



East Sussex Parent Carers' Experiences of COVID-19

Executive Summary

A. Context

Amaze is a charity providing information, advice and support to children and young people with special educational needs and disabilities (SEND). Like others, we have been working hard to respond to the COVID19 crisis. We have quickly adapted our services and support so we continue to be in touch with large numbers of families, including putting out SEND-specific (parent carer and young person-friendly) information via our SENDIASS Helpline, through our social media, via our online coffee mornings and befriending calls etc. We are also working closely with the East Sussex Parent Carers Forum (ESPCF) to hear from and respond to parents' concerns.

Through this contact and experience, we know that families with disabled children are especially vulnerable during this time of crisis but decided to run a survey to, more methodically, identify their experience thus far and inform how [Amaze](#), [ESPCF](#), East Sussex County Council, the NHS and other agencies, can best support parent carers and CYPs in these difficult times. The survey focused particularly on how lockdown is affecting CYPs' learning and the support families need around home schooling and in staying healthy and well.

The survey ran online, over a limited 7 days (17th - 24th April 2020) and whilst we received a response from 36 parent carers, we recognise this is a small sample. There are both families who are digitally excluded, and some who are too stretched/stressed to be able to complete a survey at this time, so please read the findings below with that in mind.

These findings can be put together with, and reinforce, the themes and issues gathered from the outreach telephone calls which ESPCF has made to its members in the past 2 weeks. Recommendations in this report incorporate and build on the concerns and questions which families accessing Amaze services have raised as well as those ESPCF has been discussing recently with ESCC.

B. Summary findings



High levels of stress and anxiety: COVID19 is clearly causing a high degree of anxiety and worry to both children and young people with SEND and their parent carers. Almost all of our survey respondents said they were experiencing higher levels of anxiety about a wide range of issues such as: contracting the virus, keeping their family safe, not being able to support

	<p>their child with learning, coping without PAs/respice, child's worsening mental health or behaviour, worrying about loss of income/employment, impact on siblings/other children, worrying about the future.</p>																
	<p>Children with SEND not attending school/college: While CYPs with an Education, Health and Care Plan (EHCP) are entitled to be individually considered for a place in school, only 8% parent carers who responded to the survey have taken up the offer of a school place. 63% said they had been offered a place, in line with government guidance, but most are choosing not to send their CYP to school to reduce the risks of COVID-19 infection. 33% reflected the school place offered to them did not meet theirs or their CYPs' needs, so they felt they had little choice but to keep their CYP at home. Transport journey times to school was also a deciding factor as this increases risk of infection.</p>																
	<p>Parents need more help to support home learning: The survey did not highlight a current demand for EHCP CYPs places at school. However, when asked whether they feel they are getting the support they need at home, experiences are mixed:</p> <table border="1" data-bbox="376 913 1396 1070"> <thead> <tr> <th>Are you getting the support needed</th> <th>Yes</th> <th>Partially</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>EHCP CYP</td> <td>29%</td> <td>24%</td> <td>47%</td> </tr> <tr> <td>SEN Support CYP</td> <td>20%</td> <td>60%</td> <td>20%</td> </tr> <tr> <td>CYP at home before COVID</td> <td>33%</td> <td>50%</td> <td>17%</td> </tr> </tbody> </table> <p>While there are examples of good support and situations where parents are adjusting to home-learning by developing their own flexible routines and tailored learning, several parents also reflected that they are not getting the support they need. Specific issues include:</p> <ol style="list-style-type: none"> i. The work which is being sent home is not enough and/or are not differentiated or appropriate to CYPs' needs. Parents would welcome additional resources, eg 19% for SEN Support CYPs and 29% for EHCP CYPs would welcome more online materials being provided; 19% SEN Support CYPs want printed materials made available ii. From our sample, the level of contact from schools appears minimal and families seem keen for more interaction with staff, to get the support they need iii. Several families say they are lacking access to therapies or much needed contact with other health services iv. There is concern about the impact of delays to CYPs' diagnosis/assessments and frustration due to poor communication and uncertainty v. Juggling support to multiple CYP (some all SEND) and how home schooling is impact siblings is causing stress vi. Parents are concerned about support and preparation for their CYP's transition to a new setting in September 2020 	Are you getting the support needed	Yes	Partially	No	EHCP CYP	29%	24%	47%	SEN Support CYP	20%	60%	20%	CYP at home before COVID	33%	50%	17%
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Worsening of child and family mental health and wellbeing for most:

Families are affected by not being able to access a range of other services or activities as they would usually, which is impacting negatively on their CYP and their families' wellbeing. These include exercise/leisure activities, PA/respice, young people activities/clubs, direct payments, transition prep, open space/outdoor facilities, independent travel training etc. Some parents reflected that their CYP was not eligible for services or refused to engage with services prior to COVID-19, so these things had not changed for them.

All families (EHCPs, SEN Support and CYP Out of School prior to COVID-19) unsurprisingly reflected that having their CYPs at home 24/7 is challenging and shared a wide range of issues they are experiencing

- i. Most worryingly this report demonstrates high levels of anxiety, isolation, stress and depression within the community, about COVID-19 generally, it's impact on their SEND CYP and their capacity to cope at home.
- ii. Accessing food/shopping is an ongoing concern, in particular in relation to frustrations around booking online shopping food delivery slots.
- iii. Juggling working and caring, supporting learning and having multiple CYPs at home, sometimes with different SEND needs, is also difficult.

It is important to note that many parent carers reflected their CYPs were benefitting from a more relaxed routine, reduced anxiety in not needing to attend school and having a more informal approach to learning at home. This is backed up by similar experience at the YMCA who are reporting 30% of their 12-15 year olds saying their mental health has improved since they stopped going to school for lockdown. This is coupled with significant worry as to how CYPs will re-integrate in school after lockdown.



Concerns about their child's progress or plans for the future: Several families said they are lacking access to (Speech and Language, Physiotherapy, CAMHS and Occupational) therapies or contact with other health services. There are concerns about the impact of delays to their child's diagnosis or assessments and therefore referrals into services. Some families are concerned that their child(ren) with SEND will be falling (even further) behind in school which may make re-integration back into class harder. Parents are also concerned about preparations for their child's transition to a new setting in September 2020



Parent carers shared tips on how they are approaching home learning and the coping strategies which are working for their families, including: focusing on quality time with family/just be/have fun, life skills and informal learning (games/arts), being kind on yourself/set realistic goals/look for the positives, going for walks/getting physical activity, nature/outdoors, having routine and structure and connecting with others (with family/friends/parent carers)

	<p>8 parent carers requested a call back from Amaze to provide further support. 21 were unaware of the Amaze FAQs.</p>
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c. Our Recommendations

We know there is a huge amount of good work going on across East Sussex to respond to the COVID-19 crisis and we appreciate some services/providers are doing the below things already, and some things might be in train. But we thought it might be helpful to make a short list of recommendations, responding to the data and parent comments, for services/providers to consider as we look set to continue in lockdown:

Schools/Colleges:

- i. Where a family chooses for their child to remain at home, in consultation with parents and carers, schools to be in appropriate contact with families and to offer adapted/differentiated learning resources to meet the needs of children with SEND in a more person-centred way. E.g. particular resources that might help a child with ASC for instance and/or offering timetable online interaction and video content. Where possible, teachers could contact families to find out what works best for the child.
- ii. Support families who are not online, by providing school laptops/tablets and access to WIFI. Can ESCC give out a clear comms message about how children on Pupil Premium, who don't have IT access, can access equipment?
- iii. Provide the option of printed packs of learning resources where requested and items of stationery if families cannot afford this.
- iv. Heads and senior leadership teams to be sending out strong message to pupils and parents that their mental health and wellbeing is the most important thing at this time, but they need to engage with some learning if they can, but to ask for help if they need it. NB A well differentiated and agreed educational offer (as described above) should help CYP to access education in a way which supports their MH and wellbeing.
- v. Begin to plan how to reduce anxiety for children who have been out of school for long periods of time e.g. whether possible to minimise changes to teaching staff i.e. keep staff with current year groups and HTST taxi drivers etc. Consider visits for children to go to school/college for shorter/half days to reacquaint themselves initially and staff to outreach and visit families at home where necessary to support re-engaging in school.
- vi. Develop videos to (re)acquaint pupils with a school setting, in particular for those at key stage transition points. It is also important to consider the need for CYPs who are leaving to attend a new setting, to have a proper opportunity to attend their old school and say goodbye.
- vii. Where a school has enough teaching capacity and a child's health would not be put more at risk, schools to more clearly state that they welcome children with EHCPs to return to school, and what their offer to them will be.

- viii. Consider the inequality of learning experiences that children with SEND (and their siblings) in the school population will have had during lockdown and how some of this could be tackled. E.g. could SEND children be prioritised to return first?

Social care:

- i. Clarify how much flexibility is being offered re direct payments? We know other LAs across the country are being upfront and giving examples of how DPs can be used to encourage creative approaches, e.g. purchase of outdoor play equipment, payments to other people in household if normal PAs not able to attend house.
- ii. Clarify what support is available for managing increasing challenging behaviour at home. Some clear comms is needed about what a parent should do if their child is violent towards them and they can't safely leave the house.
- iii. Provide some additional support to siblings, asking them what would be helpful.

Amaze:

- i. Share parent-to-parent tips about what helps/what's working well for others
- ii. Maintain social relationships for most isolated parent carers and young people with phone or online support from Face to Face befrienders and Amazing Futures peer supporters where possible.
- iii. Help identify which families continue to struggle with food shopping and try to fix them up with community hub volunteer.
- iv. Develop the FAQ information into bite size chunks to be dripped through social media channels and presented more accessibly on their website.
- v. Continue to promote the letter re. accessing outside space to support families with CYP with SEND who are not sure of the guidance.
- vi. Continue to offer Looking Forward 1:1 support to YP who need help thinking about their future (college, training, employment) [only funded to August].

Health teams:

- i. Provide more therapy interventions online – either as 1:1 sessions, small groups, Q&A sessions with therapists or learning webinars for parents to use
- ii. Consider what more mental health/CAMHS interventions/support could be provided virtually and communicate the offer (including what family should do if child is self-harming).
- iii. Consider what provision could be made for parent carers reporting high levels of anxiety. Clarify what the offer for counselling is.
- iv. To ensure there is a way for health teams to be continuing to assess children and provide evidence for EHCP needs assessments.

Calling families:

Finally, we know that services, including our own, are making proactive phone calls to families they consider might be at risk, or vulnerable. We have discussed this with ESPCF and have identified the following suggestions:

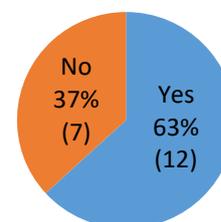
- i. Many parents have their phones switched off or are struggling to answer their phone when they are with their child(ren), so if a professional is going to ring them to see how they are – please text or email beforehand so they know to expect the call.
- ii. It is important that risk assessments are dynamic and refreshed as families' circumstances change. This needs to be balanced with not overloading families with contact and ensuring they are involved in this process.

- iii. Be clear on the purpose of the call and whether it is a supportive check-in, or if practical help is being offered. Explain what provision, resources, and support have been put in place as a result of the COVID risk monitoring.
- iv. Ideally for the caller to be able to resolve, or action, parental requests rather than just providing a list of places for the parent to be signposted to.

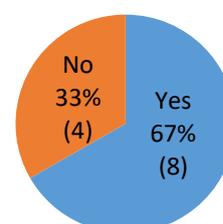
D: Survey Results

Section 1) CYPs with EHCPs eligible for school place (n.19)

1.1 Has your CYP with an EHCP been offered a place in their school or another setting during the coronavirus crisis?

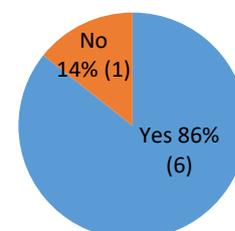


1.2 Do you think the place offered is suitable for your CYP?



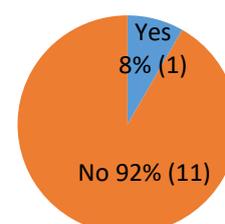
1.3 Do you know why your CYP's school didn't offer a place?

- "They said it was high risk"
- "Needs can be met at home and work is being sent home, tutor working remotely which is ok"
- "CYP has chronic kidney disease caused by an immune disorder so not suitable for her to be in school at this time for health reasons"
- "We are in a situation where CAMHS have failed to support medical needs to re-integrate"
- "Not a key worker"
- "We received a letter from the school saying that children with certain requirements could not attend. Our CYP requires medical interventions and two staff members for personal care"
- "They aren't taking any children with complex needs"

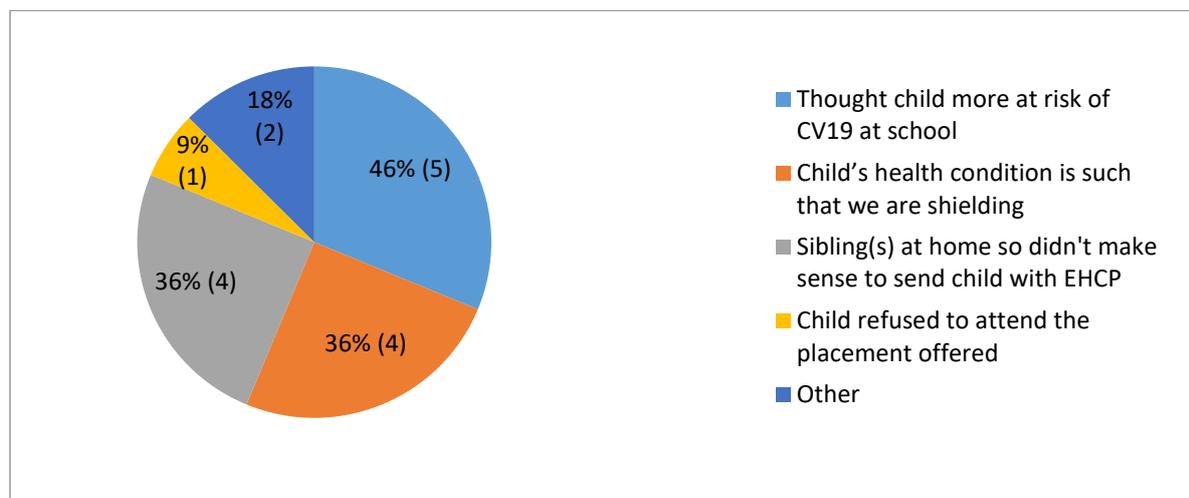


1.4 Have you taken up the offer of a school place?

- Due to me having underlying condition, my CYP is worried to go in at the moment but we can change our mind at any time
- School asked that children who need extra support due to behaviour or personal needs are kept at home where possible



1.5 What were your reasons for not taking the offer?



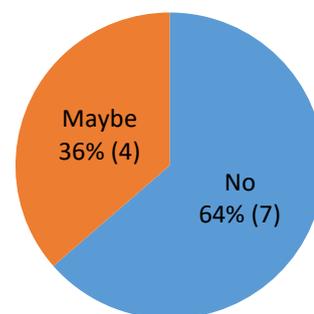
1.6 Parent experiences around their school place offer

- “CYP1 with EHCP was offered to go a different school to the one he usually attends. They made a clear point about [CYP needing to adhere to] behaviour policy [which he would likely struggle with as he is already regularly excluded and awaiting a placement at a specialist school]. CYP2 is diagnosed but still awaiting their EHCP. CYP2 wasn't offered a place yet he loves school and would go [happily to any school offered]. To save arguments, I kept both off”
- “The school is giving childcare not any special provision. My CYP needs to have some support from their EHCP and a familiar TA which has not been offered”
- “The rota of staff meant a familiar adult would always have been in, the day continues to have some structure despite being more 'childcare' than education. I did not take up the place due to CYP health needs and I am able to provide an appropriate alternative”
- “LA informed Team Domenica they had to open. I stated I wasn't going to send my CYP in, as per government advice. Team Domenica have put a FT (with breaks) Zoom package that I'm really happy with, and more importantly, so is my CYP”
- “Our CYP has health issues that may makes them vulnerable to this awful virus so when CYP was offered a place at college, we declined. We have been in isolation for over 4 weeks as a family and are not even risking walks”
- “CYP would have been looked after. We are keeping CYP at home though. CYP is very vulnerable and would potentially be very ill if they caught covid19. CYP also dislikes school so being at home is preferable for them”
- “Headstart have been fantastic throughout this Pandemic. They have contacted including during the holidays every day, to check on my CYP and I. They have set up a homeschooling interaction for those at home”
- “They offered two days per week before the Easter holidays. We decided not to send CYP as we felt this may be more confusing for CYP to only attend two days and not five.

Plus CYP has a journey of around 17 miles each way in a taxi which means close contact with driver and escort”

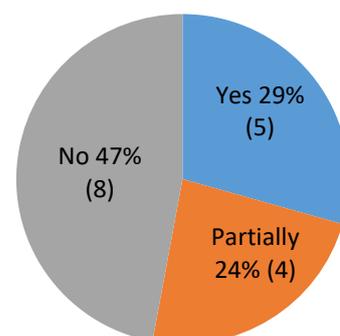
1.7 Do you now want a place in school?

- “If both my children can go to school and the virus risk is managed, eg with testing. Hygiene should be kept up now and even after the virus is gone”
- “Whilst government advice is to remain at home, that is what everyone (where possible) should do”
- “Maybe, to keep child in routine”
- “He's too vulnerable health wise”
- “He's safer and happier at home”
- “We are taking it a day at a time, if I get to stage where it's too much then I can take up the offer of sending CYP in”



Where support is working well for families

- Some are receiving check-in calls from school
- A handful are receiving learning resources and / or telephone or virtual support from teachers/TAs
- Some reflected on the importance of routine, others on the flexible approach to learning
- Several felt their CYP was enjoying a more relaxed timetable and reduced pressure/anxiety



1.8 ECHP CYPs: are you getting the support needed?

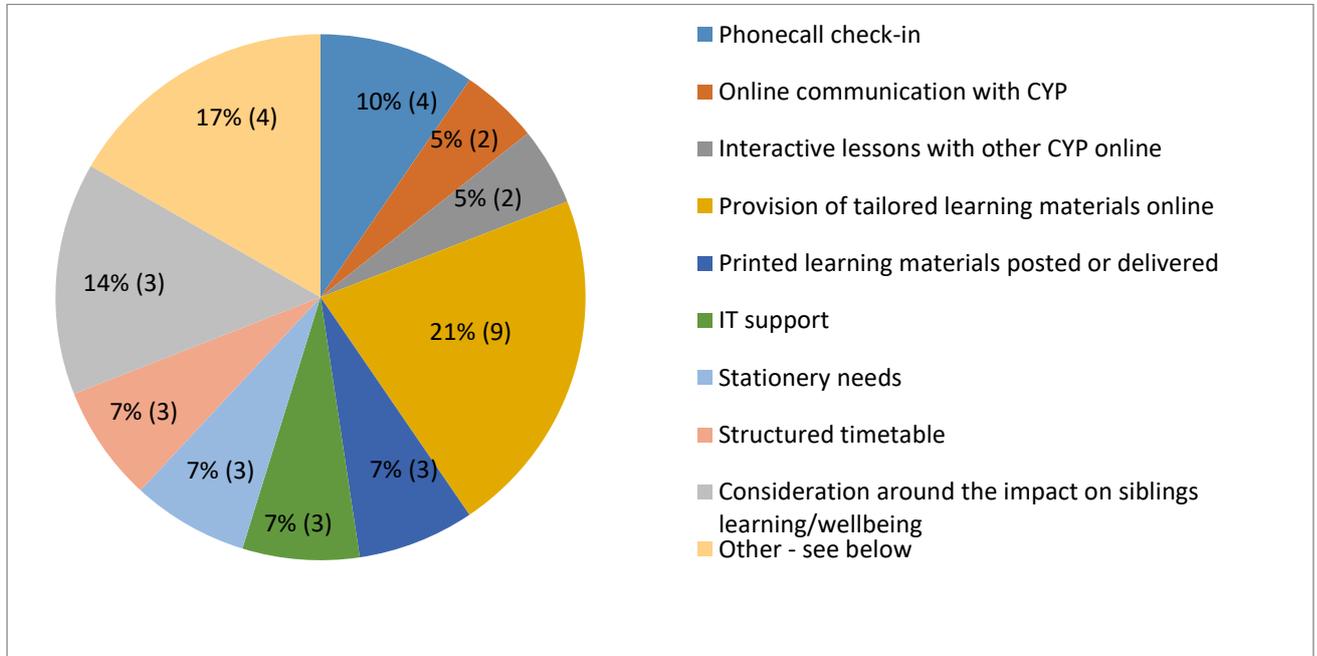
- “We have had one email to keep in touch”
- “We are happy to stay safe at home and college have been amazing with their support and online learning. Although it has been tough for CYP to adjust to, as it has most people, we are happier knowing he is home working”
- “Team Domenica provision and support is excellent”
- “1:1 tutor on skype each week, my child feels valued and questions re work can be answered. Actually very used to being at home so lockdown has not had much of a negative impact apart from missing driving lessons a bit”
- “I am a SENCO and previously a special school teacher, this means I am fortunate enough to know how to access resources and plan tasks”
- “School have been fantastic”
- “Being flexible about our daily routine”
- “Support from other parent carers, who I already have a relationship with has been probably the most helpful thing!”
- “Routine routine routine. We are fortunate CYP has a good work ethic. CYP has twice a day contact with college support and as much support from teachers as he needs”
- “We're doing the work set by class teacher. CYP completing it with my support and also from older big brother”

Where families do not feel supported

- Many felt they are not being provided with learning resources or guidance which meets the needs of their CYP with SEND and helps them deliver home schooling. There was a sense that some parents were having to work this out for themselves without the necessary capacity/skills/knowledge/resources
 - There was little mention of schools offering online interaction, for learning or socialising
 - The level of contact from schools seems minimal and families seem keen for more
 - Several families are lacking access to therapies or much needed contact with other health services
 - Two families express concern about preparation for transition to a new setting in September 2020
- “CYP is much happier and less anxious, far less meltdowns due to not going to school. Keen to work on some things that capture CYP’s interest”.
 - “Don't get any work for the child that suits their needs”
 - “A fortnightly phonecall from SENCo to check in and one email with some pictures in to make a visual timetable but no support with academic work from class teacher or any issues arising from CYP’s ASD or sensory needs.”
 - “Last time I spoke to school was 2 weeks ago before the Easter holidays, when he wasn't struggling. He is now”
 - “CYP is happy at home but misses school. More homework would be good - my other non-SEND CYPs have a full daily timetable. Don't need that for my SEND CYP but a bit more focused school work would be good”
 - “I have printed off work myself that I feel works and teaching life skills”
 - “Limited use of laptop at home as we have one old laptop and 3 of us needing to use it”
 - “I am timetabling CYP and they are enjoying cooking and assault courses in the garden but we can only manage an afternoon timetable”
 - “No education is happening but bike rides and walks”
 - “No OT provision as part of EHCP. No support to learn at home. No help with anxiety/sleep problems”
 - “He's not getting any S<, physio or IT support”
 - “School are contacting us once a week but with no practical help. It's more a 'check in' email than something useful. Therapy services have stopped completely”
 - “Both CYP under CAMHS and not once have they rang to check in on them. CYP1 is getting worse, sitting in the dark in bedroom not leaving the house even for essential walks, also awaiting medication but due health check and no face to face appointments”
 - “There's just a host of things in CYP’s EHCP that aren't in place. OT, sensory integration, physio... like all families we're having to do everything at home school does, one email home a week that is mainly copied and pasted. So little compared to the amazing lockdown provision by CYP’s sibling’s school. Their only understanding of what is needed seems to be in terms of curriculum. At a special school the needs go way beyond that and the EHCP is access to HEALTHCARE too which is completely missing”
 - On the week of closure my CYP was to start having support from CLASS, he was assessed and now nothing more. He was only in school 2 hours a day in the back offices, included but actually excluded. Now he is not getting any support from school.

- “The only thing working is not fighting to get CYP into school. 3 years’ non-attendance”
- “Much happier since being away from school where he was regularly restrained and complete turnaround in behavior”

1.9 EHCP CYPs: what further support do you need?



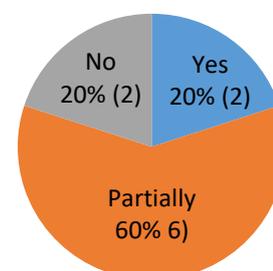
- “Addressing all the broader social/emotional needs. Plus fun imaginative interactive ways of learning and building a strong sense of school community”
- “We asked for an IT package to complete work (PowerPoint) this was refused - this is frustrating because it would allow for flexibility and freedom for my young person to work independently”
- “iPads, Stationary, Sensory equipment”
- “Help to provide S< and OT support that CYP would be getting at school from staff who have been trained”
- “Support for transition as CYP is due to go to secondary school in September and we were due to start transition now and have annual review”
- “We are isolated due to domestic abuse, I am unable to leave the house which means my CYP is unable to, we are not able to get shopping. My CYP cannot get exercise outside or talk anyone”
- “We have been provided with ALL of the above by Team Domenica! They really are excellent”
- “He's never had help from LA before, don't see why they bothering now. CYP's happier not having to deal with school”
- “Very hard to juggle supporting two SEND CYPs with very different needs”

Section 2 SEN Support CYP (n.11)

2.1 Are you getting the support needed?

Where support is working well for families

- Some parents are receiving guidance from school and have adjusted to supporting their CYPs around learning more informal learning
- Many parents commented on CYPs' reduced anxiety without the pressure of attending school and increased flexibility around learning



- “The support from the Learning Assistants in Learning Plus (SEN unit at the school)”
- “Lots of cooking and hands on work like making things out of wood and things he finds around the house”
- “Support from school and to try the same routine at home ie breaks and lunch times etc”
- “Not much! School tried to help and ESBAS ring who are helpful.”
- “CYP is benefitting from being in home environment and being able to take things at their own pace - we previously loosely home educated so this is familiar to them.”
- “For us it is working very well as CYP was a school refuser rarely attending school anyway. Home education suits CYP really well. CYP is far less anxious and eats and sleeps better than normal.”
- “CYP has SEN support but awaiting diagnosis. School have allowed CYP to go in 2 days a week to give CYP a bit of a routine back”
- “CYP is better at home as no masking in the day resulting in massive meltdowns although CYP does miss friends”
- “Not pushing CYP but still keeping a routine where possible”

Where families do not feel supported

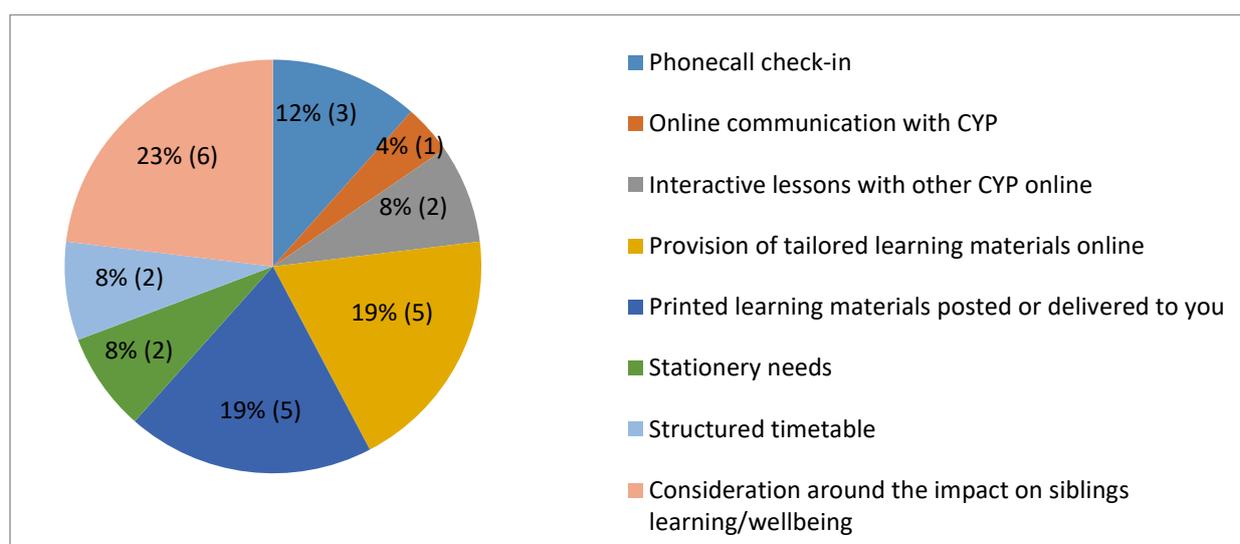
- Similar to EHCP CYPs, parents say work set by school is not tailored to their CYP's needs and their CYPs are struggling to engage in learning at home, resulting in challenging behaviour
- Some have not received any personal contact from school/SENCO etc
- Some were concerned about the impact of delays to their CYP's diagnosis/assessments and frustrated by poor communication and uncertainty.

- “Nothing specifically for my CYP. Class has been sent work but it's not adapted for CYP's needs at all”
- “We have had no contact from the school or anyone else, other than the intermittent generic emails updating parents on closure, newsletters etc. There was no mention of

vulnerable children being allowed to remain in school - or our nursery in the case of my younger one - or any follow-up contact with the SENCo”

- “Although the support is very good it is remote learning so still difficult for my CYP. CYP struggles to understand a lot of the work anyway so obviously things are even more difficult at this time. Struggles to accept support from myself”
- “They school are great but my CYP cannot do the home learning, thinks school is for learning”
- “My CYP gets work sent to them, but will not do it even though I sit with them. CYP having meltdown after meltdown as just wants to be at school now”
- “We are awaiting special school but no places available. Half a day has been suggested in a different school”
- “No contact from school since closure - EHCP being applied for and at assessment phase. Co-production meeting booked via Skype. No confirmation from school to say they will be at the meeting. Draft plan still not sent to me which I should be looking through prior to Skype meeting. Communication very poor from the school”

2.2 SEN Support CYPs: what further support do you need?

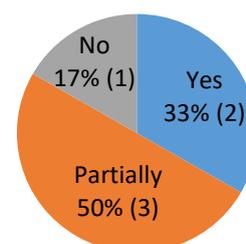


Section 3 CYP Out of School (6)

3.1 Are you/they getting the support needed?

Some families in this cohort tended not to answer this question in the same way as EHCP/SEN support families. They reflected more on the longer-term challenges around not attending school, rather than how the COVID lockdown is affecting them, perhaps indicating that less has changed for them. Experiences are mixed as these examples show:

- “Out of school since February half term. School are supportive and diagnosis has come within that time. SENCO and CLASS are in regular touch as is school.”

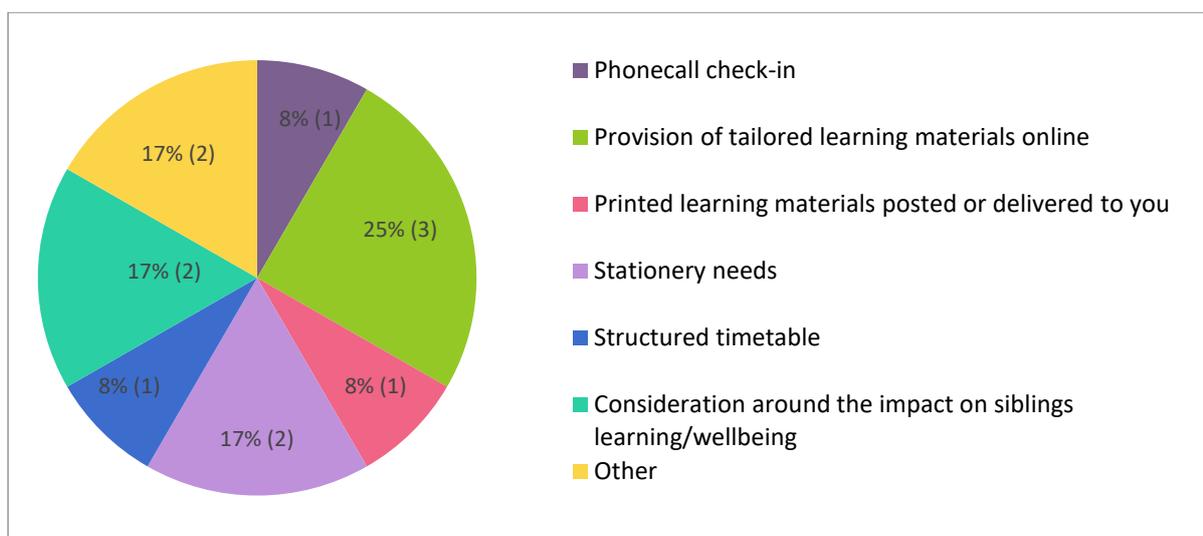


- “My child started e-learning through iSEND and the Battle TLP in February. He was meant to start going to the Battle Centre but only went twice before lockdown.”
- “Has been out of school since September with no work sent. Asked for differentiated work for CYP now everyone was home learning and was told he could do the class work or whatever he liked. Asked for reading eggs log in for online learning and told he was too old as it was for lower year groups, even though he is a year 4 child with the reading age of a year 1 child at best. Have been reported to ESBAS apparently for failure to send and failure to engage despite the fact they have not contacted me and I haven't missed any meetings. SENCo declined to further engage in the EHCP process we are in currently as she felt we weren't sending our child back”
- “Peace, control and space to be. Now eating more regularly.”
- “CYP loves to help bake and to colour. Those things are exhaustive though, and so only fill part of our day. CYP doesn't sleep until the early hours of the morning, so I have that time alone with CYP, and then I have the first part of the morning alone with the other children, which gives us quality time together”
- “Continued routines. Lots of time and attention, distraction activities such as jigsaws and games. Daily exercise. Honesty in relation to Covid19 and reassurance”
- “Being given a supportive environment for self-learning. With short sessions of 1:1 sessions throughout the day of maths, reading and whatever else is not self-initiated”
- “He likes not going out so isolation works well for that”

Good practice example

“My CYP is doing well with e-learning at home. This was a surprise for me as they did not like me trying to get them to do school work at home. But CYP likes this e-learning system with the live teacher, and opportunity to ask questions via private messenger”

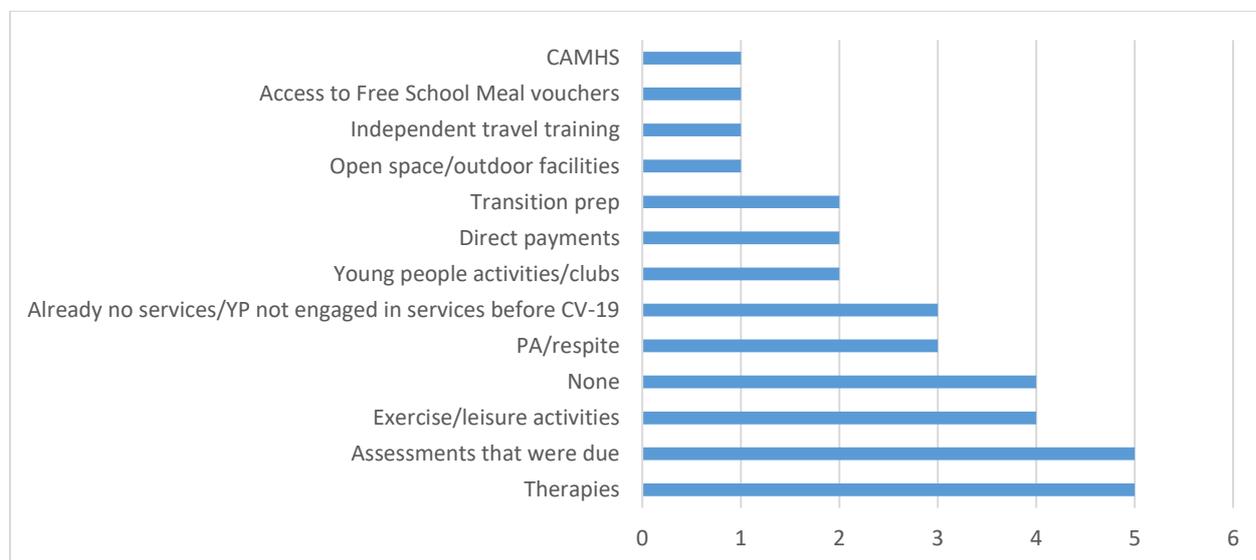
3.2 More support needed



“Support for anger & anxiety. Something to make sure this doesn't have long-term impacts”

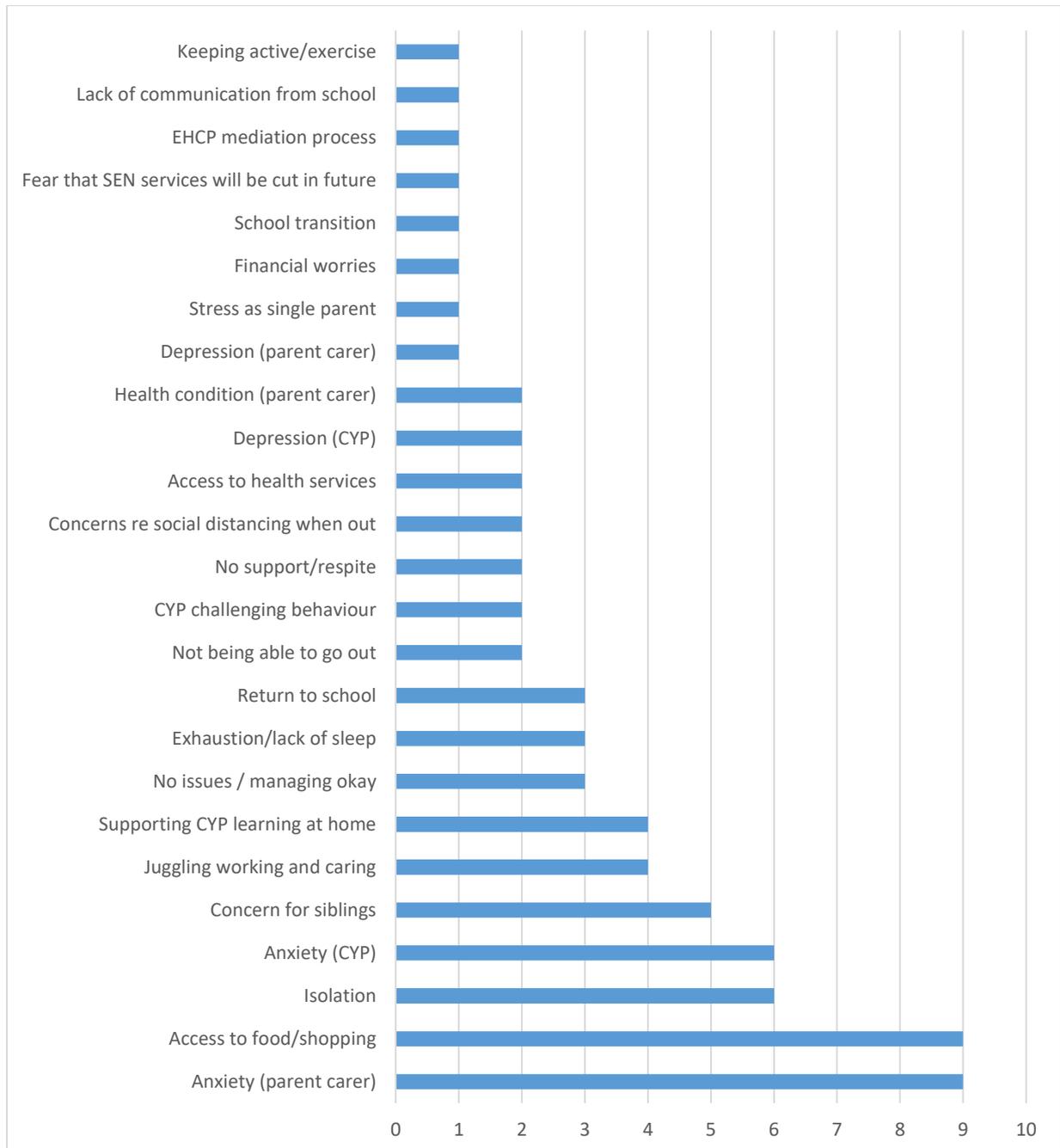
Section 4: All Families (EHCPs, SEN Support and Out of School)

4.1 Are there other services or activities that your child would normally use that you feel they/you need, that are no longer available to you or not in the way you need?



- “Lost respite support - I am making this up by partially working from home as I have a very understanding employer”
- “There is going to be a delay with travel training now but that is the same for everyone - I'm hoping this will be taken into consideration when looking at outcomes”
- “Physical and outdoor activities - school clubs - gymnastics and forest school”
- “SALT, OT, Physio, he was due sessions with CLASS and Ed psych assessment. I'm worried about transition process for EHCP for secondary school”
- “We access both Demelza and Chestnut Tree House palliative support at home, neither of which we can access at the moment. Part of our care package is a small amount of Demelza care a week, which we cannot use. We cannot use her direct payments either and I'm concerned that ESCC will want the money returned rather than letting us use those hours at a later date. CYP is not receiving any therapy input and cannot access her hydrotherapy sessions”
- “Amazing Futures has closed as it should, he misses that. This was CYP only social interaction. Adult social care has not supported as their service are shut”
- “He's missing his swimming lesson on a sat and music at school”
- “Services have failed us prior to Covid. There is no change”
- “Everything, can't access anything even though people claim to be working from home. I see nothing to help children with their needs and disabilities. When you ring CAMHS, they can't do nothing until lockdown is over, but unfortunately this isn't helping children and families”

4.2 All families: are there any other issues you're struggling with?

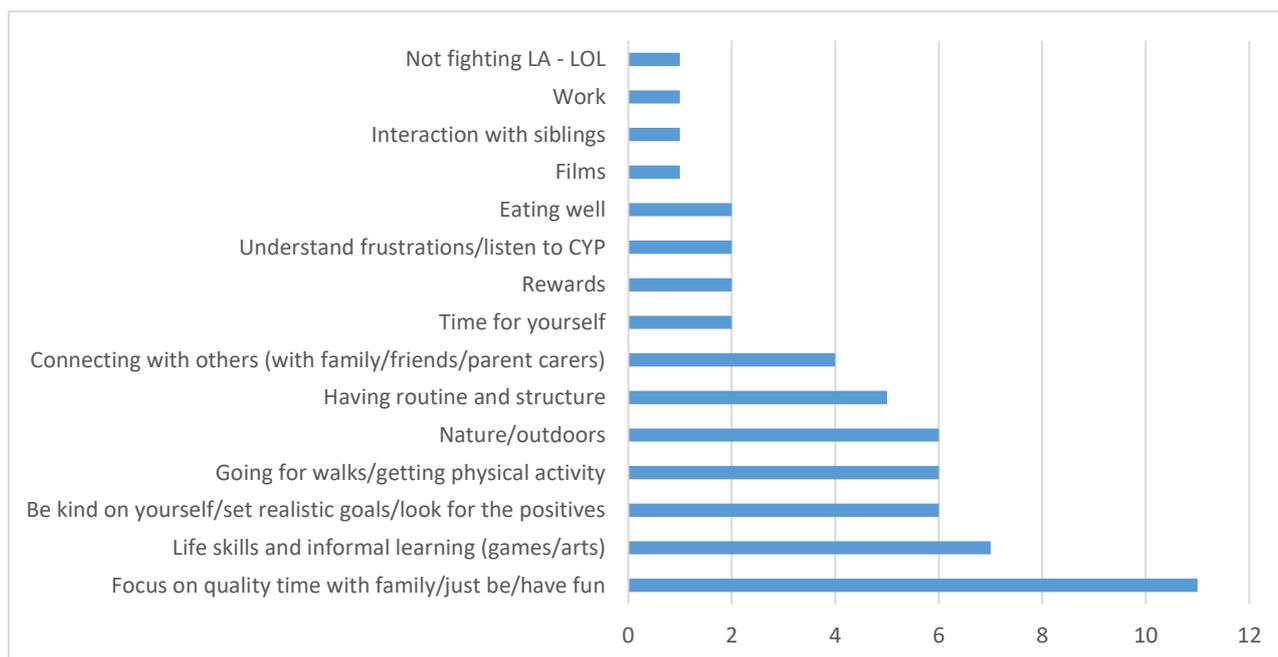


* Of access to food/shopping, 4/9 relate to online deliveries, 1/9 relates to Free School Meal Vouchers

4.3 Examples of issues families are worried about

- “I'm feeling quite lonely and anxious about the effects that this is going to have on my CYP. Also I am trying to complete a EHCP appeal. I worry my CYP is becoming depressed”
- “Anxious about when schools do reopen how am I'm going to get my CYP back to school, they only do 2 hours a day as it is, and even then it's a battle to get them through the school doors”
- “Can't get online shopping due its only for certain people. We are still having to go out to get shopping twice a week as limited buying which doesn't help big families of 7”
- “Difficult to find how I register as a carer for shopping. Help with anxiety over coronavirus and sleep issues that were present before”
- “We were grateful for the government food parcel but do not have the other ingredients to make meals or drinks. Anxiety is through the roof”
- “Shopping is extremely stressful. My CYP has issues around food, so he has to go shopping with me which is stressful because you are only meant to go shopping one person at a time. I have to explain to security that my CYP has autism and has to see the food we are buying”
- “Going out for walks is hard as he doesn't understand the rule change”
- “Really challenging keeping CYP active; really challenging working from home and balancing CYP's needs. CYP has high anxiety and lack of distraction/exercise not helping”
- “Can't leave the house as CYP has chronic health condition. Can't shop/collect medications. Hospital appointments have been cancelled. Can't get hold of any of CYP's consultants to discuss their condition. I am a lone parent of 2 children with SEN and we are all together 24/7. I am trying to do some work from home but failing.”
- “Having time to teach 3 children at different levels that all have special needs”
- “CYP seems very angry and taking it out on me (this is very unusual behaviour). I have suggested video calling their friends – CYP is not happy with this”
- “Stress of being cooped up. Sibling rivalry / space. Frequent meltdowns, screaming fits. Anxiety on daily walk. Trying to get CYP to do work”
- “Planning for college next year”
- “I'm not getting enough sleep or general rest which is causing me flare ups but there isn't anything anyone can really do, there are people worse off than us”
- “Life is full on/challenging at times but it is what it is. We have to get on with it”
- “Self-isolation has given us the time to rest and recharge”
- “There's a definite feeling of isolation but I'm lucky that I have a very supportive family to help out with shopping etc. Demelza and Chestnuts have offered to help run errands”

4.4 All families: is there anything you have found has really helped you cope during the last few weeks that we can share with other families?



- “Trying to embrace probably the worse situation that we're ever be in. Making the most of being together as a family. And not being too hard on ourselves for home schooling. Taking each day as it comes”
- “We have left my child to do what he wants at home as it is an anxious time”
- “Be kind to yourself and if school/college work at home is too much, take a break from it all. Spend time in the fresh air if you can (we are lucky to have our garden) and try to understand each other's frustrations”
- “I have made a special day each week, where we have a nice dinner which we all help prepare. We spend the day focused on puzzles, games and playing, and then in the evening we will sit together and watch a film”
- “Taking time to listen to my child and let them take the lead a bit in their learning - we've discovered he's a lot able than we or school had realised”
- “The lockdown has created opportunities at home for life skills to be practiced and progressed and interaction with siblings which would usually be avoided”
- “Daily exercise, bike rides recording distance then beating it next time”
- “Lots of outdoors time and on days when he doesn't want to work we don't however there's days where he engages much better so we make the most of them”
- “Having a rigid structure (which can include lego/ e-learning / craft) but which focuses on simple core learning in the morning allowing it to feel more like a school day””
- “Time tabling - enthusiasm- making things fun. Doing board games”
- “BEAT on Facebook Bexhill Emergency Action Team and ImPACT are running Zoom coffee and chat meetings for SEND families”
- “My CYP doesn't previously wouldn't walk the dog with me because I would talk to other dog walkers. He will now because of social distancing. What has helped a lot is exercise but this is entirely child led. I would not have been able to force my CYP to do exercise”
- “Due to CYP's level of learning disability we haven't found many of the online resources particularly helpful. The BBC Iplayer Children's section has been useful”

4.5 All families: is there anything else you would like information about/support with?

- “I have friends whose YP are using self-injurious behaviours (YP who are largely non-verbal or use speech in limited way). These behaviours will increase and advice around that would be so helpful”
- “What will happen with school transport when they are back. Will it be same Driver and escort? “
- “How many times can we go out for exercise/fresh air? We don't have EHCP only diagnoses of ADHD & ODD. Currently applying for DLA”
- “Trying to get evidence to support my other CYP’s EHCP request at this time is impossible”
- “If and when this ends I think we will need a lot of support UNLESS social isolation becomes a permanent way of life. If social isolation is permanent, then my CYP will be fine. But if he has to go to a school at some point that will be difficult.”

REPORT ENDS

Appendix 1:



**Amaze PaCC COVID
survey questions Ap**