











Figure 2. Research priorities for researchers using the ECHILD database (n=95)

In free-text responses, respondents suggested specific research questions they felt should be research priorities for ECHILD. [These included:](#)

### Long -term outcomes

1. What happens to children and young people with additional needs after they leave school?
2. What are the lasting impacts of COVID-19 and associated restrictions on education and health outcomes for children and young people?

### Impact of support

1. What are the differences in outcomes between children with similar challenges who receive different types of support (e.g., specialist schools, home learning, special educational needs support in mainstream)?
2. Can mainstream schooling be detrimental to the wellbeing of children and young people with additional needs?
3. What are the outcomes for

## Changing patterns of need

1. Can waiting times for specialist support and diagnoses impact on children and young people health outcomes?
2. What about the needs of children and young people who acquire disabilities (i.e., brain injury)?
3. What are the variations in type of need for children and young people across the country?

### 3.1 Experiences of additional support

The survey asked young people and parents to answer questions about a specific child in their family with additional needs. **What kind of support were these children getting ?**

**Adaptations to learning** (mentioned in 35% of responses), including extra time for classes and assessments, as well as breaking down instructions for tasks.

**Specialist equipment** (mentioned in 30% of responses), including laptops, sensory toys, mobility equipment, adjustable desk spaces and specialist apparatus, e.g., trampolines

**One-to-one support** (mentioned in 35% of responses), including teaching assistants and support with learning, as well as for facilitating socialising with peers.

**Break-out spaces** (mentioned in 25% of responses), including non-stimulating environments to escape to when overwhelmed or in need of a break.

**Wellbeing activities** (mentioned in 21% of responses), including movement breaks, animal therapy, sensory circuits, music, yoga, swimming, art therapy and Touch Talk.

**Professional input** (mentioned in 18% of responses), including speech and language therapists, occupational therapists, and medically trained staff.

**Supporting activities of daily living** (mentioned in 9% of responses), including eating and going to the toilet, as well as developing life skills, e.g., going to the shops.

**Communication with parents** (mentioned in 9% of responses), including frequent contact with caregivers (by email or phone) throughout the day with updates.







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