The Best Start for Children: A Ten Year Strategy for Childcare. The National Childcare Strategy

2004 The Effective Provision of Pre School Education (EPPE) Project Technical paper 12-The Final Report: Effective Pre School Education

2005 National Evaluation of Sure Start: Buildings in Sure Start Local Programmes- Summary

2005 A Study of the Transition from the Foundation Stage to Key Stage 1

2006 Childcare Act

2007 A Better Start: Children and Families with Special Needs and Disabilities in Sure Start Local Programmes

2008 Early Years Foundation Stage

2011 Evaluation of the Graduate Leader Fund

2011 The Early Years: Foundations for life, health and learning

2012 Assessment and Reporting Standards 2013: Early Years Foundation stage

2012 Childcare and Early Years Survey of Parents 2010

2012 Foundations for Quality: The Independent Review of Early Education and Childcare Qualifications. Final Report

2012 Assessment and Reporting Arrangements 2013 Early Years Foundation Stage

2012 Statistical first release : Provision for children under five years of age in England

2012 Statutory Framework for the Early Years Foundation Stage

2012 Early Education for Two Year Olds

2012 Review of the Early Years Professional Status Standards

2012 Affordable Quality: New Approaches to Childcare

2013 Early Years Teacher Standards





Key SEN legislative changes in England - 2012

- Replacing existing arrangements for SEN and disability planning with a single system to ensure that all children receive the support they need from birth to 25
- A requirement on Local Authorities in England to work with local health services, to plan and commission support across education, health and social care and set out a local offer of the services available to children, young people and their families
- The current Special Educational Needs statements and learning difficulties assessments would be replaced by a single assessment process.
- All young people and parents of children with an Education, Health and Care Plan (EHC plan) would have the option of holding a personal budget, giving them greater control over how their support is delivered.

(DfE, 2012)





Biosystem -Number of children with disabilities and SEN: what we do not know

Source	Year publication	Estimated number
Office of Disability Issues (ODI) the Family Resources Survey 2009/2010	DWP, 2011	0.8 million children 0-15 years
Contact a Family	2012	15,000 children are born with a disability each year
OfSTED	2010	that 1.7 million children are identified with special educational needs
Early Year Foundation Stage Profile data from 2007-2011	DfE, 2011	58,612 children are having special educational needs provision made at the end of the Early Years Foundation Stage
Mooney, Owen and Statham	2008	288,000 and 523,000 disabled children
Speight, Smith and Coshall	2010	7% of 3 and 4 year children eligible for the entitlement to free early years provision were identified by their parents as having a long standing illness or disability



Microsystem –implications for practitioners within settings

- The Early Years Teacher Standards (NCTL, 2013) replace the standards for the Early Years Professional Status (TA, 2012) and these include the statement that early years teachers 'must adapt education and care to respond to the strengths and needs of all children' (NCTL, 2013: 4).
- Additionally, following the completion of a progress check at age two, if appropriate, practitioners should develop a targeted plan to support the child's future learning and development





Mesosystem – linkages between home and settings

- Access to appropriate childcare for disabled children may be scarce and expensive (Campbell-Barr and Garnham, 2010; Daycare Trust, 2010).
- 45% of respondents to a survey on childcare for disabled children were paying more for their childcare (Contact a Family, 2010)
- Barriers identified by parents to disabled children's participation in settings such as extended schools and children's centres included:
 - staff attitudes, concerns about safety and skill levels of staff and a possible lack of appropriate staff training.

(Stopes, 2000 for the Council for Disabled Children (CDC), 2008)





Exosystem – the relationship between parents, settings and the neighbourhood

- 'Childcare Act 2006 stated that local authorities are under a duty to provide mothers, fathers and other carers with accessible information about the services, support and advice available to help them support their children' (DCSF, 2010: 11).
- Newman et al (2011) further identify that recent guidance issued to Children's Trusts has sought to emphasis that priority should be given to disabled children with regard to the dissemination of information and the provision of consultation and support (DCSF, 2010b).
- Introduction of Early Support materials (DfES, 2003)





Macrosystem - Main Findings from Study

- Proliferation of policies and reforms over last two decades have created multiple and competing requirements
- Policy from 1997-2010 demonstrated embracing of principles of inclusion but current lack of certainty over definition of terms makes evaluation of provision problematic
- Current context suggests challenges remain in ensuring all children with disabilities can access childcare and participate
- Issues remain around affordability, accessibility and quality of workforce qualifications (potential barriers for all children)





Possibilities for Future Research

- Biosystem level
 - Children with SEND in the early years
- Microsystem level
 - Attitudes of practitioners
- Mesosystem level
 - Implications of the age two progress check
 - Transitions from early years settings to schools
- Exosystem level
 - Implementation of Education, Health and Care plans
 - Management of personal budgets
- Macrosystem level
 - Training and qualifications for early years
 - Quality inclusive practice in the early years





Thank you for listening





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