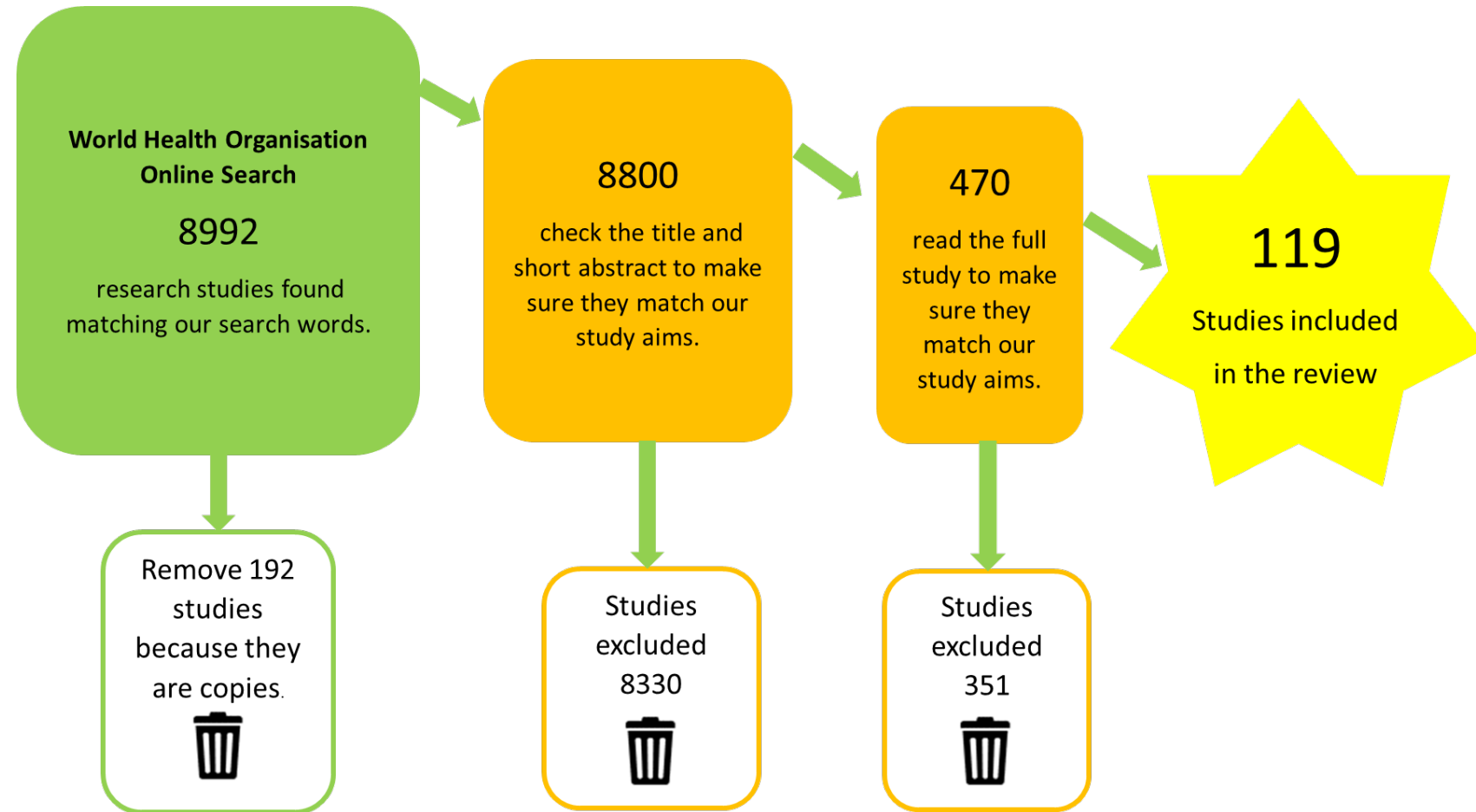


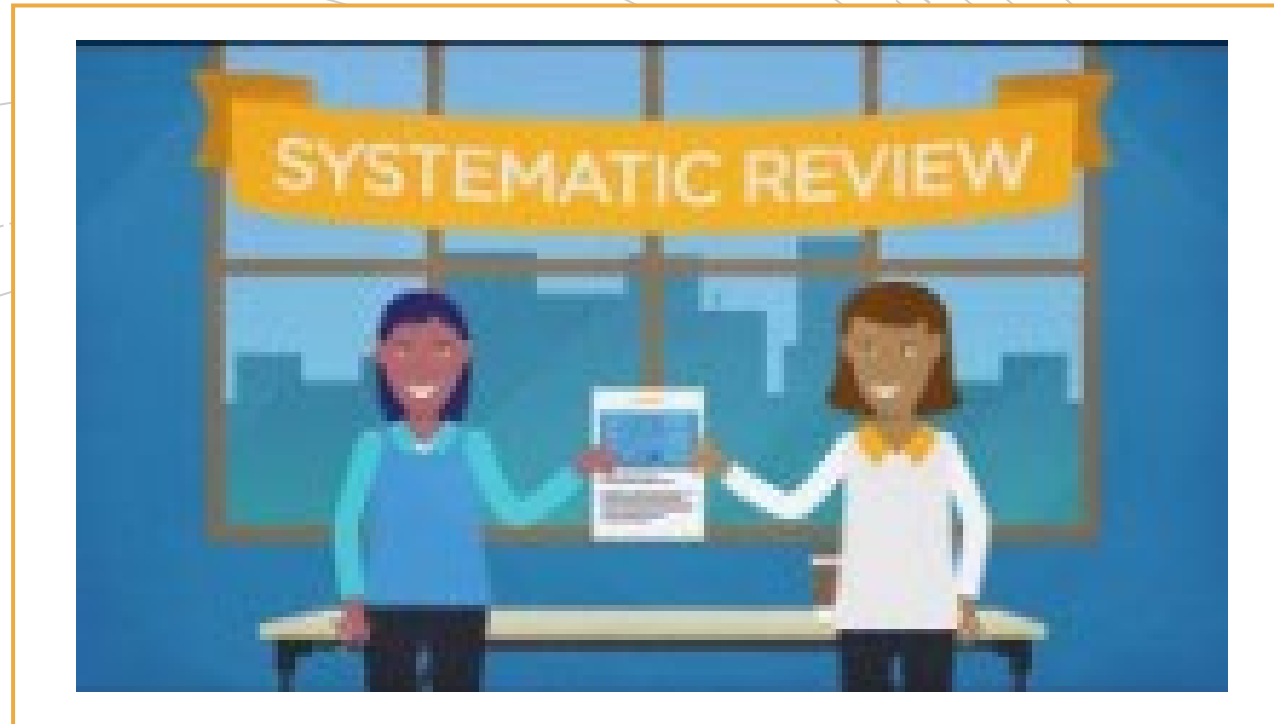
Mapping Review: Impacts of changes to services to disabled children during the COVID-19 pandemic

This is what we did:

1. Searched WHO database for studies about changes to services for disabled children and young people during the Covid-19 pandemic.
2. We read and checked the studies. **119** studies told us about changes in services.
3. We wrote a **summary of the studies** saying how the changes affected young people, parent carers and professionals who deliver the services.



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This video might help to explain what a literature review is

<https://www.youtube.com/watch?v=-FQSSnaAtOU&t=1s>

This is what we found:

The biggest change: a move to 'telehealth' (telephone or video call) appointments in places like school, clinic or in hospital. Some young people did not have good technology, and some found telehealth more difficult to join in.



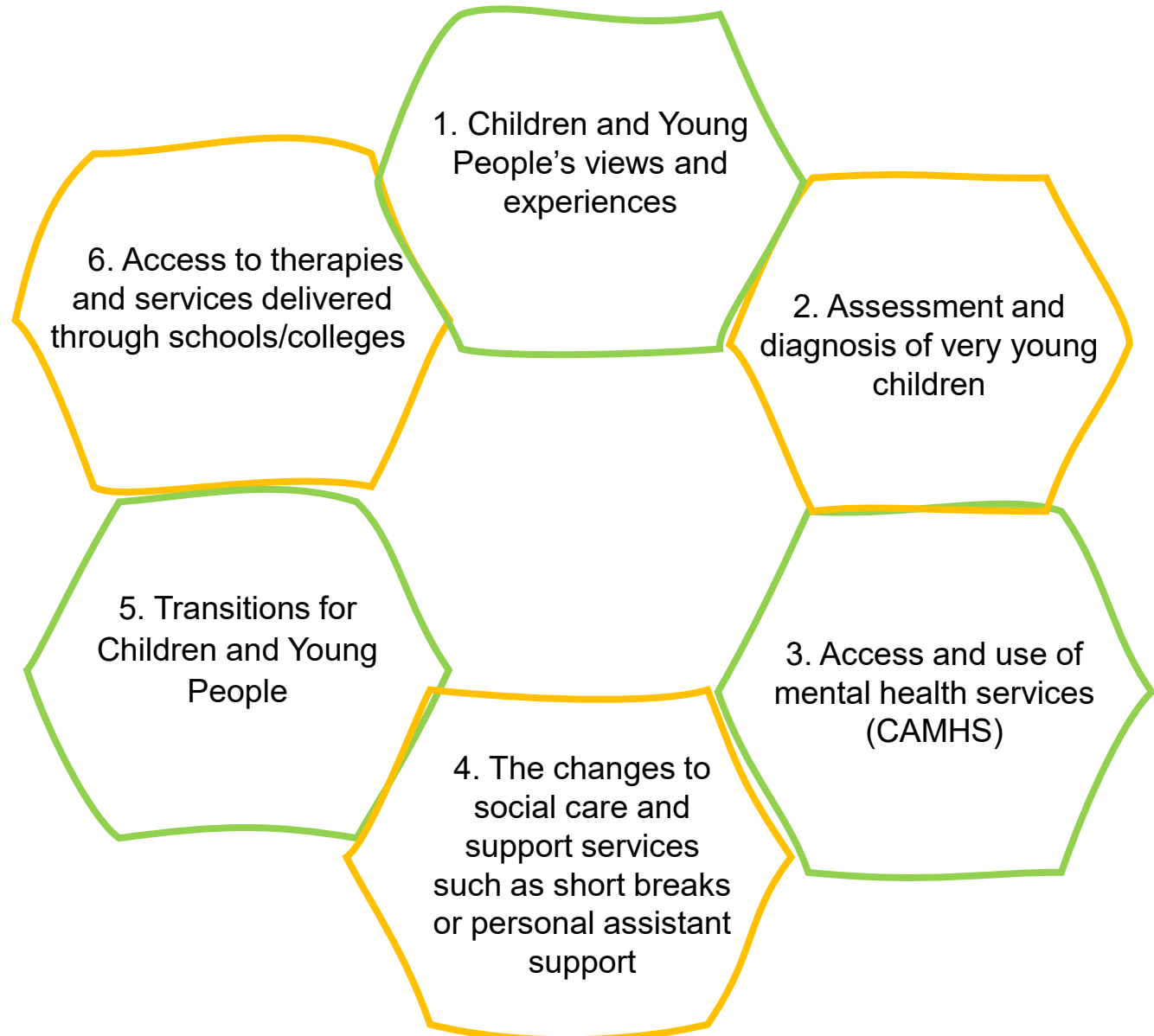
Young people had less appointments with therapists during the pandemic (e.g., physios, speech and language, occupational therapy). Many appointments stopped completely; some were delivered less often.

STOPPED

Parent carers said young people found it very difficult to cope with changes to routine (e.g., schools closing, personal assistants and short breaks changing) during the pandemic. Young people and their families needed more help with behaviour support.



Gaps! This is what we didn't find.



Gaps in the research

1. Children and Young People's views and experiences

Only a handful of studies reported from a children and young people's perspective, which are arguably equal to, if not more important, than the perspectives of parent carers and professionals.

2. Assessment and diagnosis of very young children

Very few studies presented experience of assessment, diagnosis and treatment of children under five. It is important to understand what happened with the referrals of these young children and what measures were put in place to pick up on those missed.

3. Access and use of mental health services (CAMHS)

No studies focused on the mental health support for disabled young people. Some reported the impact on mental health, but this was not specific to disabled children and young people. More studies needed to understand how mental health services responded the needs of disabled children.

Whilst our research provided us with much rich information regarding changes to services in the pandemic, we also found many gaps in the research.

4. Social Care and welfare support

Although the negative impacts of loss of respite on both young people and parent carers were widely reported, there were limited studies on successful models of adapting social care to the situation. The need to identify models that worked well throughout the pandemic is evident.

5. Transitions for Children and Young People

No studies were found discussing the experience of young people's transition to adult services or school transitions during the pandemic. This is despite existing literature pointing to the challenges of transitions for disabled young people outside of a pandemic.

6. Access to therapies and services delivered through schools/colleges

Few studies discussed the effects and adaptations of services delivered in schools and education settings throughout the pandemic.