



Childcare for children with special educational needs and disabilities: Provider case studies

St Paul's Out-of-school club, York

St Paul's Out-of-school club is an Ofsted registered, charity-run setting based in the Holgate area of York. It works in partnership with a number of local schools and a nursery, York Childcare and City of York Council.

It is open to all children from the catchment area, which includes three local mainstream schools, and children are collected by staff using a walking bus.

The club offers breakfast and after-school care and holiday provision for children aged 3–11, and can cater for up to 36 children. There are several children currently with special educational needs and disabilities (SEND) who have a range of varying needs, including global developmental delay, affecting social, intellectual and emotional development; left-sided hemiplegia cerebral palsy, affecting use of the left side of the body and fine motor skills; Asperger syndrome and epilepsy.

"There is a significant amount of emotional stress associated with looking after children with SEND and this can be exhausting for parents. These families need as much support as possible and providing inclusive services can help to ease the pressure."

Inclusive play and learning for all children

The setting is fully inclusive and follows the Early Years Foundation Stage (EYFS) objectives and plans activities accordingly, ensuring that they can be taken up by all the younger children attending. Other activities on offer for older children range from art and crafts to sports and they provide opportunities to get involved in messy play, role play, quiet activities, reading and have supervised access to a laptop and gaming equipment.

The club is laid out mainly on one level, although there is one area that has two steps up to it. But they plan for the main activities to happen in the lower level so that everyone can take part. They use a range of communication techniques including having visual timetables and Makaton picture signs throughout the club. They have a small garden that is wheelchair accessible and they regularly make use of the local park, a field and a school playground. Sally, the club manager, has applied for funding to buy some special scooters and helmets, so that they can be used in outdoor play. They can also borrow indoor equipment from the nursery that they are linked with.

All the children mix and play well together, taking part in activities provided for all, regardless of their age or whether or not they have SEND. If one of the children with SEND requires more dedicated staff time, the manager or deputy manager are able to provide this extra support. If issues ever arise, particularly from parents of children without SEND, Sally welcomes their comments and tackles issues as they come, always reiterating the need to provide a service for children of all abilities.



As St Paul's is part of a partnership, they are unable to seek direct support from local services, such as occupational or speech therapy, as this needs to be accessed through the main provider, the school or the nursery.

All staff attend inclusion training provided by the local authority and Sally is also a trained Special Educational Needs Coordinator. They have an early years practitioner who monitors continuous quality provision and regularly visits other settings to learn from their good practice and share their own with others.

Keeping costs low for parents

Although the club receives some small grants from the local authority, they do not receive any regular statutory funding yet the cost of a place at the club is £8.50 for all children attending. The funding for the club mainly comes from the fees paid by the parents as well as charitable funding from grant making trusts.

Supporting families of children with special educational needs and disabilities

Sally is an enthusiastic manager of the club and encourages use of the services by all families. A member of her staff team has additional needs, which she is supportive of. Sally also has personal experience of disability and feels that this, as well as what she learned about special educational needs and disabilities while undertaking teacher training, were what started her interest in championing rights for families around these issues. She is very keen to promote use of her service to children with SEND, as she understands the extra support that families in this situation need. ***"There is a significant amount of emotional stress associated with looking after children with SEND and this can be exhausting for parents. These families need as much support as possible and providing inclusive services can help to ease the pressure."*** She actively promotes the club as being accessible for all children and encourages use through a local online inclusion forum and the club's Facebook page.

To find out more about St. Paul's Out-of-school club visit:

www.yorkchildcare.co.uk/st-pauls-out-school-club

Tips to other professionals

You need to be flexible when thinking about children with special educational needs and disabilities who are or want to attend your setting. ***"Don't see it as a challenge; see the children as unique individuals who have unique needs and work hard to find out what these needs are and how you can adapt your services to provide for them."***



For further information and resources on inclusive childcare visit:
www.familyandchildcaretrust.org