

EYSEND partnership Covid-19 Survey Summary Report

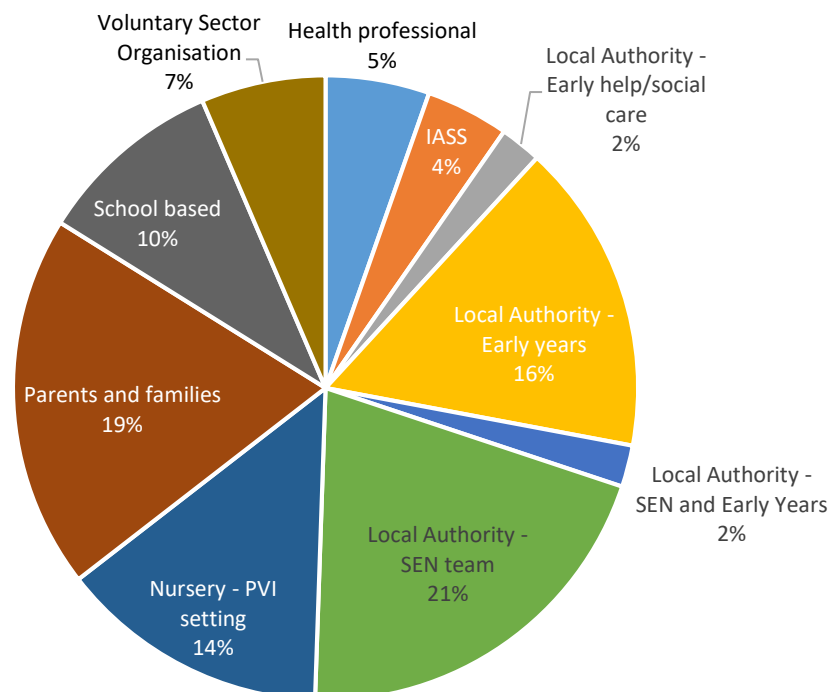
1. Introduction

We wanted to hear from a range of EYSEND practitioners, from parents, and from people with local responsibilities, about the key issues affecting young children with SEND, their families and those working with them, both during the Coronavirus lockdown and as the restrictions ease. We wanted to know about the immediate concerns and how support for young children with SEND is changing in response to these concerns as children return to early education. We also wanted some insight into longer-term challenges as young children progress to the next stage of their education.

The purpose of the survey was to inform plans for the work of the EYSEND Partnership in 2020-21. The survey was open for two weeks (from 4th – 18th May) and was shared across all EYSEND and partner networks. 93 respondents completed the survey; they were from a range of backgrounds and across all nine English regions.

Respondents:

Background of respondents (N=93):



The findings of the survey will be used by the EYSEND Partnership to inform work with local areas in response to the pandemic throughout this year's work, 2020-2021, and will help to inform the focus of any additional or amended work plans. The results will also be shared with the Department for Education.

The results of the survey are set out in Appendix 1 and Appendix 2:

- Appendix 1 sets out the responses to the survey questions
- Appendix 2 provides an analysis of the open text responses, along with a selection of illustrative examples drawn from the responses.

2. Findings

Whilst the response to this survey was good in the time available, 93 responses in 2 weeks, it was competing with a number of other surveys and constitutes a relatively small sample. The responses give us an overall picture of the issues we need to take into account as the EYSEND Partnership implements plans for 2020-21 but, once broken down into separate roles, the group sizes become too small to give us confidence that they are representative.

The survey questions give us information on the concerns of respondents about the extent of the impact of Coronavirus on different aspects of SEN and disability in the early years.

Significant impact

The survey asked about the extent of the impact of the COVID restrictions on different aspects of SEN and disability in the early years. The list shows the percentage of respondents who judged each issue to have a significant impact:

- | | |
|---|-----|
| • Loss of preparation for transition to Reception | 62% |
| • Loss of observation and assessment of young children on SEN support | 60% |
| • Widening SEN/non-SEN gap | 57% |
| • Impact of loss of provision in EHCP | 50% |
| • Parents not getting enough support & information | 41% |
| • Impact of suspension of EYFS on identification of SEN | 33% |
| • Loss of preparation for transition: Reception to Y1 | 33% |
| • Impact of suspension of HCP on identification of SEN | 25% |
| • Impact of re-locating children to a different setting | 23% |

The concerns with the most significant impact (all 50%+) are those relating to: transition into reception¹; the loss of opportunities for observation and assessment of young children who are on SEN support; the widening gap between children with SEN; and the impact of the loss of provision in an EHC plan. If we combine those issues considered to have the most significant impact and those that have some impact, the same issues emerge at the top of the list, with parents not getting enough support and information as the next issue.

¹ It is possible that when answering this question the term 'transition' may also have been understood to cover the 'reintegration' into schools/settings as they open for all children

The impact on early identification arising from the loss of observation and assessment of young children at SEN Support was considered to be significant, while the impact of the suspension of EYFS and the Healthy Child Programme (HCP) were thought to have a lesser impact on early identification. This may be because the loss of observation and assessment in settings is the more obvious and immediate impact of the closure of settings. It is also clear that respondents were less sure of the impact of the suspension of the HCP. It is possible that respondents had not given so much thought to the possible impact of the suspension of the HCP and, to a lesser extent, of the suspension of the EYFS on the identification of young children with SEND.

There were also lower scores in terms of significance, and the higher levels of uncertainty, about the impact of COVID restrictions on transition from Reception into Year 1. There may be lower levels of concern since, for most children, transition into Y1 does not involve a change of setting.

The impact of relocating children is ranked lowest in terms of significant impact. This may be because, as we understand it, some parents of young children with SEND, offered an alternative placement for their child, because their usual nursery is closed, have chosen not to take up the alternative offer. This may be because of the extent of the change involved for their child, distance or transport considerations, and other issues.

Open text responses

The open text responses reflect a wider set of concerns about the impact of COVID restrictions. Two of these coincide with issues identified in the survey questions as having the most significant impact, namely, impact on transition and the impact on EHC needs assessments and plans. One response, from a school, combined both issues:

Plan, do, review cycles for nursery and pre-nursery children continuing in order that EHC applications can move forward where needed for successful transitions.

Significant issues emerge, from the open text responses, about the impact on the wellbeing of children and their families, the loss of routine and concerns about challenging behaviour. These include the impact on the mental health of families because of the loss of short breaks provision, the enforced isolation, the loss of normal routines and of normal social interaction. These concerns were expressed across all the different groups of respondents, with this comment from a parent:

The mental health of all family due to no respite for children with SEM

This from a respondent based in a school:

Social/ emotional impact on not having the normal routine and not connecting with others outside the home.

This from a respondent in an LA SEN team:

Children displaying challenging behaviours due to change in routines.

And this from a health professional:

Children missing out on the routine of school and the social aspects of education.

Main concerns as restrictions ease

The main concerns voiced by all respondents, as restrictions ease, were about keeping children and families safe from infection, particularly because protective measures, social distancing and PPE, used in other contexts, were not expected to be used with younger children. Concerns about infection were more acute where there were vulnerable family members at home.

Other concerns echoed those about the impact of lockdown and were largely about integration back into settings or into new settings. There were concerns about whether settling in processes would be adequate, and the need to re-establish routines, or establish new routines as an element in the restoration of wellbeing. Though it was high in the survey responses in terms of significant impact, there was little further comment about the potential for a widening SEN/non-SEN gap during the easing of restrictions and the return to early education.

Working differently in response to the current situation

All respondents referred to the use of virtual meetings, virtual assessments and virtual provision, all of which have been put in place very quickly in response to the COVID restrictions.

There were examples of both generic and bespoke resources to support home learning; some of these were specifically tailored for children with different needs. Some of these were highly creative. There were examples of positive and regular communication between settings and families and services and families, to make sure that appropriate support was in place.

There were examples of local authorities triggering EHC needs assessments by phone call and email, consultations and assessments by phone or video link and support by specialist staff, health, SALT and EPs all being conducted virtually. In addition, IAS services reported support to parents, including support through mediation and at Tribunal, all continuing to be provided, albeit virtually.

What other support would help during lockdown? And, what other support would help as restrictions are eased?

Some of the very things that were reported positively in answer to the previous question, were picked up as being missing or in short supply in response to these 2 questions, which we consider together here as many of the answers overlap.

There were concerns both about families and from families, in terms of: financial pressures, lack of support, and the need for resources for learning at home. This last included: the need for specific equipment, such as sensory equipment, for IT resources and work that is better tailored for individual children:

Some parents report not receiving any differentiated work for their SEN child which has led to problems at home. (IASS)

Respondents expressed concerns that, as restrictions ease, there would need to be a focus on support for children as they re-integrate into settings and schools, and an extended

period to allow for children to catch up. Some anticipated further disruption as young children started to settle back into provision, began to adapt to routines and then stopped again for the summer holiday. One respondent identified the need for significant additional support to young children going in to reception if we are to:

Prevent a large number of early exclusions

Respondents also flagged the need to plan in the expectation that virtual learning would be needed for a long time, for some children. Alongside this, there were further concerns that are connected: a concern about adequate funding and guidance to keep everyone safe during the return; a concern about encouraging the return and whether and how parents should be reassured about children returning to settings; and a concern that some parents thought that, if their child didn't return in line with the given timetable, they might be liable for fines or being taken to court.

There were concerns that families of children with SEN and in need of emotional support were seen as families whose children were in need of protection, and families who asked for help and support were seen as failing, or bad parents. For the purposes of eligibility for school places during the closure of schools and settings, grouping them as 'vulnerable,' along with children who were at risk, seems to have reinforced this interpretation.

There were concerns about funding and the impact of closures on the viability of PVI settings, with local authorities wanting assurances for settings who have lost business.

Finally, there were respondents who were concerned about the amount, and timing, of government guidance. Some respondents said this left them having to make changes every few days and having to read new guidance over the weekend.

4. Discussion of findings

Responses to the survey questions have identified some immediate concerns about the impact of the COVID restrictions, in particular the impact on: the transition of young children into reception; the loss of opportunities for observation and assessment of young children who are on SEN support; the widening gap between children with SEN and their peers; and the impact on young children of the loss of provision in an EHC plan. From the open text responses, significant concerns emerge about the impact of COVID-related restrictions on the mental health and wellbeing of children and their families, and related concerns about re-establishing routines and preventing behaviour difficulties. These concerns have both an immediate impact and a medium- to longer-term impact; and this medium- to longer-term impact may vary depending how well we address the more immediate concerns.

Wellbeing

The impact of the COVID-related restrictions on the mental health and wellbeing of young children and their families was a shared concern across all respondents. We consider this issue first as it affects many of the other issues raised in the survey.

The increase in financial hardship, the loss of short breaks and other care packages, enforced isolation, concerns about challenging behaviour, the loss of normal routines and normal social interaction were all identified as contributing to a deterioration in the mental health and wellbeing of young children and their families during lockdown. It needs to be recognised that the current loss of short breaks provision comes in the wake of the erosion of provision over recent years and, in consequence, exacerbates pre-existing pressures on families.

In addition, and despite the creative responses of some schools and settings in some areas, many families have been left to educate their children at home without support, or with inappropriate work or activities provided by schools and settings. On top of this, and, again, in spite of the creative provision made by some services, many children have been missing out on therapies and support and advice from specialist services.

Whilst these concerns are specific to young children with SEN and disabilities, they are in addition to the more general evidence emerging about the damaging impact of isolation on children and young people more generally.

Where respondents referred to 'catch-up', they did so in the context of missed therapeutic provision and re-establishing wellbeing and positive social interactions, rather than literacy and numeracy. As children return to settings and schools, the focus needs to be on settling children in, re-establishing routines, promoting positive social interaction, restoring provision and focusing on the restoration of wellbeing. This will need time and skill. There will need to be careful observation of each child, particularly in the prime areas of learning, to assess where they are, whether they have regressed or progressed during the closure of the setting, and to inform next steps in learning and development.

Respondents envisaged the need for an extended period to allow children to settle back into provision and establish routines. This would be particularly important for children who find it difficult to cope with change. There were concerns about whether settling in processes would be adequate, and whether there would be sufficient focus on the restoration of wellbeing. There were concerns that, without a focus on wellbeing, socialisation, and language and communication, the behaviour concerns identified in the survey would translate into early exclusions.

Preparation for transition to Reception

Loss of time and opportunity to prepare adequately for transition to Reception was the impact considered to be significant by the highest percentage of respondents to the survey. For children missing stimulation and socialisation outside their own home, the greatest concerns were about the impact on children's communication skills, opportunities to interact with their peers and the development of socialisation skills. These are closely linked to the concerns about wellbeing, above, but are cited as being particularly important to successful transition. There were also concerns about the potential delays in staff training and funding support that might mean that provision was not being in place in time to support the transition of individual children.

There were some insights into some of the ways in which schools, settings and families were preparing, or planned to prepare, for transition. The restoration of therapies and specialist support were seen as vital to support the learning and development of young children themselves and improve their ability to manage transitions. Two- and three-way information sharing (setting, parent, school) were seen as key.

Whilst preparation time that has been lost cannot be replaced or re-invented, some of the creative practices identified may help to meet the compressed timescales. Some schools were already translating face-to-face practices into virtual ones, with virtual school tours and virtual classrooms for story time, to support the development of relationships and to promote group interaction.

Schools and settings have to have regard to the Code of Practiceⁱ, and there are guides to good practice that have developed around transitions into school (for example, section 10 of the CDC SEN Toolkitⁱⁱ). Whilst the impact of COVID has made it more difficult to put everything in place in time, the focus still needs to be on establishing relationships, sharing information, creating continuities between setting and school and ensuring the school is well prepared to welcome young children with SEN and disabilities. This needs to be supplemented by specific preparation for the COVID-related arrangements that are going to be in place when a child joins their new school, such as the cleaning measures, handwashing routines and small groups.

The loss of time for the observation and assessment of young children on SEN support was also seen as having a significant impact on planning successful transitions into Reception. For settings, this represented the loss of opportunities to gather evidence for an EHC needs assessment or to secure top-up funding to support young children as they move into YR. Without this, there was a risk that staff training and funding support would not be in place in time to support transition, and the reception class would not be adequately prepared for some of the young children joining them in September.

Other early transitions were not flagged as being adversely affected by the COVID restrictions and there were lower scores in terms of significance, and the higher levels of uncertainty, about their impact on transition from Reception into Year 1. This transition may be less obviously challenging as it does not usually involve a change of setting, but transition from Reception to Y1 is arguably as significant a transition as, or more significant than, moving in to Reception in terms of the demands of the curriculum. If children do not reach a good level of development against the Early Learning Goals, they may struggle to access the Year 1 curriculum. With the EYFSP disappplied, it will be important that settings assess any child against the Early Learning Goals if they have concerns about that child's learning and development. That assessment should be shared with parents and the Year 1 teacher, and the local authority alerted to any child who may need an EHC needs assessment.

Identifying needs, making provision, SEN Support and EHC plans

After the impact on transition into Reception, the next set of issues thought to have the most significant impact, were:

- The loss of observation and assessment of young children on SEN support;
- The widening gap between young children with SEN and their peers; and
- The loss of provision in EHC plans.

We consider aspects of the SEN processes first, then look at the widening SEN/non-SEN gap.

The suspension of aspects of EYFS and the Healthy Child Programme (HCP) were thought to have a less significant impact on early identification, and respondents were less sure about the impact of the suspension of the HCP. It is possible that respondents had not given so much thought to the suspension of the HCP and, to a lesser extent, the suspension of the EYFS on the identification of young children with SEND. However, we know, from a number of sources, including Ofsted/CQC local area reviews, of the importance of the role of the early checks in identifying SEN and of the benefit of these checks being carried out in an integrated way.

The DfE guidance makes it clear that, during the disapplication of 2-year checks, settings should be alert to any concerns about a child's progress and put in place any support that is needed. As children return, settings are expected to carry out the checks as soon as possible, including where a child has already turned three, if the setting, working with the child's parents, thinks this would be useful.

However, there are risks that, with fewer opportunities and less time to observe children, needs may not be identified. If lower identification rates reflected lower levels of need, this would not be a problem, but it seems likely that levels of need, along with mental health needs and challenging behaviour, will increase over the coming months rather than decline.

There are also risks that problems of adjustment, or re-adjustment, to routines, and slow progress in developing communication and social skills, may lead to behaviour that is treated through disciplinary routes, rather than as a developmental difficulty, a communication and language difficulty, or a social emotional and mental health difficulty. It is this potential for mis-reading children's needs that has given rise to concerns about the potential for increased exclusions.

For a child already identified as having SEN, and on SEN Support, the survey highlighted examples of positive and regular communication between settings and families, and services and families, to make sure that appropriate support was in place while children were learning at home. However, these practices were clearly patchy, with some families having no support for home learning and others having work that was not tailored to their child's needs.

There were some very clear concerns about the impact of COVID restrictions on the progress of requests for EHC needs assessments and plans. However, the open text responses also reflect some creative responses, with assessments being carried out virtually and collaboratively by EPs and families, video material being submitted by families for SALT assessments and local authorities accepting requests and assessment evidence in a wide variety of formats.

The impact of the loss of provision in an EHCP was clearly very significant for some children. Children in some local areas were not getting therapy provision, while some local authorities

had contacted the parents of all children with an EHCP and offered contact directly with therapists. While some families were getting no support for learning at home, in other areas there were:

Bespoke packs of activities sent to specific parents for those with social communication difficulties, visual and hearing impairments.

Where settings and services have worked creatively to tailor provision to support home learning, this has been recognised and welcomed by families. However, the responses suggest that the wealth of creative provision in some places was matched by a dearth in others. Where activities have not been tailored to the needs of the individual child, this has generated additional pressures for families.

There was a recognition that, as the majority of children return to settings and schools, some children will need to continue to learn at home. To ensure that children do not lose out, it will be vital that every child who is continuing to learn at home has the appropriate resources, including any specific equipment and the necessary access and support from specialist services where that is needed.

Widening SEN/non-SEN gap

Survey respondents identified a widening SEN/non-SEN gap as being one of the most significant effects of the COVID restrictions. Whilst there was little to indicate how a widening gap could be either prevented or mitigated, there were questions implicit in some of the responses that indicated some ideas about what might be needed:

Whether schools will increase the amount of time they spend on the well being, social skills and mental health of children.

Whether schools will adapt teaching methods and re-assess children to accommodate the varying amount of "work" a child may have done during lockdown.

As children return to early education, and with concerns about both wellbeing and learning, these two responses highlight a tension between the two sets of issues that need to be addressed. The clear focus in the responses across the survey, and across all respondents, is on the need to address the wellbeing issues, to ensure children are in a better place to learn, feeling comfortable in settings and feeling good about themselves. However, learning itself has an important part to play in wellbeing, particularly when we consider the impact of, for example, developing skills in language and communication. The two sets of issues go hand in hand and the key is knowing precisely where children are in their learning and development, so that next steps, of the right size, and at the right pace, can be planned and supported. A sense of achievement and a sense of progress would contribute to each child's wellbeing.

There was also a recognition of the amount of provision that children would have missed, and concerns about how feasible it was to expect this shortfall to be caught up.

Very high expectations placed upon therapy and other NHS services to immediately be able to 'catch up' on what has been missed.

As families, practitioners and those working with them address the more immediate issues associated with the lockdown and the return to early education, there is some potential for the medium- to longer-term issues to be given a lower priority. It will be important to be alert to the potential longer-term impact of the wellbeing issues raised in the survey and the widening SEN/non-SEN gap. These come on top of, and exacerbate, pre-existing inequalities. There need to be substantial plans in place, locally and nationally, to address these issues.

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Council for Disabled Children

June 2020

Appendix 1: Survey responses

Respondents were asked to report the levels of impact that coronavirus is having on a variety of issues relating to young children with SEND. To note: bar charts not to scale with each other.

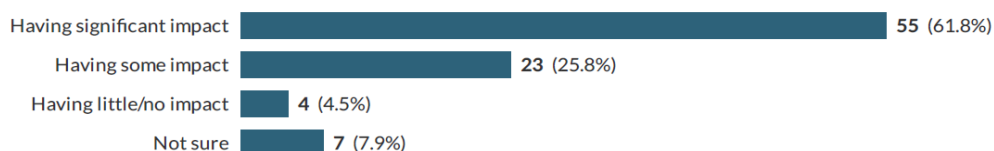
- a. The impact of settings closures on learning and development and widening SEN/non SEN gaps:



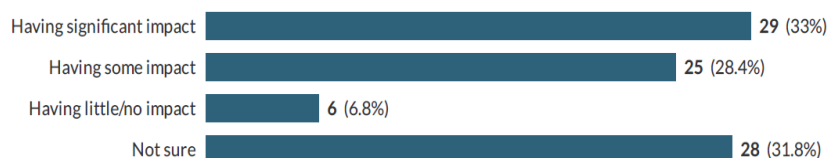
- b. The impact of relocation of children to alternative settings:



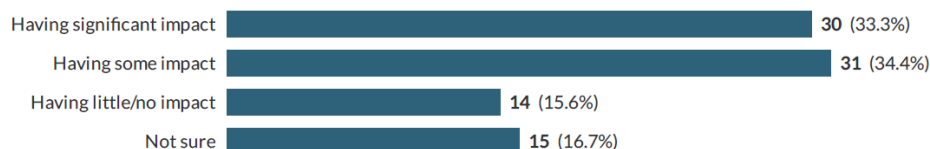
- c. The impact on the loss of preparation for transition into Reception:



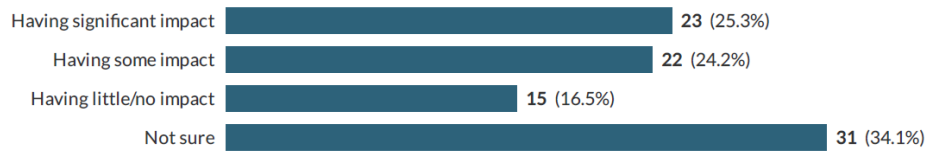
- d. Loss of preparation for transition from Reception into Year 1:



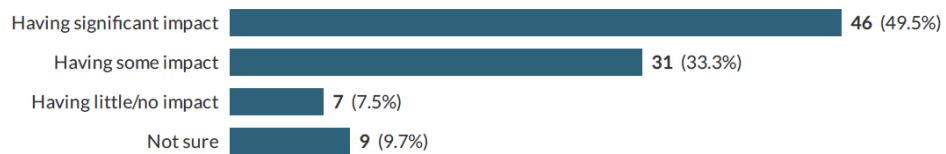
- e. Impact of suspension of EYFS on identification of SEND:



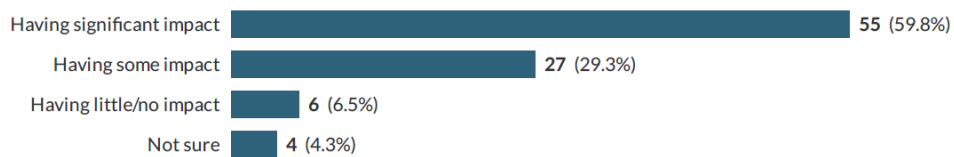
f. Impact of suspension of Healthy Child Programme on identification of SEND:



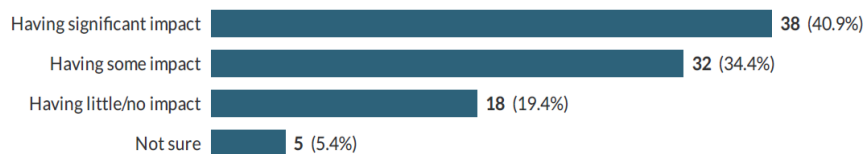
g. Impact of loss of provision in EHC Plans:



h. Loss of observation and assessment of young children on SEN support



i. Parent/carers are not getting enough support and information for their child with SEND



Appendix 2: Open text responses

A. Concerns during lockdown

Respondents were asked about their main concerns in terms of the impact of COVID-19 during lockdown. Responses were open text; they have been grouped by main area of concern. Common issues from all respondents include:

Impact on mental health and well-being of family/child

The mental health of all family due to no respite for children with SEM (parent)

Families' mental health during a time of enforced isolation (we remain concerned but they have coped far better than we had hoped) (VCS)

Loneliness and mental health (IASS)

Impact on EHC planning

Children who are undergoing assessment of needs (via the EHC process) assessment and decision to issue will take longer... some children will join school without (LA EY team)

ECH applications frozen or extremely limited (PVI nursery)

EHCPs being finalised to meet the twenty week deadline but without all the statutory advice. (parent)

Loss of routine

Social/ emotional impact on not having the normal routine and not connecting with others outside the home. (Respondent based in a school)

Children missing out on the routine of school and the social aspects of education. (Health professional)

Children displaying challenging behaviours due to change in routines. (LA SEN team)

Impact on transition

Inability to prepare for transition properly. (LA SEN team)

Plan, do, review cycles for nursery and pre-nursery children continuing in order that EHC applications can move forward where needed for successful transitions. (Respondent based in a school)

In addition, there were some common issues reported by:

Local authorities:

- Safety of vulnerable children and families

Parents and families:

- Children regressing
- Behaviour and safety of child and/or family

Settings (nursery and school based):

- Lack of support for parents to keep their children educated, safe and stimulated

- Children regressing

'Others' (including Information, Advice and Support Services, health and VCS)

- Behaviour and safety of child and/or family

B. Concerns as restrictions are eased

Respondents were asked what their main concerns were as the restrictions eased. To note: there were more concerns shared by all respondents, with fewer distinctions between groups. The most commonly reported concerns include:

The risk of infection/social distancing when settings re-open

How to keep children safe in our settings with government advice that PPE should not be used and no way to socially distance for under 5's. (VCS)

We are a vulnerable household and are worried that covid-19 could be brought home. (Parent)

Parents are very scared about risks to their children. (Health professional)

Parents are worried about sending their children back to nursery and school because of the risk of them carrying the virus home. (LA EY team)

Not adhering to social distance. (PVI nursery)

Re-integrating into education

The quality and effectiveness of transitions back in to the educational settings. (LA SEN team)

Transition back into early years settings / schools, impact on well-being and anxiety (particularly for children with complex needs). (LA EY and SEN)

Transition back - children with SEND need routine - phasing and rota systems will not work. (Parent)

Transition

New transitions especially into school. (LA EY and SEN team)

The transition process into an educational placement. (Parent)

Will the transitions still take place and will they be adequate enough to settle the child. (IASS)

Lack of staggered and planned transitions to the next phase of education. (LA EY and SEN team)

Change and disruption to routines

Impact of another big change to routine on young children with SEND. (LA EY and SEN)

Transitioning back into the school routine from a whole new, unusual routine. (Respondent based in a school)

Getting back into a new routine. (Parent)

C. Examples of things local areas/setting are doing differently in response to the current situation

From local authorities:

- Virtual meetings with families to check in and provide support;
- Signposting to and providing resources for families to support children at home;
- Conducting panels, reviews and assessments virtually.

For example:

Weekly cell meetings - there is a greater level of LA planning as a whole despite the challenges. (LA EY team)

Bespoke packs of activities sent to specific parents for those with social communication difficulties, visual and hearing impairments. (LA SEN team)

The EHC submission team are accepting emails and or phone call agreements for submissions of assessment of needs documents. (LA SEN team)

From parents and families:

- Key workers communicating over email.

For example:

Speech therapist (who hasn't yet seen child) has asked for videos and made two telephone calls to make suggestions. (Parent)

His key worker sends me lots of stuff via email and has regular contact via the phone. (Parent)

From settings (nursery and school based):

- Virtual meetings with families to check in, support and assess, on a weekly basis
- Providing families with home learning activities, either virtually or delivering to home;
- Conducting transition process virtually;

For example:

Regular calls to parents to check in, offer tips and activities. (PVI nursery)

... YouTube videos of Attention Autism, story times, exercise videos. (PVI nursery)

Contacting children who will be joining our school and asking them to join the Zoom sessions in advance of joining. We would normally do home visits to anyone new to school. (Respondent based in a school)

From others including IASS, health and VCS

- Virtual meetings with families to check in, support and assess
- Therapies, CAMHs, referrals done virtually.

For example:

Telehealth reviews (telephone and video) for whole caseload. (Health professional)

Not undertaking face to face meetings, but are still working via phone, email, social media & online platforms (Zoom). We are still working with families & YP. We are still supporting at mediation & Tribunal & still raising issues & concerns to Strategic managers in LA & CCG. (IASS)

Ed Psych offering telephone consultations to parents. (IASS)

Online learning pods where small groups are receiving SALT sessions. (VCS)

D. What other support would help during lockdown?

From local authorities:

- Funding for PVI's
- Useful signposting to resources

For example:

Recognition from govt that PVI settings are struggling to manage and clearer information about what they can access / how they can calculate furlough etc. (LA EY and SEN)

Additional funding to help PVI settings to remain solvent. (LA EY and SEN)

Summary of useful resources for settings / parents - there is so much being put out there. (LA SEN and EY)

From parents and families:

- Financial help
- Sensory equipment
- Virtual learning for long time isolation

From settings (nursery and school based):

- More timely advice from the government, for example around furloughing

Other (including IASS, health and VCS):

- Good IT resources
- More timely advice from the government
- Better home schooling resources for children with SEND

For example:

Some parents report not receiving any differentiated work for their SEN child which has led to problems at home. (IASS)

Clear, carefully considered guidance that is not released at 7pm on a Friday would be great. At the moment the information comes at times that forces people to work at weekends, and also forces us to change our plans every few days... this has not been helpful for staff wellbeing. (VCS)

E. What other support would help as restrictions are eased?

From local authorities:

- Access to PPE
- Assurances about funding for PVI settings who will have lost business.

From families

- More timely advice from the government
- Virtual learning for long time isolation

From settings (nursery and school based):

- Recognition that children will need a period to catch-up
- Clear guidance on keeping safe and social distancing

Other (including IASS, health and VCS):

- Guidance on the easing of restrictions and how to re-integrate children
- Financial support and guidance around social distancing

ⁱ DfE and DoH (2015) SEN and disability Code of Practice 0-25 years

ⁱⁱ CDC (2015) *SEN and disability in the early years: A toolkit*