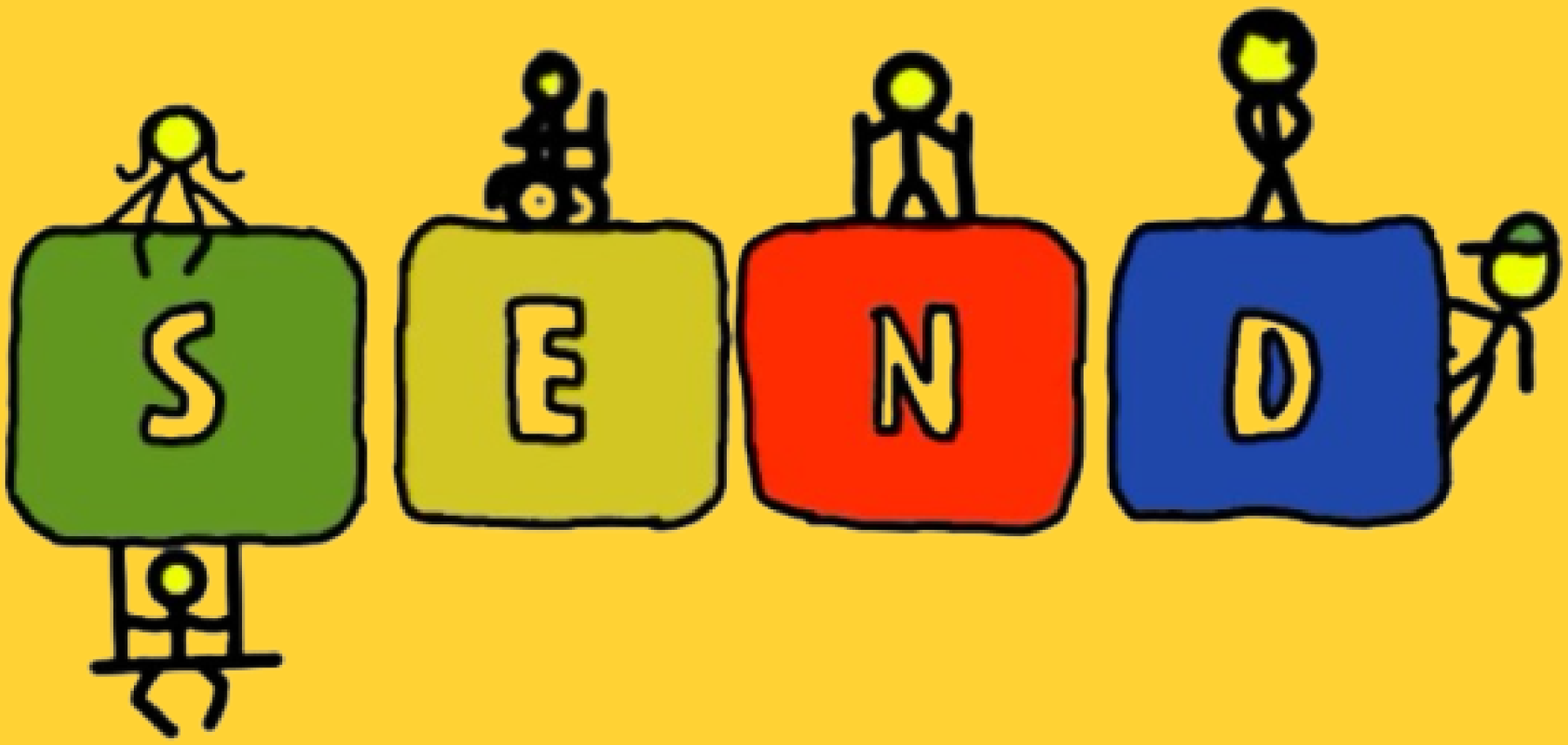
Ask, Listen, Act - working together to inform the provision of Special Educational Need and Disability (SEND) support for children after the COVID-19 pandemic.

The Impact of the COVID-19 Pandemic on the Education, Health and Social Care Provision for Children with Special Educational Needs and Disabilities (SEND): The Ask, Listen, Act Study

Evidence briefing: Children with SEND, parent/carers and professionals' perceptions of impact. Quantitative survey data.



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Ask, Listen, Act - working together to inform the provision of Special Educational Need and Disability (SEND) support for children after the COVID-19 pandemic.

Executive Summary

Background to the Study

In the United Kingdom (UK), the Department for Education and the Department of Health (2015) state that a child has special educational needs or a disability (SEND) if 'they have a learning difficulty or disability which calls for special educational provision to be made for him or her' (p. 16). They then expand on this definition by stating that a child has a learning difficulty or disability if he or she 'has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions' (p.16). To ensure that each child receives the support they need, some children with SEND have an Education, Health and Care plan (EHC plan) drawn up by their Local Authority; this plan identifies each child's individual needs and the additional support required to meet those needs.

Before the COVID-19 pandemic, there were already stark inequalities and weaknesses in the provision of services for children with SEND (CQC & Ofsted, 2020; Harris & Davidge, 2019: Byrne et al., 2020; National Autistic Society, 2020; Alghrani & Byrne, 2020). In March 2020, the UK Prime Minister implemented the first national lockdown to slow the spread of the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) and COVID-19. The lockdown involved those who were not key workers staying at home, not mixing with other households, and social distancing when in public. Schools were closed except for the children of keyworkers and vulnerable children. NHS staff were redeployed to respond to COVID-19 related pressures (Special Needs Jungle, 2020), and education, mental health and social care services were rapidly withdrawn (National Autistic Society, 2020). In May 2020, children with EHC plans had their educational rights formally downgraded (Byrne, 2020; Children's Commissioner, 2020) by the Coronavirus Act.

This study was funded by the National Institute for Health Research's (NIHR) Policy Research Programme (Recovery, Renewal, Reset: Research to inform policy responses to COVID-19 funding stream) in May 2021. This work aims to examine the perceptions, experiences and lessons learnt in order to scope, understand, and co-develop the policy priorities for reducing inequalities and mitigating the long-term impacts of COVID-19 for children with SEND.

Study Design and Methods

The research was a rapid cross-sectional multiple phase mixed-methods study. The three phases of the study were;

- Phase 1: a rapid scoping review of the evidence related to children with SEND during the pandemic,
- Phase 2: an online survey and interviews to gain the perspectives of children with SEND, parent/carers and professionals (health, social care, education and local authority),
- Phase 3: stakeholder workshops to co-develop priorities for 'going forward' for children with SEND, parents/carers and professionals to promote recovery and renewal.

This report focuses on the quantitative online survey data from phase 2, which examines the impact of the COVID-19 pandemic on children's education, health and social care. Separate online surveys were designed with patient and public involvement from children with SEND, parents, health and social care professionals, education professionals, and Local Authority staff. Responses were anonymous. Ethical approval was gained through the lead researcher's institutional research ethics committee (UREC Ref: 21/PSY/020 and 21/PSY/016). Participants were recruited using social media and via the distribution of study information through key organisations working with children with SEND. The data were collected between June and August 2021.

Key Findings

55 children with SEND, 893 parent/carers, 163 health and social care professionals, 100 education professionals and 44 local authority professionals completed the online survey. Respondents were distributed across the UK, children had a broad range of SEND, and a range of multi-disciplinary health and social care and educational professionals took part. The key findings are presented according to respondent type (please note: most of the information provided by children with SEND as part of the survey was open text and will be reported elsewhere in a later evidence briefing).

Perceptions of Children with SEND

When sharing their views of the pandemic and lockdowns, children with SEND shared mixed views:

35% (n=17) of children chose this emoji.

23% (n=11) of children chose this emoji.

13% (n=6) of children chose this emoji.

Children with SEND were asked what they felt about coming out of lockdown, things opening up, and everyone being back in school:

28% (n=12) of children chose this emoji.

23% (n=10) of children chose this emoji.

19% (n=8) of children chose this emoji.

Children with SEND were asked what they felt about the year ahead:

36% (n=14) of children chose this emoji.

28% (n=11) of children chose this emoji.

23% (n=9) chose this emoji.

Perceptions of Parents/Carers of Children with SEND

A main challenge for parents of children with SEND was that many (89%; n=655) reported that their child was not being able to access face-to-face education throughout the pandemic, and many parents (46%; n=261) reported that remote learning was not at all effective in meeting their child's needs. For those children who were learning from home, 89% (n=397) were not given the SEND-specific technology they needed to engage in their learning during the first national lockdown. These challenges resulted in 69% (n=509) of parents reporting that the national lockdowns had either an 'extremely' or 'somewhat' negative impact on their child's education and learning. Children with SEND's access to key therapies in school, such as speech and language therapy (40%; n=86) and physiotherapy (30%; n=63) were reduced. Parents reported that as a result of the pandemic and lockdowns their child's social skills (71%; n=198), mental health (65%; n=179) and ability to interact with others, play (86%; n=441) and make and sustain friendships (69%; n=407) had deteriorated.

When the national lockdowns ended, many parents/cares reported their children as struggling to transition back to education (52%; n=192), with minimal transition support provided (37%; n=199), and some (21%; n=121) children stayed at home.

The majority of the parents (67%; n=582) who responded to the survey identified that their mental health had 'got worse' over the pandemic.

Perceptions of Education Professionals

During the first national lockdown (March 2020-July 2020) when schools were closed for most pupils, educational professionals' role and ability to offer support to children with SEND was impacted. During the initial stages of the pandemic 58% (n=57) of education professionals had a change in job role and 32% (n=24) of these thought that this role change had a negative impact on their ability to deliver education for pupils with SEND. This change in role and the change to the provision of teaching and learning meant that 40% (n=38) of education professionals reported that they were not able to provide the alternative/specialist resources needed for children with SEND.

58% of education professionals (n=58) reported that they felt that pupils with SEND had been more negatively affected by the pandemic than pupils without SEND, and 58% (n=58) reported that in the last year they had seen an increase in the number of children with SEND needing mental health/wellbeing support. The challenges throughout the pandemic had resulted in professionals reporting an increased number of requests for SEND support/assessments (77%; n=77), and an increased number of safeguarding concerns for children with SEND (62%; n=62).

Perceptions of Health & Social Care Professionals

During the initial stages of the pandemic (March 2020-July 2020), most health and social care professionals (77%; n=125) reported that the quality of their service provision was 'much worse' or 'slightly worse' than before the COVID pandemic, and 72% (n=117) reported that there had been 'many more' or 'slightly more' requests for support, resources and provision from their service. Furthermore, 47% (n=50) reported that waiting lists were 'significantly longer' or 'slightly longer'.

Perceptions of Local Authority Professionals

The majority of Local Authority professionals (89%; n=39) reported including all children with Education, Health and Care Plans (EHCPs) in their definition of 'vulnerable' during the first national lockdown, meaning they were allowed to continue attending school. 68% (n=30) of those Local Authority staff who responded to the survey reported that an individual risk assessment had been used to help determine if a child was 'vulnerable'. 23% (n=9) of Local Authority staff reported that schools were allowed to decide which children were deemed 'vulnerable' and 14% (n=6) stated the Local Authority decided.

The pandemic has impacted on requests and completions of EHCPs for children with SEND. 65% (n=22) of Local Authority staff reported an increase in requests to their Local Authority for EHCP assessments since March 2020, and 40% (n=14) report that fewer EHCP assessments were completed in the statutory timeframe since March 2020, in comparison to the previous year. Whilst many professional reported that EHCP reviews moved online (49%; n=19), compared to pre-pandemic, there was a reported delay in annual reviews of EHCPs being conducted (28%; n=11).

Local Authority professionals also reported an increase in requests for the provision of services for SEND children and their families since March 2020, including an increase in requests for educational support (59%; n=19), respite and short breaks (49%; n=16), health care support (40%; n=13), social care support (47%; n=15) and play and recreation (22%; n=7).

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Introduction

In the United Kingdom (UK), the Department for Education and the Department of Health (2015) stated that a child has a special educational needs or disability (SEND) if 'they have a learning difficulty or disability which calls for special educational provision to be made for him or her' (p. 16). They then expanded on this definition by stating that a child has a learning difficulty or disability if he or she 'has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions' (p.16). To ensure that each child receives the support they need, some children with SEND have an Education, Health and Care plan (EHC plan) drawn up by their Local Authority. The purpose of an EHC plan is 'to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood' (DfE & DoH, 2015, p.142). This EHC plan identifies each child's individual needs and the additional support required to meet those needs. Currently, 3.3% of children in English schools (or 294,800 children) have an EHC plan because of their disability, while 12.1% of children (or 1,079,000 children) receive additional special educational needs (SEN) support (DfE, 2020).

Children with SEND are some of the most vulnerable children in the education system (Byrne, 2020) and are disproportionately exposed to poverty. Government statistics show that more than twice as many pupils with an EHC plan get free school meals (35%) than pupils without SEND (around 15%) (Skipp, 2021). Children with SEND are also more likely to have a diagnosed mental health condition. For example, nearly a third (35.6%) of children with a mental health condition also have a SEND (compared to 6.1% of children without a SEND), and 71.7% of children with a diagnosed mental health condition also have a physical health condition or a developmental disorder (NHS Digital, 2018). Furthermore, in 2018 children with SEND comprised 45% of all children who had been permanently excluded from all state-funded primary, secondary and special schools (DfE, 2019; Byrne, 2020).

Before the COVID-19 pandemic, there were already stark inequalities and weaknesses in provision for children with SEND (CQC & Ofsted, 2020; Harris & Davidge, 2019: Byrne et al., 2020; National Autistic Society, 2020; Alghrani & Byrne, 2020). Support for children with SEND was described as already diminished, threadbare, and chronically underfunded (O'Hagan & Kingdom, 2020; National Autistic Society, 2021; Boesley & Crane, 2018; Byrne, 2020), with an estimated funding shortfall of £1.5bn (Disabled Children's Partnership, 2018). In 2019 the Disabled Children's Partnership found that only 4% of parents and carers could safely care for their disabled child(ren) with the amount of support they received. On top of this, the framework for the provision of services for children with SEND is 'characterised by confusion, unlawful practices, bureaucratic nightmares, buck-passing, and a lack of accountability, inadequate resources and an overly adversarial process for parents' (Alghrani & Byrne, 2020, p. 2).

In March 2020, the UK Prime Minister implemented the first national lockdown to slow the spread of the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2; COVID-19). The lockdown mandated that all except key workers stayed at home, to not mix with other households, and to socially distance when in public. Schools were closed except for the children of keyworkers and vulnerable children. NHS staff were redeployed to respond to COVID-19 related pressures (Special Needs Jungle, 2020), and education, mental health and social care services were rapidly withdrawn (National Autistic Society, 2020).

In May 2020, children with EHC plans had their educational rights formally downgraded (Byrne, 2020; Children's Commissioner, 2020) by the Coronavirus Act. Typically, the Local Authority has an absolute duty to meet a child's EHC plan by providing health services and special educational support (Alghrani & Byrne, 2020; Children's Commissioner, 2020). However, following the Coronavirus Act, the Local Authority only had to make 'reasonable endeavours' to provide children with EHC plans with the support they need.

Study Overview

Dr Emma Ashworth (Liverpool John Moores University), Prof. Lucy Bray (Edge Hill University), and Prof. Amel Alghrani (University of Liverpool) were funded by the National Institute for Health Research's (NIHR) Policy Research Programme (Recovery, Renewal, Reset: Research to inform policy responses to COVID-19 funding stream) in May 2020. The research was a rapid cross-sectional mixed-methods study to scope, understand, and co-develop the policy priorities for reducing inequalities and mitigating the long-term impacts of COVID-19 for children with SEND.

The aim of the research was to examine the perceptions, experiences, lessons learnt and priorities of children with SEND, their parents/carers, and key stakeholders. There were five objectives to achieve this:
1. To examine the evidence and policy
2. To capture the impact and lessons learnt from various perspectives
3. To explore the experiences of CYP with SEND, parents/caregivers, and stakeholders
4. To understand potential impacts of the COVID-19 pandemic on the long-term development and wellbeing of this generation
5. To work collaboratively with CYP, parents/carers and stakeholders to co-develop priorities for 'going forward' for CYP with SEND to promote recovery and renewal.

The research was a rapid, cross-sectional, multiple phase, mixed-methods study. The three phases of the study were;
• Phase 1: a rapid scoping review of the evidence related to children with SEND during the pandemic,
• Phase 2: an online survey and interviews to gain the perspectives of children with SEND, parent/carers and professionals (health, social care, education and local authority),
• Phase 3: stakeholder workshops to co-develop priorities for 'going forward' for children with SEND, parents/carers and professionals to promote recovery and renewal.

This report focuses on the quantitative online survey data from phase 2 which examines the impact of the COVID-19 pandemic on children with SEND's education, health and social care. Separate online surveys were designed with patient and public involvement from children with SEND (the children and young peoples' survey was kept short to try and encourage children with a range of abilities to engage), parents of children with SEND, health and social care professionals, education professionals, and Local Authority staff. Responses were anonymous. Ethical approval was gained through the lead researcher's institutional research ethics committee (UREC Ref: 21/PSY/020 and 21/PSY/016). Participants were recruited using social media and through the distribution of study information via key organisations working with children with SEND. The data were collected between June and August 2021.

Findings – Education Professionals

Respondents

In total, 100 education professionals completed the survey.

Location of Respondents

30% (n=30) were from the North West of England, 19% (n=19) were from the South East of England, 14% (n=14) were from the West Midlands, 19% (n=19) were from the East Midlands, 6% (n=6) were from the North East, 2% (n=2) were from the South West, 7% (n=7) were from London, 2% (n=2) were from Wales, and 1 participant (1%) did not state which region of the United Kingdom they were from (Figure 1).

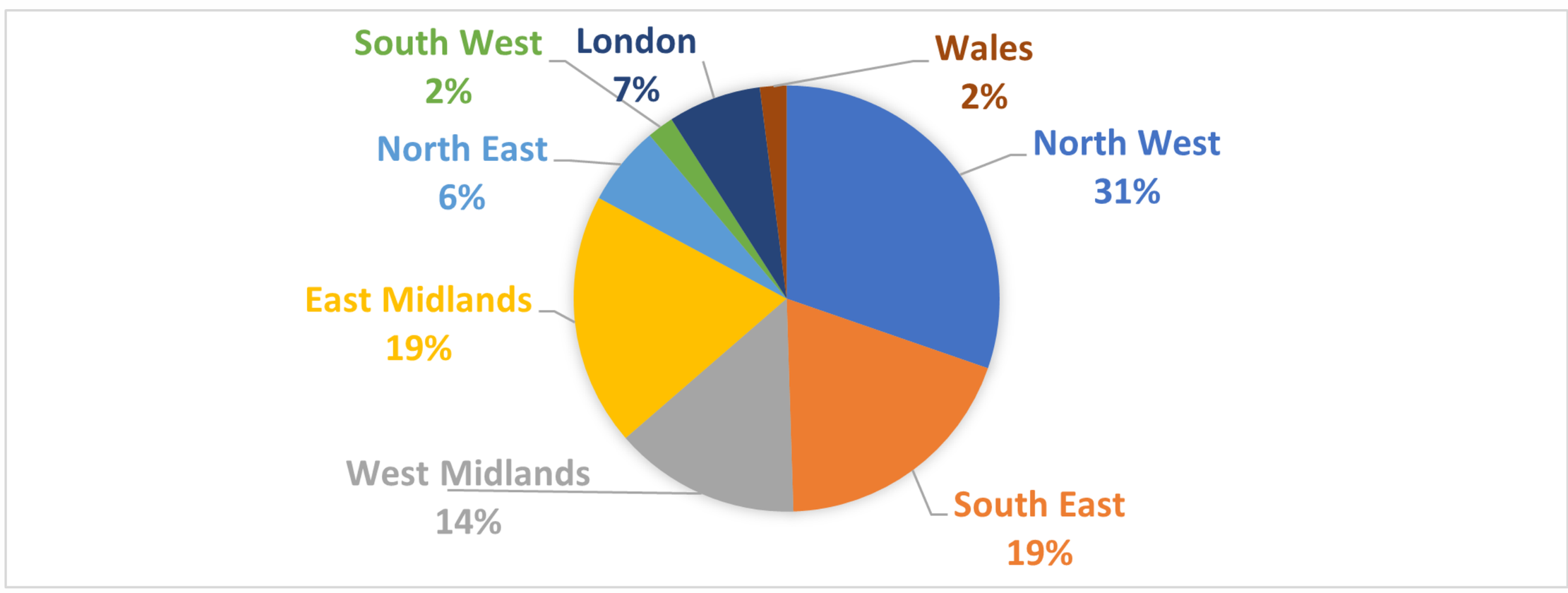


Figure 1: Location in the UK of education professional respondents

Job Role of Respondents

28% (n=28) were teachers, 22% (n=22) were teaching assistants, 28% (n=28) were part of their school's senior leadership team, 44% (n=44) were SEND co-ordinators (SENDCos), 3% (n=3) were pastoral support, and 6% (n=6) described their job role as 'other'. (N.B. participants could choose all that applied in relation to their job role) (Figure 2).

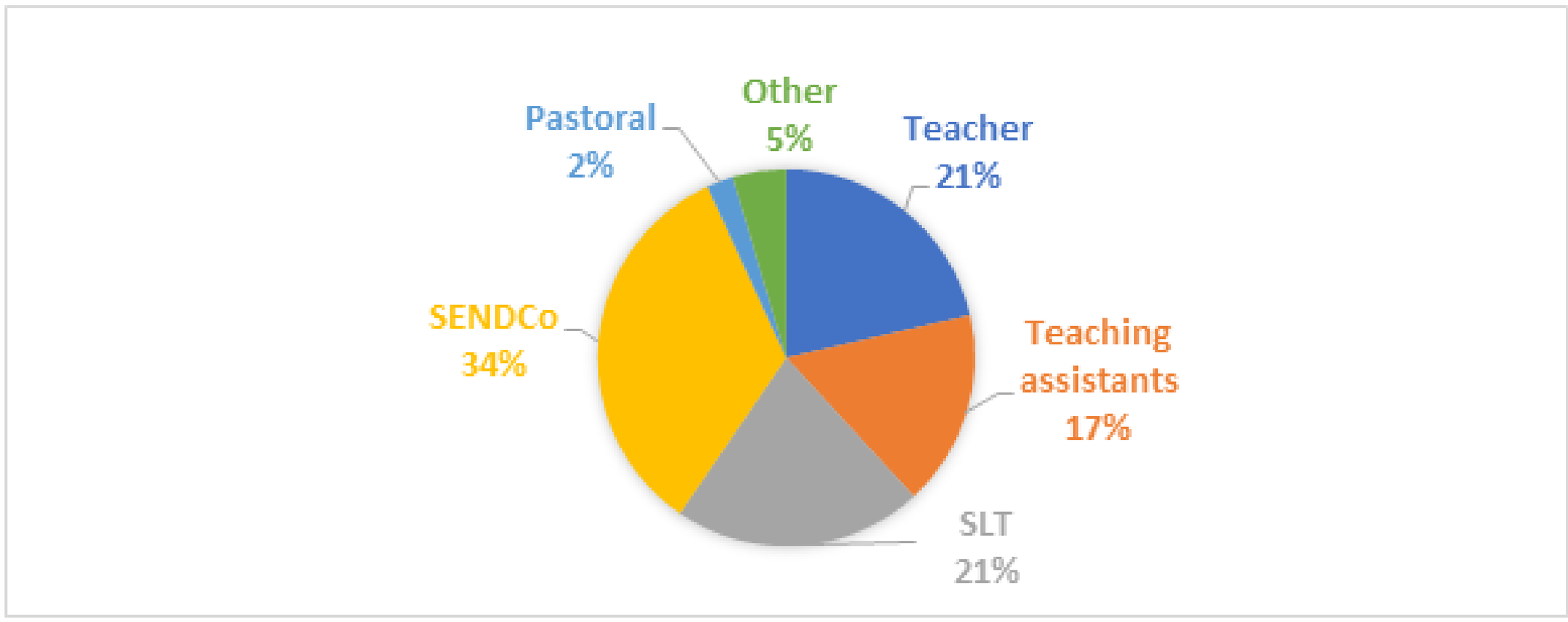


Figure 2: Job roles of respondents

54% (n=54) worked in primary education, 32% (n=32) worked in secondary education, and 14% (n=14) worked in 'other'.

64% (n=64) worked in mainstream education, 33% (n=33) worked in a specialist school, 2% (n=2) worked in alternative provision (e.g. a pupil referral unit), and 3% (n=3) worked in 'other' such as in a home setting or a hospital school. Two respondents ticked more than one option to indicate they worked across several education settings (Figure 3).

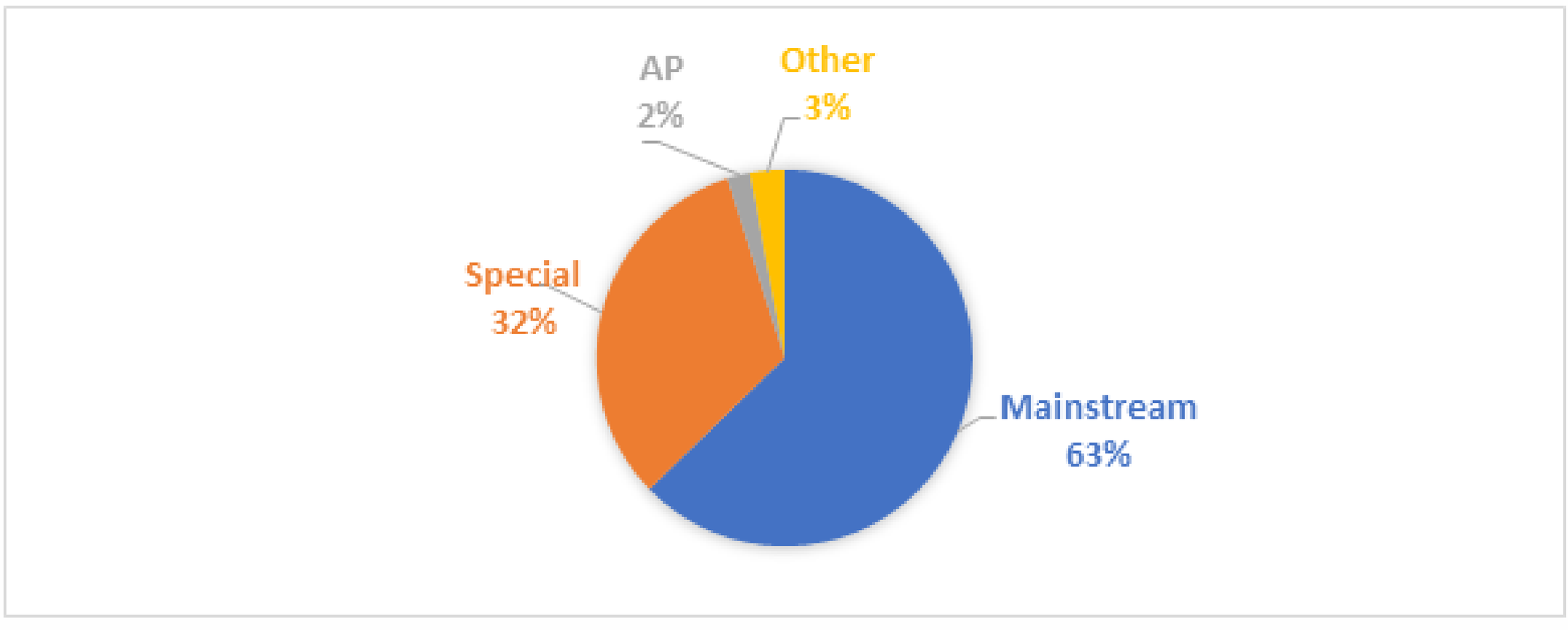


Figure 3: Type of school respondent worked in

SEND Training of Survey Respondents

93% (n=93) of respondents had received some formal training/continuing professional development in teaching/supporting pupils with SEND, whereas 7% (n=7) hadn't received any formal training.

Changes to Job Roles

During the first national lockdown (March 2020 – June 2020), out of the 98 respondents, 58% (n=57) had a role change in school, whereas 42% (n=41) did not. During the third national lockdown (January-March 2021), out of the 90 respondents, 43% (n=39) had a role change, whereas 57% (n=51) did not. Role changes included such things as 'covid reporting, class teacher emails for parents, dual teaching face-to-face and online, food provision', and 'All policies had to be updated. All meetings and conversations had to be done via Zoom/Teams. Parents needed much more advice and support. Staff also needed much more support.'

For those education professionals whose role in school changed during the first national lockdown, and out of those who responded to the question (n=74), 32% (n=24) thought this role change had a negative impact on their ability to deliver education for children with SEND, 30% (n=22) thought it had no impact, 22% (n=16) thought it had a positive impact, and 16% (n=12) were not sure. For the third national lockdown, from those who responded (n=72), 22% (n=16) thought this role change had a negative impact on their ability to deliver education for children with SEND, 29% (n=21) thought it had no impact, and 32% (n=23) thought it had a positive impact, and 17% (n=12) were not sure.

The provision of Teaching and Learning During Times of Remote Learning

Children with SEND Being Deemed a Priority Group

For the first national lockdown (March 2020 – June 2020), 52% (n=52) of education professionals reported that all children with SEND were recognised as a priority group who could still attend face-to-face school, 34% (n=34) reported only some children with SEND were a priority group, 13% (n=13) reported that children with SEND were not a priority group, and 1 participant did not answer the question. For the third national lockdown (January-March 2021), 76% (n=76) reported all children with SEND were recognised as a priority group, 19% (n=19) reported only some children with SEND were a priority group, 4% (n=4) reported that children with SEND were not a priority group, and 1 participant did not answer.

Children with SEND Returning to School After Periods of National Lockdown

Regarding the first national lockdown (March 2020 – June 2020), 28% (n=28) of education professionals reported that all children with SEND returned to school once it re-opened. Of the remainder who indicated that some children with SEND did not return did to school, 59% (n=59) reported that this was because some parents chose to keep their children at home, 41% (n=41) answered that some children had to shield, 12% (n=12) reported that the school did not have the resources or space to meet their SEND needs, and 9% (n=9) gave 'other' reasons for children not returning to school. The 'other reasons' provided included 'most - some had heightened anxiety', 'part-time only due to space' and 'no because of all of the above reasons'. (Note: participants could choose more than one answer).

In relation to the third national lockdown (January 2021 – March 2021), 42% (n=42) of education professionals reported that all children with SEND returned to school once it re-opened, 50% (n=50) reported that some children did not return to school as some parents chose to keep their children at home, 31% (n=31) reported that some children did not return to school as they had to shield, 6% (n=6) reported the school did not have the resources or space to meet all children's needs, and 11% (n=11) answered 'other'.

Education Provision During National Lockdowns

Professionals were asked the extent to which they were able to provide educational resources/support for children with SEND during periods of remote learning, when schools were closed to many pupils. Professionals indicated that they were mostly able to continue providing certain teaching and learning resources/support during the first and third lockdowns (see Table 1; please note: participants could tick either yes or no for each type of provision).

Professionals identified that the largest challenge across both national lockdowns when schools were closed to many pupils was the ability to provide alternative/specialist resources, with 60% not able to do this during the first national lockdown and 26% during the third national lockdown.

Table 1: The proportion of professionals indicating they were able to continue providing resources/support

	Lockdown 1 (March 2020)	Lockdown 2 (January 2021)
Provision		
Face-to-face	68%	88%
Online teaching	65%	78%
Provide resources	84%	81%
A mixture	63%	72%
Other (e.g. home visits)	5%	5%
No provision	1%	0.4%
Support		
Alternative/specialist resources	40%	74%
1-2-1 support staff	50%	73%
Differentiate the curriculum	73%	85%
Differentiate delivery of education	67%	84%

Transitioning Children with SEND Back to School

Educational professionals identified that for those children with SEND who had not been in school over the pandemic, 74% (n=74) put provision in place to help children with the transition back to school, 17% (n=17) put no provision in place, 5% (n=5) did not know, and 4% (n=4) did not answer the question.

The Impact of COVID-19 Related Adjustments on Children with SEND

Professionals' Perceptions of the Impact of COVID-19 Adjustments

Education professionals were asked the extent to which they thought pupils with SEND had been impacted by the changes to the provision of education and learning during the COVID-19 pandemic compared to pupils without SEND. 9% (n=9) reported a 'somewhat' or 'very positive' impact for children with SEND compared to children without SEND, 10% (n=10) reported no difference, 58% (n=58) reported a 'somewhat' or 'very' negative impact, 16% (n=16) said the impact varied depending on the child, and 4% (n=4) did not answer the question.

Education professionals were also asked the extent to which they thought changes to the provision of education and learning during the COVID-19 pandemic had an impact on children with SEND's academic progression, health, and social and emotional development. Education professionals identified that the changes to the provision of education had negatively impacted most on children with SEND's mental health (71%) and social and emotional well-being (69%) (table 2).

Table 2: The proportion of professionals reporting an impact of the pandemic on children with SEND

Area of impact on children with SEND	Somewhat or very negative impact	No impact	Somewhat or very positive impact	Don't know
Academic progression	54%	24%	22%	5%
Physical health and/or medical needs	50%	35%	10%	5%
Social and emotional development	69%	13%	13%	5%
Mental health	71%	13%	11%	5%

The Impact on the Demand for Services

Education professionals were asked to report on the extent to which they had seen any changes in the demand for services for SEND pupils over the last year (back to March 2020). Education professionals reported that they had seen the highest rise in requests for SEND support or assessments (77%) and those linked to safeguarding concerns (62%), followed by requests for mental health or wellbeing support (58%) (Table 3).

Table 3: The proportion of respondents indicating a change in the demand for services during the pandemic

Changes in demand for services for SEND pupils	More than usual	Same as usual	Less than usual	Don't know
Requests for SEND support/assessments	77%	18%	1%	9%
Safeguarding concerns	62%	29%	1%	8%
Requests for mental health and/or wellbeing support	58%	31%	2%	4%
Requests to external education/health/social care services	49%	38%	3%	10%
Accessing external specialist SEND services	38%	35%	19%	8%

Changes in the Provision of Health, Social, and Wellbeing Services

Educational respondents were asked which key health and social care services, and social and emotional wellbeing services (outlined in table 4) were provided generally during the pandemic within their school for children with SEND, compared to before the pandemic.

Table 4: Proportion of respondents indicating changes in the provision of services during the pandemic

Health, social care and wellbeing services	Never provided/ did not answer	More than usual	Same as usual	Less than usual
External peripatetic education staff	46%	0%	12%	32%
Physiotherapy	35%	1%	21%	43%
Speech and language therapy	21%	7%	22%	50%
Occupational therapy	23%	2%	20%	55%
Respite	62%	2%	6%	30%
Support groups	40%	10%	9%	41%
Sensory rooms	47%	6%	15%	32%
Diagnostic/referral pathways	26%	14%	29%	31%
Educational psychologist appointments	26%	7%	28%	39%
Mental health support (e.g. counsellors)	22%	18%	15%	45%
Learning mentors	45%	13%	28%	14%
1-2-1 support staff	19%	17%	40%	24%
Targeted interventions	18%	18%	32%	32%
Relationships and sex education	23%	10%	44%	23%

Support for Education Professionals

Local Authority Support

During the first national lockdown (March 2020 – June 2020), 2% (n=2) of education professionals reported receiving a lot of support from their Local Authority to support children with SEND, 11% (n=11) received a moderate amount of support, 29% (n=29) received a little support, 33% (n=33) reported receiving no support at all, 20% (n=20) did not know how much support from the Local Authority they had received, and 5% (n=5) did not answer the question.

During the third national lockdown (January 2021– March 2021), there was a slight increase in perceived support, with 6% (n=6) of education professionals reported receiving a lot of support from their Local Authority to support children with SEND, 17% (n=17) received a moderate amount of support, 26% (n=26) received a little support, 26% (n=26) received none at all, 20% (n=20) did not know how much support they had received, and 5% (n=5) did not answer the question.

Support from Schools' Senior Leadership Teams

During the pandemic, 45% (n=45) of education professionals reported receiving a great deal of support from their school's senior leadership team to support children with SEND, 23% (n=23) received a lot of support, 16% (n=16) received a moderate amount of support, 9% (n=9) received a little support, 3% (n=3) received none at all, and 4% (n=4) did not answer the question.

Findings – Health & Social Care Professionals

Respondents

In total, 163 health and social care professionals completed the survey.

Location of Respondents

18% (n=18) of respondents were from the North West of England, 24% (n=40) were from the South East of England, 19% (n=31) were from the West Midlands, 15% (n=25) were from the East Midlands, 9% (n=15) were from the North East, 5% (n=9) were from the South West, 6% (n=10) were from London, 1% (n=2) were from Wales, there were no respondents from Scotland or Northern Ireland.

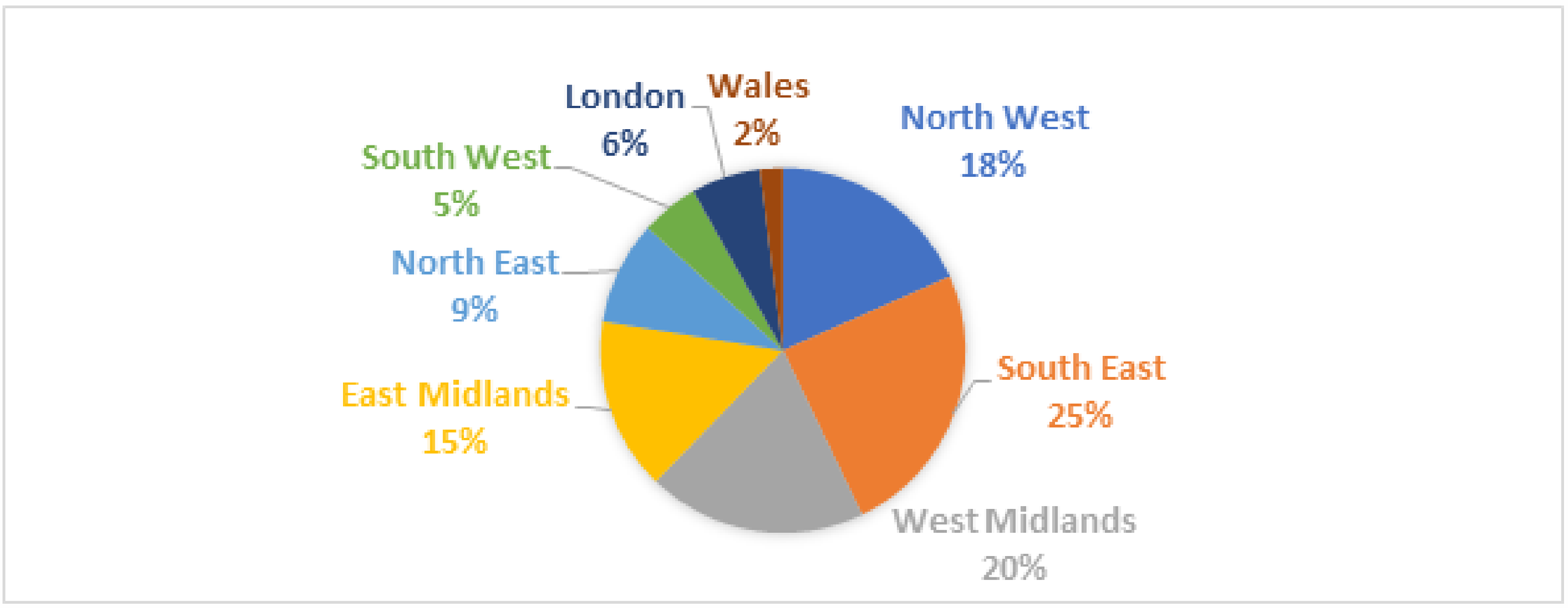


Figure 4: Location of respondents

Job Roles of Respondents

15% (n=24) of respondents worked in social care, 14% (n=23) worked in SEND specific social care, 33% (n=53) worked in community primary care, 20% (n=33) worked in SEND specific primary care in the community, 3% (n=5) worked in a hospital-based care setting, 2% (n=3) worked in a SEND specific hospital-based care setting, 3% (n=5) worked as a school nurse, 3% (n=4) worked as a SEND specific school nurse, 3% (n=5) worked as a social worker, and 5% (n=8) responded as working in an 'other' service area.

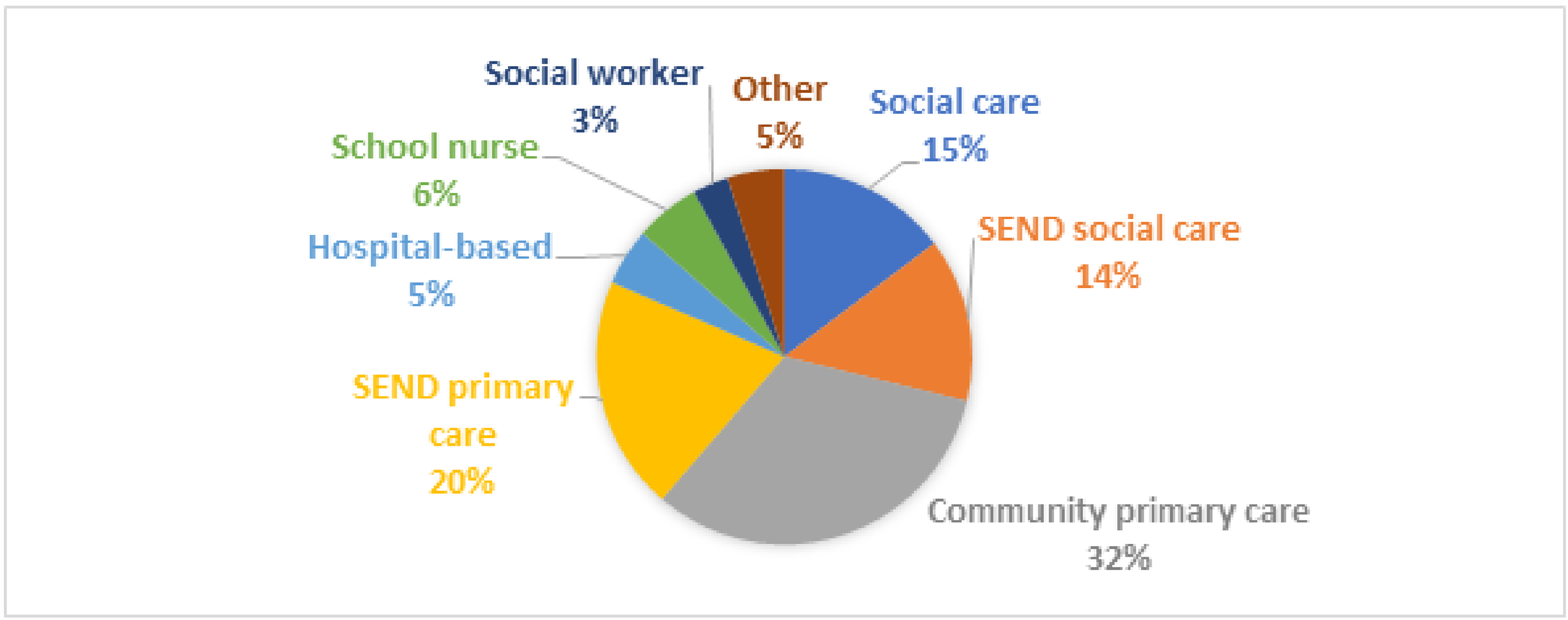


Figure 5: Job roles of respondents

Changes to Service Provision

Challenges to Providing Quality Care to Children with SEND

44% (n=71) of health and social care professionals reported that during the first lockdown (March 2020 – June 2020), the quality of care they were able to provide for children with SEND was 'much worse' than before the COVID-19 pandemic, 33% (n=54) reported that the quality of care was 'slightly worse', 14% (n=22) reported that it was about the same, 9% (n=15) reported that the quality of care was 'slightly better' and 0.6% (n=1) reported that the quality of care was 'much better'.

Quality of care after the first lockdown (from July 2020 onwards) compared to the first lockdown was reported by professionals as improving: 11% (n=18) of respondents reported that the quality of care was 'much worse' than before the pandemic, 44% (n=71) said it was 'slightly worse', 25% (n=40) reported it was 'about the same', 17% (n=29) reported it was 'slightly better', and 3% (n=5) reported care was 'much better'.

Requests for Support, Resources & Provision for Children with SEND

46% (n=75) of respondents reported that there had been 'many more requests' for support for children with SEND over the last year (back to March 2020), 26% (n=42) reported that there had been 'slightly more requests', 19% (n=30) said they had seen 'about the same number of requests', 3% (n=4) reported that they had seen 'slightly fewer requests' and 2% (n=3) reported that there had been 'many fewer requests'.

How Service Provision Changed During the Pandemic

37% (n=103) of health and social care professionals reported that in the first lockdown (March 2020–June 2020) their service changed by moving online, 18% (n=51) reported that their service was partly cancelled, 6% (n=17) of respondents reported that their service did not change, 5% (n=15) reported that their service provision was delayed, 5% (n=13) said that their service was cancelled completely, and 4% (n=11) reported 'other'.

32% (n=90) reported that from July 2020 onwards, their service was online, 11% (n=30) reported that it was partly cancelled, 10% (n=28) reported that their service did not change, 9% (n=24) reported that their service provision was delayed, 1% (n=3) said that it was cancelled completely, and 11% (n=30) reported 'other'.

Impact of the Pandemic on Waiting Lists for Services

28% (n=44) of professionals reported that waiting lists were 'significantly longer', 19% (n=31) reported waiting lists were 'slightly longer', 12% (n=19) reported that they were 'about the same', 1% (n=2) reported their waiting lists were 'slightly shorter', and 1% (n=2) reported that the service they work for waiting lists were 'significantly shorter'. 33% (n=52) of respondents work for a service that doesn't have a waiting list, and 6% (n=10) answered 'don't know'.

Findings – Local Authority Professionals

Respondents

In total, 44 Local Authority professionals completed the survey.

Location of Respondents

18% (n=8) of participants were from the North West of England, 16% (n=7) were from the South East of England, 7% (n=3) were from the West Midlands, 27% (n=12) were from the East Midlands, 7% (n=n) were from the North East, 18% (n=8) were from the South West, and 7% (n=3) were from London.

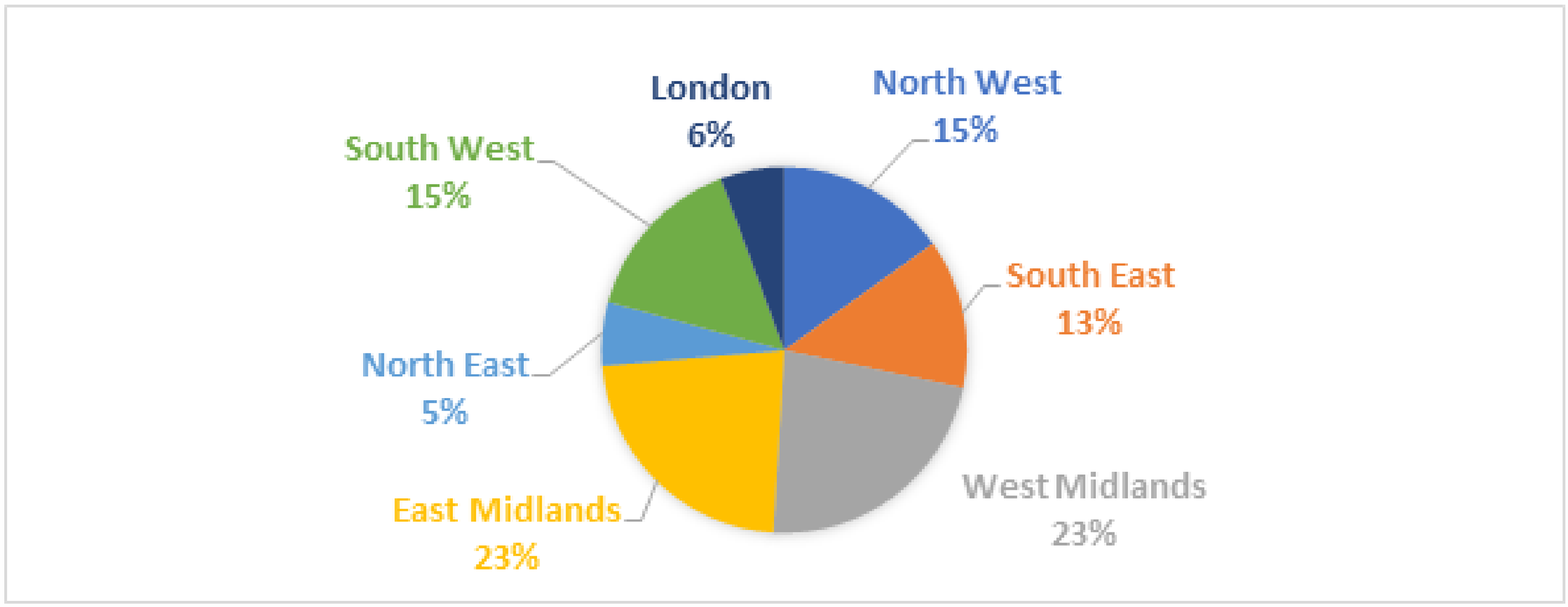


Figure 6: Location of respondents

Job Roles of Respondents

14% (n=9) of participants who completed the survey were Directors of Children's Services, 5% (n=2) were Associate Directors of Children's Services, 7% (n=3) were SEND case workers, 25% (n=11) were a Head of SEND services, and 50% (n=22) were 'other' such as Assistant Director for Education, Assistant Director of SEND Strategic Improvement, and Head of Education Inclusion Service.

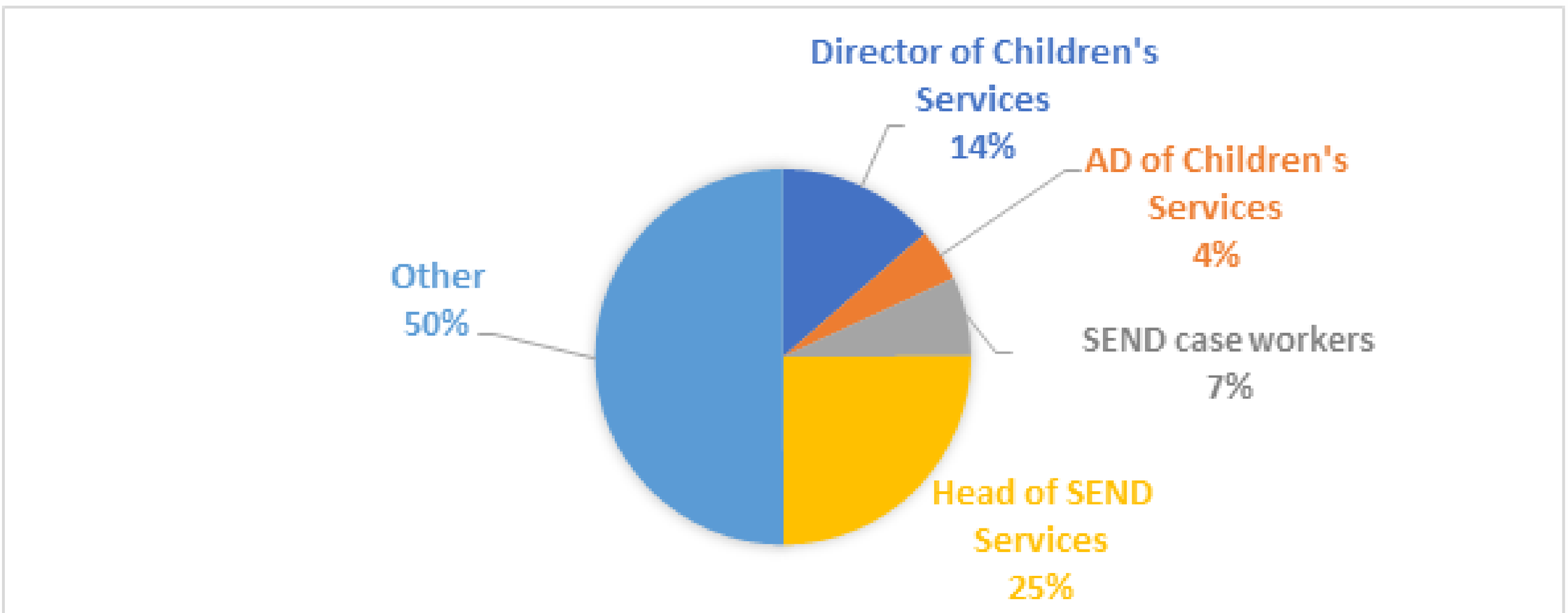


Figure 7: Job roles of respondents

'Vulnerable Children'

Participants were asked a series of questions relating to the definition of 'vulnerable' that was used during the first national lockdown to determine if a child with SEND could still attend school.

Definitions of 'Vulnerable' Adopted by Local Authorities

Local authority professionals were asked to provide the definition of 'vulnerable' that was used in their Local Authority during the first national lockdown. The responses included children with Education, Health and Care Plans (EHCPs), children with social care involvement, children not safe at home, looked-after children, and children identified as vulnerable due to parental ill-health/vulnerability. Some respondents identified that their Local Authority followed the guidance issued by the Department for Education in respect of vulnerable groups, including children and young people with SEND.

48% (n=21) reported that their Local Authority did not change their definition of vulnerable in later lockdowns, 16% (n=7) did not know if the definition had changed, and 36% (n=16) reported that their definition did change, for example, 'more children were deemed vulnerable if lockdown was affecting home life', 'wider and more inclusive and impact on families understood and risk assessments updated', and 'to include those children and young people who schools deemed vulnerable - from a safeguarding perspective'.

Deciding who was Deemed 'Vulnerable' During the Pandemic

Local Authority professionals were asked who decided whether a child was determined to be 'vulnerable'. This definition of vulnerable was linked to which children were eligible to access face-to-face in-school teaching. 23% (n=10) reported that the child's school deemed if a child was vulnerable and therefore could attend school, 14% (n=6) reported that the Local Authority determined this, 7% (n=3) did not know who determined if a child was deemed vulnerable, and 57% (n=25) reported 'other' such as 'both – working together', 'LA and schools', and 'both the school and the Local Authority'.

68% (n=30) reported that an individual risk assessment was used to determine if a child was deemed 'vulnerable', 11% (n=5) did not know, and 21% (n=9) answered with 'other', for example, 'If they had an EHCP, attended a special school, were known to Early help or social care', 'discussions as well as following the national definition as we felt sometimes the definitions were too prescriptive. We were limited in lockdown 1 to access due to transport needs so irrespective of definitions some children did not get to go to school' and 'by using the criteria above, and all children with an EHCP had an individual risk assessment'.

In terms of whether all children with an Education, Health and Care Plan (EHCP) were considered 'vulnerable', 89% (n=39) reported that their Local Authority did include all children with EHCPs in their definition of vulnerable, 7% (n=3) did not, and 5% (n=2) did not know.

Legislative Changes Impacting on Local Authority Duties

In May 2020 there was a legislative change which meant that the 'absolute duty' on the Local Authority to meet the provision set out in the EHCPs of children with SEND was changed to a 'reasonable endeavours' duty. Participants were asked some questions about this legislative change.

Impact on Services & Provision Offered

Participants were asked to indicate whether these legislative changes impacted on the various types of services and provision that were offered to children with SEND and their families by their Local Authority (Table 5). The largest impact of the legislative change was on the Local Authorities' ability to offer education services/provision (59% reported an impact), followed by health (49%) and social care (36%), and play and recreation (33%). However, approximately one-third of respondents did not know the impact on health and social care or play and recreation provision.

Table 5: The proportion of respondents indicating the pandemic had an impact on the services and provision offered by their Local Authority

Services/provision offered to children with SEND	Impact	No impact	Don't know
Education	59%	28%	13%
Health care	49%	18%	33%
Social care	36%	31%	33%
Play and recreation	33%	28%	39%

Informing Parents/Carers of the Legislative Change

23% (n=9) reported that their Local Authority informed all parents/carers directly of the legislation change, 10% (n=4) informed some parents/carers, 23% (n=9) delegated informing parents/carers to another service (such as 'our parent carer forum and schools supported with getting information out to all parents', 'all our services published information on web sites and through our social media channels' and 'this was delegated to a team that manages the EHCP process in the authority'), 13% (n=5) did not inform parents/carers directly, and 31% (n=12) did not know.

If parents/carers were informed of the legislative change directly by the Local Authority, out of 13 responses, 69% (n=9) informed parents/carers via a letter, 8% (n=1) via an email, 8% (n=1) via a phone call, and 15% (n=2) did not communicate with parents/carers.

Education, Health and Care Plans (EHCPs)

Requests for EHCP Assessments

Out of 34 responses, 65% (n=22) of respondents reported that their Local Authority saw an increase in requests for EHCP assessments, 3% (n=1) saw a decrease in requests, 12% (n=4) reported that the amount of requests stayed the same, 15% (n=5) did not know, and 6% (n=2) reported 'other'.

27% (n=9) of participants reported that more requests for assessments were accepted than before the pandemic, 38% (n=13) reported that the number of requests accepted/rejected stayed the same, 18% (n=6) reported that more requests for assessments were rejected than before the pandemic, and 18% (n=6) did not know.

Completing EHCP Assessments

Out of 35 responses, 20% (n=7) of respondents completed 'many more' EHCP assessments in the statutory time frame since March 2020 (in comparison to the previous year), 14.3% (n=5) completed 'somewhat more', 25.7% (n=9) completed 'about the same', 31.4% (n=11) completed 'somewhat fewer' and 8.6% (n=3) completed 'many fewer'.

Annual Reviews of EHCPs

Out of 39 responses, since March 2020, 17.9% (n=7) of participants told us that their Local Authority carried on doing annual reviews of EHCPs, 28% (n=11) carried on doing annual reviews but the reviews were delayed, 49% (n=19) carried on doing annual reviews but they were online, and 5% (n=2) did not know.

Out of 34 responses, 27% (n=9) of participants reported that more annual reviews of EHCPs (either online or in person) had been attended by a member of the Local Authority than before the COVID-19 pandemic, 32% (n=11) reported that it was about the same amount, 12% (n=4) reported that fewer annual reviews had been attended by a member of the Local Authority, and 29% (n=10) did not know.

The Provision of Services

Requests for Provision & Services

Participants were asked whether they had seen a change in the number of requests for assistance and provision across various services for SEND children and their families since March 2020. 32 participants responded. The proportion of responses provided by professionals are outlined in table 6 below.

Table 6: Requests for provision and services reported by professionals

Service	Large increase	Small increase	No change	Small decrease	Large decrease	Don't know
Education	28%	31%	9%	3%	0%	28%
Health care	19%	22%	6%	0%	0%	53%
Social care	13%	34%	6%	0%	0%	47%
Play and recreation	9%	13%	3%	0%	0%	75%
Respite and short breaks	9%	39%	6%	3%	0%	42%

Safeguarding Concerns

Out of 34 responses, 9% (n=3) of respondents reported that the Local Authority they worked for had seen a large increase in safeguarding concerns, 12% (n=4) had seen a small increase, 3% (n=1) had seen a small decrease, 3% (n=1) had seen a large decrease, 24% (n=8) had seen no change, and 50% (n=17) did not know.

Complaints

Participants were asked whether they had seen a change in the number of complaints across various services from parents/carers of children with SEND since March 2020. 34 participants responded. The proportion of responses provided by professionals are outlined in table 7 below.

Table 7: Proportion of respondents indicating a change in the number of complaints received by the Local Authority

Service	Large increase	Small increase	No change	Small decrease	Large decrease	Don't know
Education	3%	32%	27%	6%	6%	27%
Health care	6%	24%	12%	0%	3%	56%
Social care	3%	21%	24%	6%	3%	44%
Play and recreation	3%	6%	12%	0%	3%	77%
EHCP process	15%	24%	15%	6%	6%	33%

Post-COVID-19 Recovery

Recovery Plans

Out of 31 responses, 56% (n=16) of participants reported that the Local Authority they worked for had a post-COVID-19 recovery plan for children with SEND, 23% (n=7) reported that they did not have a recovery plan, and 26% (n=8) did not know.

Findings – Children with SEND

The demographics of the children were provided by their parents in a separate part of the survey to reduce the burden on the children taking part.

Respondents

In total, 55 children completed the survey.

Location of Child Respondents

Out of the 48 children we have location data for, 31% (n=15) were from the South East of England, 27% (n=13) were from the North West of England, 10% (n=5) were from the East Midlands, 8% (n=4) were from London, 6% (n=3) were from Scotland, 6% (n=3) were from the West Midlands, 6% (n=3) were from the South West, 2% (n=1) were from Wales and 2% (n=1) were from the North East.

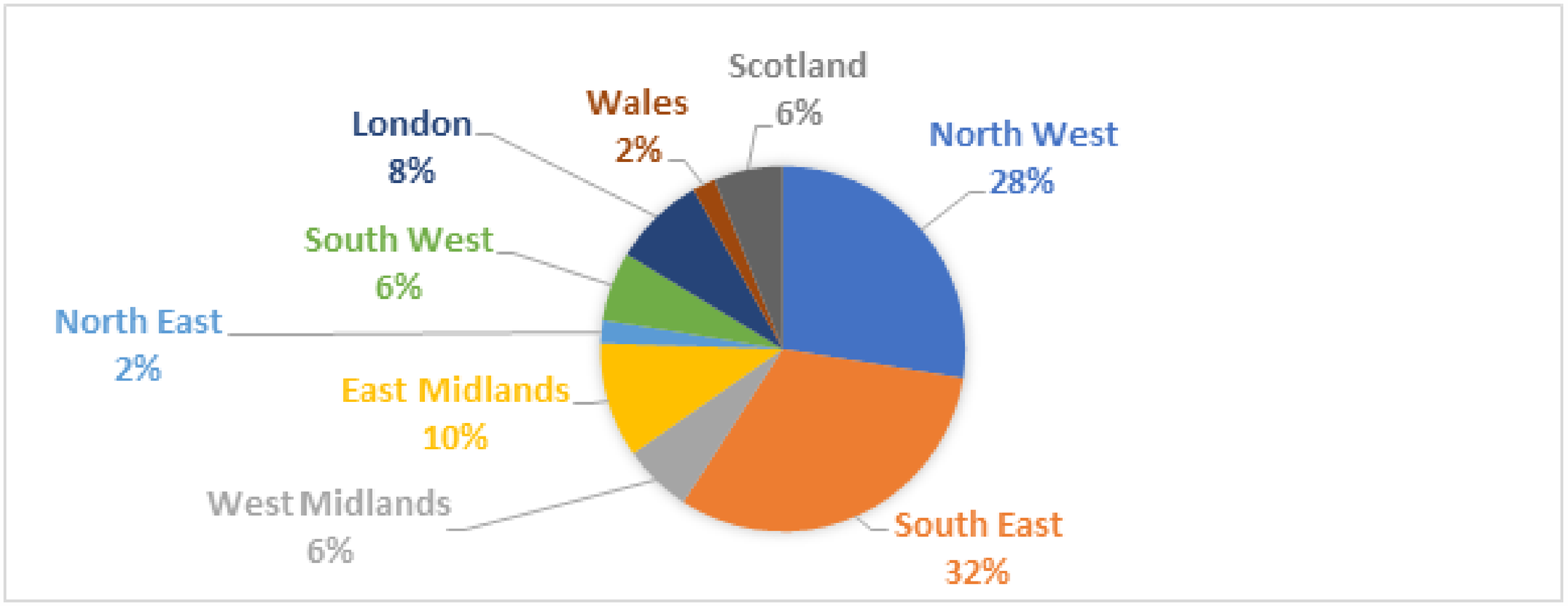


Figure 8: Location of child participants

Ethnicity

Out of 52 children we had ethnicity data for, 89% (n=46) were White British, 4% (n=2) were White Irish, 4% (n=2) were 'any other White background', 2% (n=1) were White and Black Caribbean, and 2% (n=1) were 'any other ethnic group'.

Age and Gender of the Children Responding to the Survey

19% (n=10) of children who completed the survey were 5 to 8 years old, 40% (n=21) were 9 to 12 years old, and 35% (n=19) were 13 to 15 years old. 4% (n=2) of parents/carers did not report an age for their child.

Out of the 53 children we have data for, 55% (n=29) children identified as male and 40% (n=21) identified as female and 6% (n=3) chose not to say.

Home Circumstances of Children During the Pandemic

Out of 53 children, 26% (n=14) of children reported they lived at home with one adult during the pandemic, 57% (n=30) of children reported living at home with two adults, and 17% (n=9) of children lived at home with three or more adults during the pandemic.

30% (n=16) reported they were the only child living in their home, 57% (n=30) children stated that they were one of two children living in their home, 9% (n=5) were one of three children living in their home, 2% (n=1) were one of four children living in their home, and 2% (n=1) were one of five children living in their home.

76% (n=40) of child respondents were the only child with SEND living in their home, 21% (n=11) were one of two children with SEND living in their home, and 4% (n=2) were one of three children with SEND living in their home.

Shielding

Out of the 53 children, 93% (n=49) of children were not advised to shield, 4% (n=2) were advised to shield, and 4% (n=2) did not know whether they were advised to shield.

SEND Diagnosis

Out of 53 children, 89% (n=47) had a formal/official SEND diagnosis and 11% (n=6) did not have a diagnosis. Of those with a diagnosis, 60% (n=32) had a communication and interaction diagnosis (e.g. autistic spectrum conditions), 57% (n=30) had a cognition and learning diagnosis (e.g. learning difficulties), 42% (n=22) had social, emotional and mental health difficulties (e.g. anxiety disorder) and 23% (n=12) had sensory and/or physical needs (e.g. cystic fibrosis).

Type of School the Children Attended

Out of 52 children, 65% (n=34) were in mainstream school, 19% (n=10) were in special provision, 2% (n=1) were in a Pupil Referral Unit (PRU) or alternative provision setting, 6% (n=3) were home educated, 4% (n=2) were in a private or independent school, and 4% (n=2) were in an 'other' type of school.

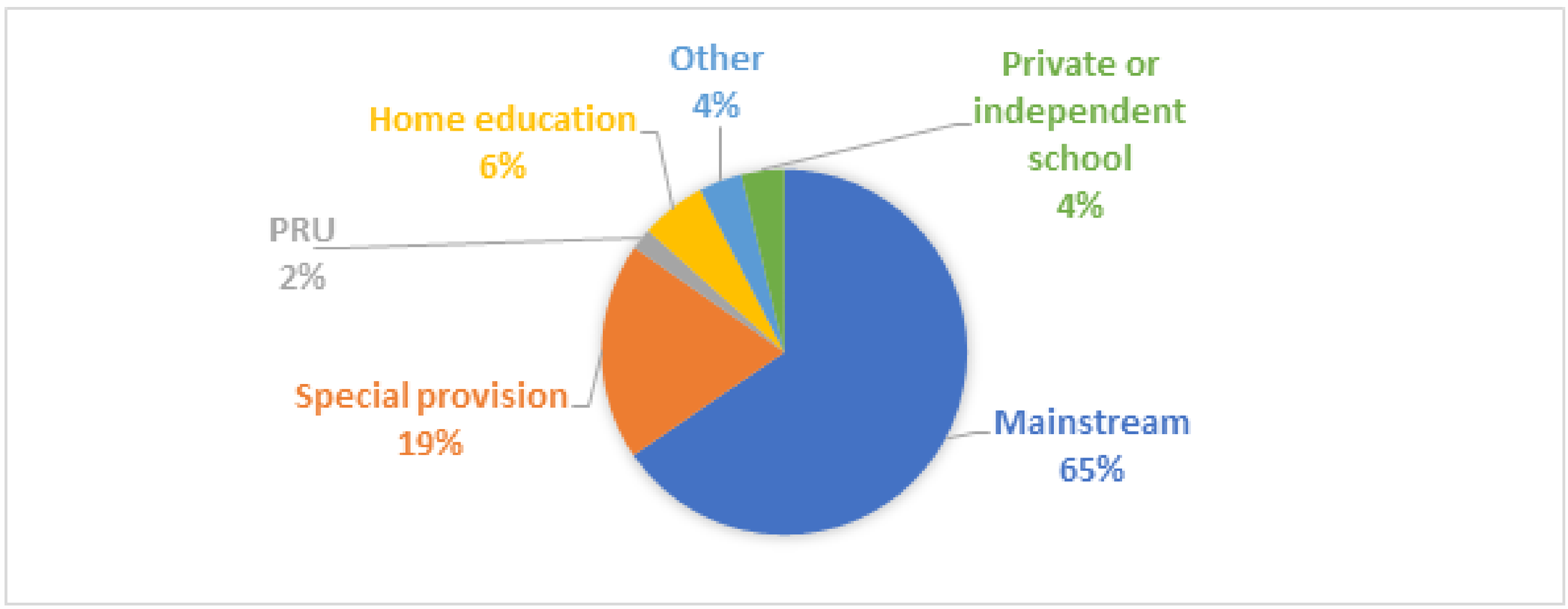


Figure 9: Type of school the children attended

Education, Health and Care Plans, and SEN Support

Out of 51 children, 77% (n=39) were receiving SEN support, and 67% (n=34) of the children had an EHCP.

Children with SEND's Experiences of COVID-19

The following are those questions completed directly by children with SEND.

How Children with SEND Felt about COVID-19

48 children told us how they felt about COVID-19 and lockdowns using an emoji:

10% (n=5)

8% (n=4)

35% (n=17)

10% (n=5)

13% (n=6)

23% (n=11)

How Children with SEND Felt About Coming Out of Lockdown

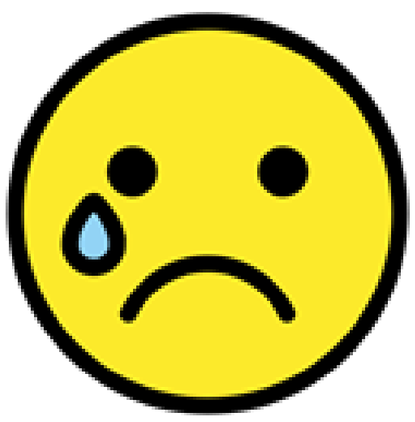
43 children told us what coming out of lockdown, things opening up, and everyone being back in school was like for them using an emoji:

19% (n=8)

23% (n=10)

28% (n=12)

14% (n=6)



5% (n=2)

12% (n=5)

How Children with SEND Felt About the Year Ahead

39 children told us how they felt about the next year using an emoji:

36% (n=14)

23% (n=9)

28% (n=11)

8% (n=3)

3% (n=1)

3% (n=1)

Findings – Parents and Carers of Children with SEND

Respondents

In total, 893 parents and carers completed the survey.

Gender of Parents/Carers

Out of 887 responses, 96% (n=848) of parents identified themselves as female, 4% (n=37) were male, and 0.2% (n=2) chose ‘not to say’.

Location of Parents/Carers

Out of 872 responses, 28% (n=242) lived in the South East of England, 27% (n=236) lived in the North West, 12% (n=108) lived in the West Midlands, 9% (n=81) lived in the East Midlands, 9% (n=74) lived in the South West, 6% (n=53) lived in the North East, 5% (n=41) lived in London, 2% (n=18) lived in Scotland, 1% (n=11) lived in Wales, and 1% (n=8) lived in Northern Ireland.

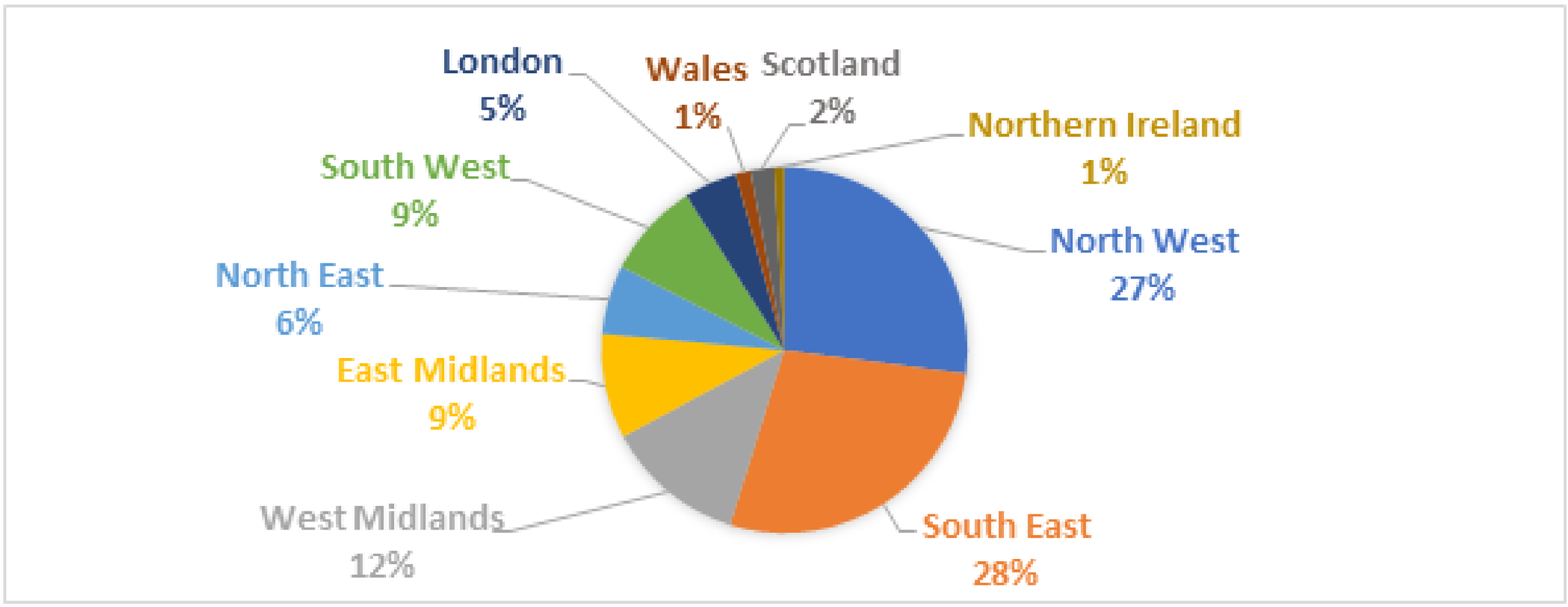


Figure 10: Location of parent/carer respondents

Ethnicity of Parents/Carers

Out of 884 responses, 87% (n=790) of parents described themselves as 'White British', 1% (n=9) described themselves as 'White Irish', 3% (n=28) described themselves as 'any other White background', 1% (n=8) described themselves as 'Black and White Caribbean', 0.2% (n=2) described themselves as 'Asian and White', 1% (n=9) described themselves as 'any other mixed/multiple ethnic background', 2% (n=18) described themselves as 'Asian/Asian British', 1% (n=11) described themselves as 'Black/Black British', 0.3% (n=3) described themselves as 'Arab', and 0.3% (n=3) described themselves as 'any other ethnic group'.

Employment Status of Parents/Carers

40% (n=361) were carers, 26% (n=234) were employed as a key worker, 19% (n=170) were employed, 18% (n=161) were working from home, 8% (n=72) were unemployed, 6% (n=51) were furloughed, and 2% (n=16) became unemployed since March 2020. Participants could choose all that applied.

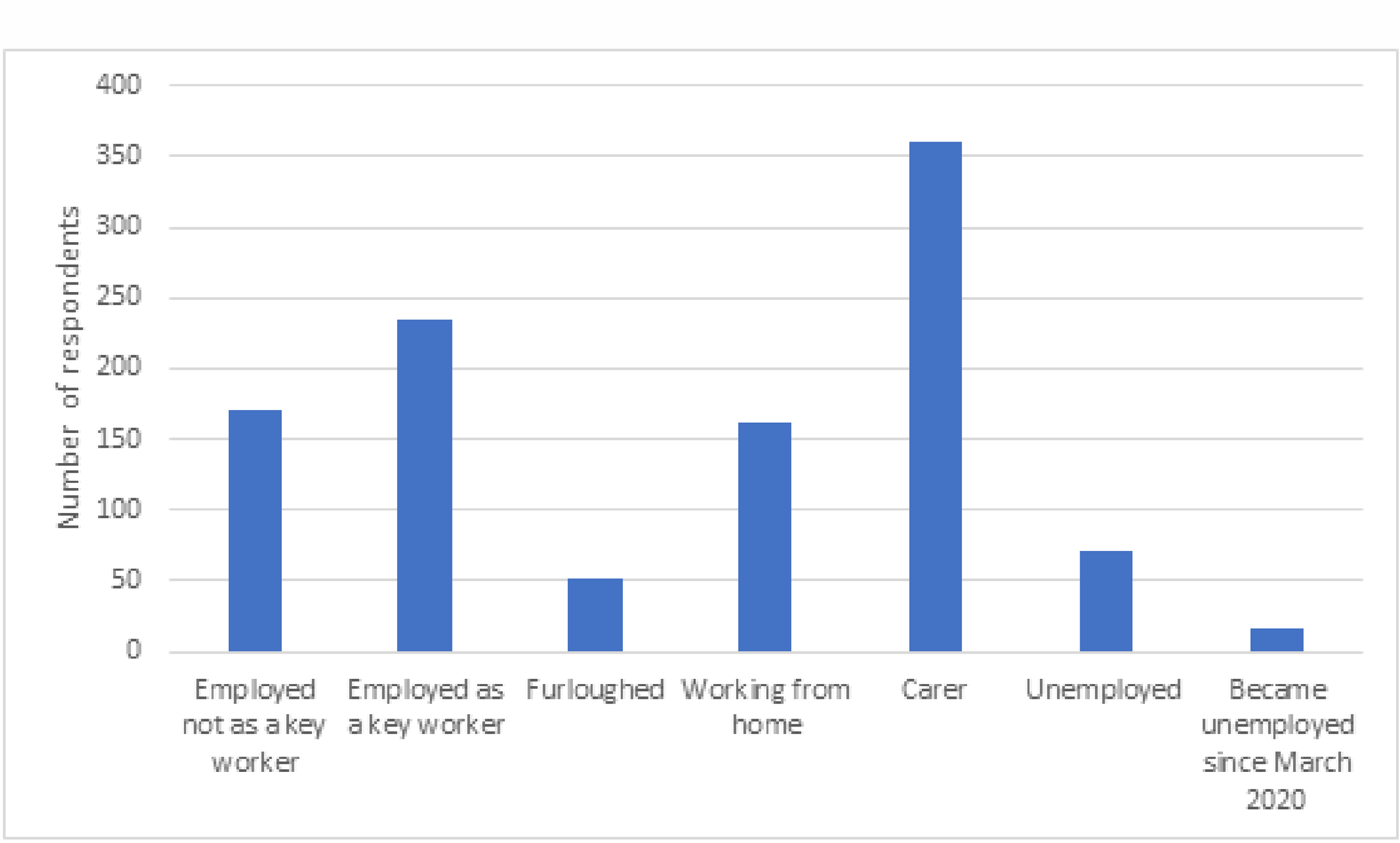


Figure 11: Reported employment of parent/carer respondents

Home Circumstances During the Pandemic

69% (n=616) were in a two-adult household, 17% (n=154) were the only adult in their household, 7% (n=65) were in a three-adult household, 3% (n=30) were in a four-adult household, 1% (n=11) were in a five-adult household, 0.3% (n=3) were in a six-adult household, 0.1% (n=1) were in an eight-adult household, and 2% (n=14) chose not to say.

49% (n=437) had two children in the household, 24% (n=217) had one child in the household, 19% (n=166) had three children living in the household, 4% (n=32) had four children living in the household, 2% (n=20) had five children living in the household, 0.3% (n=3) had six children living in the household, 0.1% (n=1) had eight children living in the household, 0.1% (n=1) had nine children living in the household, and 2% (n=16) chose not to say.

69% (n=613) of parents reported having one child with SEND living in the household, 25% (n=220) had two children with SEND living in the household, 4% (n=36) had three children with SEND living in the household, 0.3% (n=3) had four children with SEND living in the household, and 2% (n=21) chose not to say.

About Parents' Children with SEND

Age and Gender of Children

Parents reported the chronological age of their children with SEND as follows: 29% (n=261) were 5 to 8 years old, 36% (n=317) were 9 to 12 years old, 29% (n=254) were 13 to 15 years old. 7% (n=61) of parents/carers reported no age for their child.

Out of 848 responses, parent/carers reported that 68% (n=575) of their children with SEND were male, 31% (n=262) were female, 1% (n=5) were non-binary/third gender and 1% (n=6) preferred not to say.

Children who were Shielding

Out of 845 responses, 89% (n=83) of parent/carers reported that their children with SEND were not advised to shield, 10% (n=83) were advised that their child should shield, and 2% (n=14) did not know whether their child was advised to shield or not.

Child's SEND Diagnosis

91% (n=767) of parent/carers reported that their child did have a formal/official diagnosis of a special educational need or disability, 9% (n=73) reported that their child did not have a SEND diagnosis, and 1% (n=7) did not know whether their child had a diagnosis or not. Out of the children who did have a SEND diagnosis, 67% (n=600) had communication and interaction needs, 52% (n=465) had cognition and learning needs, 42% (n=379) had social, emotional and mental health difficulties, and 34% (n=306) had sensory and/or physical needs. Parents could tick as many boxes as applied.

Child's Type of School

58% (n=519) of the children with SEND were reported as being in mainstream school, 25% (n=224) were in a special school, 1% (n=8) were in a pupil referral unit (PRU) or alternative provision, 3% (n=28) were home educated, 1% (n=5) were in 'flexi-schooling', 3% (n=22) were in a private or independent school, 0.1% (n=1) were in a residential school, 4% (n=38) were in an 'other' form of school, and 5% (n=48) didn't provide an answer.

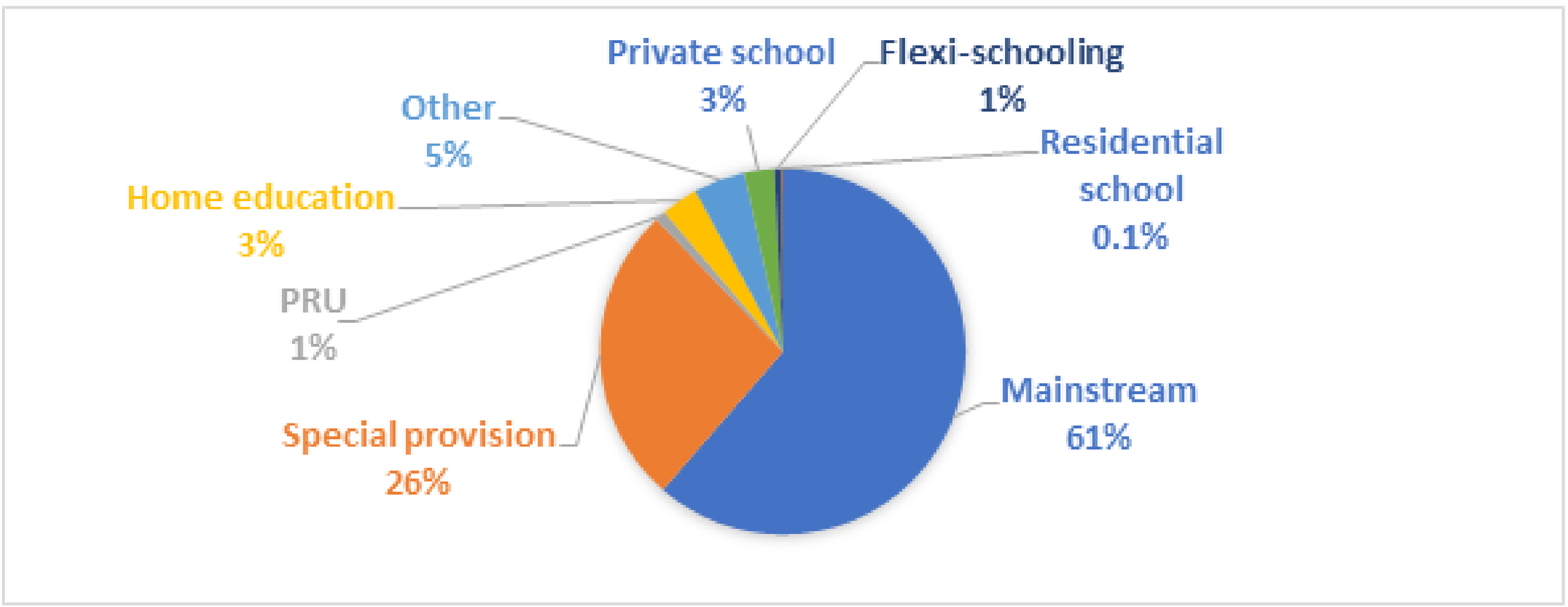


Figure 12: Child's type of school

EHCP and SEN Support

Out of 846 responses, 77% (n=654) of parents reported that their children were receiving SEN support, 18% (n=156) were not receiving SEN support, and 4% (n=36) did not know if their child was receiving SEN support.

Out of 845 responses, 61% (n=518) of parents reported that their children had an EHC Plan, 38% (n=317) didn't have an EHC Plan, and 1% (n=10) didn't know if their child had an EHC Plan.

EHCP Annual Review

Out of 482 parents who responded to this question, 71% (n=340) reported that their child's annual review of their EHCP went ahead online, 8% (n=38) reported that it went ahead face-to-face, 15% (n=74) reported that their child's annual review did not go ahead, and 6% (n=30) did not know.

Meeting Children's EHCP needs

Out of 483 responses, 27% (n=129) of parents reported that their child's education, health and social care needs were 'not met at all' in accordance with their EHCP, 41% (n=196) reported their child's needs were 'somewhat met', 21% (n=103) reported that their child's needs were 'mostly met', 6% (n=31) reported that their child's needs were 'completely met', and 5% (n=24) did not know.

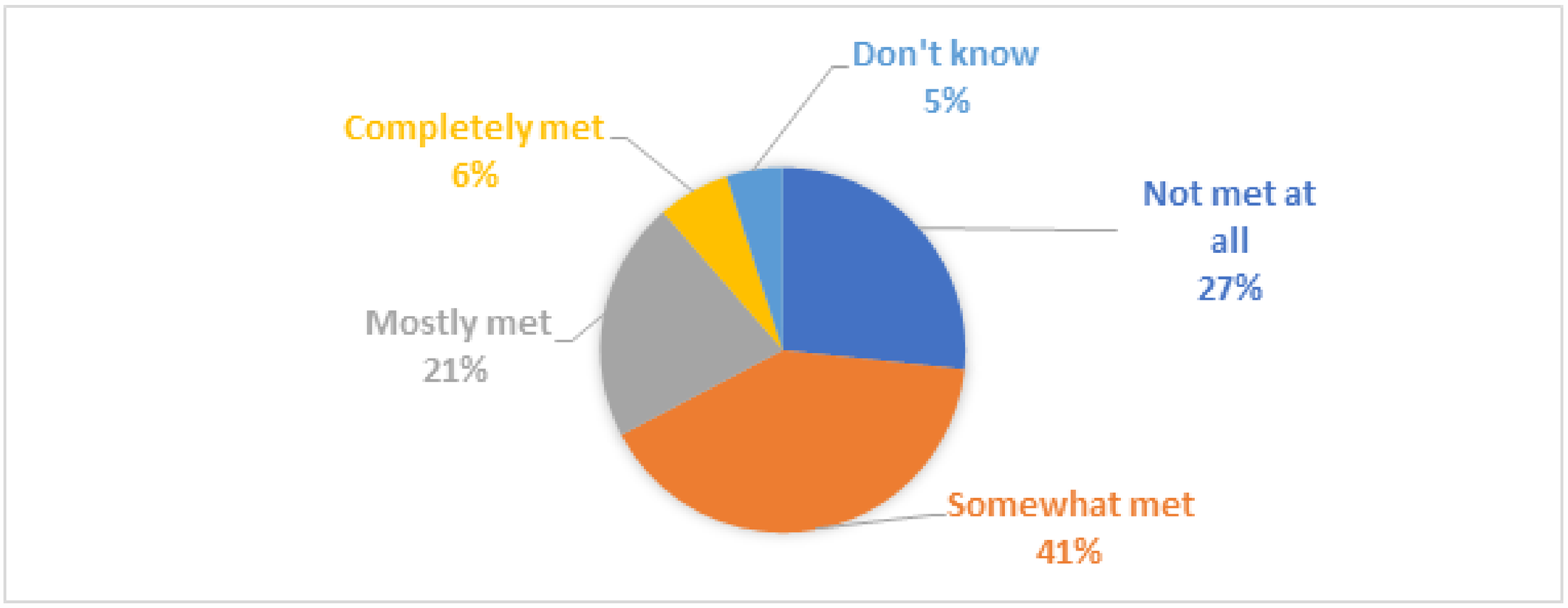


Figure 13: Child's needs being met as identified in their EHCP

Out of 466 responses, 43% (n=199) of parents reported that they were given a reason why their child's education, health and social care needs were not met in accordance with their EHCP, 38% (n=177) were given no reason, and 19% (n=90) did not know.

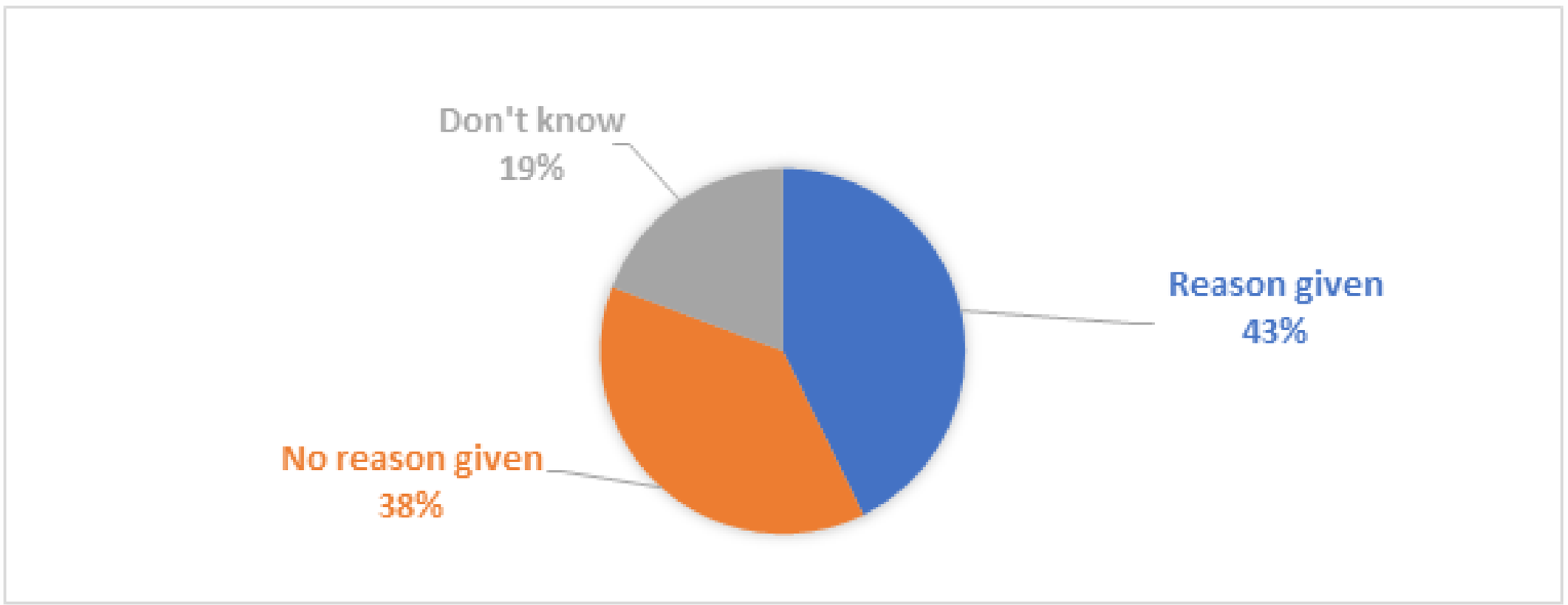


Figure 14: Explanations relating to a child's EHCP needs not being met

Parents/Carers' Mental Health and Wellbeing

Parents/Carers' Self-Reported Changes to their Mental Health

Out of the 875 responses, 67% (n=582) of parents reported that their mental health had 'got worse' over the pandemic, 19% (n=167) reported that it had 'stayed the same', 5% (n=45) reported that it had 'got better', 6% (n=54) were 'not sure', and 3% (n=27) preferred not to say.

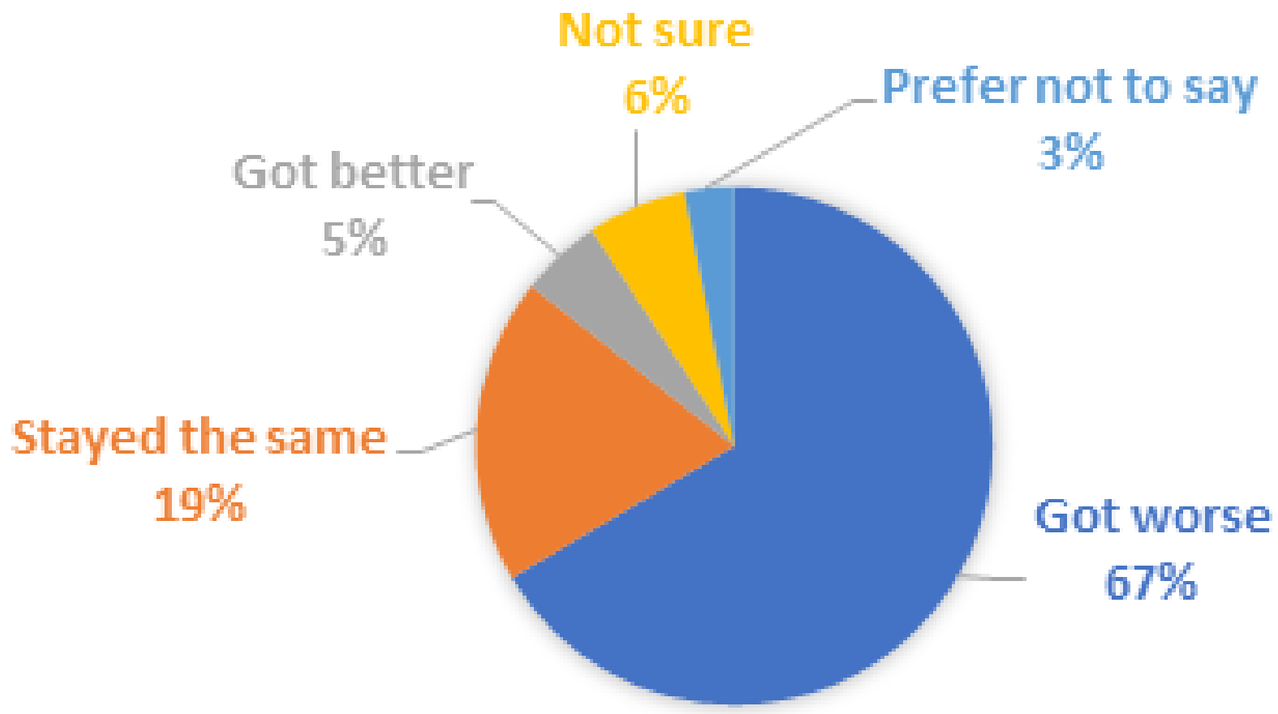


Figure 15: Parent/carers' self-reported changes to mental health over the pandemic

Parents/Carers' Self-Reported Changes to their General Wellbeing over the Pandemic

Out of the 875 responses, 67% (n=582) of parents reported that their general wellbeing had 'got worse' over the pandemic, 22% (n=192) reported that it had 'stayed the same', 5% (n=46) reported that it had 'got better', 4% (n=38) were 'not sure', and 2% (n=17) chose not to say.

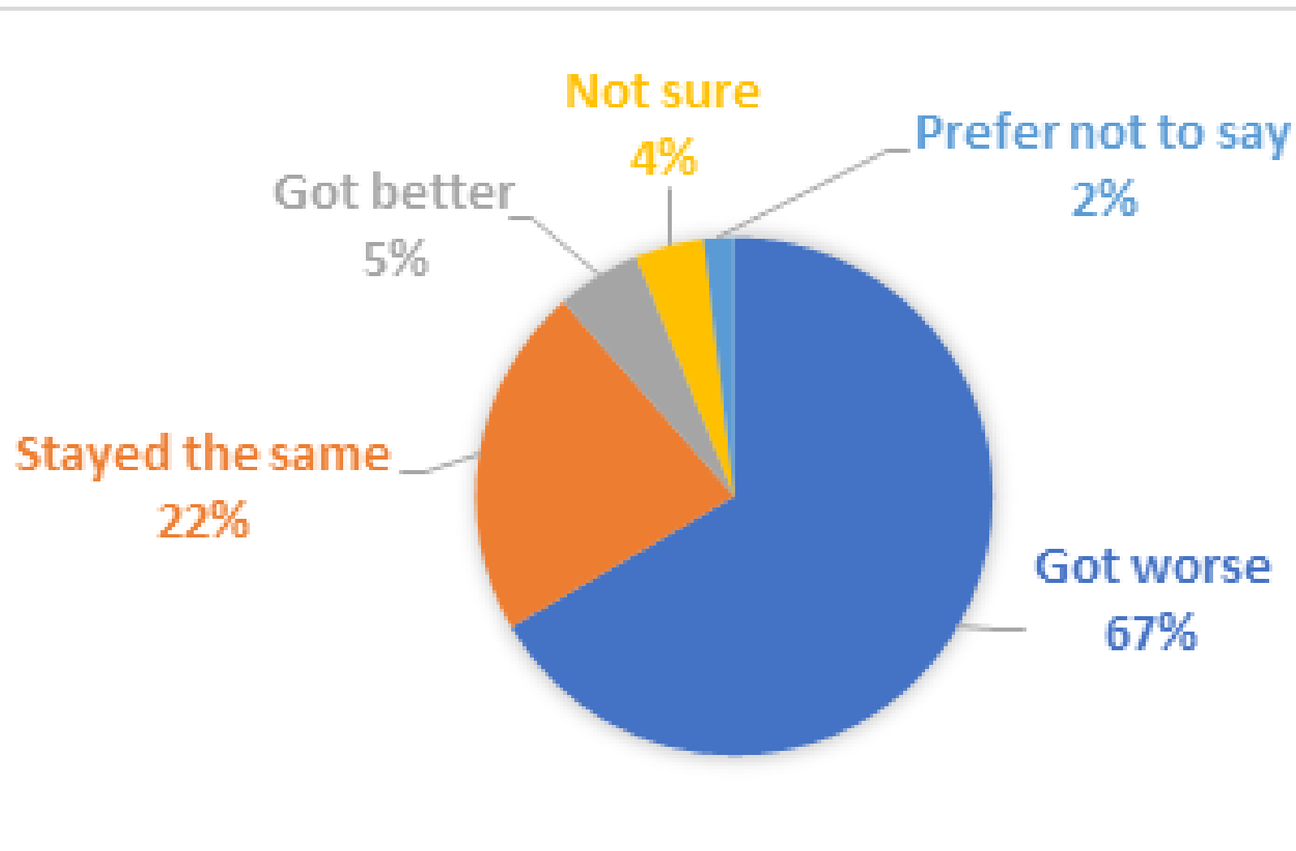


Figure 16: Parent/carer's self-reported changes to general wellbeing over the pandemic

Education and Learning

Children with SEND's School Attendance over the Pandemic

Out of 733 responses, parents reported that overall across the pandemic, 89% of their children with SEND (n=655) did not attend school full-time, leaving 11% (n=78) of children with SEND attending school full time.

During the first lockdown (March 2020 – June 2020), out of 771 parents, 7% (n=52) reported that their child went to school, 79% (n=607) reported that their child did not go to school, and 15% (n=112) answered with 'a mixture of school and home'.

During the third lockdown (January 2021 – March 2021), out of 743 parents, 35% (n=259) reported that their child went to school, 49% (n=366) reported that their child did not go to school, and 16% (n=118) answered with 'a mixture of school and home'.

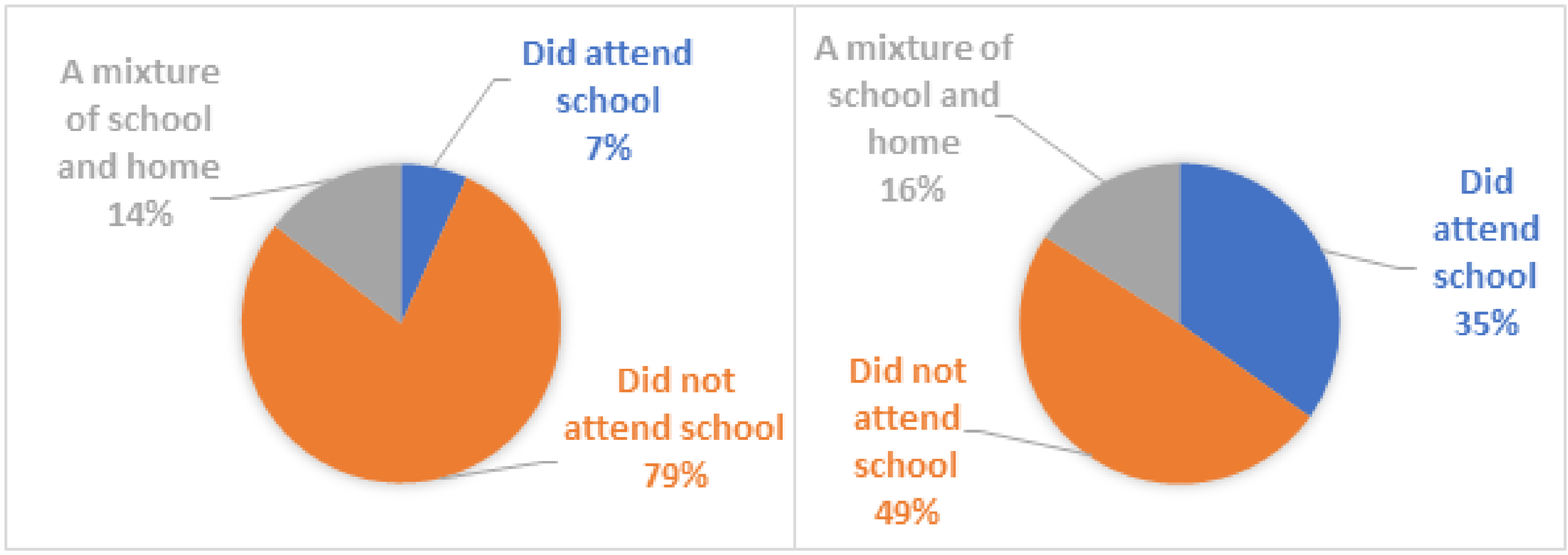


Figure 17: Attendance at school during the first and third lockdowns

Reason for Still Attending School During Lockdowns

Out of the 148 parents who gave a reason for why their child went to school during the first lockdown, 41% (n=61) reported that it was because of their child's SEND, 26% (n=38) reported that it was because a member of the household was a keyworker, 24% (n=36) reported that it was both of the previous reasons, and 9% (n=13) reported 'other'.

Out of the 362 parents who gave a reason for why their child went to school during the third lockdown, 49% (n=176) reported that it was because of their child's SEND, 19% (n=68) reported that it was because a member of the household was a keyworker, 24% (n=86) reported that it was both of the previous reasons, and 9% (n=32) reported 'other'.

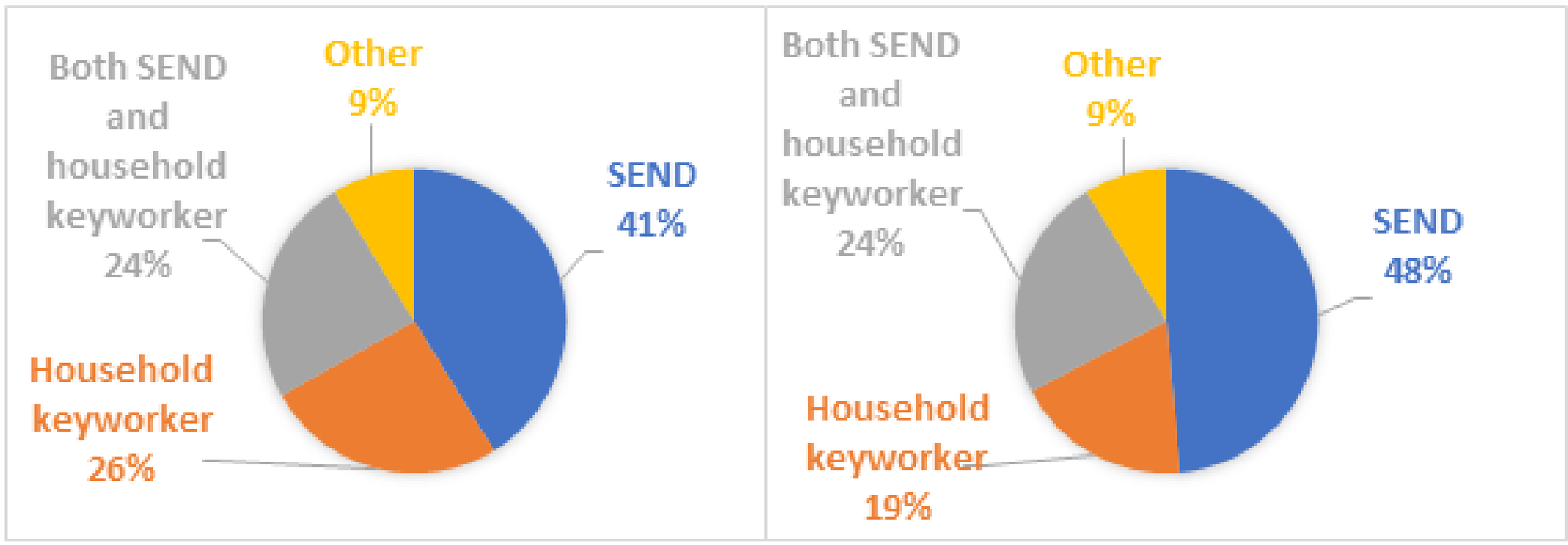


Figure 18: Reasons for a child with SEND to still attend school during the first and third lockdowns

Reasons for Children with SEND not Attending School During Lockdowns

For the children who did not go to school during the first lockdown, 20% (n=121) reported 'I wanted my child to attend but I was told by the school that my child could not attend school', 20% (n=120) reported 'the school advised me to keep my child at home', 12% (69) reported that it was 'personal concerns about safety', 10% (n=62) reported that it was a 'personal choice', 7% (n=42) reported that a 'household member was advised to shield, 6% (n=38) reported that their child was 'advised to shield', and 25% (n=148) reported an 'other' reason, for example 'anxiety caused absences', 'not offered', 'no option at his school', 'child refused', 'did not want to go, it was not compulsory to go', 'he was home educated at the time', 'I was never asked if he wanted to go in', and 'he couldn't cope'.

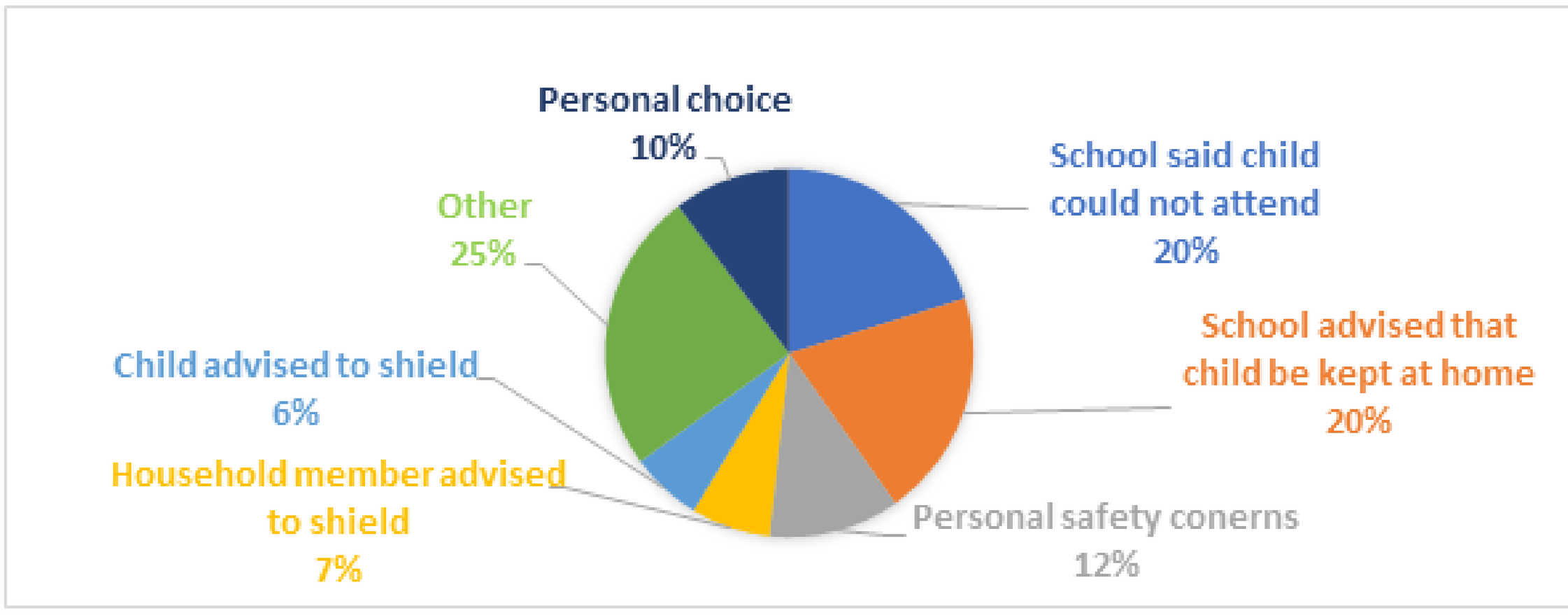


Figure 19: Reasons for my child with SEND to not attend school during the first lockdown

For the children who did not go to school during the second time schools closed for the majority of pupils, 14% (n=52) reported that they wanted their child to attend but were told by the school that they could not, 19% (n=69) reported the school advised them to keep their child at home, 11% (n=40) reported that it was due to personal concerns about safety, 13% (n=50) reported that it was a personal choice, 7% (n=27) reported that their child was advised to shield, 7% (n=27) reported that a household member was advised to shield, and 29% (n=107) reported an 'other' reason, for example 'because he doesn't have an EHCP', 'both parents were required to be keyworkers', 'no spaces', 'school was closed. Online lessons only', and 'too risky for her health'.

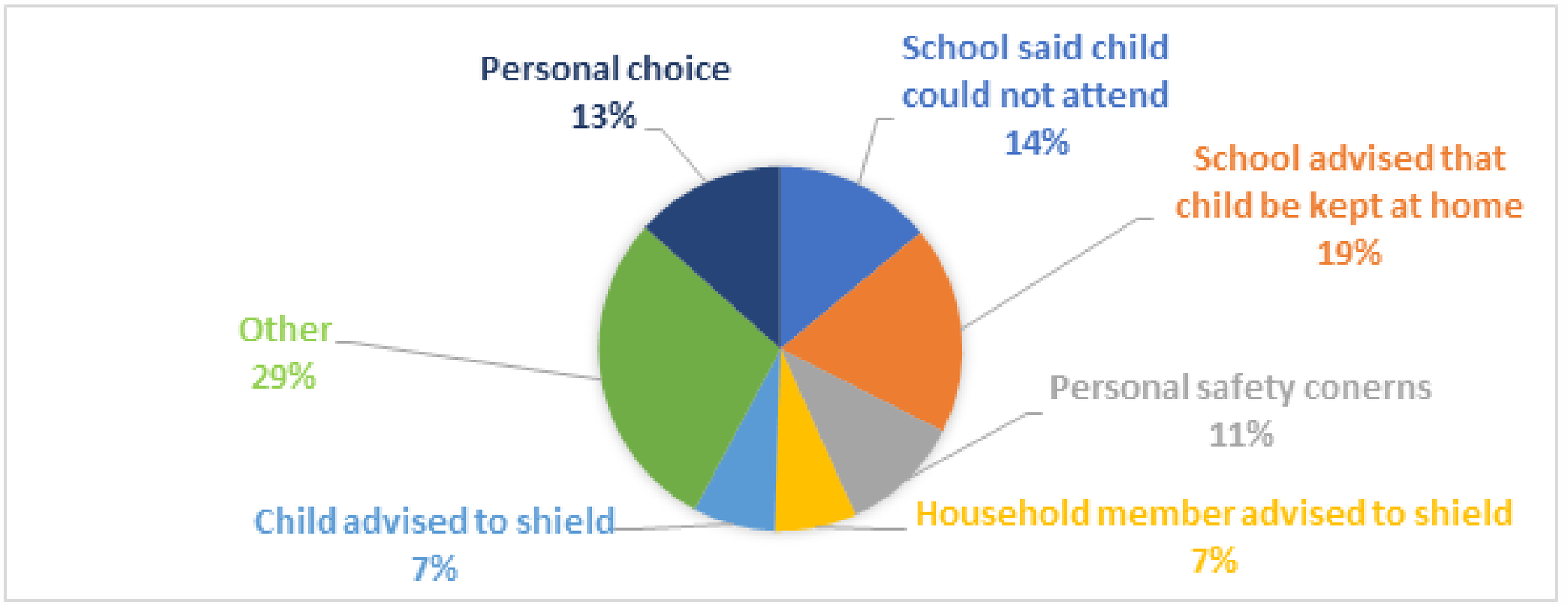


Figure 20: Reasons for my child with SEND to not attend school during the third lockdown

Experience of School Attendance During Lockdown

For those parents whose child did go to school during the first lockdown, 42% (n=62) reported that their child's experience of school was 'much' or 'somewhat' better, 20% (n=29) reported that it was 'about the same', and 39% (n=58) reported that it was 'somewhat' or 'much' worse.

For those parents whose child did go to school during the third lockdown, 51% (n=182) reported that their child's experience of school was 'much' or 'somewhat' better, 21% (n=74) reported that it was 'about the same', and 29% (n=104) reported that it was 'somewhat' or 'much' worse.

Impact of the National Lockdowns on Education and Learning

Out of 734 parents, 39% (n=287) reported that the pandemic had an 'extremely negative impact' on their child's education and learning, 30% (n=222) reported a 'somewhat negative impact', 15% (n=112) reported a 'neither positive nor negative impact', 10% (n=72) reported a 'somewhat positive impact' and 6% (n=41) reported an 'extremely positive impact'.

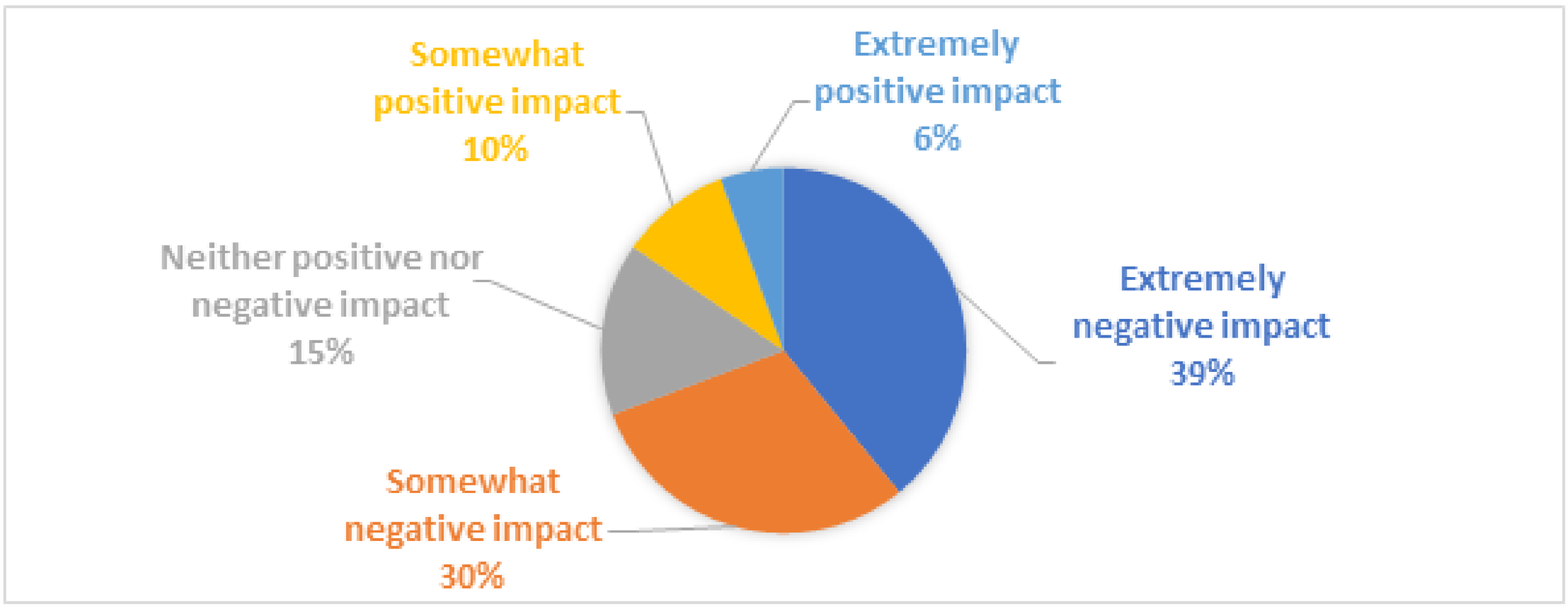


Figure 21: Impact of the national lockdowns on the education and learning of children with SEND

Provision and Type of Remote Learning Offered During National Lockdowns

During the first national lockdown, 45% (n=397) of parents reported that their children with SEND were offered remote learning by their school, 19% (n=168) were not, and 1% (n=11) did not know. During the third national lockdown, 51% (n=452) of parents reported that their child with SEND were offered remote learning, 8% (n=73) were not, and 1% (n=12) did not know (N.B. percentages don't add up to 100 because participants could tick multiple boxes).

During the first national lockdown, 36% (n=312) of children were offered online resources, 24% (n=214) of children were offered paper workbooks, 14% (n=120) were offered computer workbooks, and 11% (n=99) were offered online live lessons. During the third national lockdown, 38% (n=338) of children were offered online resources, 22% (n=106) of children were offered paper workbooks, 17% (n=148) were offered computer workbooks, and 33% (n=294) were offered online live lessons.

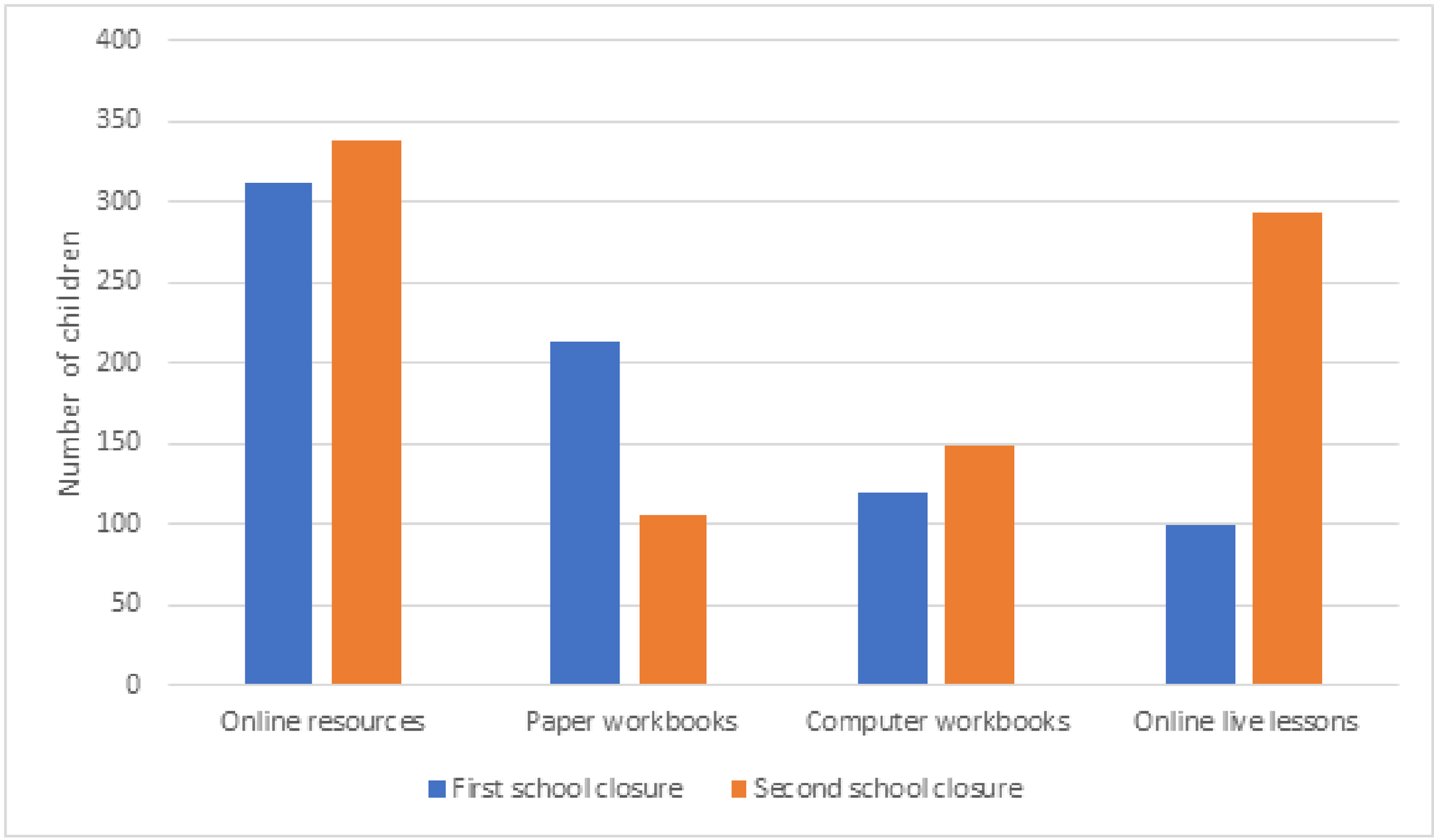


Figure 22: type of remote learning offered to children with SEND during national lockdowns

How Children with SEND Engaged in Remote Learning

Out of 577 parents who responded to this question, 30% (n=171) reported that their child actively used the remote learning offered to them, 39% (n=227) reported that their child 'sometimes' actively used the remote learning offered to them, 31% (n=177) did not actively use the remote learning offered to them, and 0.3% (n=2) didn't know whether their child actively used it or not.

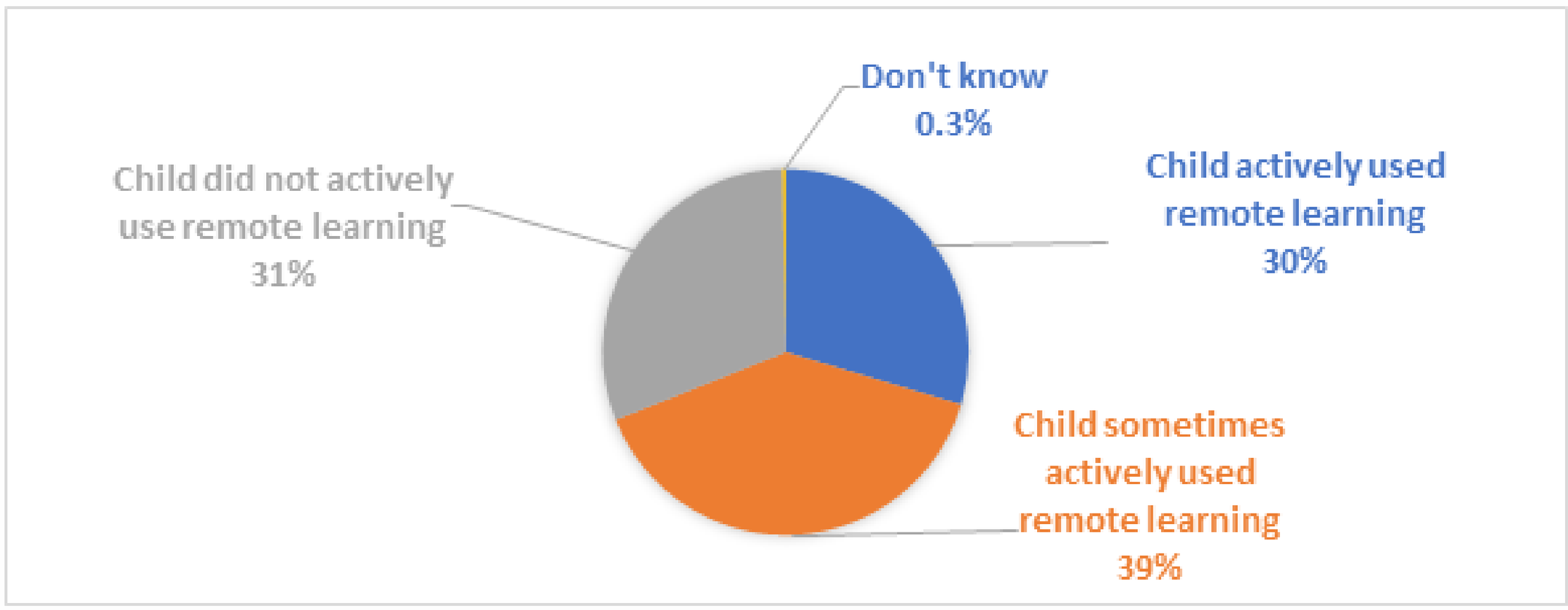


Figure 23: Parent reported child engagement with remote learning

The Effectiveness Remote Learning was for Children with SEND

In terms of how effective remote learning was at meeting their child's needs, out of 564 parents, 46% (n=261) thought remote learning was 'not effective at all', 19% (n=107) thought it was 'slightly effective', 25% (n=140) thought it was 'moderately effective', 8% (n=44) thought it was 'very effective', and 2% (n=12) thought it was 'extremely effective'.

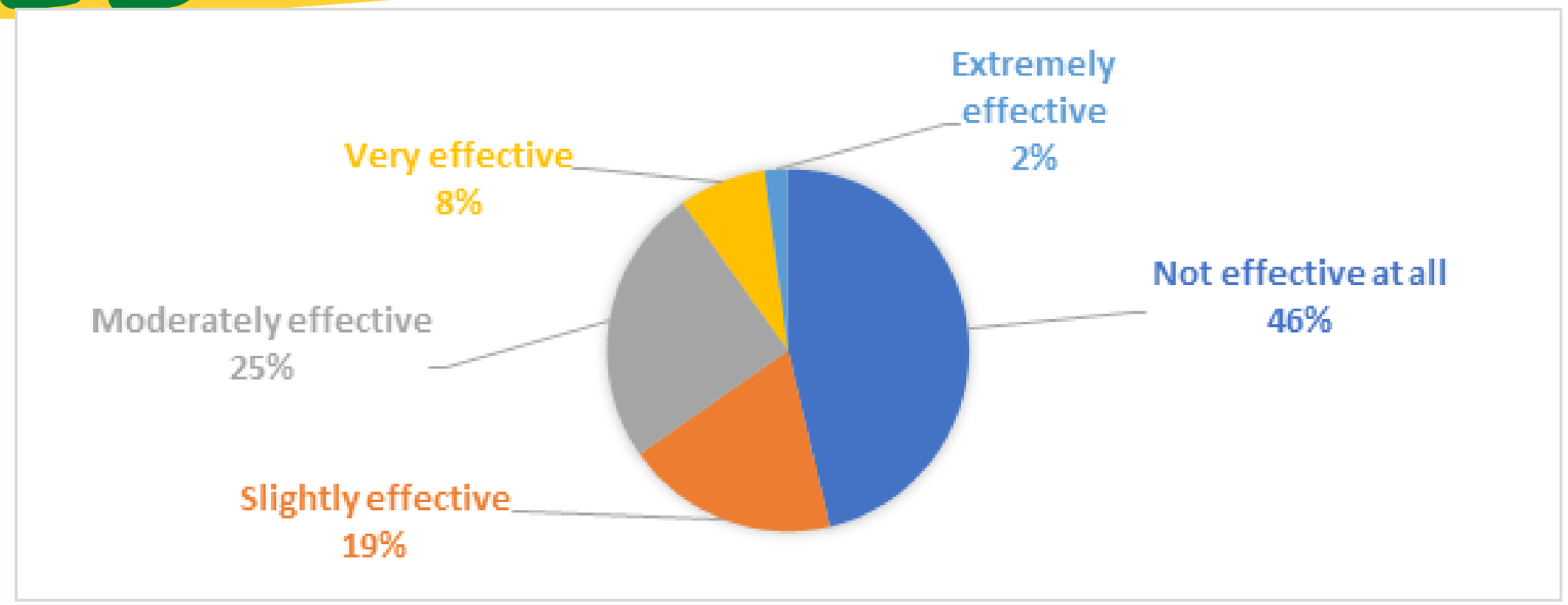


Figure 24: Parents self-reported effectiveness of remote learning for their child with SEND

Parents' Contact with their Child's School

During the first national lockdown, out of 580 parents, 17% (n=99) had no contact at all with the school whilst their child was learning remotely, 41% (n=236) had 'a little' contact, 19% (n=110) had 'a moderate amount' of contact, 8% (n=49) had 'a lot' of contact, 7% (n=41) had 'a great deal' of contact, and 15% (n=83) answered 'not applicable'.

During the third national lockdown, out of 567 parents, 10% (n=57) had no contact at all with the school whilst their child was learning remotely, 30% (n=169) had 'a little' contact, 22% (n=126) had 'a moderate amount' of contact, 14% (n=81) had 'a lot' of contact, 9% (n=51) had 'a great deal' of contact, and for 15% (n=83), this question wasn't applicable.

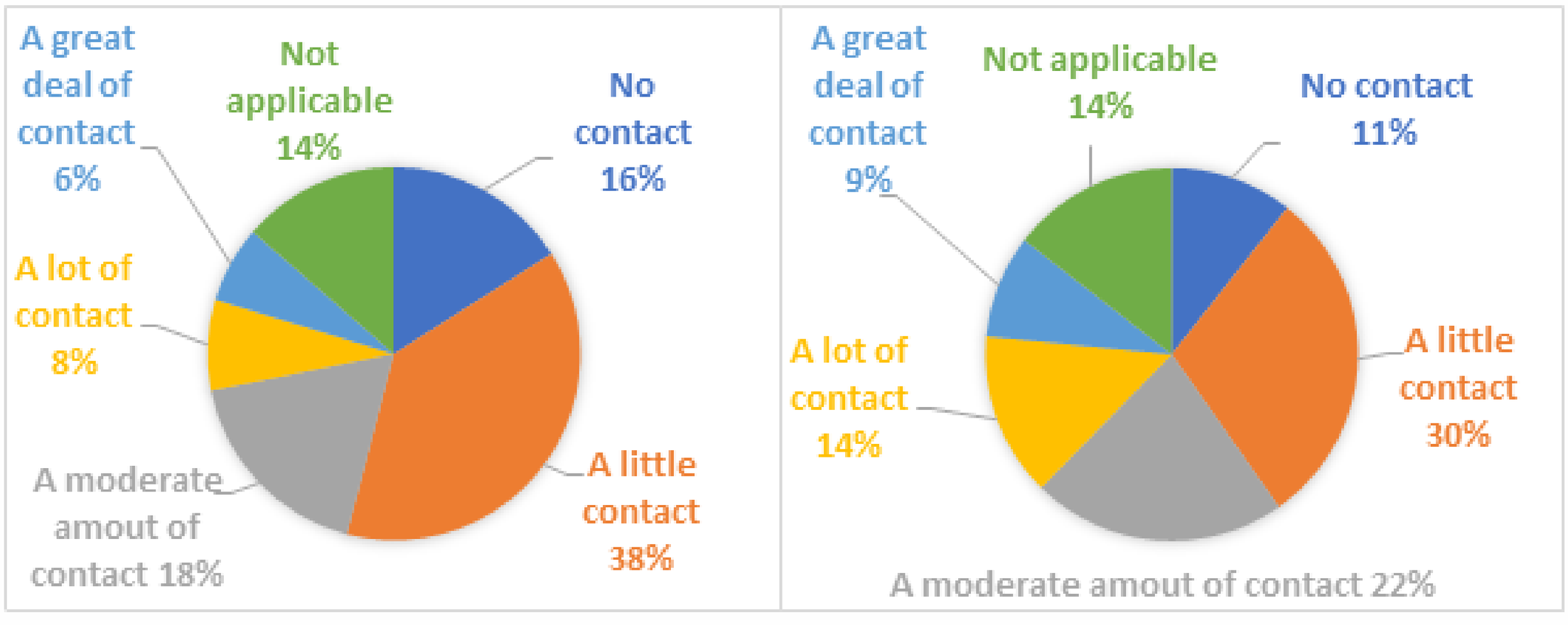


Figure 25: Parent reported contact with their child's school during the first and third lockdowns

Parents' Reports of their Child with SEND's Contact with School

During the first national lockdown, 18% (n=157) parents reported that their child with SEND had no contact at all with their school whilst learning remotely, 20% (n=182) had 'a little' contact, 9% (n=77) had 'a moderate amount' of contact, 5% (n=45) had 'a lot' of contact, 5% (n=40) had 'a great deal' of contact, and 5% (n=46) answered 'not applicable'. During the third national lockdown, 72 children had no contact at all with their school whilst learning remotely, 129 had 'a little' contact, 92 had 'a moderate amount' of contact, 88 had 'a lot' of contact, 81 had 'a great deal' of contact, and for 84 children this question wasn't applicable.

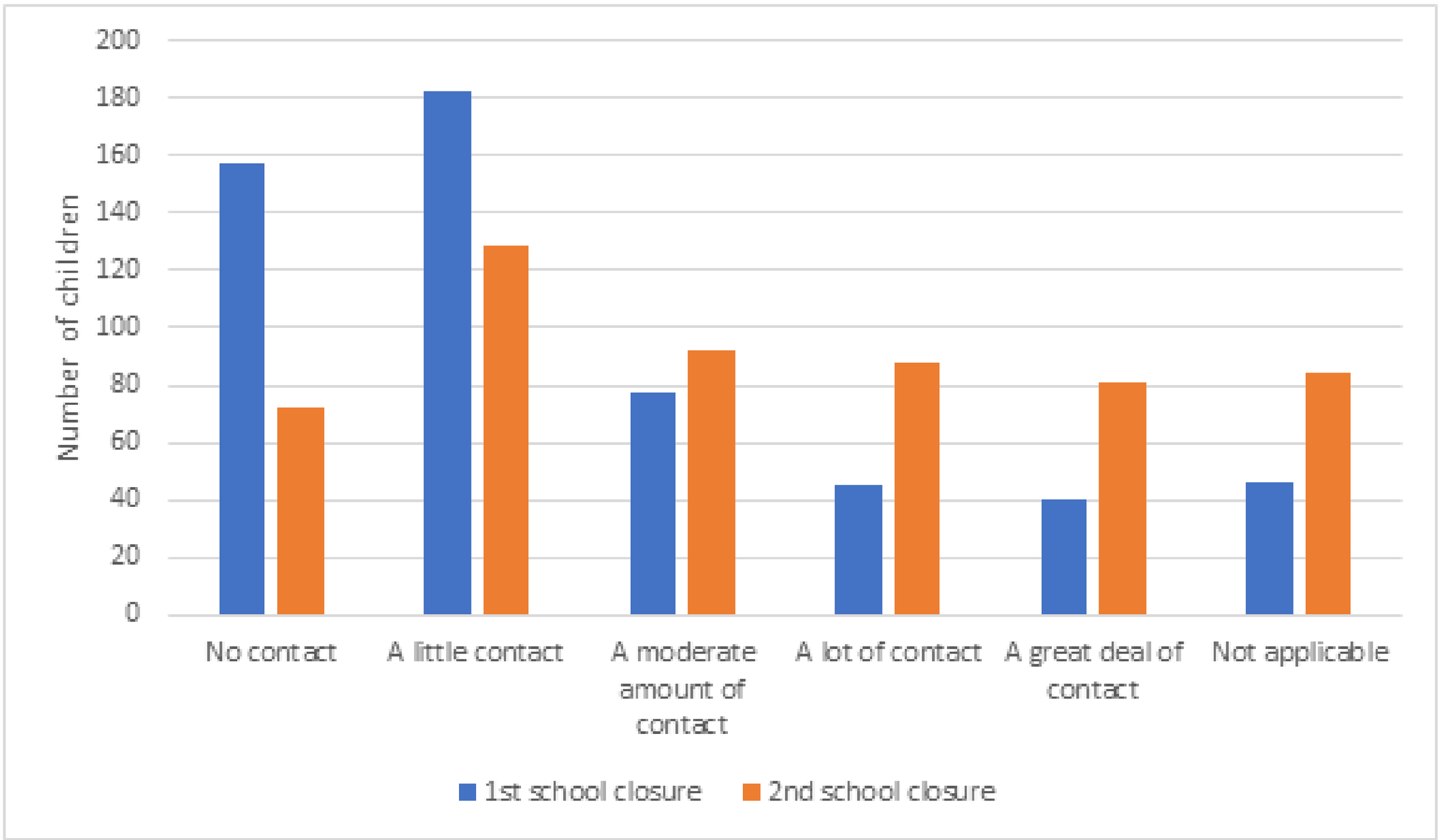


Figure 26: Parent reported child's contact with school

Parents' Reports of Technology Provided for Learning

Out of 448 responses, during the first national lockdown, 10% (n=46) of children were given the technology they needed by their school (e.g. laptop, internet) to engage in learning, 89% (n=397) were not given the technology they needed, and 1% (n=5) were 'partly' given the technology they needed.

Out of 406 responses, during the third national lockdown, 18% (n=72) of children were given the technology (e.g. laptop, internet) they needed to engage in learning, 79% (n=322) were not given the technology they needed, and 3% (n=12) were 'partly' given the technology they needed.

Parents' Reports of SEND Equipment Provided for their Child

Out of 428 responses, during the first national lockdown, 91% (n=388) of parents reported that their child was not given the SEND equipment (e.g. coloured overlays, pencil grippers, ear defenders, specialist computer software) they needed to engage in their learning, 7% (n=28) reported that their child was given the SEND equipment they needed, and 3% (n=12) were 'partly' given the SEND equipment they needed.

In the third lockdown, out of 385 responses, 9% (n=34) of children were given the SEND equipment (e.g. coloured overlays, pencil grippers, ear defenders, specialist computer software) they needed to engage in learning, 89% (n=341) were not given the SEND equipment they needed, and 3% (n=10) were 'partly' given the SEND equipment they needed.

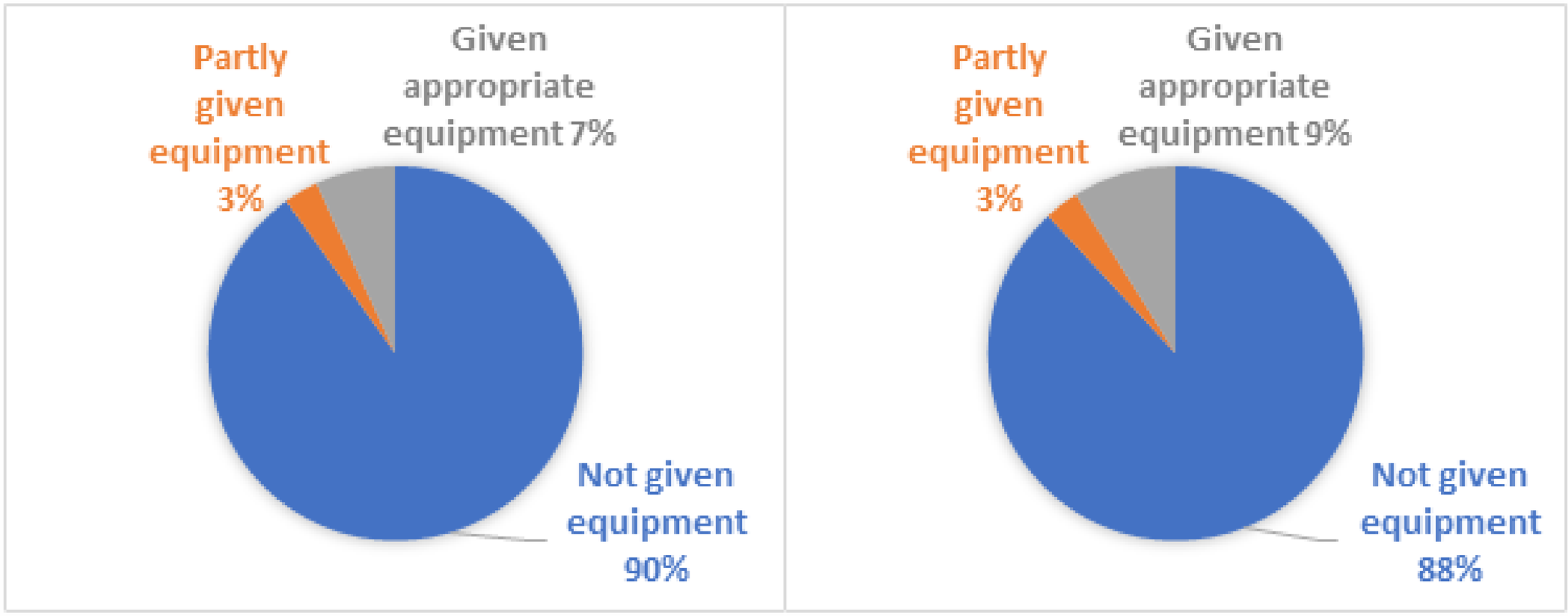


Figure 27: Parent reported provision of SEND equipment from the school

Parents' Satisfaction with the Support Offered to them as a Parent

During the first national lockdown, out of 554 parents, 27% (n=148) were 'extremely unhappy' with the support offered to them as a parent/guardian by their child with SEND's school, 24% (n=131) were 'unhappy' with the support, 27% (n=147) were 'neither happy nor unhappy', 17% (n=96) were 'happy', and 6% (n=32) were 'extremely happy'.

During the third national lockdown, out of 218 parents, 15% (n=32) were 'extremely unhappy' with the support offered to them as a parent/guardian, 16% (n=34) were 'unhappy' with the support, 28% (n=61) were 'neither happy nor unhappy', 30% (n=65) were 'happy', and 12% (n=26) were 'extremely happy'.

Parents' Satisfaction with the Learning Opportunities Offered to their Child

During the first national lockdown, out of 543 parents, 27% (n=146) were 'extremely unhappy' with the learning offered to their child by the school, 24% (n=130) were 'unhappy' with the learning offered, 25% (n=133) were 'neither happy nor unhappy', 19% (n=102) were 'happy', and 6% (n=32) were 'extremely happy'.

During the third national lockdown, out of 215 parents, 13% (n=28) were 'extremely unhappy' with the learning offered to their child by the school, 16% (n=35) were 'unhappy' with the support, 18% (n=39) were 'neither happy nor unhappy', 39% (n=84) were 'happy', and 14% (n=29) were 'extremely happy'.

Parents' Reported Ability to Raise Concerns About their Child's Education and Learning

For those parents that reported being unhappy with the education offered to their child with SEND and/or support from the school for themselves, out of 465 parents, 53% (n=248) of parents did not feel able to raise concerns with the school or Local Authority, 30% (n=142) did feel able to raise concerns, and 16% (n=75) weren't sure.

Parents' Reports of the Impact of COVID-19 on their Child's Education Support

Parents were asked to compare the education support (e.g. 1-to-1 staff) their child received in school before and during the COVID-19 pandemic. 522 participants responded to the questions about before COVID-19, 466 participants responded to the questions about the first national lockdown and 431 participants responded to the questions about the third national lockdown. The proportion of responses provided by parents are outlined in table 8 below.

Table 8: Parents' reports of the impact of COVID-19 on their child's education support

	Pre COVID-19	First national lockdown (March 2020)	Third national lockdown (January 2021)
Education support	45%	5%	23%
Online education support	1%	5%	9%
No education support	45%	79%	57%
Not applicable	9%	11%	12%

Parents' Reports of their Child's Behavioural and Social Support

Parents were asked to compare the behavioural and social support (e.g. behavioural specialists) their child received in school before and during the COVID-19 pandemic. 516 participants responded to the questions about before COVID-19, 453 participants responded to the questions about the first national lockdown and 413 participants responded to the questions about the third national lockdown. The proportion of responses provided by parents are outlined in table 9 below.

Table 9: Parents' reports of the impact of COVID-19 on their child's behavioural and social support

	Pre COVID-19	First national lockdown (March 2020)	Third national lockdown (January 2021)
Behavioural and social support	40%	3%	15%
Online behavioural and social support	1%	4%	3%
No behavioural and social support	46%	77%	66%
Not applicable	13%	17%	17%

Parents' Reports of their Child's Learning and Cognitive Support

Parents were asked to compare the learning and cognitive support (e.g. subject specific interventions) their child received in school before and during the COVID-19 pandemic. 509 participants responded to the questions about before COVID-19, 452 participants responded to the questions about the first national lockdown and 413 participants responded to the questions about the third national lockdown. The proportion of responses provided by parents are outlined in the table below.

Table 10: Parents' reports of the impact of COVID-19 on their child's learning and cognitive support

	Pre COVID-19	First national lockdown (March 2020)	Third national lockdown (January 2021)
Learning and cognition support	47%	4%	17%
Online learning and cognition support	1%	5%	8%
No learning and cognition support	44%	81%	62%
Not applicable	8%	10%	13%

Parents Reports of their Child's Medical and Physical Support During the Pandemic

Parents were asked to compare the medical and physical support (e.g. physiotherapy, hydrotherapy) their child received in school from before and throughout the COVID-19 pandemic. 505 participants responded to the questions about before COVID-19, 441 participants responded to the questions about the first national lockdown and 404 participants responded to the questions about the third national lockdown. The proportion of responses provided by parents are outlined in the table below.

Table 11: Parents' reports of the impact of COVID-19 on their child's medical and physical support

	Pre COVID-19	First national lockdown (March 2020)	Third national lockdown (January 2021)
Medical and physical support	20%	2%	6%
Online medical and physical support	1%	3%	4%
No medical and physical support	48%	61%	63%
Not applicable	31%	34%	37%

Parents' Reports of their Child's Emotional Health and Wellbeing Support During the Pandemic

Parents were asked to compare the emotional health and wellbeing support (e.g. counselling) their child received in school before and during the COVID-19 pandemic. 508 participants responded to the questions about before COVID-19, 441 participants responded to the questions about the first national lockdown and 402 participants responded to the questions about the third national lockdown. The proportion of responses provided by parents are outlined in the table below.

Table 12: Parents' reports of the impact of COVID-19 on their child's emotional health and wellbeing support

	Pre COVID-19	First national lockdown (March 2020)	Third national lockdown (January 2021)
Emotional health and wellbeing support	27%	3%	13%
Online emotional health and wellbeing support	2%	8%	8%
No emotional health and wellbeing support	57%	74%	63%
Not applicable	14%	15%	16%

Parents' Reports of their Child Returning to School

Out of 582 responses, 61% (n=355) of children returned to school in June 2020 once schools reopened, 39% (n=227) of children did not return. Out of 582 responses, 88% (n=513) of children returned to school in September 2020, 12% (n=69) of children did not return. When asked if their child was back in full time school now (June/July 2021), out of 582 responses, 79% (n=461) of parents said their child was back in school, and 21% (n=121) of parents said their child was not back in school.

In the transition back to school, out of 538 responses, 37% (n=199) of parents reported that their child with SEND was not supported at all by school, 20% (n=109) of parents stated their child was only supported 'a little', 20% (n=106) of children were reported as supported 'a moderate amount', 12% (n=66) were supported 'a lot' and 11% (n=58) were supported 'a great deal'.

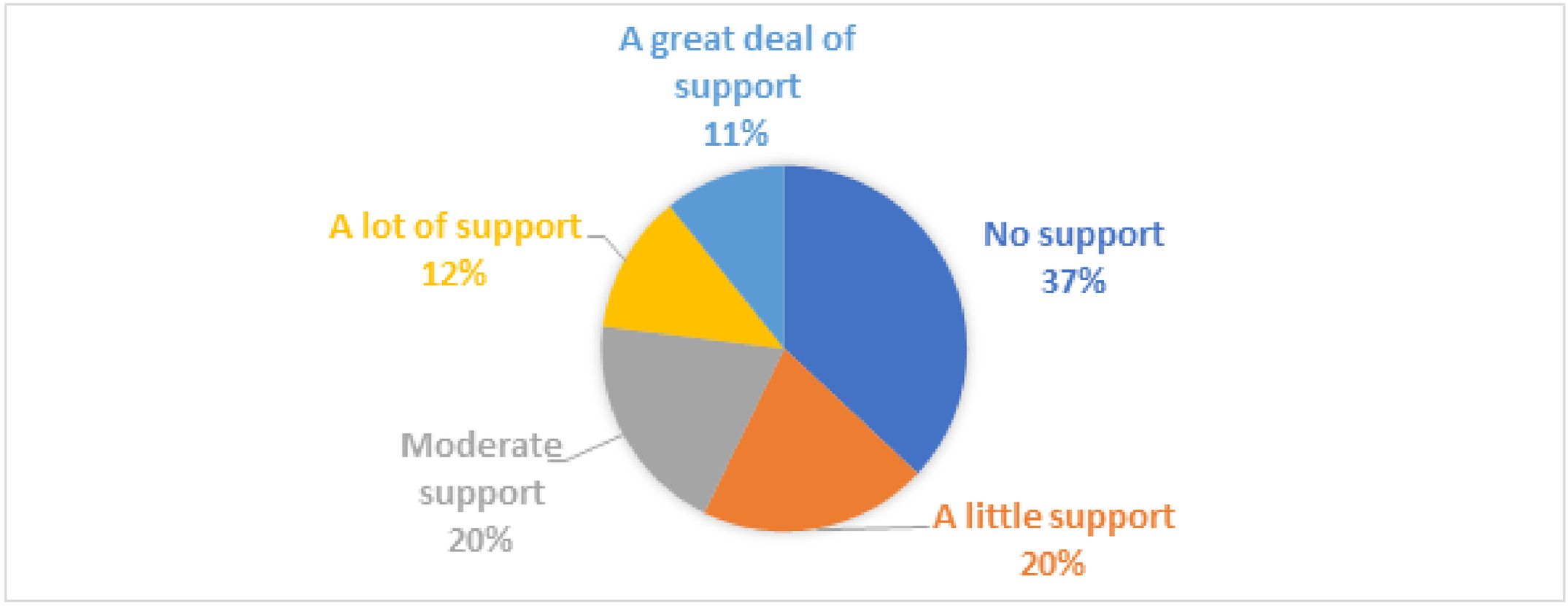


Figure 28: Parents' reports of how much support their child received from school when transitioning back into school

Parent's Reports of the Discussion of their Child's Needs when Returning to School

Out of 567 responses, 38% (n=217) of parents reported that there had been no discussion of their child's needs when they returned to school, 23% (n=131) did have a discussion, 3% (n=19) did not know, and for 35.3% (n=200) the question was not applicable.

Parents' Reports of how their Child Experienced the Return to School

Out of 559 responses, 26% (n=145) of parents reported that their child found it 'very difficult' returning to school, 26% (n=147) found it 'difficult', 21% (n=119) found it 'neither easy nor difficult', 16% (n=88) found it 'easy' and 11% (n=60) found it 'very easy'.

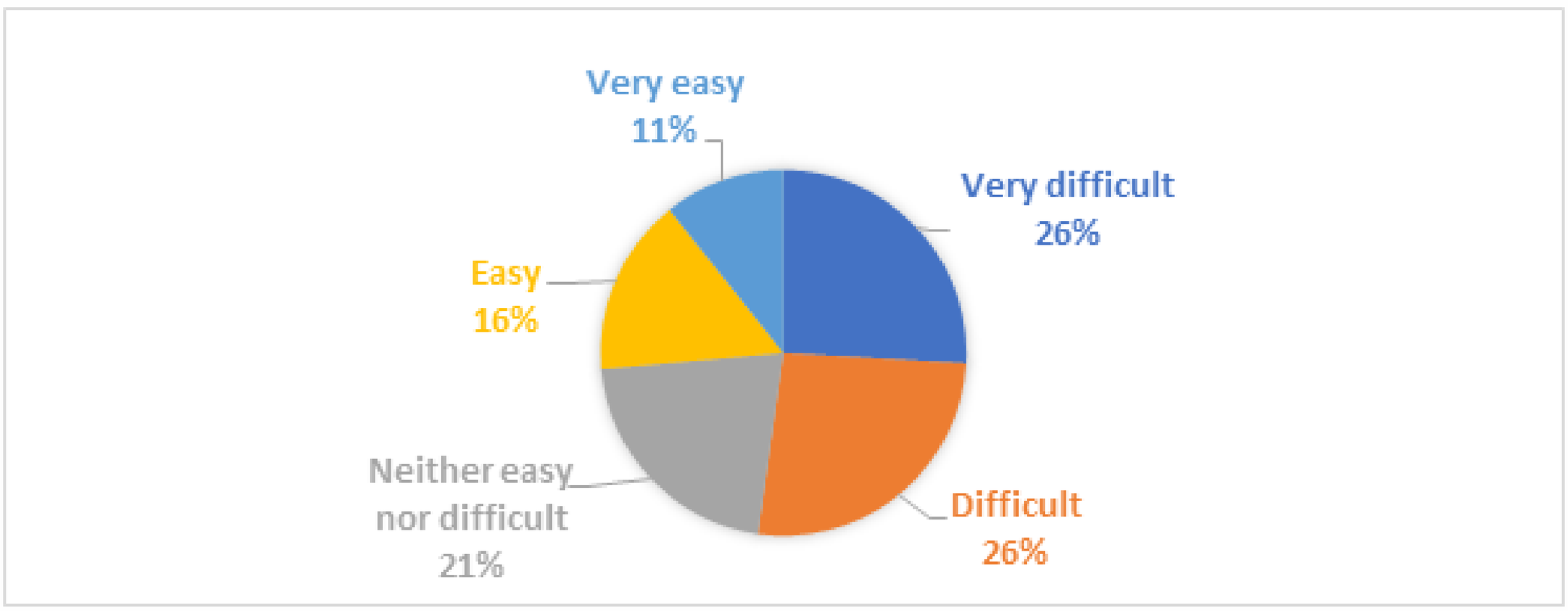


Figure 29: Parents' reports of how their child experienced returning to school after lockdowns

Children with SEND's Health and Social Care

331 parents skipped this section because their child does not routinely access health or social care.

Parents' Reports of Children with SEND's Access to Physiotherapy

Parents were asked whether their child had access to physiotherapy before COVID-19, during the first national lockdown, and from July 2020 onwards. 207 participants responded to the questions about before COVID-19, 172 participants responded to the questions about the first national lockdown and 170 participants responded to the questions about July 2020 onwards. The proportion of responses provided by parents are outlined in the table below.

Table 13: Parents' reports of their child's access to physiotherapy

	Pre COVID-19	First national lockdown	July 2020 onwards
Yes	32%	2%	9%
Yes (online)	1%	4%	7%
Yes (delayed)	1%	2%	7%
Sometimes	5%	1%	8%
No	25%	52%	33%
Not applicable	36%	39%	37%

Parents' Reports of Children with SEND's Access to Speech and Language Therapy

Parents were asked whether their child had access to speech and language before COVID-19 (n=213), during the first national lockdown (n=178), and from July 2020 onwards (n=173). The proportion of responses provided by parents are outlined in the table below.

Table 14: Parents' reports of their child's access to speech and language therapy

	Pre COVID-19	First national lockdown	July 2020 onwards
Yes	41%	1%	15%
Yes (online)	2%	15%	10%
Yes (delayed)	2%	7%	11%
Sometimes	6%	2%	10%
No	27%	53%	31%
Not applicable	22%	22%	33%

Parents' Reports of Children with SEND's Access to Occupational Therapy

Parents were asked whether their child had access to occupational therapy before COVID-19 (n=213), during the first national lockdown n=176), and from July 2020 onwards (n=172). The proportion of responses provided by parents are outlined in the table below.

Table 15: Parents' reports of their child's access to occupational therapy

	Pre COVID-19	First national lockdown	July 2020 onwards
Yes	35%	2%	19%
Yes (online)	1%	7%	5%
Yes (delayed)	4%	5%	12%
Sometimes	8%	3%	7%
No	30%	62%	37%
Not applicable	22%	22%	20%

Parents' Reports of Children with SEND's Mental Health Support from Child and Adolescent Mental Health Services (CAMHS)

Parents were asked whether their child had access to mental health support from CAMHS before COVID-19 (n=232), during the first national lockdown (n=185), and from July 2020 onwards (n=178). The proportion of responses provided by parents are outlined in the table below.

Table 16: Parents' reports of their child's access to mental health support from CAMHS

	Pre COVID-19	First national lockdown	July 2020 onwards
Yes	24%	5%	19%
Yes (online)	3%	15%	12%
Yes (delayed)	5%	4%	6%
Sometimes	7%	3%	2%
No	40%	49%	41%
Not applicable	24%	23%	21%

Parents' Reports of Children with SEND's Access to Respite/Short Breaks

Parents were asked whether their child had access to respite/short breaks before COVID-19 (n=223), during the first national lockdown (n=179), and from July 2020 onwards (n=172). The proportion of responses provided by parents are outlined in the table below.

Table 17: Parents' reports of their child's access to respite/short breaks

	Pre COVID-19	First national lockdown	July 2020 onwards
Yes	29%	3%	12%
Yes (online)	0.4%	2%	2%
Yes (delayed)	0%	2%	5%
Sometimes	2%	3%	5%
No	35%	55%	43%
Not applicable	34%	34%	34%

Parents' Reports of Children with SEND's Access to Support Groups

Parents were asked whether their child had access to support groups before COVID-19 (n=210), during the first national lockdown (n=170), and from July 2020 onwards (n=164). The proportion of responses provided by parents are outlined in the table below.

Table 18: Parents' reports of their child's access to support groups

	Pre COVID-19	First national lockdown	July 2020 onwards
Yes	30%	2%	7%
Yes (online)	1%	9%	12%
Yes (delayed)	1%	1%	1%
Sometimes	4%	2%	5%
No	42%	64%	54%
Not applicable	23%	22%	21%

Parents' Reports of Children with SEND's Access to Appointments and Support on a Diagnostic/Referral Pathway

Parents were asked whether their child had access to appointments/support on a diagnostic/referral pathway before COVID-19 (n=213), during the first national lockdown (n=170), and from July 2020 onwards (n=160). The proportion of responses provided by parents are outlined in the table below.

Table 19: Parents' reports of their child's access to appointments/support on a diagnostic/referral pathway

	Pre COVID-19	First national lockdown	July 2020 onwards
Yes	26%	4%	12%
Yes (online)	2%	8%	11%
Yes (delayed)	13%	9%	12%
Sometimes	5%	2%	3%
No	28%	48%	35%
Not applicable	28%	28%	28%

Parents' Reports of Children with SEND's Access to Hospital Services

Parents were asked whether their child had access to hospital services before COVID-19 (n=230), during the first national lockdown (n=183), and from July 2020 onwards (n=174). The proportion of responses provided by parents are outlined in the table below.

Table 20: Parents' reports of their child's access to hospital services

	Pre COVID-19	First national lockdown	July 2020 onwards
Yes	55%	10%	25%
Yes (online)	2%	15%	12%
Yes (delayed)	5%	9%	20%
Sometimes	5%	6%	7%
No	14%	42%	20%
Not applicable	19%	18%	17%

Parents' Reports of the Quality of Health and Social Care Services During the Pandemic

Out of 274 responses, 36% (n=98) of parents told us that overall the services they were able to access were 'much worse' than pre-COVID-19, 27% (n=73) of parents told us that services were 'somewhat worse', 30% (n=82) of parents told us that services were 'about the same', 4% (n=12) of parents told us that services were 'somewhat better', and 3% (n=9) of parents told us that services were 'much better'.

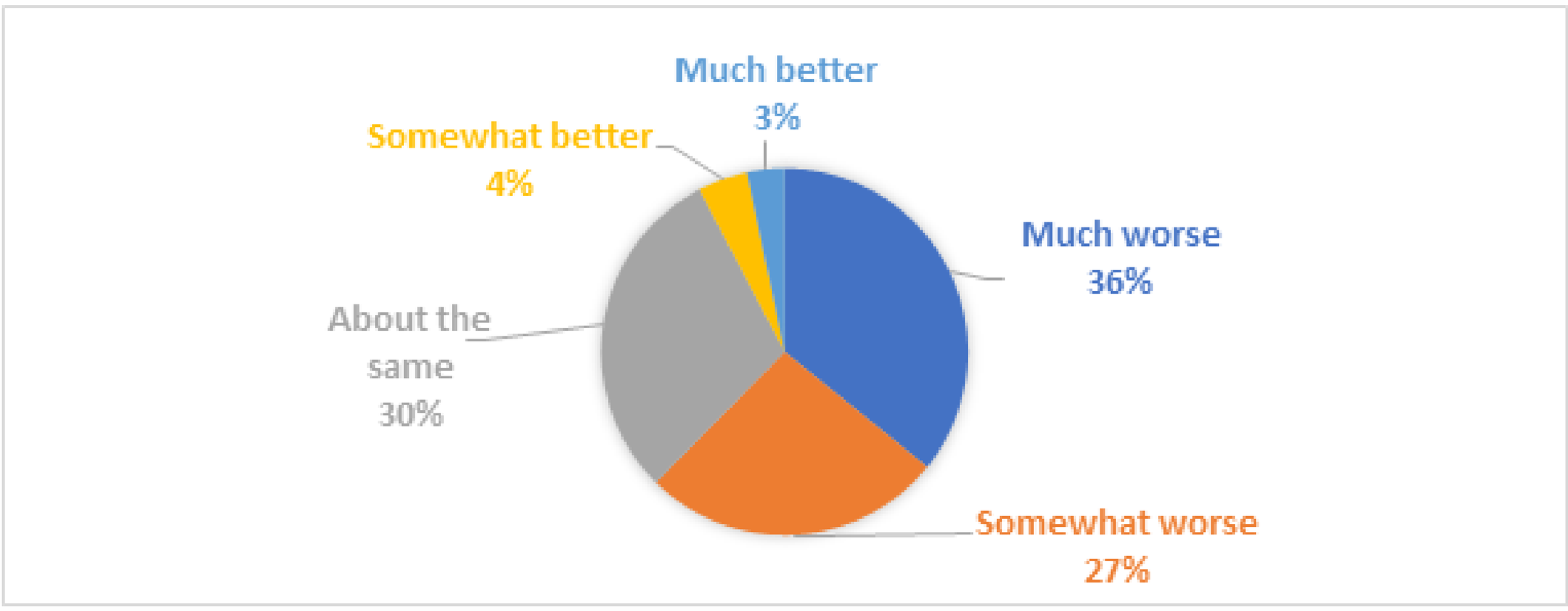


Figure 30: Parent reported quality of health and social care services

Parents' Reports of the Impact of the Pandemic on Children with SEND's Social Skills

Out of 280 responses, 33% (n=91) of parents told us that their child's social skills were 'much worse' following the COVID-19 pandemic and lockdowns, 38% (n=107) told us they were 'somewhat worse', 25% (n=69) said they were were 'about the same', 4% (n=11) of parents said they were 'somewhat better', and 0.7% (n=2) said they were 'much better'.

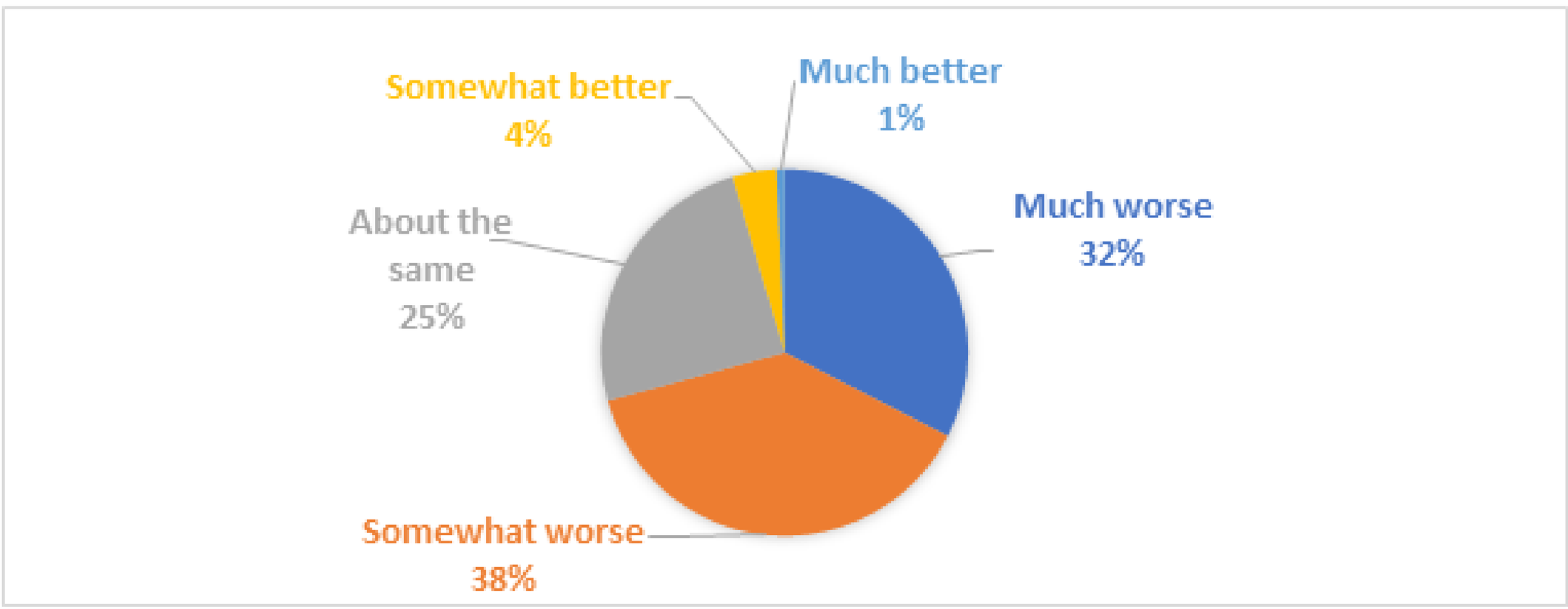


Figure 31: Parent reported impact of the pandemic on their child's social skills

Parents' Reports of the Impact of the Pandemic on their Child's Speech and Language Development

Out of 270 responses, 10% (n=26) of parents told us that their child's speech and language development was 'much worse' following the COVID-19 pandemic and lockdowns, 20% (n=53) said it was 'somewhat worse', 57% (n=155) told us it was 'about the same', 9% (n=23) said it was 'somewhat better', and 5% (n=13) told us it was 'much better'.

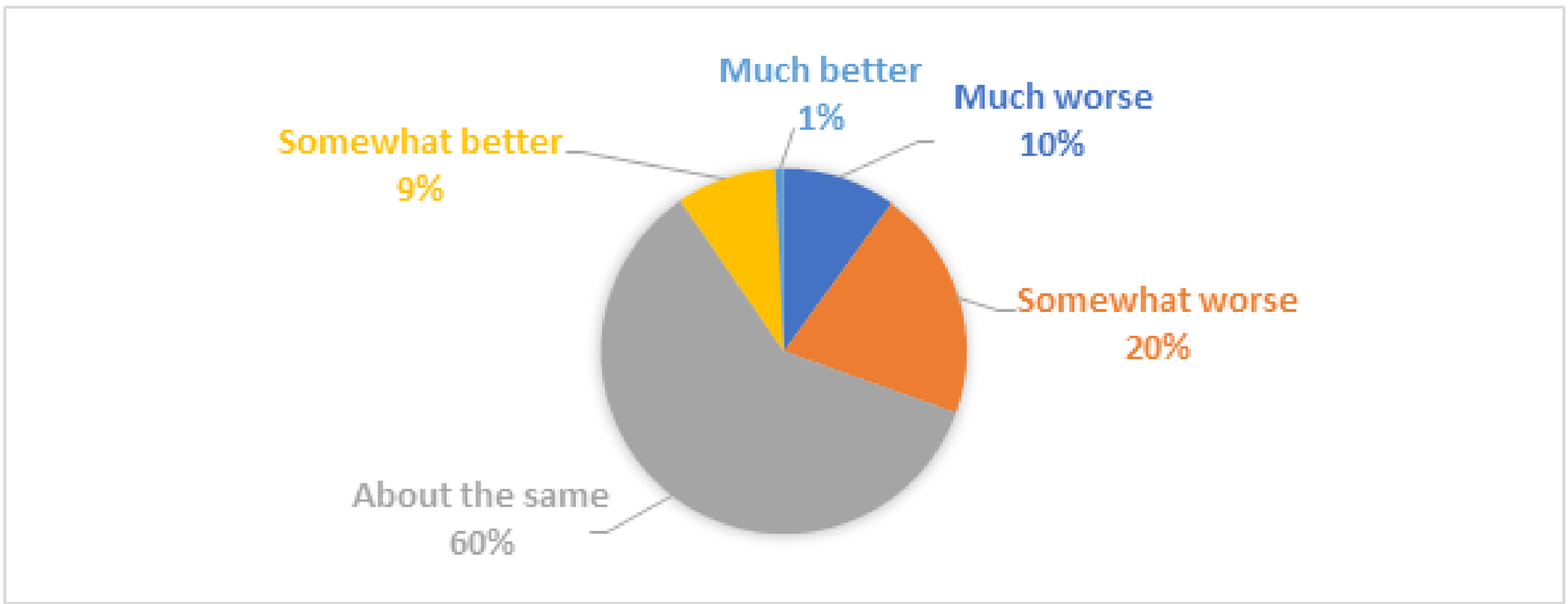


Figure 32: Parent reported impact of the pandemic on their child's speech and language development

Parents' Reports of the Impact of the Pandemic on their Child's Motor Development

Out of 271 responses, 9% (n=25) of parents told us that their child's motor development was 'much worse' following the COVID-19 pandemic and lockdowns, 22% (n=60) said it was 'somewhat worse', 60% (n=162) said it was 'about the same', 6% (n=17) said it was 'somewhat better', and 3% (n=7) told us it was 'much better'.

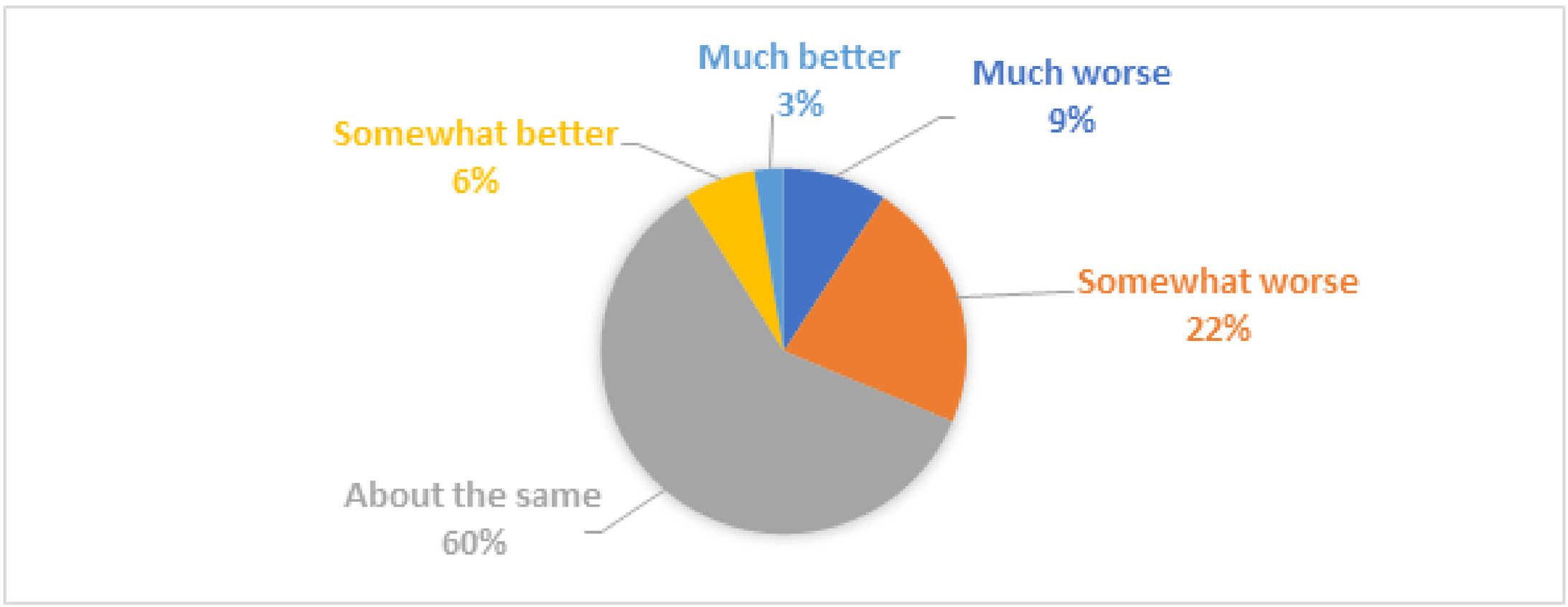


Figure 33: Parent reported impact of the pandemic on their child's motor development

Parents' Reports of the Impact of the Pandemic on Children with SEND's Mental Health

Out of 276 responses, 38% (n=106) of parents told us that their child's mental health was 'much worse' following the COVID-19 pandemic and lockdowns, 26% (n=73) told us it was 'somewhat worse', 25% (n=70) said it was 'about the same', 7% (n=19) said it was 'somewhat better', and 3% (n=8) of parents said it was 'much better'.

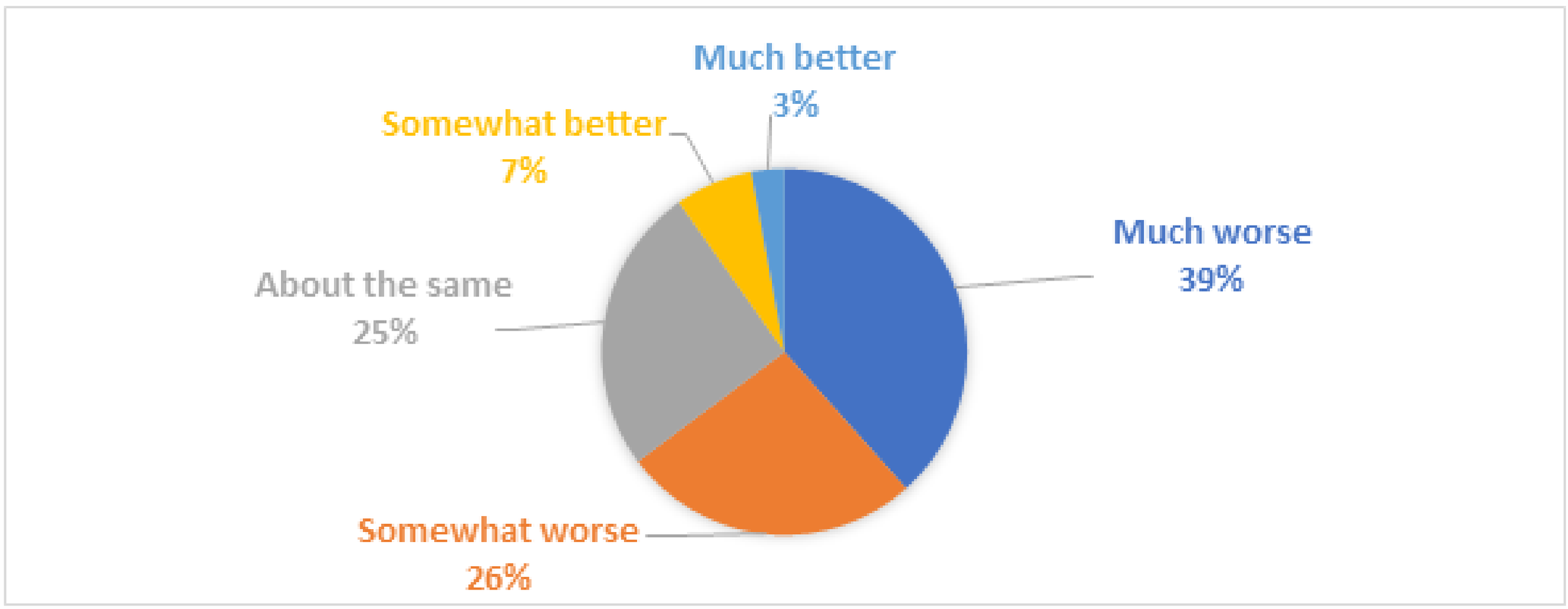


Figure 34: Parent reported impact of the pandemic on their child's mental health

Parents' Reports of the Impact of the Pandemic on Children with SEND's Sleep

Out of 277 responses, 27% (n=76) of parents told us that their child's sleep was 'much worse' following the COVID-19 pandemic and lockdowns, 35% (n=96) said it was 'somewhat worse', 28% (n=78) said it was 'about the same', 6% (n=17) of told us it was 'somewhat better', and 4% (n=10) said it was 'much better'.

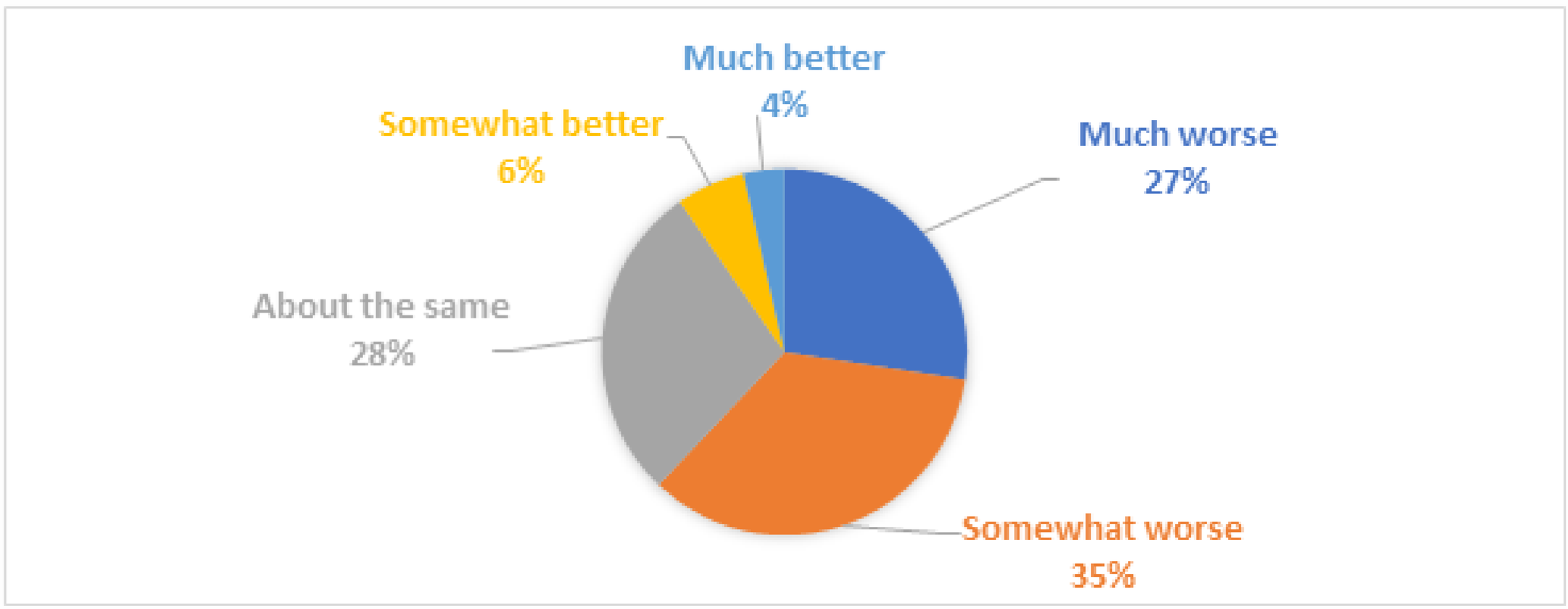


Figure 35: Parent reported impact of the pandemic on their child's sleep

Parents' Reports of the Impact of the Pandemic on Children with SEND's Physical Health

Out of 278 responses, 16% (n=45) of parents told us that their child's physical health was 'much worse' following the COVID-19 pandemic and lockdowns, 25% (n=69) said it was 'somewhat worse', 50% (n=138) said it was 'about the same', 7% (n=18) said it was 'somewhat better', and 3% (n=8) of parents said it was 'much better'.

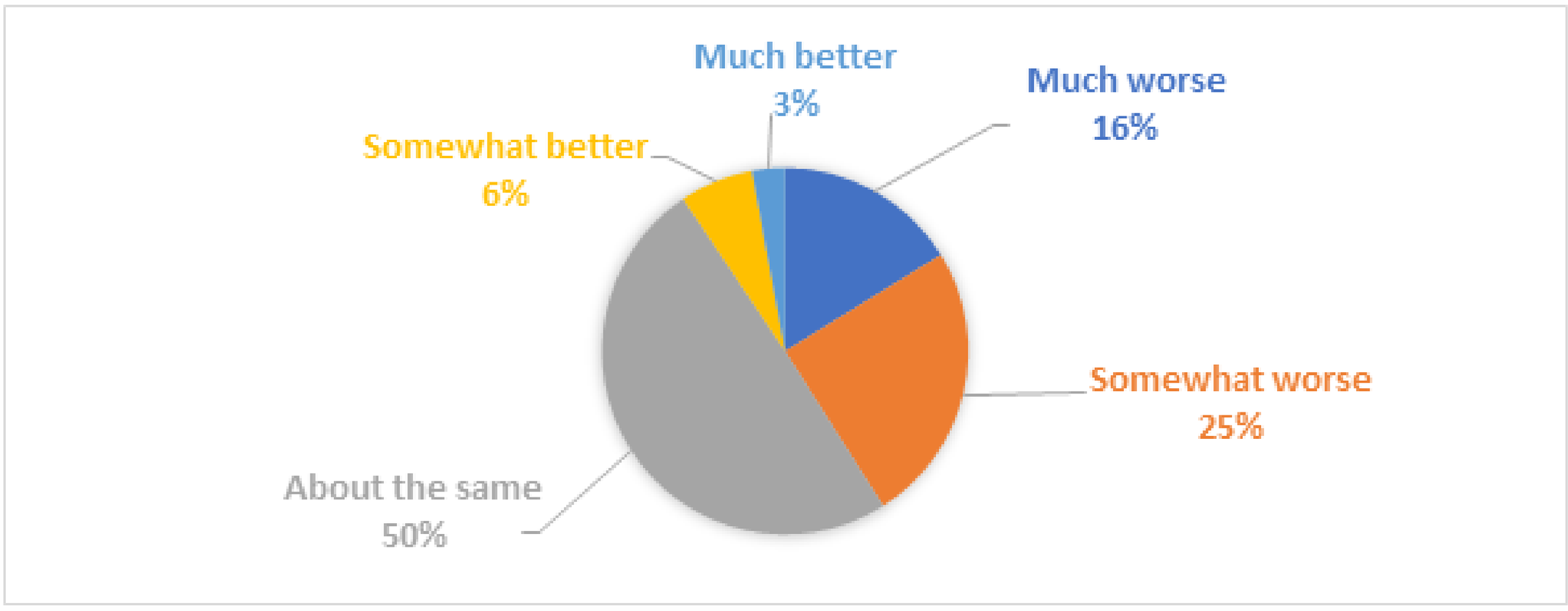


Figure 36: Parent reported impact of the pandemic on their child's physical health

Children with SEND's Social Needs, Friendships, Play and Recreation

Parents' Reports of Children with SEND's Access to Play Groups

Compared to pre-COVID-19, out of 511 responses to this question, 71% (n=363) of parents reported that their child had had 'much less' access to play groups, 15% (n=78) reported they had 'somewhat less' access, 11.5% (n=59) reported that their child had 'about the same' access, 2% (n=9) reported that their child had 'somewhat more' access, and 0.4% (n=2) reported that their child had 'much more' access.

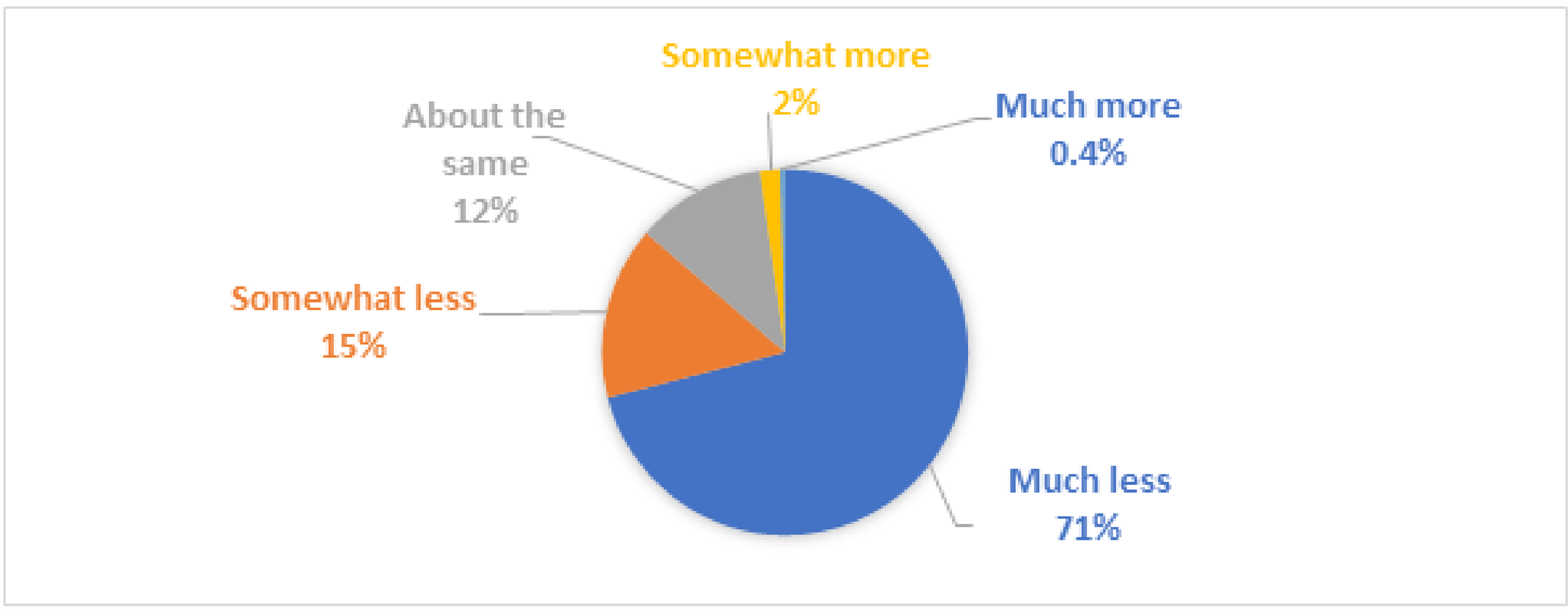


Figure 37: Parent reported impact of the pandemic on their child's access to play groups

Parents' Reports of Children with SEND's Access to Support Groups

Compared to pre-COVID-19, out of 525 responses to this question, 71% (n=376) of parents reported that their child had had 'much less' access to support groups, 13% (n=69) reported they had 'somewhat less' access, 13% (n=68) reported they had 'about the same' access, 2% (n=10) reported they had 'somewhat more' access, and 0.4% (n=2) reported that their child had 'much more' access.

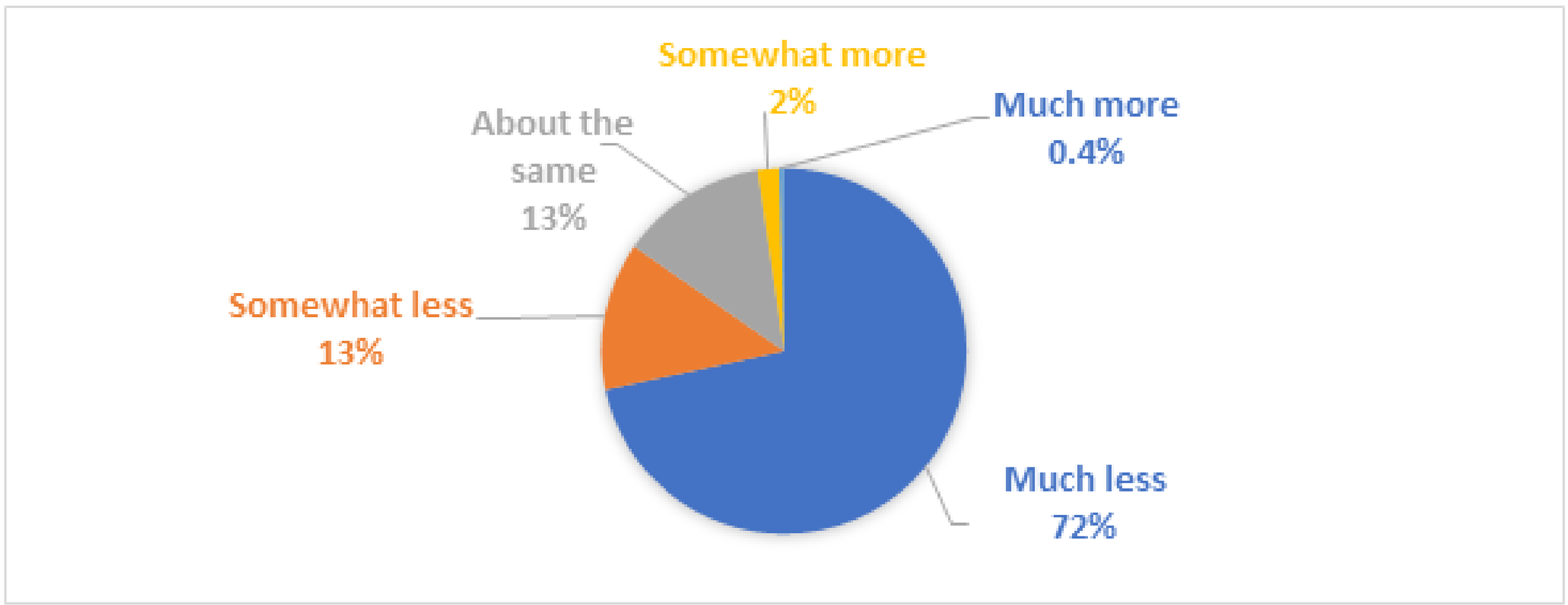


Figure 38: Parent reported impact of the pandemic on their child's access to support groups

Parents' Reports of Children with SEND's Access to Parks

Compared to pre-COVID-19, out of 558 responses to this question, 48% (n=268) of parents reported that their child had had 'much less' access to children's parks, 30% (n=167) said they had 'somewhat less' access, 15% (n=81) said they had 'about the same' access, 6% (n=32) reported they had 'somewhat more' access, and 2% (n=10) reported that their child had 'much more' access.

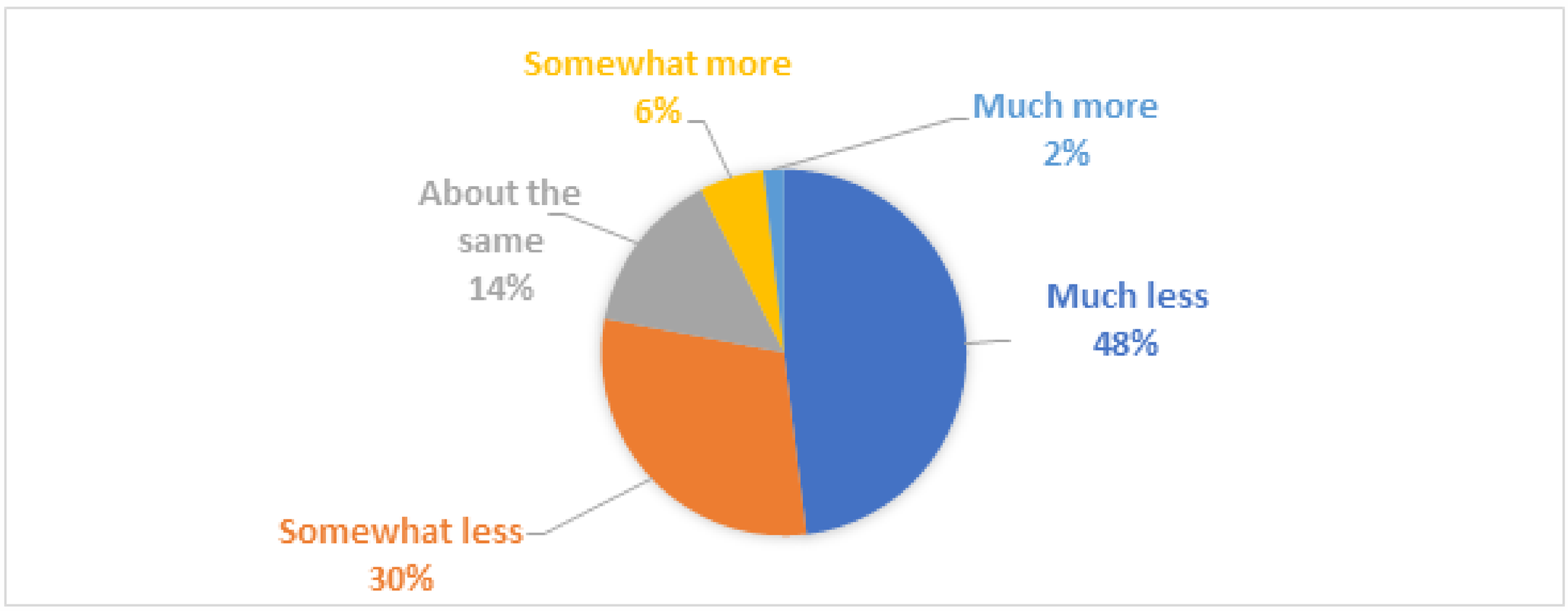


Figure 39: Parent reported impact of the pandemic on their child's access to children's parks

Parents' Reports of Children with SEND's Access to Soft Play Areas

Compared to pre-COVID-19, out of 513 responses to this question, 85% (n=436) of parents reported that their child had had 'much less' access to children's soft play areas, 6% (n=32) reported they had 'somewhat less' access, 8% (n=42) reported that they had 'about the same' access, 0.4% (n=2) reported that they had 'somewhat more' access, and 0.2% (n=1) reported that their child had 'much more' access.

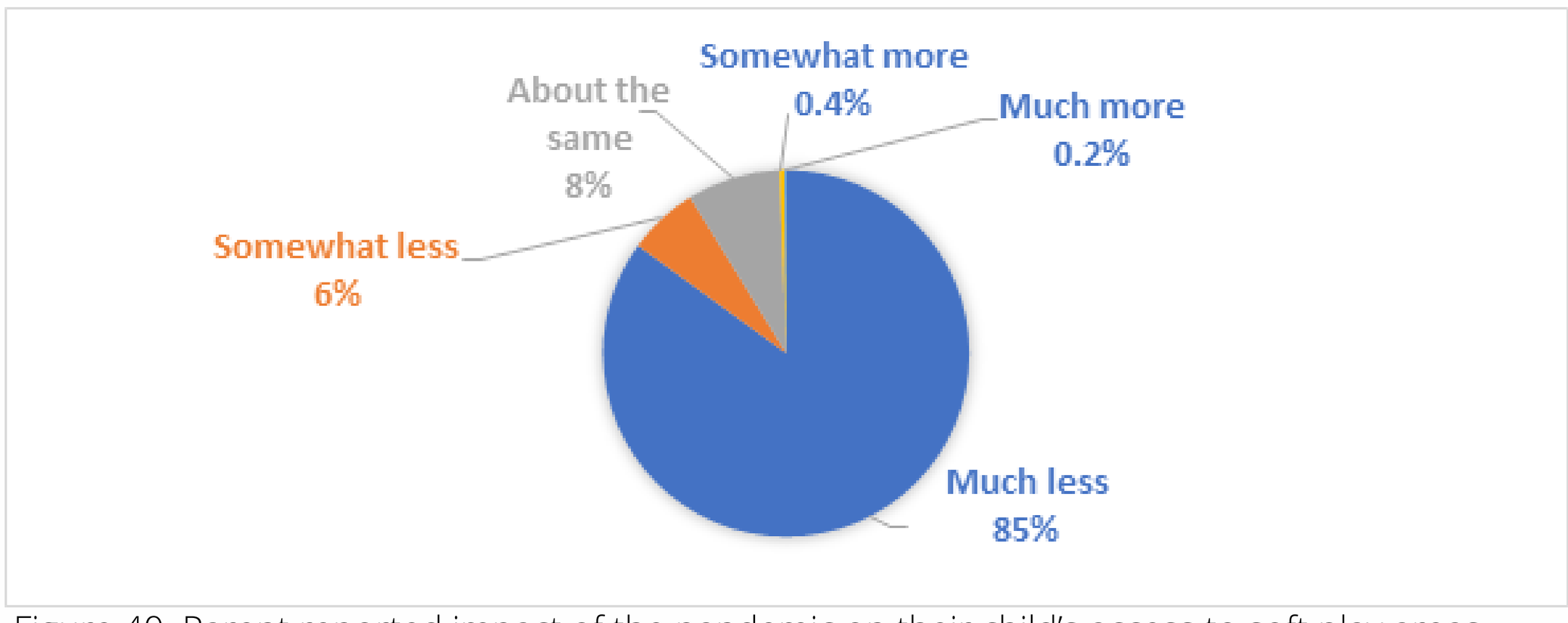


Figure 40: Parent reported impact of the pandemic on their child's access to soft play areas

Parents' Reports of Children with SEND's Friendships

Out of 591 responses, 37% (n=221) of parents reported that the COVID-19 pandemic had left their child with 'much weaker' friendships, 32% (n=186) reported that their child's friendships were 'slightly weaker', 23% (n=138) reported that there was 'no change', 6% (n=33) reported that their child's friendships were 'slightly stronger', and 2% (n=13) reported that their child's friendships were 'much stronger'.

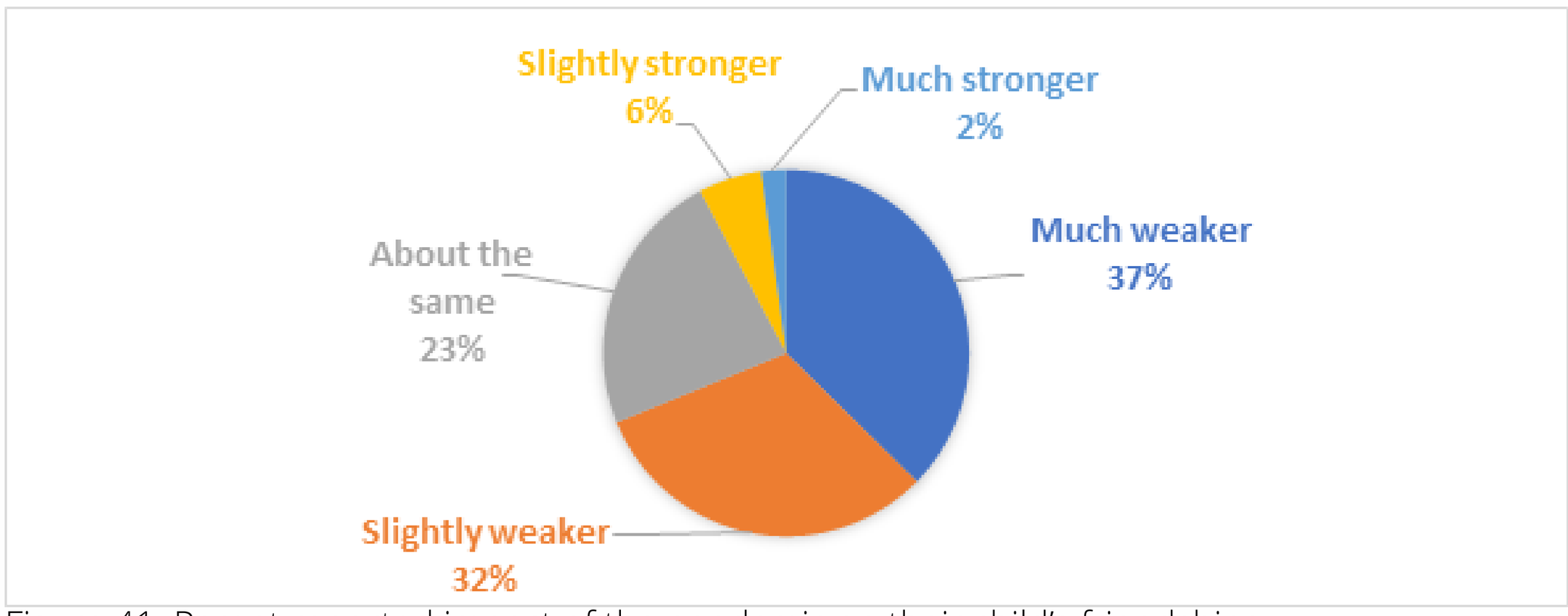


Figure 41: Parent reported impact of the pandemic on their child's friendships

Parents' Reports of Children with SEND's Social Interaction

Compared to pre-COVID-19, out of 591 responses to this question, 68% (n=399) of parents reported that their child's level of social interaction was 'much lower' during the pandemic, 21% (n=121) reported it was 'slightly lower', 8% (n=47) reported it was 'about the same', 3% (n=16) reported it was 'slightly higher', and 1% (n=8) reported that their child's level of social interaction was 'much higher'.

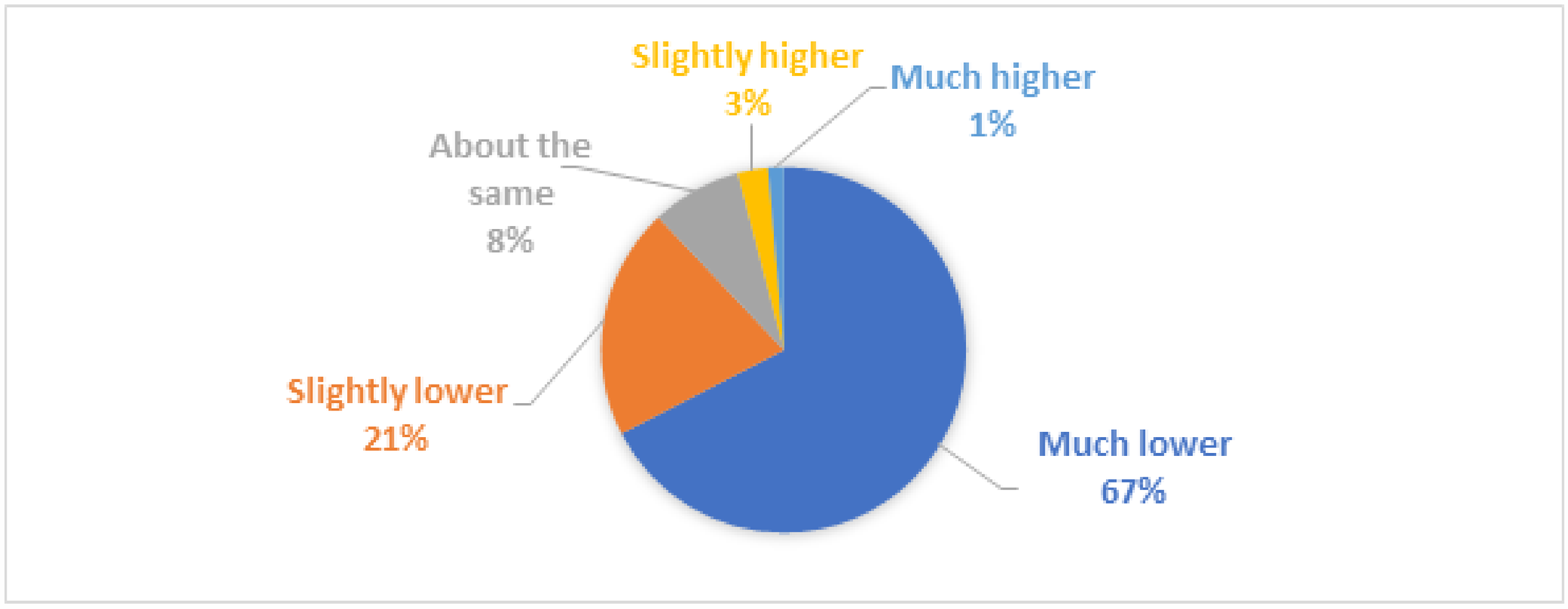


Figure 42: Parent reported impact of the pandemic on their child's social interaction

Acknowledgements

We would like to thank the children, parents and professionals who took part in the survey, as well as the steering group and public and patient advisory group members for their support in the development of the survey design. We would also like to thank the Liverpool Health Partners for their ongoing support and acknowledge the funders of this study, the National Institute for Health Research.

Note

Ask, Listen, Act is funded by the National Institute for Health Research (NIHR) Policy Research Programme fund (NIHR202718). The mission of the NIHR is to improve the health and wealth of the nation through research. The NIHR does this by:

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NIHR is funded by the Department of Health and Social Care. Its work in low and middle income countries is principally funded through UK Aid from the UK government. The views expressed are those of the author(s) and not necessarily those of the NIHR or the Department of Health and Social Care.