

Wednesday, 1 October 2025

1  
2 (10.01 am)  
3 **LADY HALLETT:** Sorry, I came in to a loud amount of machine  
4 noise. Sorry about this. Right.  
5 **MS POTTLE:** Yes, my Lady. Can I call Ms Nuala Toman,  
6 please.  
7 **MS NUALA TOMAN (affirmed)**  
8 **Questions from COUNSEL TO THE INQUIRY**  
9 **LADY HALLETT:** Ms Toman, thank you for coming back to help  
10 us.  
11 **THE WITNESS:** Thank you.  
12 **MS POTTLE:** Ms Toman, thank you for attending to give your  
13 evidence today and for providing the Inquiry with  
14 a helpful witness statement which you should have in  
15 front of you.  
16 The reference, my Lady, is INQ000588026.  
17 That statement is provided on behalf of Disabled  
18 People's Organisations; is that right?  
19 **A.** Yes, that's correct.  
20 **Q.** And can you explain what a disabled person's  
21 organisation is?  
22 **A.** A disabled people's organisation is an organisation run  
23 for and by disabled people. We are rights-based  
24 organisations who are designed to uphold the rights of  
25 disabled people. And in the context of our particular

1

1 disabled children and young people lost access to  
2 education and services that, prior to the pandemic,  
3 formed core aspects of their daily life.  
4 For a disabled child and young person, the loss of  
5 routine and the loss of access to education and services  
6 is extremely detrimental, and as a result, there were:  
7 increases in isolation; barriers in access to care that  
8 should have been part of everyday life; regression;  
9 increases in abuse; and increases in  
10 institutionalisation of disabled children and young  
11 people; and the withdrawal of aspects of life that  
12 should be seen to be routine and that everyone had  
13 access to.  
14 For example, through our case work, we're very aware  
15 of one of our service users who had a very happy and  
16 productive life with his family around him and he was  
17 very much able to enjoy the world. He now lives in  
18 a closed residential setting and is almost permanently  
19 restrained, having to wear arm restraints and a helmet  
20 due to his trauma experiences and the lack of access to  
21 services during Covid, where he now is permanently  
22 stinging and injuring himself as a result. And that is  
23 a very real example of the decline that children and  
24 young people experienced during the pandemic.  
25 **Q.** Understood.

3

1 organisation, we deliver services for and by disabled  
2 people that extend across transport, information,  
3 advice, advocacy, mental health provision.  
4 **Q.** Your statement was prepared by you but also by  
5 Rhian Davies and Kamran Mallick. Can I ask you, which  
6 DPOs does each of you represent?  
7 **A.** So we are a collaboration that work together. So I'm  
8 Nuala Toman and I represent Disability Action Northern  
9 Ireland, which is the largest DPO in both the UK and  
10 Ireland, Rhian Davies represents Disability Wales and  
11 Kamran Mallick represents Disability Rights UK, and we  
12 have all worked collaboratively together throughout the  
13 Inquiry process.  
14 **Q.** You can speak personally to the situation in  
15 Northern Ireland, but you're also familiar, of course,  
16 with the whole statement since you collaborated on it,  
17 and you will be able to give evidence touching on the  
18 whole of the UK; is that right?  
19 **A.** That's correct.  
20 **Q.** Before we get into the detail of your evidence,  
21 Ms Toman, can I ask you just to give us an idea of what  
22 life was like for disabled children and young people  
23 during the pandemic in the UK?  
24 **A.** During the pandemic, life for disabled children and  
25 young people was incredibly bleak. This was a time when

2

1 Ms Toman, I'd like to ask you now about the  
2 proportion of children and young people with  
3 disabilities in the UK, but before I do that, can I ask  
4 you, what is the social model of disability?  
5 **A.** So the social model of disability looks at society as  
6 putting in place disabling measures for disabled people  
7 and young people so that the disability is not inherent  
8 in the person, but rather, is created by the structures  
9 and formation of society and the way that we live our  
10 lives. And it largely comes from a perspective that if  
11 the principles of universal design were put in place  
12 from the outset, then disabled people, disabled children  
13 and young people would have greater access to society,  
14 and a better quality of life, and that those positive  
15 changes would not only impact on disabled children and  
16 young people but everyone.  
17 **Q.** Now, with that concept in mind, of a social model of  
18 disability, can I ask you, in your statement you refer  
19 to disability but also special educational needs. And  
20 can I ask you, what do you mean by the terms  
21 "disability" and "special educational needs"?  
22 **A.** So, from the social model perspective, as I say,  
23 disability reflects the challenges that, how our society  
24 is created, creates for disabled people. Special  
25 educational needs provision isn't a term that disabled

4

1 people's organisations have coined, it's how, you know,  
2 the education system, government and others refer to  
3 educational provision for some disabled children and  
4 young people. I mean, we would prefer education to be  
5 universal and to be delivered in a universal manner  
6 rather than to have a provision that is labelled  
7 "special educational needs".

8 So, "special educational needs" and "special  
9 educational provision" refers to a process whereby  
10 a child is assessed, and, in Northern Ireland, would  
11 have access to a statement, it's an EHCP in the other  
12 jurisdictions, and then, based on identified  
13 requirements, then the person -- or the child or young  
14 person could be educated in mainstream or what is termed  
15 special educational provision.

16 **Q.** I see. Can I ask, when we talk about disabled children  
17 or children with special educational needs, would you  
18 say that those terms are co-extensive or are they  
19 different?

20 **A.** They are different, because not every disabled child  
21 will be identified as requiring special educational  
22 needs provision.

23 **Q.** I see.

24 **A.** And so there is a bit of a crossover with learning  
25 disability in special educational needs but special

5

1 So, for example, it may be argued that Scotland have  
2 had better measures in place to identify special  
3 educational needs and to assess it in comparison to  
4 a region like ourselves, in which assessment can be  
5 challenging and difficult and time consuming.

6 **Q.** I see. So not an inherent difference, but a difference,  
7 perhaps, in practice of picking up disabilities or  
8 special educational needs?

9 **A.** Yes.

10 **Q.** Okay. Your statement refers to some of the compound  
11 disadvantages that disabled children face across the UK,  
12 and I'm referring here to paragraphs 84 and 105 of your  
13 statement. But can you tell us what some of those  
14 compound disadvantages are.

15 **A.** So nearly half of all people in poverty are disabled  
16 people. Poverty has a very severe impact on families  
17 with disabled children who are more reliant on food  
18 banks than other populations and I think that is  
19 a harrowing thing for us all to accept, as society, that  
20 we have a population of disabled children and young  
21 people whose families have to rely on food banks for  
22 access to food.

23 Alongside all of that, it's important to remember  
24 that disabled children and young people are not  
25 a homogeneous group but comprise all different types,

7

1 educational needs provision can extend into physical so  
2 these are not blanket terms.

3 **Q.** I see. Okay. Then turning to the proportion of  
4 children who the DPO would consider to have special  
5 educational needs, or to be disabled, can you tell us  
6 roughly what proportion of children have disability or  
7 special educational needs in England, Wales, Scotland  
8 and Northern Ireland?

9 **A.** So, the figures that we have access to show that there  
10 are about 2.4 million disabled children and young people  
11 under 25 in the UK. So in England that equates to  
12 1.6 million or 18.4%; Wales, 52,000 or 11.2%; Scotland,  
13 about 242,000, which is 34%; and the figures that we  
14 have within the region of Northern Ireland is around  
15 63,000, which is 18.4%.

16 **Q.** So, quite a large variation between 11% in Wales and 34%  
17 in Scotland. Can you explain the fluctuation in the  
18 percentage figures between the devolved nations?

19 **A.** So, in terms of if we look at the different devolved  
20 nations' provision assessment, and this is one of the  
21 challenges that we have in Northern Ireland as a region  
22 in itself but across the UK, is that practices,  
23 assessments, processes, timeframes, provision, are all  
24 distinctly different. So that would then lead to  
25 variations in figures.

6

1 and that there are intersectional impacts on disabled  
2 children and young people in terms of gender, race,  
3 socioeconomic disadvantage, and all of those other  
4 impacts.

5 During the pandemic, disabled children were more  
6 likely to die from Covid than other populations, and  
7 again, I think that is a very shocking example to  
8 articulate, and are more reliant on access to health and  
9 social care and education as a way of accessing life and  
10 day-to-day routine than other populations.

11 So in the context of the pandemic, the loss of  
12 access or the loss of social care was the loss of  
13 a daily check-in in terms of the wellbeing and  
14 presentation of disabled children and young people.

15 We know that disabled children and young people are  
16 more susceptible to abuse and exploitation than other  
17 populations, and that that abuse and exploitation is  
18 more hidden, and there are very shocking examples of the  
19 abuse and exploitation of disabled young people during  
20 the pandemic. Disability Action were aware of a case in  
21 which, due to the collapse of services, a family,  
22 a single-parent family were so under pressure and open  
23 to the kind of exploitation that we see, which has  
24 a particular character in Northern Ireland, and  
25 unfortunately due to financial pressure, the pressure of

8

1 the lack of support available, a mother actually sold  
2 her daughter to a member of her church, and that wasn't  
3 picked up because the routine mechanisms of presentation  
4 were not there. So access to GP provision, education,  
5 all of that, was remote. And this went undetected until  
6 someone finally, you know, the person finally became  
7 visible to Disability Action.

8 And in that young person's words, the young person  
9 said, "People could see my disability but not my risk."

10 **Q.** I see. I think in your statement you also refer, as  
11 well as economic disadvantage, to some follow-on  
12 consequences for disabled children and young people like  
13 having poor-quality housing with less space; is that  
14 right?

15 **A.** Yes, and there is a lack of adapted housing across all  
16 aspects of the UK. So, for us, we see disabled children  
17 and families routinely living in inappropriate  
18 conditions. That can be without access to appropriate  
19 equipment in -- you know, in respect of hoists,  
20 et cetera, but also difficulties in terms of doorway  
21 size, stairs, and all of that, and we would have a high  
22 number of casework in which families have no option but  
23 to raise their child on the ground floor of their house,  
24 which means them providing a sleeping space, care,  
25 toileting facilities, all on the ground floor of an

9

1 of education, it's simply not achievable.

2 We're in a post-conflict society, where some of our  
3 communities remain under coercive control, and, in the  
4 context of poverty, as an organisation what we have seen  
5 is increased levels of exploitation and abuse that is  
6 linked to poverty that has a particularly severe impact  
7 on disabled children and young people, in which those  
8 families that have had to access food banks have been  
9 targeted by illegal lending. And then that leads to  
10 exploitation either by the removal of medicine from  
11 families and children to be sold on the street, or  
12 worse, in terms of sexual exploitation. And it is very  
13 hidden and very, very difficult to challenge, although  
14 we do do our best.

15 **Q.** I see. I just want to pick up on something you said  
16 a moment ago about children who are disabled -- pardon  
17 me, children and young people who are disabled being  
18 more likely to become seriously ill from Covid.

19 In your witness statement I think you say that  
20 disabled children and young people have a fivefold risk  
21 of Covid-related hospital admission, and an eightfold  
22 risk of death; is that right?

23 **A.** That's correct.

24 **Q.** And that for people aged 18 to 34, the death rate was  
25 30 times higher for disabled children and young people

11

1 overpopulated house. And that, I think for all of us,  
2 is challenging and shameful and -- when we hear of it,  
3 and often very hidden.

4 **Q.** I see. Are there particular disadvantages that children  
5 and young people with disabilities in Northern Ireland  
6 encounter, given the higher levels of deprivation there?

7 **A.** From our casework, we know that over 50% of visits to  
8 food banks within Northern Ireland are from disabled  
9 children and families, and that is shocking.

10 In terms of Northern Ireland as well, the impacts of  
11 underinvestment are stark. We have inadequate housing,  
12 a lack of provision of social housing. Our trust-based  
13 social care provision means that services, the -- you  
14 know, the wraparound services that go with education for  
15 young people, are often delivered in a basis of  
16 a postcode lottery and vary across the region, which  
17 creates higher levels of disadvantage.

18 Our school estate is badly in need of upgrading,  
19 particularly the special school provision, and there  
20 have been a number of approaches and consultations  
21 towards upgrading special school provision and really  
22 looking at accessibility. And unfortunately, those  
23 plans have not progressed. So, you know, children are  
24 being educated in out-of-date, old buildings. And while  
25 the staff are endeavouring to provide the highest level

10

1 than for the rest of the population; is that right?

2 **A.** That's correct.

3 **Q.** Okay.

4 I'd like to move now to the access of children and  
5 young people with disabilities to education,  
6 specifically during the pandemic.

7 In the experience of Disabled People's  
8 Organisations, was the UK Government prepared for the  
9 decision to close schools, having regard to the  
10 potential impacts on disabled children and those with  
11 special educational needs?

12 **A.** No, from our perspective there was a lack of preparation  
13 in terms of the closure of schools, and a lack of  
14 attention to the particular impacts on disabled children  
15 and young people. The infrastructure was not there to  
16 clearly identify where disabled children and young  
17 people were, and to ensure that they had access to  
18 appropriate assistive technology to continue learning in  
19 remote circumstances.

20 We're all aware that both the education and health  
21 systems were underfunded pre-pandemic, but there are  
22 measures that could have been taken. You know, for  
23 example, ensuring that disabled children and young  
24 people had access to appropriate technology would have  
25 been an important step. And even something like

12

1 taking -- you know, ensuring that schools and education  
2 providers had access to appropriate support to ensure  
3 that the information that they were trying to share with  
4 disabled children and young people could be accessed by  
5 them.

6 Added to that, I think, there was a lack of  
7 understanding about the impact that the withdrawal of  
8 education would have on disabled children and young  
9 people and that regression, and that the wider -- that  
10 for disabled children and young people, that the  
11 withdrawal of education was not just about access to  
12 school; it was about access to sensory experiences,  
13 physiotherapy, occupational therapy, speech and  
14 language. And I think the lack of access to all of  
15 those services went -- you know, was invisible in terms  
16 of any planning steps that were taken forward by  
17 government across all of the jurisdictions.

18 What is characteristic of the pandemic overall is  
19 the lack of engagement with people most impacted by  
20 decisions. So, disabled people, children, families and  
21 carers, were best placed to advise on what they required  
22 during the pandemic and yet their voices remained  
23 largely unheard.

24 **Q.** If I can just -- sorry, if I can just pause you there  
25 for a moment. If we're talking about in particular the

13

1 such as the Disabled People's Organisations, and that  
2 would have, if I'm following your evidence correctly,  
3 would have meant that there was more opportunity to plan  
4 and devise measures to mitigate the impacts; is that  
5 right?

6 **A.** Yes.

7 **Q.** Yeah.

8 **A.** So Disabled People's Organisations, we have networks, we  
9 provide services, therefore we have access to families  
10 who could have informed decision making and ensure that  
11 things that would have made an impact, like the  
12 provision of technology to disabled children and  
13 families, ensuring that assistive technology was in  
14 place, and that services that were required could have  
15 been continued, and protected against the regression of  
16 disabled children and young people's lives that we are  
17 still seeing, we're still seeing the impact of that in  
18 terms of our service provision. And one of our service  
19 users, who is a young man with Down's syndrome could  
20 speak and articulate, you know, prior to the pandemic.  
21 He is no longer verbal because of the lack of access to  
22 speech and language therapy at the time.

23 **Q.** I see. I'd like to ask you now about the impact of  
24 school closures and lockdown and the reductions in  
25 face-to-face contact on the identification and

15

1 lack of preparation for closing schools, I think you've  
2 said in your witness statement that it was apparent to  
3 Disabled People's Organisations that the decision was  
4 rushed partly because there were no equality impact  
5 assessments or consultations; is that right?

6 **A.** Yes, that's correct. You know, across the UK, there  
7 should be a process of assessing the impact of policy  
8 decisions that are made. That did not happen in respect  
9 of the closure of schools. Therefore, there was no  
10 opportunity to put in place mitigating, you know, to  
11 identify and put in place mitigating provision, which  
12 meant that the impacts of the withdrawal of education on  
13 disabled children and young people went unmitigated and  
14 unconsidered, if we're really honest.

15 And in the context of Northern Ireland, it's  
16 a really stark example, the Executive had not been  
17 operational, you know, in the advance of the pandemic,  
18 and went live again in the midst of the pandemic,  
19 although at the early stages, but given that there were  
20 no structures in place for such a long time, the  
21 Executive could not have been ready to progress the  
22 decisions that they made.

23 **Q.** I see. And so if there had been more planning, for  
24 example, there might have been time to complete equality  
25 impact assessments in consultation with organisations

14

1 monitoring of safeguarding risks to disabled children.  
2 Are disabled children at increased risk of being abused  
3 compared to their peers?

4 **A.** Yes. I mean, disabled children and young people are  
5 four times more likely to experience abuse and  
6 exploitation than other populations. That abuse and  
7 exploitation is often hidden. There are more likely to  
8 be multiple perpetrators that can extend across family,  
9 service providers, and the wider community. And abuse  
10 is often, you know, it's very hidden and even when  
11 disabled children and young people articulate their  
12 experiences, they may not be addressed. And I think  
13 there are multiple examples within our jurisdiction  
14 alone where disabled children and young people have had  
15 to remain in abusive situations.

16 So often, due to the restrictions in terms of access  
17 to emergency, you know, accessible emergency  
18 accommodation, so back to the importance of funding  
19 services, the lack of accessible emergency provision and  
20 bespoke services means that there's often nowhere for  
21 disabled children and young people to go when they have  
22 experienced abuse and exploitation, and it can take  
23 a longer time for abuse to be identified, because of the  
24 number of gatekeepers.

25 **Q.** I see. If I can ask you in relation specifically to the

16

1 impact of the pandemic on safeguarding risks, in your  
2 witness statement at paragraph 122, you explain how the  
3 risks, the risk of abuse increased during the pandemic,  
4 because, in part, residential settings became closed  
5 settings, I think you said, and that the reduction in  
6 staff in some of those settings led to increased use of  
7 physical and chemical restraints. Can you just explain  
8 to us, in terms of residential settings becoming closed  
9 settings, how was that brought about by the pandemic,  
10 exactly?

11 **A.** So, prior to the pandemic, whether it is a private home  
12 or a healthcare setting, obviously provision was open,  
13 homes were open, and there were people obviously visibly  
14 entering and leaving residential homes, but in the wider  
15 care settings, family would have had access and  
16 visitation rights that were removed during the pandemic.  
17 Therefore the people who know disabled children and  
18 young people really well had reduced access, if people  
19 were living in their -- you know, within healthcare or  
20 residential settings. And it is more difficult, then,  
21 to identify if something has gone wrong.

22 Now, in terms of, you know, private residential  
23 homes, we know that during the pandemic that the  
24 increased pressure on residential homes due to the lack  
25 of access to the wider world and the imposition of

17

1 policy was a policy to enable some children to attend  
2 school during the lockdowns.

3 In your statement you point to a number of  
4 difficulties with the policy, and, firstly, that those  
5 children and young people who received special  
6 educational needs support but did not have an EHC plan  
7 were not entitled to attend school. So if we just limit  
8 ourselves to that criticism for the time being.

9 Why was it a problem that children who received the  
10 extra support but didn't have a plan weren't allowed to  
11 attend school?

12 **A.** So, with that particular population in the school  
13 setting, they may have had access to a classroom  
14 assistant and reasonable adjustments. Once they were  
15 effectively removed from school, all of that provision  
16 ended. There is an example within my statement of  
17 a young person who was completing their GCSEs who would  
18 have had access to an assistant, and their education was  
19 then -- suffered detrimentally due to the withdrawal of  
20 that additional support.

21 In those cases, that's also the population that was  
22 least likely to receive any reasonable adjustments. So  
23 the transition then towards any kind of electronic  
24 delivery, that's where we see the lack of compatibility  
25 with remote education provision and assistive

19

1 restrictions, the withdrawal of social care, all of that  
2 led to an increase in domestic abuse due to, one, the  
3 lack of access to a daily check-in, in terms of access  
4 to a school and other service provision, but also the  
5 increased hidden -- you know, you're -- obviously you're  
6 talking about a lost generation who would have had --  
7 spent months, you know, alone at home in family  
8 settings.

9 **Q.** Okay. If I can now move on to a separate topic, you've  
10 mentioned already, I think, how, for disabled children  
11 and young people, not being able to attend their schools  
12 also meant that there was lack of access to physical  
13 therapies, for example, that they would have at their  
14 schools; is that right?

15 **A.** Yes, that's correct. So, you know, there are figures in  
16 my statement that show that access to physiotherapy,  
17 speech and language, and other therapies dropped, like,  
18 by over 80%.

19 **Q.** Yes.

20 **A.** And that has a very detrimental impact on disabled  
21 children and young people because when that loss of --  
22 development is lost, it cannot be recovered.

23 **Q.** That takes us on now to the vulnerable child policy,  
24 which I'd like to ask you about and which you deal with  
25 in your statement extensively. But the vulnerable child

18

1 technology, meaning that children and young people  
2 actually couldn't access the learning.

3 **Q.** Can I just ask you there, we've heard some evidence  
4 already about remote assistive technology. Can you just  
5 give us an example of what that is, in practice.

6 **A.** So there are many examples, but in the case that we're  
7 talking about there is a piece of technology that can be  
8 installed remotely on a machine and can be accessible on  
9 an iPad that can read any kind of a document and any  
10 kind of website, compatible with every app, so it has  
11 multiple compatibility. And even in the access of  
12 someone, you know, who is blind or visually impaired,  
13 books can be scanned and then this particular software  
14 can read scanned text as well.

15 **Q.** I see.

16 **A.** So the simple installation, you know, which can be done  
17 remotely -- so in the context of the pandemic -- you  
18 know, the licences are relatively low cost. I obviously  
19 don't want to name a particular product --

20 **Q.** No, no. There's no need.

21 **A.** -- but the licences are low cost, you're talking around  
22 £200 per licence, you can get multi-licences. Some  
23 universities have these on every computer.

24 **Q.** Yes.

25 **A.** You know, the simple measure to install those on every,

20

1 you know, on -- to offer children learning at home for  
2 that to have been installed remotely could have happened  
3 without much additional cost to the educational system,  
4 and at extreme benefit, because it would have meant the  
5 removal of the barrier of not being able to access your  
6 educational materials.

7 **Q.** I see. And so for children who might need that support  
8 but they don't have a plan, if they're not allowed to  
9 attend school during the first lockdown and they don't  
10 have that technology then they're not able to learn from  
11 home; is that --

12 **A.** And they can't --

13 **Q.** Is that right?

14 **A.** They can't access the materials and, you know, if we're  
15 thinking of the example of deaf children, a deaf child  
16 in a hearing household would have had tremendous  
17 challenges in terms of accessing BSL or ISL.

18 **Q.** I see.

19 **LADY HALLETT:** What about those who -- sorry to interrupt,  
20 Ms Pottle. What about those who had a plan? At the  
21 moment I'm not quite following. So you say it would  
22 have been simple and not terribly expensive to get the  
23 technology. Did anybody get it?

24 **A.** Well, in the jurisdiction that we were in, no. I would  
25 say that was something -- and this is where advice and

21

1 attempts were made to provide people with their  
2 assistive technology at home, the issue is the  
3 compatibility of that technology with the remote  
4 learning. So in many cases, what had been provided  
5 wasn't compatible with the way in which the remote  
6 learning was being delivered.

7 **Q.** I see. Okay.

8 Now if we can just move back, and I'm sorry to move  
9 you around, to the vulnerable children policy, just to  
10 finish off. We spoke already about the issue with  
11 children receiving SEN support who weren't allowed to  
12 attend school but even those who had a plan, an EHCP  
13 plan, who were able to attend school following a risk  
14 assessment, I'm going to take you now to a report from  
15 the Children's Commissioner titled Childhood in the Time  
16 of Covid, published -- very efficiently up on our  
17 screens right now -- published in September 2020. And  
18 we can see here this is percentage of children with an  
19 EHCP attending school during lockdown.

20 We can see the number fluctuating. It seems to get  
21 down to about 2% on 13 April and then goes up to just  
22 over 30% by July.

23 If we can just zoom out from that graph, please.

24 Yes.

25 We can see in the writing at the top there:

23

1 working together would be really good because, as  
2 Disabled People's Organisations, we're very fluent in  
3 these technologies, and we work collaboratively with  
4 disabled people and families, and we could have advised  
5 these, some of these solutions, but we weren't asked.

6 **MS POTTLE:** In fact, my Lady, I was going to ask a question  
7 about this. I'll just move to that now.

8 **LADY HALLETT:** Sorry.

9 **MS POTTLE:** No, no.

10 It's actually a question that comes from  
11 a participant, a Core Participant. So the Department of  
12 Education for Northern Ireland has set out in its  
13 witness statement, and in fact there's no need to bring  
14 it up, but that the Sensory Service made arrangements in  
15 March of 2020 for all children to take their assistive  
16 technology home to enable continued access to learning,  
17 and assistive technology was available also for the new  
18 school year so in September of 2020.

19 So that is what the Department of Education of  
20 Northern Ireland's position is.

21 Does that accord with the experience of your  
22 members?

23 **A.** So there were significant challenges in terms of  
24 disabled children and families accessing the Sensory  
25 Service because it was over-subscribed and while

22

1 "... attendance figures show that only 6% of  
2 children with EHCPs attended school on average from the  
3 start of lockdown until the end of May."

4 So the policy which permitted children with a plan  
5 to attend -- nevertheless, the vast majority of those  
6 children did not attend. Only 6% on average. Does that  
7 accord with the experience of your members?

8 **A.** Yes. We know from working with disabled children and  
9 families that there was a very low proportion of  
10 children who had access to school. We know that risk  
11 assessments were challenging to access, and difficult.  
12 We know that access was patchy and at times that there  
13 were less than 1% of children with EHCP plans or  
14 statements within education. We know that parents and  
15 families found the risk assessment process challenging  
16 and felt that it discouraged them from sending their  
17 child to school rather than encouraging, because of the  
18 high levels of fear and anxiety and concerns of what  
19 school would be like.

20 **Q.** I see.

21 **A.** I'm sorry.

22 **Q.** Sorry. The Children's Commissioner also, in this  
23 report -- yes, at the bottom of the page there -- shows  
24 that, in a survey of parents of children with special  
25 educational needs and disabilities, 75% said that risk

24

1 assessments did not take place. And of course a risk  
2 assessment was necessary in order for a child to take up  
3 their place; is that right?

4 **A.** Yes, that's correct. So without a risk assessment  
5 a disabled child or young person could not access  
6 education. And we have to remember that at the time of  
7 the pandemic, once services were withdrawn and access  
8 was lowered, it was so difficult to put provision back  
9 in place because of the weakness within the  
10 infrastructure and the pressure on the system that was  
11 increased by the introduction of Covid-19-related  
12 measures.

13 There was an overall lack of investment in  
14 mitigating measures that would have assisted disabled  
15 children and young people. And if we look at how the  
16 Covid-19 pandemic played out, a lot of the attention was  
17 directed towards other measures that would not directly  
18 have impacted on disabled children and young people.  
19 You know, for example, the furlough scheme, while it may  
20 have supported a parent to be within the home, it's very  
21 different to actually investing in accessible provision  
22 for disabled children and young people during the  
23 pandemic.

24 **Q.** Yes. If I can just ask you, in relation to provision  
25 specifically for disabled children during the pandemic,

25

1 very limited options. So once there was pressure put  
2 upon the system to reopen, then some schools did reopen.  
3 But that didn't mean that children had access to  
4 education. Provision was patchy, difficult to access,  
5 risk assessments were difficult to access and to  
6 navigate.

7 Families were overwhelmed by both the lack of  
8 specific information in relation to their child or  
9 children and the more generic information that was  
10 publicly available through media, and this led to a very  
11 challenging time. Some of the easements around looking  
12 at, you know, the move towards, like, reasonable  
13 endeavours led to an erosion of children's rights.

14 I mean, effectively what we saw during the pandemic  
15 is that children lost their right to access education.

16 **Q.** Yes, sorry. I'll just pause you there because I'm just  
17 about to move on to the impact of easements, just  
18 keeping an eye on the time. So there were changes to  
19 the absolute duty on local authorities to deliver  
20 special educational and health provision set out in  
21 a child's EHCP plan; that's right, isn't it?

22 **A.** Yes, that's correct.

23 **Q.** And so prior to these statutory changes, there was an  
24 absolute duty on local authorities to secure the special  
25 provision set out in the EHCP plan; is that right?

27

1 in your statement you refer to concerns that special  
2 schools in Northern Ireland were too quick to close  
3 across the country, often before mainstream schools  
4 closed. And that would mean that even if a disabled  
5 child was eligible to attend school, they would need to  
6 go maybe to a different school, if one could be found,  
7 where they would not receive the educational support  
8 necessarily that they required.

9 In your statement you cite a BBC News article about  
10 the closure of ten special schools in Belfast. As far  
11 as you're aware, did those schools reopen quickly  
12 following a risk assessment? Do you know?

13 **A.** So the process around what happened in respect of the  
14 closure of schools, I think if we reflect back to the  
15 time of the pandemic, what happened in Northern Ireland  
16 was different to other jurisdictions in the UK.  
17 Decisions were often made in respect of what was  
18 happening in other jurisdictions rather than what was  
19 required within Northern Ireland.

20 So the schools closed quickly prior -- and prior to  
21 wider school closures. Parents, children, guardians and  
22 families were left without access to health and social  
23 care and without access to education. When schools did  
24 reopen, that was, from our perspective, as a result of  
25 wider societal pressure, because people were left with

26

1 **A.** That's correct.

2 **Q.** Okay. And the Disabled People's Organisations have  
3 expressed concern that a reduction in support for  
4 children and young people with special educational needs  
5 during the pandemic was facilitated by easements of core  
6 statutory duties; that's right, isn't it?

7 **A.** Yes. So what we saw was a regression in children's  
8 rights. And again, these changes were enacted without  
9 consultation, and often parents, children, carers, found  
10 out after the event.

11 **Q.** That the changes had been made.

12 And just so that we're clear, when we're talking  
13 about the Coronavirus Act 2020, which you refer to in  
14 your statement, it modified the obligations on local  
15 authorities so that the duty to secure provision was  
16 treated as it was discharged if the local authority had  
17 used reasonable endeavours to secure the provision; is  
18 that right?

19 **A.** That is correct.

20 **Q.** So instead of there being an absolute obligation, it was  
21 reasonable endeavours.

22 And in Northern Ireland in particular, the  
23 Department of Education reduced the duty on health and  
24 social care trusts regarding the special educational  
25 framework to best endeavours from 2 April 2020; is that

28

1 right?

2 **A.** That's correct.

3 **Q.** Can you also tell us about the changes to the time

4 limits for the completion of EHCP assessments and

5 finalising plans?

6 **A.** So, changes to the statutory nature of provision reduced

7 children's rights and then obviously what we saw during

8 the pandemic and post-pandemic is an increase in waiting

9 times for completion of assessments, which leaves

10 disabled children and young people behind and without

11 provision and without access to adequate provision.

12 **Q.** Okay. And I think in your statement you mention

13 a concern about the message that these easement were

14 sending. Can you just tell us what message you feel was

15 given to local authorities by these changes?

16 **A.** Well, the reduction in entitlement, from our

17 perspective, led to the further invisibility of disabled

18 children and young people, and the standards of

19 provision dropped, access, you know, access to

20 wrap-around service provision also dropped. So not only

21 did disabled children not have access to education, but

22 they didn't have access to all of those important

23 services like physiotherapy, occupational therapy,

24 occupational health, speech and language, sensory

25 provision, which ultimately led to regression, and we

29

1 what?

2 **A.** So it all comes back to engagement and co-design, and

3 there is a timeline for the pandemic, you know, in terms

4 of those winter months progressed and, you know, when

5 cases emerged, where disabled children and young people,

6 families and carers could have been engaged with,

7 identified, and measures put in place.

8 I mean, for us, we are the organisations and we work

9 with organisations who have the solutions and an

10 understanding of what should have been prioritised, and

11 those conversations did not happen. You know, sometimes

12 the focus around social distancing, PPE, and all of

13 those measures took away from the human element, and

14 what, for us, the starting point should have been: how

15 do we identify disabled children and young people? How

16 do we know where they are and how do we ensure that they

17 have access to the best possible provision that they can

18 have through, you know, during a national emergency?

19 And there are simple things that could have been

20 done like consideration given to how do we provide

21 health and social care safely so that the burden isn't

22 placed on informal carers? How do we ensure that

23 children and young people, those who were most at risk

24 of abuse and exploitation, are protected? You know,

25 things like could there have been a mechanism put in

31

1 have yet to see the visibility of disabled children and

2 young people returned to pre-pandemic levels.

3 And from our perspective, some children, some

4 disabled children and young people's lives have been

5 destroyed. I mean, we have, as one of our service

6 users, a very happy and content young woman who is

7 currently in a locked ward and does not have access to

8 society due to the regression in her speech and her

9 physical presentation, and also the impact of trauma and

10 how she stims. And that cannot be recovered to the

11 level of pre pandemic.

12 **Q.** I see.

13 **LADY HALLETT:** Can I just ask, and I'm sorry I am

14 interrupting again and I know you're fighting the clock,

15 Ms Pottle.

16 I do understand the importance to these children

17 who, as you say, their lives have been destroyed and

18 I totally and utterly understand the importance of

19 planning, but if you have a national emergency, as we

20 did, and local authorities had staff absences, staff

21 deployed, everybody chasing their tail trying to do

22 a dozen things at once, what else could have been done

23 in those circumstances? So yes, I understand what

24 you're saying, as in the consequences, but are you

25 saying something else should have been done and, if so,

30

1 place for check-ins that could have been done safely?

2 As -- you know, organisations such as ourselves, we

3 did step in, have stepped in, and continue to step in,

4 and pick up the pieces for statutory provision, but we

5 could have advised statutory provision how to be more

6 stable in that context. I mean, those simple measures

7 around how do you ensure that there is compatibility

8 between assistive technology and educational technology?

9 Are there ways to provide remote sensory experiences?

10 You know, there are lots of conversations that could

11 have been had that did not. And unfortunately, the

12 decisions that were made resulted in serious detrimental

13 impacts on a very invisible population that remain

14 invisible to this day.

15 **MS POTTLE:** And I suppose, if we're discussing now the

16 easements to statutory duties, is the DPO's position

17 that those easements should not have been brought into

18 force?

19 **A.** Sorry, I just have to ask you to repeat that.

20 **Q.** Of course. If we're talking now about easements to

21 statutory duties, for example in relation to EHCP plans,

22 is the DPO's position that those changes to the

23 statutory obligations should not have been made?

24 **A.** So in terms of the reasonable endeavours, et cetera,

25 yes, we could see that as an erosion of children's

32

1 rights. There was a better way, without doubt. You  
2 know, even as we sit here today in this Inquiry, while  
3 I'm doing my best, I do have to say that it is difficult  
4 because I am not a child or a young person. And one of  
5 the most serious aspects of the pandemic is the lack of  
6 voice that was given to children and young people, and  
7 measures like the, you know, the introduction of  
8 reasonable endeavours without consultation, without  
9 input, you know, led to further erosion of rights. And  
10 I think we have yet to see services reinstated to  
11 pre-pandemic levels, and to see that those rights are  
12 upheld.

13 From our perspective, we feel that working with  
14 children's organisations, Disabled People's  
15 Organisations, and others, that a stability of service  
16 provision could have safely been maintained, and that  
17 may not have been perfect but it would have been better  
18 than what happened.

19 **Q.** Okay. You've mentioned the importance of consultation  
20 before the making of changes. I have a question to ask  
21 on behalf of the Department of Education for Northern  
22 Ireland.

23 Do you agree that your organisation, DANI, often  
24 worked collaboratively with the Department for Education  
25 to protect and enhance the rights of disabled children

33

1 infrastructure, the lack of investment, they couldn't  
2 possibly have properly engaged with an organisation such  
3 as ourself -- such as ourselves. For example, during  
4 the collapse, we would have any had access to all-party  
5 groups as opposed to committees, et cetera, and that  
6 once -- and you notice, like, once infrastructure is  
7 broken, it is very, very difficult to reinstate it.

8 **Q.** I see.

9 **A.** And Northern Ireland as a jurisdiction, it's slow to  
10 enact change, and we are still seeing challenges in  
11 terms of redressing problems that emerged during the  
12 pandemic due to our legislative timescale, et cetera.

13 **Q.** Thank you for that answer.

14 We are just, I'm afraid, running out of time, but  
15 there is one matter which I've been asked to clarify.  
16 I asked you a moment ago about the increased risks for  
17 disabled children and young people, the increased risk  
18 of death as a result of the virus. And what I said was  
19 that for people aged 18-34, the death rate was 30 times  
20 higher for disabled children and young people, but in  
21 fact what I should have said is that the  
22 disproportionate mortality rates relate to children and  
23 young people with learning disabilities.

24 **A.** Yes.

25 **Q.** So, my mistake, but I just wanted to clarify.

35

1 and young people, and that the Department did its best  
2 to identify solutions in what were often demanding  
3 circumstances?

4 **A.** I think we have to go back to the timing that there was  
5 there. So the pandemic emerged just at the end of  
6 a political crisis. So any engagement that we would  
7 have had with the Department of Education in the run-up  
8 to the pandemic at any planning stage was in the context  
9 of the absence of ministers and the absence of any  
10 framework for ministerial decision making.

11 So at that time, if anything was to be put in place,  
12 it had to be in the basis of ministerial direction,  
13 which was on the basis of a decision made by the prior  
14 minister who was in place.

15 That effectively meant that there was no process for  
16 change or movement beyond what was already outlined in  
17 statute and practice, for a period from 2017 right up to  
18 the reinstatement of the Executive. So that meant that  
19 all of the formal consultation mechanisms that you see  
20 within a government were gone, and they could not be  
21 reinstated in time for pre-pandemic planning to be put  
22 in place, or indeed throughout -- throughout the purpose  
23 of the -- you know, throughout the life of the pandemic.

24 So, while the Department may have tried, they  
25 couldn't possibly -- because of the lack of

34

1 **A.** I think that is one of the challenges when we look at  
2 statistics in terms of terminology, et cetera. It is  
3 difficult. And for an organisation like ourselves,  
4 where we try not to disaggregate disability by label,  
5 you know, for us, then, it's -- it's challenging for us  
6 to identify any error such as that, because we prefer to  
7 use "disabled" as a collective term rather than focus on  
8 individual disabilities.

9 **Q.** Yes, but that was my error, so I apologise.

10 In the last two minutes that we have, I would just  
11 like to ask you, what recommendations would you make to  
12 improve the government response in any future pandemic  
13 to safeguard the rights of disabled children and young  
14 people?

15 **A.** I think the first step is to come from the perspective  
16 of the voice of the child, which is a right for children  
17 and young people, and ensure that there are measures in  
18 place that the voice of children and young people,  
19 including disabled children and young people, is heard  
20 and responded to within policy and practice development.  
21 And I think that is key.

22 One of the weaknesses throughout the pandemic was  
23 the lack of engagement with organisations and with  
24 people with lived experience, and services are better  
25 designed if they're delivered collaboratively with the

36

1 people that they most impact on. So that's  
2 a significant lesson.  
3 I think, as well, there needs to be an increased  
4 investment in service provision across the piece, and  
5 that when decisions are made about investing in public  
6 services, that they are, one, co-designed, but, two,  
7 come from a perspective of having -- of how you can have  
8 the most positive impact on disabled children and young  
9 people. You know, the example being that investment  
10 in PPE may have been important, but equally so,  
11 investment in remote sensory provision is equally  
12 important.

13 There are so many lessons, you know, to be learned.

14 **MS POTTLE:** Well, and also, in your statement you've, from  
15 paragraph 151 onwards, given the Inquiry a list, a very  
16 helpful list of recommendations for the future.

17 So I think Ms Toman, that is the end of my questions  
18 for you today.

19 I don't know, my Lady, if you have any further  
20 questions?

21 **LADY HALLETT:** No, I have no more questions. I'm really  
22 grateful to you, Ms Toman, and please don't worry if we  
23 haven't gone through everything that you've said in your  
24 written statement. Obviously I'm going to read all the  
25 material that I need to before I make my

37

1 maternity nurse.  
2 **Q.** Thank you. You set up Long Covid Kids with Frances  
3 Simpson in September of 2020; is that right?  
4 **A.** Yes.  
5 **Q.** How did you and Frances come to set up this  
6 organisation?  
7 **A.** So I, after our children got sick, we connected online,  
8 and Frances had published an article which I had read in  
9 the BMJ, and I asked her if she would validate my  
10 concerns and work with me on trying to pull together  
11 families.  
12 **Q.** And Long Covid Kids supports, represents, and advocates  
13 for children and young people who are living with  
14 ongoing symptoms of Long Covid; is that right?  
15 **A.** It is, yes.  
16 **Q.** And the organisation advocated for mitigation measures  
17 in schools, improved indoor air quality, further  
18 research, and vaccination. It is a volunteer  
19 organisation and supports about 11,000 families; is that  
20 right?  
21 **A.** That's right.  
22 **Q.** Okay. Does Long Covid Kids operate throughout the UK?  
23 **A.** It does, yes.  
24 **Q.** It operates in Scotland, I believe?  
25 **A.** Yes.

39

1 recommendations, and also you have very able legal  
2 representatives who I know will make sure I understand  
3 the points that you would have made, had we gone  
4 further.

5 **THE WITNESS:** Thank you.

6 **LADY HALLETT:** So thank you very much indeed for all your  
7 help.

8 **THE WITNESS:** Thank you.

9 **MS POTTLE:** Thank you.

10 My Lady, next we have Ms Sammie McFarland to give  
11 evidence.

12 **MS SAMMIE MCFARLAND (sworn)**

13 **Questions from COUNSEL TO THE INQUIRY**

14 **LADY HALLETT:** Ms Pottle.

15 **MS POTTLE:** Yes.

16 Ms McFarland, thank you for attending to give your  
17 evidence today. You've also provided a helpful witness  
18 statement to this Inquiry, which is reference  
19 INQ000588023, which you should have in front of you.

20 Ms McFarland, I'll begin by asking you about your  
21 professional background and the setting up of Long Covid  
22 Kids. What is your professional background?

23 **A.** So before the pandemic started I was a pilates and  
24 health coach specialising in women's health and fitness  
25 and before that I worked as a nursery nurse and

38

1 **Q.** And we have a statement also helpfully provided to the  
2 Inquiry from Ms Helen Goss.

3 Can you help us with the nature and extent of Long  
4 Covid Kids's involvement with Northern Ireland?

5 **A.** So we have a representative for Northern Ireland who fed  
6 back to all of us about the experiences of the families  
7 there. Our representative has a daughter who's very  
8 sick with Long Covid, and he helped her to advocate by  
9 writing letters and sharing her experience throughout  
10 the early pandemic.

11 **Q.** And did that representative engage with the Northern  
12 Ireland administration, do you know?

13 **A.** So there wasn't a coordinated approach, several young  
14 people wrote letters in an attempt to get engagement but  
15 there's no action that we know of.

16 **Q.** Okay, thank you. I'm going to ask you now some  
17 questions about the impact of Long Covid on children and  
18 young people. I'd like to begin by reading out  
19 a passage from the Children and Young People Voices  
20 report which was commissioned by this Inquiry to hear  
21 directly from children and young people.

22 Yes, very efficiently brought up on screen already.

23 And for the record, the reference is INQ000587936.

24 "Children and young people who reported severe  
25 lingering post-viral conditions described distressing

40

1 and persistent health impacts due to their illness.  
 2 Examples of impact on physical health included frequent  
 3 hospital appointments due to chest pain, and needing to  
 4 use a wheelchair due to mobility issues. Those  
 5 interviewed included some who were classified as  
 6 disabled due to their illness."

7 And one account received from an individual aged  
 8 17 years old is:

9 "I've been mostly housebound these last three ...  
 10 years. And if I do need to go out and walk, you know,  
 11 in more than five minutes to hospital appointments or  
 12 just for fun, I need a wheelchair. So yeah, it's pretty  
 13 unrecognisable from how I was in 2019."

14 Does this account accord with the lived experience  
 15 of your members?

16 **A.** Yes, it does.

17 **Q.** Okay. To give us a sense of the proportion -- that can  
 18 come down now, thank you.

19 To give us a sense of the proportion of children and  
 20 young people affected by Long Covid, you touch on the  
 21 numbers at paragraphs 23 and 28 of your witness  
 22 statement, but could you tell us roughly how prevalent  
 23 Long Covid is?

24 **A.** In -- well, what we know from the ONS statistics is that  
 25 there's over 100,000 children and young people in

41

1 **A.** So, I believe the first set of ONS statistics did and  
 2 then the latter ones did not.

3 **Q.** Okay. And the ONS figures are for children suffering  
 4 symptoms for more than 12 weeks. That would encompass,  
 5 I imagine, quite mild symptoms, but also the kind of  
 6 serious and debilitating symptoms that some children and  
 7 young people suffer, as set out in the Young Voices  
 8 Report.

9 Can you help us with whether there are any  
 10 statistics on severe Long Covid?

11 **A.** No, I think really that's an area that we need data and  
 12 further research, children who -- with severe symptoms  
 13 have been overlooked. They are often unable to attend  
 14 medical appointments so they're missing behind closed  
 15 doors.

16 **Q.** I see. Your witness statement details the impact of  
 17 Long Covid on children and young people's education, and  
 18 Long Covid Kids launched the Attendance and Education  
 19 Experiences Survey in collaboration with the University  
 20 of Derby in February of 2023, and in paragraph 85 of  
 21 your witness statement you set out the aims of the  
 22 survey.

23 So it was to gather detailed information about the  
 24 educational experiences and attendance patterns for  
 25 children and young people with Long Covid in England,

43

1 England and Scotland alone living with Long Covid, and  
 2 it's likely that those figures are grossly  
 3 unrepresentative of the actual figures.

4 **Q.** All right. So if I can -- in your statement, at  
 5 paragraphs 23 and 28, you cite the US RECOVER study, and  
 6 that states that nearly 6 million children are living  
 7 with Long Covid and that it affects up to 10-20% of  
 8 children with a history of Covid. Does that sound about  
 9 right to you?

10 **A.** Yes.

11 **Q.** Yes, and that the US RECOVER is obviously focused on  
 12 children and young people in the United States; is that  
 13 right?

14 **A.** Yes, that's right.

15 **Q.** And in your statement you cite the ONS statistics, and  
 16 you say:

17 "In the UK, tens of thousands of [children and young  
 18 people] are affected. The ONS last estimated that  
 19 almost 66,000 children suffer from Long Covid symptoms  
 20 for more than 12 weeks."

21 Does that sound about right?

22 **A.** That's right.

23 **Q.** And can you help us, and you might not be able to, but  
 24 with whether those ONS figures relate to  
 25 Northern Ireland?

42

1 Scotland, Wales and Northern Ireland.

2 And can I ask you, how many responses did Long Covid  
 3 Kids receive to that survey?

4 **A.** We received 317 responses from children and young people  
 5 between the ages of 5 to 19 years.

6 **Q.** Okay. And can you tell us whether any of those  
 7 responses came from Northern Ireland?

8 **A.** A small proportion, but I'd have to come back to you  
 9 with the exact figures.

10 **Q.** Okay. And participants in this survey, they were  
 11 recruited -- I believe there were requests for their  
 12 involvement posted on Long Covid Kids' social media  
 13 channels; is that right?

14 **A.** That's right.

15 **Q.** Okay. And just before the break, if I can ask you about  
 16 what the survey found. And it's not a memory test, so  
 17 let's start with paragraph 88 of your statement if that  
 18 helps you.

19 **A.** Thank you.

20 So the full results of the survey are being prepared  
 21 for publication at the moment. We found that 69% of  
 22 respondents reported that their education status had  
 23 been affected in some way by SARS-CoV-2 infection. We  
 24 found that a child with Long Covid will lose an average  
 25 of 20.6 learning hours per week when scaled up to the

44

1 total respondents of this survey. It's 171 -- over  
2 171,000 lost learning hours per year.

3 We found that 10.4% of respondents are currently  
4 temporarily away from school or college sick, and that  
5 9.5% are currently too unwell to be in education at all.  
6 And 75% of respondents reported that their attendance  
7 had been greatly impacted, 54% saying that their  
8 progress with learning had been greatly impacted.

9 40% of respondents thought that the school lacked  
10 an understanding of the impact that Long Covid had on  
11 their child or their young person's education, and 25%  
12 had experienced pressure from schools to send their  
13 child or young person to school when they had been  
14 unwell and we still hear about that every single day  
15 now.

16 **Q.** Pressure for unwell children to attend school?

17 **A.** Yes.

18 **Q.** I see. We have just a few minutes before the break so  
19 I'll ask you another question.

20 You've referred in your statement to the COSMO  
21 study, which my Lady will hear more about in the course  
22 of these hearings, but the study is the largest of its  
23 kind into the effects of the Covid-19 pandemic and the  
24 cost of living crisis on the life chances on  
25 a generation of young people.

45

1 a break, my Lady.

2 **LADY HALLETT:** Thank you, Ms Pottle. I think we'll break  
3 now.

4 I hope you understand, Ms McFarland, we take  
5 a regular break for everyone's sake, but especially the  
6 stenographer. So I shall return at 11.30.

7 (11.15 am)

(A short break)

9 (11.30 am)

10 **LADY HALLETT:** Ms Pottle.

11 **MS POTTLE:** Yes.

12 Ms McFarland, just before the break, we were  
13 discussing the COSMO study, touching on the impact of  
14 the pandemic on children and young people who have  
15 Long Covid on their education.

16 **A.** Mm-hmm.

17 **Q.** You highlight in your witness statement the unequal  
18 burden of Long Covid according to people's social  
19 background, children and young people's social  
20 background.

21 Can you tell us about research concerning this  
22 unequal burden? And for your reference, it's dealt with  
23 at paragraph 167 of your witness statement.

24 **A.** Thank you. So this is in reference to the COSMO study,  
25 which reported that patterns of Long Covid were also

47

1 And you've referred in your statement to a briefing  
2 published in January 2023, following the wave 1 initial  
3 findings.

4 And if we can pull up a quote from the study which  
5 you've included in your witness statement at  
6 paragraph 99:

7 "... when considering the severity of Long COVID, it  
8 is apparent that having Long COVID with a severe effect  
9 on everyday life is consistently associated with lower  
10 GCSEs scores. Having severe Long COVID is linked with  
11 about a 0.3 standard deviation decrease in  
12 teacher-assessed GCSEs scores. The findings show that  
13 pupils with Long COVID with a severe effect on everyday  
14 life achieved lower ... scores than their peers who did  
15 not suffer from this experience, when all other  
16 variables are held constant. Severe Long COVID is  
17 therefore a risk factor for children and young people's  
18 educational attainment. The long-term disruption to [a  
19 young person's] education, daily life, and potentially  
20 to their mental health of having severe Long COVID may  
21 be a possible explanation for this pattern."

22 Does this, the results from the COSMO study, accord  
23 with the lived experience of your members?

24 **A.** Somewhat, yes.

25 **MS POTTLE:** Okay. I think I'll pause there. We're due

46

1 found to be -- to vary by young people's social  
2 background. One in five comprehensive state school  
3 students who reported having Covid-19 either currently  
4 have or previously had Long Covid, compared to one in  
5 six grammar and independent schools -- school pupils,  
6 16%. Furthermore, the study found that those from the  
7 most disadvantaged areas of the country are more likely  
8 to report Long Covid compared to those from the least  
9 deprived areas: 25% versus 18%.

10 These findings further illustrate the unequal burden  
11 of Long Covid on children and young people from lower  
12 socioeconomic backgrounds and they highlight the need  
13 for targeted support and the importance of addressing  
14 structural inequalities in both research and service  
15 provision. This should be a key area of investigation  
16 for the Inquiry.

17 **Q.** Thank you.

18 I'd like to move on now to a new topic, which is the  
19 government response to Long Covid in children and young  
20 people.

21 Dealing first with the issue of communication about  
22 the risks of Long Covid. Your statement sets out the  
23 absence of communication about the risks of Long Covid  
24 to children and young people and their families, and  
25 that's dealt with in your statement at paragraphs 33-39.

48

1 And I'm going to ask you in particular about a statement  
2 made by the UK's chief medical officers.

3 So a statement was made on 23 August 2020, just  
4 before schools were to return in the autumn term, in  
5 which they said that the risks to children and young  
6 people were low, and very few, if any, children or  
7 teenagers will come to long-term harm from Covid-19 due  
8 to solely attending school.

9 In your view, did this statement give parents the  
10 necessary information about the risks of Covid  
11 infections for children and young people?

12 **A.** Absolutely not. This statement misled parents to  
13 believe that children and young people were unlikely to  
14 be harmed by infection; and as a result, our support  
15 group was filling up with families desperate for help.

16 **Q.** I think you've said in your statement that you  
17 appreciate the need, perhaps, for the chief medical  
18 officers to reassure parents. What do you think, in  
19 your view and that of your members, should have been  
20 done differently, bearing in mind that need to reassure  
21 parents as well, to provide information about  
22 Long Covid?

23 **A.** So I feel like there's a balance between reassurance and  
24 the facts and, as parents, we want to know the facts  
25 about how to protect our children.

49

1 12 May, and in that email we can see it is a discussion  
2 about concern. So it says:

3 "We had an update call yesterday, which somewhat  
4 raised my level of concern and changed the picture  
5 slightly -- so thought you should be in the picture.  
6 I have ... real concerns about how we balance this with  
7 the issues about public confidence [in] schools."

8 And he sets out the sort of numbers that they're  
9 concerned with, and the severity of the syndrome.

10 Then if we can scroll up now, pardon me, just to  
11 page 1, we can see a response here from Patrick Vallance  
12 saying:

13 "This is concerning and as you say will raise  
14 anxiety amongst the public. It is ... very important  
15 that this is researched properly ..."

16 And if we scroll up further up the page we can see  
17 an email from Professor Sir Chris Whitty, at the very  
18 top there, in which he responds saying that -- about the  
19 kind of research that he thinks would be appropriate  
20 into this issue.

21 So the email sets out that there was knowledge, of  
22 course, in May 2020 about Paediatric Multisystem  
23 Inflammatory Syndrome, which is another post-viral  
24 sequelae of Covid-19.

25 We can take that down now.

51

1 Responsible health communications would consider how  
2 the media will interpret them, because it's often the  
3 media that families see reporting information if they're  
4 not specifically seeking it out.

5 And I find it extraordinary that the precautionary  
6 approach was not taken with regard to children's health,  
7 particularly given the well-established knowledge  
8 that -- post-acute sequelae from other viral diseases  
9 and what they can do and how they can affect children.

10 **Q.** I see. I'm going to take you now to some email  
11 correspondence between the Chief Medical Officer from  
12 England, from whom we'll hear, at the time,  
13 Professor Sir Chris Whitty, so email correspondence in  
14 May 2020 in which concerns regarding the emergence of  
15 Paediatric Multisystem Inflammatory Syndrome were  
16 discussed, so we'll bring up the email now.

17 It's INQ000069216, and if we can start just on  
18 page 2.

19 Unfortunately, some text has been redacted about the  
20 recipients but I can say that it is an email from  
21 Russell Viner who, my Lady, you'll hear from later on in  
22 the hearings, from the Royal College of Child and  
23 Paediatric Health, and it is an email to  
24 Professor Sir Chris Whitty and Patrick Vallance about  
25 Paediatric Multisystem Inflammatory Syndrome, dated

50

1 What messaging do you think ought to have been given  
2 to the public by the Chief Medical Officer following  
3 this sort of knowledge in May of 2020?

4 **A.** Absolutely -- absolute clarity that families needed to  
5 protect their children. They needed information to make  
6 informed decisions. And without that information, many  
7 families didn't know to protect their children, and now  
8 they're members of our group.

9 **Q.** I see. I've already asked you about the statement in  
10 your witness statement about the need to reassure  
11 members of the public. But if we're concerned ourselves  
12 at the moment with the return to school in September of  
13 2020 and the statement made, the consensus statement  
14 made by the chief medical officers, do you think that  
15 considering the importance of education to children and  
16 young people, that it was necessary for public health  
17 bodies to reassure parents that children had a much  
18 lower rate of hospitalisation and severe disease. Would  
19 you accept that?

20 **A.** Somewhat accept that. I think that you can't look at  
21 just the hospitalisations on their own when, by then, we  
22 had huge numbers of families coming forward with what  
23 was happening in the community. And in our own -- in my  
24 own case, we weren't able to get our daughter into  
25 hospital because the hospital was only interested in

52

1 whether she could breathe or not. The fact that she was  
 2 unable to leave her bed was not of interest to them.  
 3 **Q.** I see. I'm going to ask you now about the schools  
 4 policy touching on Long Covid in children and young  
 5 people. What was your members' experience of school  
 6 support for pupils and families with Long Covid?  
 7 **A.** Sorry, would you mind asking that question again?  
 8 Sorry.  
 9 **Q.** Of course. Of course.  
 10 What was your members' experience of the school  
 11 support for pupils and families with Long Covid?  
 12 **A.** Nothing. There was no support. There was no  
 13 understanding there was no guidance for schools. Worse  
 14 than that, families were experiencing, sort of, punitive  
 15 measures with not attending and complete lack of belief.  
 16 The schools wanted medical documents, which we couldn't  
 17 get because healthcare professionals didn't know  
 18 anything about Long Covid. There was no support there  
 19 either. So the whole system just crumbled and children  
 20 were left abandoned.  
 21 **Q.** What could schools have done better to support children  
 22 and young people with Long Covid to access their  
 23 education?  
 24 **A.** Well, they needed guidance. They needed clear guidance,  
 25 because, as an organisation, we tried to provide

53

1 a result of that, it left very overwhelmed and isolated  
 2 families struggling, which had -- placed additional  
 3 burden on them on top of the wider pandemic experience.  
 4 **Q.** In your witness statement you also refer to a failure to  
 5 apply the NICE guidance which was published in  
 6 late 2021; is that right?  
 7 **A.** Yes, that's right.  
 8 **Q.** And a failure to collect and report routine data?  
 9 **A.** That's right.  
 10 **Q.** Is that right? Okay. And an absence of a clinical case  
 11 definition until February of 2023?  
 12 **A.** That's right.  
 13 **Q.** Okay. I'm going to take you now to the Children and  
 14 Young People's Voice Report.  
 15 Thank you very much. It's INQ000587936.  
 16 "Children and young people with post-viral  
 17 conditions described assessment and treatment journeys  
 18 that were uncertain, emotionally challenging and  
 19 complex. This included some of those with Long Covid  
 20 and all of those interviewed who were eventually  
 21 diagnosed with PIMS, likely due to limited awareness of  
 22 the condition ..."  
 23 Then if we turn over to page 143, this is an account  
 24 of a child aged 17 years old:  
 25 "I felt like I was kind of like, pushed around.

55

1 guidance and help families, and help schools to support  
 2 families, but there wasn't any. And because it wasn't  
 3 coming from the Department for Education, schools were  
 4 reluctant to accept any other information. But they  
 5 needed flexible and hybrid learning options, they needed  
 6 a flexible timetable. You needed different ways of  
 7 accessing education, one-to-one support, mobility needs  
 8 in schools. The list goes on and on, and without -- it  
 9 didn't matter what anyone said that wasn't coming from  
 10 the Department for Education. It was -- there was -- it  
 11 was just a flat answer of "No".  
 12 **Q.** Okay, we'll go on later in your evidence to deal with  
 13 the issue of guidance from the Department for Education,  
 14 but just for now we can see that no guidance was issued;  
 15 is that correct?  
 16 **A.** No.  
 17 **Q.** Okay. In terms of the medical response to Long Covid,  
 18 what difficulties did your members face in getting  
 19 access to specialist paediatric care?  
 20 **A.** Well, initially there was no care. Our members reported  
 21 that they couldn't even get their GPs to believe that  
 22 their children were sick. The narrative at that time  
 23 was that children did not get sick from Covid, and there  
 24 was a lot of pressure on families to send their children  
 25 back to education or to make them try harder. And as

54

1 Nobody wanted my case ... My feeling is that the mental  
 2 health people have no idea of what ME [Chronic Fatigue  
 3 Syndrome] is, or what Long Covid is. So you just find  
 4 yourself having to explain again and again ... [And]  
 5 when it got to crisis point, you know, my mum had to  
 6 really sit me down and like beg me to try and talk to  
 7 people because at that point I was so wary of any sort  
 8 of like counsellor or therapist."

9 Have your members experienced a similar lack of  
 10 understanding from healthcare professionals?  
 11 **A.** Yes, it's commonly reported in the group that children  
 12 and young people don't want to talk about their mental  
 13 health for fear of having their physical symptoms  
 14 minimised.  
 15 **Q.** I'm going to ask you now about the School Awareness  
 16 Pack. Long Covid Kids prepared a School Awareness Pack  
 17 to address the lack of guidance in place for schools  
 18 with pupils who suffered from Long Covid; is that right?  
 19 **A.** That's right.  
 20 **Q.** And can you just give us an idea of the kind of  
 21 information that was in the School Awareness Pack?  
 22 **A.** So it was essentially information to try and help  
 23 families reduce their -- the risk of SARS-CoV-2  
 24 infection. We shared the updated information from the  
 25 government because it was changing so quickly, it was

56

1 difficult to keep up with. We talked about ways that  
 2 schools could reduce risk for children and try and help  
 3 them with clean air, with air filtration --  
 4 **Q.** If can just pause you there. So reduce the risk of  
 5 infection?  
 6 **A.** Yes, reduce the risk of infection. And we shared any  
 7 information that was available to try and help give  
 8 families the information to make their own informed  
 9 decisions.  
 10 **Q.** Okay. In May 2021 the Department for Education prepared  
 11 a note on Long Covid, as an internal document, which  
 12 acknowledged the need for schools to be provided with  
 13 official information on the disease. The note included  
 14 a reference to misinformation and a concern that the  
 15 awareness pack overstated the risk.  
 16 If we can pull it up, please, the note itself is  
 17 INQ000542722. We're looking here, it should be on your  
 18 screen, Ms McFarland, at paragraphs 15 to 18.  
 19 It says:  
 20 "15. PHE and DHSC have raised concerns about the  
 21 potential spread of misinformation on Long COVID in  
 22 children.  
 23 "16. The advocacy group 'Long COVID Kids' have  
 24 produced a 'School Awareness Pack'. The Scottish  
 25 Government has received correspondence asking whether it

57

1 **A.** No, it didn't.  
 2 **Q.** Okay. How did you feel when you read about this  
 3 reaction from the Department for Education to the School  
 4 Awareness Pack?  
 5 **A.** I was angry. We tried so hard to raise awareness and to  
 6 get people to listen, and when I read that, it made me  
 7 realise that we never stood a chance of getting the  
 8 truth out because they didn't want it to be out. Our  
 9 information wasn't misinformation; the misinformation  
 10 was hiding the facts from families.  
 11 **Q.** I'd like to ask you about Long Covid Kids' engagement  
 12 with the Northern Ireland Department of Health or other  
 13 Northern Irish public authorities about Long Covid. Has  
 14 Long Covid Kids engaged with these bodies?  
 15 **A.** I'm so sorry, would you mind asking that again? My  
 16 apologies.  
 17 **Q.** Of course. Would you like a moment?  
 18 **A.** No, it's fine.  
 19 **Q.** Thank you. Okay, I'd like to ask you about Long Covid  
 20 Kids' engagement with the Northern Ireland Department of  
 21 Health or other Northern Irish public authorities about  
 22 Long Covid. Has Long Covid Kids engaged with these  
 23 bodies?  
 24 **A.** We have not. We've tried.  
 25 **Q.** Okay. I'd also like to ask you whether Long Covid Kids

59

1 would be distributing the pack to schools. There is  
 2 a concern that this misinformation could be directly  
 3 distributed to schools. PHE and DHSC are concerned that  
 4 the information pack risks overstating the prevalence of  
 5 long COVID in children. Whilst some children may suffer  
 6 from post-COVID symptoms, these may not hugely differ  
 7 from other post-viral symptoms.  
 8 "17. Long COVID Kids are also calling for robust  
 9 aerosol transmission mitigation measures in schools and  
 10 policies on school attendance and return to school as  
 11 well as greater public awareness of long COVID in  
 12 children."  
 13 Then pardon me, just paragraph 18:  
 14 "We are discussing options with PHE and DHSC. One  
 15 route is for PHE and DHSC to provide key messages and  
 16 guidance on long COVID in children, which DfE could help  
 17 to distribute via our comms channels and links with  
 18 schools."  
 19 What I'd like to ask you is firstly, did Long Covid  
 20 Kids have any direct engagement with the government  
 21 about the school awareness packs?  
 22 **A.** No, we tried but there was no engagement.  
 23 **Q.** Okay. The note refers to an option of providing  
 24 guidance on Long Covid from the Department. Did that  
 25 happen?

58

1 has had engagement with the Welsh Government or public  
 2 health authorities?  
 3 **A.** Again, we've tried.  
 4 **Q.** Okay. To the extent that it has not already been  
 5 covered in your evidence, can you tell us of Long Covid  
 6 Kids' overarching assessment of the approach of the  
 7 governments of the UK to Long Covid in children?  
 8 **A.** Our children were dismissed, minimised, gaslit, ignored,  
 9 hidden. And that continues to be the case now: that  
 10 there hasn't been any correction to the early messaging.  
 11 The government has not treated our children as part of  
 12 society, and what happened to our children could happen  
 13 to any child and all we ever wanted to do was raise the  
 14 alarm, and when we did that, when we shared information,  
 15 we thought that they would be interested and that they  
 16 would pick it up and that they would make a difference.  
 17 And they didn't. And so we just kept going because what  
 18 alternative was there?  
 19 **Q.** Finally, Ms McFarland, I'd like to ask you about the  
 20 impact of Long Covid on your daughter. You set out in  
 21 your witness statement a case study about a child, K.  
 22 That is your daughter; is that right?  
 23 **A.** It is, yes.  
 24 **Q.** Yes. Can you tell us what your family's experience was  
 25 with Long Covid with your daughter?

60

1 A. So my daughter and I both got Covid in March 2020. Me  
2 first, and Kitty very quickly after.

3 My daughter, she had initially mild symptoms and  
4 then, within four weeks of the original infection it  
5 became very clear that she was not recovering.  
6 Initially, her symptoms were high fevers, she was  
7 translucent, her skin was translucent, she couldn't feed  
8 herself, she couldn't do her personal care, she couldn't  
9 leave her bed. She would crawl along the landing to get  
10 to the toilet. Being upright on the toilet was  
11 impossible for her. She would have seizures. She had  
12 severe pain, heart palpitations. It was horrendous.  
13 She still lives with those symptoms, although better  
14 managed but only because we've accessed private care.  
15 That's been life changing, and as a family at the time  
16 there was no information.

17 One time we tried to speak to healthcare  
18 professional at a medical appointment for me, because  
19 they were not giving medical appointments to children at  
20 the GP's surgery, and I was told that my daughter was  
21 mimicking my symptoms even though they had never seen my  
22 daughter, and that she would be fine when she got back  
23 with her friends.

24 Later on, we tried to call 111 and as mentioned  
25 earlier, we were told if she was breathing she didn't

61

1 under PHE, which denotes Public Health England,  
2 Dr Shamez Ladhani is listed as attending. And we also  
3 see apologies from the Children's Commissioner and other  
4 invitees.

5 Were Long Covid Kids ever invited to attend the  
6 permanent stakeholder -- Permanent Secretary Stakeholder  
7 Group meetings on education?

8 A. No, we were not.

9 Q. And if we scroll down in the same document,  
10 page 3-paragraph 2.2, we see that Dr Shamez Ladhani  
11 joined the discussion to explain research into  
12 Long Covid, and I'd like us to look together at the  
13 fourth bullet point under 2.2 -- I hope that that will  
14 be zoomed in on very shortly -- and the last line of  
15 that bullet point notes that:

16 "Dr Ladhani was clear that children should not be  
17 labelled with long COVID (ie, a medical condition) as  
18 this has potential to cause longer-term, psychological  
19 harm."

20 Ms McFarland, what was your reaction to reading what  
21 was advised by the representative from Public Health  
22 England?

23 A. It cut me to the absolute core when I read that. That's  
24 the evidence that should be representing my child and  
25 the other children. And he says "label", I say

63

1 need medical help. And we were so terrified, we were  
2 doing 20-minute observations on her because she was  
3 unable to talk, and yet they just kept saying that  
4 children didn't get sick and because of that, we just  
5 couldn't get anyone to believe us. The implications  
6 were it was a health -- it was a mental health problem  
7 because she was not with her friends, and yet she was  
8 desperately, desperately sick.

9 MS POTTLE: Thank you, Ms McFarland.

10 My Lady, there is one question from approved --

11 LADY HALLETT: There is. Ms Iengar. Just there.

#### 12 Questions from MS IENGAR

13 MS IENGAR: Ms McFarland, I'll be asking you about  
14 a document that's been disclosed from the Department for  
15 Education. It's INQ000542824, and it will shortly  
16 appear on our screens.

17 As it comes up, I can tell you that the first page  
18 we will see that these are meeting minutes of  
19 a permanent stakeholder group meeting from 9 June. It  
20 should be on your screen.

21 And I can reliably tell you that this refers to the  
22 year 2021, and we see at page 1 a number of attendees,  
23 representatives from the Local Government Association,  
24 teachers unions, the National Children's Bureau,  
25 schools, colleges, the D of E, and then on the left

62

1 "diagnosis", and without a diagnosis, our children were  
2 unable to access care or to be believed, and that put  
3 additional pressure on families and children and young  
4 people themselves. It brought additional stigma. It  
5 makes me wonder if they wanted a barrier to stop our  
6 children being diagnosed because they didn't want people  
7 to understand the amount of children that were getting  
8 sick.

9 MS IENGAR: Thank you, my Lady.

10 LADY HALLETT: Thank you very much.

11 That completes the questions we have for you.

12 I appreciate you've found it very distressing, so I'm  
13 particularly grateful to you for coming along. And  
14 I hope, as you say, that -- you've managed to access  
15 private care -- I hope your daughter does improve. How  
16 old is she now?

17 A. She's 19. She'll be 20 next week.

18 LADY HALLETT: All right. Well, I hope that she does manage  
19 to get her live back on track.

20 THE WITNESS: Thank you.

21 LADY HALLETT: And thank you for all you've done to support  
22 other people in your position.

23 THE WITNESS: Thank you.

24 LADY HALLETT: Thank you very much indeed. And thank you to  
25 your colleagues who helped with the Inquiry.

64

1 **THE WITNESS:** Thank you.

2 **LADY HALLETT:** Ms Treanor.

3 **MS TREANOR:** My Lady, the next witness is Kate Anstey.

4 **MS KATE ANSTEY (affirmed)**

5 **Questions from COUNSEL TO THE INQUIRY**

6 **LADY HALLETT:** I hope we haven't kept you waiting too long,  
7 Ms Anstey.

8 **THE WITNESS:** All good. Thank you.

9 **MS TREANOR:** Good afternoon, Ms Anstey.

10 Thank you for attending today and for the provision  
11 of your witness statement, which is dated 23 July 2025.  
12 That is at INQ000650990, and the final page thereof  
13 contains your signed declaration as to the truth of its  
14 contents.

15 Ms Anstey, you're giving your evidence today in your  
16 capacity as Head of Education Policy at Child Poverty  
17 Action Group, a role you've held since 2023, I think.

18 **A.** Yes.

19 **Q.** By way of introduction, could you provide us with an  
20 overview of the work of Child Poverty Action Group?

21 **A.** Yes, of course.

22 So at Child Poverty Action Group we work on behalf  
23 of children and young people across the UK who are  
24 growing up in poverty. We do that in different ways.  
25 We work to understand what causes poverty, the impact

65

1 Particularly in Scotland, child poverty rates are lower,  
2 and that's because there are certain policies that have  
3 been put in place in Scotland to mitigate some of the  
4 effects of child poverty, things like the Scottish Child  
5 Payment, for example, have worked to bring down child  
6 poverty rates. But across the other nations, child  
7 poverty remains around 31%, 30/31%, and that is roughly,  
8 kind of, nine children in a classroom of 30, when we're  
9 trying to, sort of, kind of, visualise that. And that  
10 is a number that has been steadily rising, although  
11 there has been some kind of -- there were changes to  
12 that, which we can go into later, but that figure has  
13 been rising at UK level particularly since 2010, and  
14 some of the drivers of that are some of the cuts and  
15 freezes that were made to the social security system  
16 during the 2010 period.

17 So, to pick out a couple, the two-child limit and  
18 the benefit cap are particular causes of, kind of,  
19 rising child poverty over that period.

20 **Q.** Thank you, Ms Anstey.

21 I'd like to just begin your evidence really by  
22 establishing with you what the term "child poverty"  
23 encompasses and how it's measured.

24 So, in terms of how child poverty is defined,  
25 I understand that most definitions of child poverty

67

1 that that has on children's lives, and also what  
2 solutions are needed to lift children out of poverty.

3 Within that, we have different mechanisms, so we  
4 have our, sort of, policy and advocacy work, and that's  
5 part of the work that I do. We also do welfare rights,  
6 support work, as well as our strategic litigation work.  
7 And I suppose, within the context of the pandemic, we  
8 were very much looking to continue that work and  
9 understand how the pandemic was affecting particularly  
10 low-income families and children during that period, so  
11 continuing to research, talk to families, analyse  
12 policies, and share the findings and evidence from that.

13 **Q.** Thank you.

14 And you said a moment ago that your work extends  
15 across the UK. Can I ask, it appears from your  
16 statement that perhaps you've a less established  
17 presence in Northern Ireland; is that correct?

18 **A.** Yeah, that's correct. So while we are a UK-wide charity  
19 and we look at data and analysis across the UK, in terms  
20 of our research work, the survey work, the focus groups,  
21 et cetera, that we do with children and families, that  
22 is predominantly in Scotland, England and Wales.

23 **Q.** Okay. And generally speaking, are rates of child  
24 poverty consistent across the UK?

25 **A.** So they do vary very slightly across the nations.

66

1 include reference to lacking the financial resources to  
2 meet a basic standard of living relative to what is  
3 commonplace in society; is that right?

4 **A.** Yeah, exactly. So when we're talking about poverty and  
5 child poverty, we're talking predominantly about money  
6 and households not having enough money to afford the  
7 things that they need, as you say, to, kind of, take  
8 part in things that most people in society can, so  
9 whether that's being able to afford food or decent  
10 housing, or being able to take part in activities like  
11 school trips.

12 When we think about -- so that's the -- kind of how  
13 we've set that in the context of the day-to-day lives of  
14 families. When we're thinking about the measure of  
15 child poverty, it is a sort of -- there is a technical  
16 measure, and -- for -- to kind of establish how many  
17 children and families are living in poverty, we use of  
18 the DWP's HBAI dataset.

19 That has, actually, a number of measures within it  
20 of child poverty, but our CPAG -- our preferred measure,  
21 and the one that is most widely used, is a relative  
22 income measure, and is also a measure that's where we're  
23 looking at families after housing costs have been taken  
24 into account.

25 So, for a child to be living in poverty, they will

68

1 be in a household where that household's income is at  
2 60% or below the median income in society in that year.  
3 As I say, the reason that we prefer this relative  
4 measure is because we really think it's important to  
5 look at children's experiences kind of set in the  
6 context of today and relative to today's living  
7 standards.

8 There are, kind of, absolute measures of poverty  
9 that anchor to a date in the past, so 2010 is the  
10 current date that's used, but as I say, we don't feel  
11 that's relevant to what children are experiencing now.

12 And also the reason we look at that after housing  
13 cost piece is because housing is a kind of unavoidable  
14 cost. So it's really important for us to understand,  
15 once that's taken into account, where families sit in  
16 terms of that poverty line that I set out. And that's,  
17 as I say, the measure that we use.

18 I think it's important to say that child poverty  
19 affects all aspects of children's lives, so it affects  
20 every part of childhood, whether that's education,  
21 wellbeing, social and emotional relationships. But it  
22 also has this lasting effect on children's outcomes and  
23 right through into what children earn as adults as well.

24 And it's very cumulative. So the longer a child is  
25 in poverty and the deeper a child is in poverty, the

69

1 **Q.** Thank you.

2 We'll perhaps just turn then to look at the profile  
3 of child poverty in the UK just before the pandemic.  
4 Can you confirm that, in early 2020, just before the  
5 pandemic started, there were 4.3 million children, and  
6 I think you've already said that that's equivalent to  
7 30% of all children in the UK living in relative poverty  
8 after housing costs?

9 **A.** Yes, so that is correct. So, as we went into the  
10 pandemic, I mentioned that child poverty had been  
11 increasing in the kind of decade leading up to that.  
12 Incomes, family incomes, had been heavily eroded by cuts  
13 and freezes to the social security system, so lots of  
14 families were coming into the pandemic in a pretty bad  
15 state. As you say, there was 4.3 million children  
16 living below the poverty line.

17 Households also had very little in terms of savings.  
18 So, because their income had been eroded, there was very  
19 little to fall back on, and therefore, kind of,  
20 putting -- you know, households -- any kind of income  
21 shock was going to hit households badly.

22 I suppose there are also groups of children that  
23 were at even higher risk or more likely to be in  
24 poverty. So when we think about, you know, 31% is the  
25 sort of overall percentage of children but when we think

71

1 worse that has on -- their effect on their outcomes.

2 But it's certainly not inevitable, and, as I say,  
3 policies have lifted children out of poverty and pulled  
4 them into poverty as well.

5 **LADY HALLETT:** Could I ask you to slow down.

6 **THE WITNESS:** Yeah, of course.

7 **LADY HALLETT:** Thank you.

8 **MS TREANOR:** Just a moment ago, Ms Anstey, you mentioned the  
9 depth of poverty. I think is it right that the severity  
10 or depth of poverty, or in other words how far  
11 households are from a basic standard of living, is also  
12 something that Child Poverty Action Group measures?

13 **A.** Yes. So I mentioned the Households Below Average Income  
14 dataset that we look at. That sets the poverty line at  
15 60% of the median income in society. When we talk about  
16 deep poverty, we're looking at households that are 50%  
17 or below.

18 Unfortunately that, the number or the group of  
19 children below that 50% mark, has also increased in  
20 recent years.

21 And as I alluded to, where children live in deep  
22 poverty, that has kind of a worse effect. They're less  
23 likely to be able to afford the food that they need,  
24 less likely to be able to live in a warm home, and we  
25 know that has severe detrimental effects on children.

70

1 about children in black and minority ethnic groups the  
2 percentage was significantly higher coming into the  
3 pandemic, so around 46%.

4 Families in -- black and minority ethnic families  
5 were more likely to be in, kind of, lower-paid jobs,  
6 more insecure income, more likely to have to have used  
7 the social security system which I have already said,  
8 had been, you know, many, many cuts had been made to it.

9 So they're an example of a group that were  
10 particularly vulnerable coming into the pandemic.

11 I think it's also worth saying that families with  
12 three or more children were another group that were very  
13 children. So some of those cuts I alluded to, the  
14 two-child limit in particular, has meant that poverty  
15 among families with three or more children has increased  
16 and, you know, we can imagine if you have a household  
17 with three or more children there's just more mouths to  
18 feed and you're more likely to have increased costs and  
19 therefore, you know, when there's an economic change, or  
20 change of circumstances, it's very difficult.

21 One final group I think it's important to talk about  
22 is migrant families. So again, very, very vulnerable.  
23 So families, particularly those with no recourse to  
24 public funds, you know, some -- lots of families will  
25 have been working, but actually they have no access to

72

1 any of the benefit system or the vast majority of the  
2 benefit system. So, you know, they're unable -- I guess  
3 there's a much greater chance that they're living in  
4 deep poverty and at much greater risk of destitution  
5 because if anything happens to work then they have  
6 nothing to fall back on.

7 **Q.** Thank you, Ms Anstey.

8 Just if I may, if I could just pull on a few threads  
9 from that answer. I think you'd mentioned in the course  
10 of your answer that some children who were living in  
11 poverty will have been living in families where a parent  
12 or carer was in work; is that right?

13 **A.** Yeah, absolutely. So I mentioned over the 2010s that  
14 child poverty had risen. Also, when we look into the  
15 data, in-work poverty has risen quite significantly, as  
16 well. So around seven in ten children who were living  
17 in poverty at the start of the pandemic, their  
18 households or someone in their household was in work,  
19 but that work simply wasn't paying enough to lift them  
20 above the poverty line. So again, this sort of insecure  
21 low incomes were having an effect on that, and that's  
22 more of a kind of newer phenomenon in terms of poverty.

23 **Q.** Ms Anstey, I want to ask you about some longer-term  
24 trends prior to pandemic which I think might be relevant  
25 to your evidence about the pandemic. In your statement

73

1 that's very much a poverty-related attainment gap that  
2 we see in the progress data and the attainment data.

3 I think beyond just looking at academic attainment,  
4 there are lots of other ways in which children on  
5 a low-income fare worse in a school setting. So they're  
6 much more likely to be absent from school, more likely  
7 to be suspended or excluded. They're also more likely  
8 to say that they don't have the same sense of belonging  
9 in school or feel isolated.

10 So I think that paints a picture of it's much harder  
11 for children to get on in school if they're facing  
12 poverty, and we know the sort of effects of that, yeah,  
13 and I think as I say, it's very clear from our work why  
14 that is the case and the links between the two, both the  
15 fact that you don't have everything that you need, the  
16 kind of material deprivation of not having food or  
17 resources, but also the stress that poverty puts on the  
18 family home as well, making it much harder to support  
19 children at school as well.

20 **Q.** Thank you. I'd like to move on now to look at the  
21 impact of Covid-19 on the number of children living in  
22 poverty.

23 Can you explain whether rates of child poverty  
24 increased during the pandemic?

25 **A.** So, yeah, I think it's really important to say that when

75

1 you've said that family income is the strongest  
2 statistical predictor of how well a child will achieve  
3 in school. And you highlight that a 16-year-old's  
4 family income is more than a four times as strong  
5 a predictor of GCSE attainment as their local authority  
6 of residence; is that right?

7 **A.** Yeah, and I think there's now -- there's more and more  
8 evidence coming through to show that, as you say, the  
9 income at home is the strongest sort of determinant of  
10 how well a child will get on in school, more so than  
11 where they grow up or other factors. The evidence is  
12 also weighted that this is a causal link, so it's not  
13 just a correlation; there's causal evidence of the  
14 impact of income on education.

15 And I think we, in our work, we see this firsthand.  
16 We're in schools talking to children and young people.  
17 We know that every part of the school day is very hard  
18 to access if you don't have much money, not having the  
19 right uniform or being able to pay for the bus to  
20 school. And as you say, at every -- once children are  
21 kind of in the school system, at every measure and  
22 milestone, children on a lower income are worse off than  
23 their peers. So whether that's right when they come  
24 into school or right the way through to GCSEs and  
25 A levels, we see there is a kind of gap between, and

74

1 the pandemic hit, the government did put in place  
2 measures to recognise the fact that lots of families  
3 would be struggling. So the most significant policy  
4 that came in was an uplift to Universal Credit and  
5 working tax credits, so the government rolled out a £20  
6 increase to those benefits.

7 If that hadn't come in, things would have been much,  
8 much worse for families, and we did see as a result of  
9 that policy change, child poverty dropped from  
10 4.3 million down to 3.9 million. So I think that's  
11 a really key demonstration of, you know, the levers that  
12 government have and can pull that really do affect the  
13 number of children living in poverty, and it was shown  
14 that that could be done during the pandemic.

15 But it's important to say that that policy really  
16 had its limitations so --

17 **LADY HALLETT:** I'm sorry, I'm going to have to stop you  
18 there, Ms Anstey. I've got to be really careful that  
19 when it comes to individual modules, I make sure that  
20 anything I put into a report is based on a fair  
21 assessment of the evidence. And when it comes to  
22 economic support and response, I'm going to be dealing  
23 with that in Module 9. And that's where I'll look at  
24 the breadth of support, particularly for vulnerable  
25 people and its effectiveness, so what I can't do is go

76

1 down this particular path today. You can say what the  
2 particular situation was like as a fact but you can't  
3 then, I'm afraid --

4 **A.** Yeah, I -- (overspeaking) --

5 **LADY HALLETT:** I'm really sorry so stop you because I know  
6 it's a cause in which you believe wholeheartedly but  
7 I'm afraid I'm going to have to stop you there.

8 **THE WITNESS:** No problem.

9 **MS TREANOR:** Just picking up on the change in the rates of  
10 child poverty across the pandemic, in your statement  
11 you've pointed out that in the latest figures published  
12 in March 2025 show that, of an approximate total of  
13 14 million children in the UK, a record 4.5 million  
14 children are now currently living in poverty.

15 **A. (Witness nodded).**

16 **Q.** And I think you make the point that that has increased  
17 since 2020?

18 **A.** Yes. So that measure, the support was brought in during  
19 the pandemic, that £20 uplift, where we saw that drop in  
20 child poverty but that was later removed and  
21 subsequently child poverty rates have gone up and there  
22 have been other factors that have caused that increase  
23 as well.

24 Is it a good time to talk about other support during  
25 the pandemic, for example, free school meals provision

77

1 et cetera, needing to find entertainment for children.  
2 So the increase in costs was significant, and actually,  
3 the reason that that's different to kind of  
4 higher-income households is lower-income households  
5 spend a much bigger proportion of their income on  
6 essentials whereas if you're in a higher-income  
7 household you may have spent more of your income on  
8 recreation or culture and lots of those things fell away  
9 in the pandemic.

10 So those households, in terms of savings and income,  
11 were much better protected, whereas in a lower-income  
12 family household they really felt the impact of those  
13 increased costs while children were at home. And as  
14 well as, you know, the things I've mentioned, our  
15 research found very strongly that lower-income families  
16 were having to spend more on things like learning  
17 resources because they didn't have what they needed  
18 coming into the pandemic.

19 So, yeah, a combination of those two things meant  
20 that lower-income family families in particular were hit  
21 very badly when everybody was, kind of, locked down and  
22 at home.

23 **Q.** Ms Anstey, some people might associate the pandemic with  
24 an opportunity to save money because they're not leaving  
25 home, they're not having to travel. Just to confirm,

79

1 or -- (overspeaking) --

2 **Q.** Perhaps I can just ask you about the reasons for the  
3 increase. You've mentioned that there were other  
4 factors. Is one of the reasons for that increase that  
5 workers in households with children who were already on  
6 means-tested benefits were more likely to lose their job  
7 and become furloughed?

8 **A.** Yes. So for families on a low income during the  
9 pandemic, they faced a particularly tough time. And  
10 there were two reasons for that, as you say. Those  
11 living on a lower income were much more likely to, yes,  
12 face redundancies but also have their hours reduced or  
13 have to take on greater caring responsibilities and  
14 therefore they couldn't work as much. And as you said,  
15 they were coming into this, those that had already been  
16 on means-tested benefits, they were coming into this  
17 with particularly sort of unprotected household incomes  
18 in the first place and that got worse.

19 Loss of income was a big factor but at the same time  
20 families in lower-income households faced increased  
21 costs. So having more -- having your children at home,  
22 also in many cases having children return back home or  
23 other family members come back home meant there were  
24 more people in the house, therefore the need for more  
25 food, lots of families using more of heating bills,

78

1 was that the case for families on low incomes?

2 **A.** So, as I said, kind of, earlier, families were coming in  
3 in a bad state and they had very little savings, if any,  
4 already. But at the point where children and everybody  
5 was locked down at home, it was incredibly difficult for  
6 low-income family families to save at that point because  
7 of -- you know, as I say, far more likely to face those  
8 decreased incomes and more likely to have increased  
9 costs, and that being a much bigger proportion of their  
10 income.

11 And I suppose other things -- again, I don't know if  
12 it's okay to touch on this, but, you know, other things  
13 that had been eroding family incomes, like the two-child  
14 limit and benefit cap, remained in place during the  
15 pandemic as well, so nothing -- again, children were  
16 overlooked in terms of the response, the economic  
17 response.

18 **Q.** Thank you.

19 And I'd just like to look at the specific challenges  
20 that children living in poverty faced as a result of  
21 school closures in particular, and I think you've  
22 already touched on some of those aspects in that answer.  
23 But did school closures contribute in other ways to the  
24 financial pressures that families were experiencing?

25 **A.** Yes. So I think in the first instance it's important to

80

1 say that schools provide many protective factors to  
2 children living on a low income or to children more  
3 generally, but particularly those on a low income. So  
4 they help with food, whether that's, kind of, breakfast  
5 clubs in the morning or free school meals. They support  
6 because they have learning materials readily available.  
7 They provide after-school provision, extracurricular  
8 activities, which families very much welcome, as well  
9 as, kind of, wider services and support in terms of  
10 mental health and access to other services.

11 So there's a whole raft of things that schools do,  
12 and though -- lots of those things, it's very difficult  
13 for families to replicate and provide at home. And  
14 I think that very much came into -- you know, into very  
15 clear focus when the lockdown began and children and  
16 families were very quickly asked to move on to, kind of,  
17 online learning and try to, kind of, keep up their  
18 education from home, and low-income family families  
19 simply were not set up to be able to do that.

20 We know that there was a big digital divide going  
21 into the pandemic. Through our research, children and  
22 families told us they did not have the essential items  
23 that they needed, whether that's, kind of, laptops,  
24 other devices. That was a major barrier for families.

25 I think, as well as digital items, we heard lots  
81

1 learning and the fact that children in lower-income  
2 homes were less able to access education online, because  
3 we knew about some of those issues that already existed  
4 and yes, it bore out very strongly.

5 **Q.** Thank you, Ms Anstey.

6 I think in your statement you've touched there upon  
7 the difficulties that children living in poverty would  
8 have had in terms of accessing devices and other  
9 non-digital materials. You touch on this in your  
10 statement and make the point that that would have been  
11 compounded by other measures that had been put in place.

12 Can you tell us a bit more about how that would be  
13 compounded by other wider societal measures.

14 **A.** Yes. So, one of the things that came through very  
15 strongly in our work is that, prior to the pandemic,  
16 a proportion of children were eligible for free school  
17 meals. We were very clear prior to the pandemic that  
18 that measure in the number of families that were  
19 eligible was far too low. So around one in three  
20 children in poverty did not qualify for free school food  
21 prior to the pandemic, because that threshold was  
22 inadequate.

23 When children were -- went home and went into  
24 lockdown, those families that were ineligible prior to  
25 the pandemic did significantly suffer. You know, as  
83

1 about non-digital items that families didn't have,  
2 stationery, crafts. Things like printers were  
3 particularly important. We heard about parents having  
4 to wake up early in the morning to write out worksheets  
5 because they didn't have a printer at home. So access  
6 to resources was a big, big concern for families.

7 On top of that, there was things in terms of the  
8 home environment. So families on a low income were more  
9 likely to be in overcrowded housing conditions,  
10 poor-quality housing, less likely for children to have  
11 somewhere to learn, somewhere quiet to learn, and, you  
12 know, siblings and other family members being around.

13 And on top of that we heard from parents,  
14 particularly on a low income, that they struggled  
15 sometimes with the confidence or the capacity to be able  
16 to support children while they were learning at home.

17 And I think just to give an example of that, we  
18 heard particularly from lone-parent families, who were  
19 predominantly mothers, that that period was incredibly  
20 difficult with trying to still bring in income and work,  
21 but support children while they were learning from home.  
22 And we know that lone parents struggled, kind of, far  
23 more so during that period.

24 But, yeah, it was a very difficult time and I think  
25 that it was -- it was unsurprising that that gap in  
82

1 I said, low-income families faced big shocks, they faced  
2 rises in food costs at home, and they didn't have any  
3 support. And very often in school there is, kind of,  
4 *ad hoc* support provided. Schools know about families  
5 that might be struggling but might not be accessing or  
6 entitled to free school meals.

7 So there was a group that we were particularly  
8 worried about, and we know they continued to struggle  
9 with food costs in the pandemic, but I suppose for those  
10 that were eligible, there were also significant  
11 challenges. So schools, when it -- when lockdown first  
12 happened, in March 2020, schools did try to put in  
13 place, kind of, provision and alternative support. That  
14 was very patchy.

15 The government then tried to set up a national  
16 system. So through Edenred they said that families  
17 could access vouchers in order for them to be able to  
18 purchase food. But very quickly -- and we were very  
19 concerned about this -- very quickly it became apparent  
20 that that system wasn't working particularly well, both  
21 in terms of the administration, so there was lots of  
22 issues with codes and access, but also in terms of the  
23 design of the system.

24 So those vouchers were limited to certain  
25 supermarkets. In the first instance, families couldn't  
84

1 get change back from it. It had to be spent all at  
2 once. Again, they were kind of -- some of these  
3 families were living very far away from the places that  
4 they were able to buy food from. So, actually, it was  
5 quite chaotic in terms of whether families were or  
6 weren't able to access that food. And our understanding  
7 from the data is that only around half of families who  
8 were eligible were accessing provision in April 2020.

9 From our research across the UK, there was different  
10 kind of approaches to free school meals. We did see in  
11 Scotland and Wales lots of local authorities moving to  
12 a cash-first approach. So what we mean by that is bank  
13 transfers to families of the amount that had been  
14 decided so they could buy their own food.

15 And that very much came through from our survey work  
16 as the most preferred option for families in terms of  
17 receiving support. It meant that they could have choice  
18 of where to shop, it was much safer because they could  
19 shop online if they wanted to, and it gave them the kind  
20 of dignity and discretion that they wanted, of obviously  
21 not having to go into a shop and it being very clear  
22 that you're using a voucher.

23 So that was happening elsewhere in the UK.

24 In England, there was no indication to schools that  
25 they could use cash-first as an approach, and obviously

85

1 But yeah, as you say, that kind of social, the  
2 connectivity piece was also a big challenge for  
3 families. So not being able to stay in touch with  
4 friends, not being able to join some of the lessons that  
5 were kind of group lessons or group activities, not  
6 being able to get feedback from teachers or have  
7 conversations with teachers, as well, was also  
8 a challenge and I think what we heard from children and  
9 young people is that they felt more and more isolated  
10 and cut off, and therefore kind of worries and anxiety  
11 grew within that.

12 And I suppose also, from a mental health  
13 perspective, lower-income parents were facing a whole  
14 kind of myriad of challenges as I alluded to, costs,  
15 income, having to look after children, having to juggle  
16 work, and that stress at home also had a kind of  
17 knock-on effect on children and young people kind of  
18 feeling that in the household.

19 So I would say that it was a very, you know, lots of  
20 children struggled during the pandemic but if you're  
21 living on a low income, lots of those factors were  
22 coming together to make things particularly difficult.

23 **Q.** And --

24 **LADY HALLETT:** Can I ask you again to slow down, otherwise  
25 I'm going to have a stenographer on strike.

87

1 the preferred option was for families to use the Edenred  
2 voucher scheme, which was -- as I said, kind of had  
3 many, many limitations.

4 And the impact on children is clear, that, you know,  
5 these households couldn't get access to food or enough  
6 food, and that was another thing that was weighing  
7 heavily when children are trying to learn and get on.

8 **Q.** Thank you, Ms Anstey.

9 I'd like to just ask you specifically then, before  
10 we move on from the impact of school closures, about the  
11 impact of school closures on the wellbeing of children  
12 living in poverty, and I think it's right that it's --  
13 the lack of devices for children living in poverty  
14 equally limited their opportunities to stay in touch  
15 with their friends during the pandemic and I think  
16 that's something your research has identified.

17 **A.** Yeah, so this came thorough very strongly from children  
18 and young people, that not only were they, I suppose, in  
19 terms of wellbeing and mental health, they were very  
20 stressed about falling behind. So on an education  
21 level, they were very worried about not being able to  
22 keep up, the fact that they couldn't access lessons, or  
23 feedback from teachers meant that yeah, their concerns  
24 about their education were very strong, particularly for  
25 teenagers.

86

1 **MS TREANOR:** Stepping back then, Ms Anstey, from school  
2 closures, you also make the point that wider public  
3 health restrictions constrain low-income families'  
4 access to other forms of informal support. Can you  
5 explain the ways in which that impacted on the children  
6 living in those families.

7 **A.** Yes, so in normal times low-income families will pull on  
8 lots of different forms of support to help them through,  
9 so whether that's very informally from friends and  
10 family, going round to someone's house to have dinner or  
11 whether that's accessing things like food banks or other  
12 kind of charitable provision. As we said in the  
13 statement, though that type of support was no longer  
14 readily available to families or accessible and  
15 therefore that was another way in which children and  
16 families were cut off, and I suppose in terms of the  
17 impact it just meant that again, resources at home, what  
18 children had access to, in terms of food and fun, were  
19 far more limited. Yeah.

20 **Q.** Thank you. And you've just mentioned food banks.  
21 I believe you also highlight in your statement that  
22 there had been an increase in the numbers of families  
23 accessing food banks throughout the pandemic. To what  
24 extent, Ms Anstey, is that a helpful indicator for those  
25 of us seeking to better understand whether there was an

88

1 increase in financial need for those families?  
 2 **A.** Yeah. So I think, in our statement we talk about a few  
 3 different things that we saw during the pandemic that  
 4 are indicators of increased needs. So yes, we saw an  
 5 increase in the number of families going to food banks.  
 6 We saw an increase in the number of families who are  
 7 registered for free school meals. And we saw an  
 8 increase in the -- in applications for Universal Credit.

9 These are all kind of indicators of increased  
 10 hardship, and I think this is kind of combined with our  
 11 work talking to families about the difficulties that  
 12 they faced. So for lower-income families, the pandemic  
 13 presented a number of challenges and that they were  
 14 working very hard to try to continue to support their  
 15 children and meet their needs but clearly that was  
 16 a challenge. But -- I think those things are certainly  
 17 indicators but maybe it's hard sometimes to disentangle  
 18 because, particularly with free school meals there was  
 19 also an increased awareness of free school meals and  
 20 also families feeling less stigma applying for free  
 21 school meals when they are receiving things at home  
 22 rather than children accessing them in schools.

23 So yeah, is these are all kind of helpful  
 24 indicators.

25 **Q.** I understand. That's very helpful. Thank you.

89

1 pandemic for children living in poverty. Through your  
 2 work, have you identified any enduring impacts?

3 **A.** Yes. So, in -- why -- broadly, child poverty continues  
 4 to rise and family incomes, as I say, were -- had been  
 5 eroded. That wasn't sufficiently addressed in the  
 6 pandemic. We then went into a cost of living crisis.  
 7 So families' incomes have taken a hammering,  
 8 essentially, and not enough support has been done to  
 9 turn that around.

10 But I suppose specifically thinking about children  
 11 and young people, we know that in an educational sense  
 12 that that gap, that poverty-related attainment gap,  
 13 has -- although it, kind of, stopped widening before the  
 14 pandemic, that has certainly got much wider following  
 15 the pandemic. And although, you know, there are bits of  
 16 progress being made, the numbers are very clear that  
 17 there is a much greater gap now than there was prior to  
 18 the pandemic.

19 As well, things like attendance, school attendance.  
 20 We've seen an increase in children, particularly  
 21 low-income children, not attending school, and an  
 22 increase in persistent absence. So that's another way  
 23 in which, sort of, education has been affected.

24 We also carried out a big piece of research with  
 25 school staff in 2023, and they were very clear that the

91

1 Reflecting on those challenges that we've been  
 2 discussing, Ms Anstey, to what extent do you consider  
 3 that they would have been foreseeable prior to the  
 4 pandemic?

5 **A.** So I think the evidence was very clear prior to the  
 6 pandemic that child poverty was significantly rising.  
 7 Around 36 billion had been taken out of the social  
 8 security system over the sort of decade in the lead-up  
 9 to the pandemic. I touched on already that there were  
 10 groups that were particularly vulnerable to any economic  
 11 shock. And that certainly played out in the pandemic,  
 12 and those families were harder hit.

13 So I think we, you know, we have a responsibility to  
 14 protect children and families at all times, and make  
 15 sure that they have sufficient income and they have  
 16 enough to be able to support and raise their children,  
 17 but particularly, that becomes sort of, we're kind of  
 18 acutely aware of it in the pandemic setting, but I think  
 19 better support and provision could have been in place to  
 20 make sure that when there was a crisis or an economic  
 21 shock, that families could better withstand that, and  
 22 that simply wasn't the case.

23 **Q.** And Ms Anstey, I want to move on, then, to ask you about  
 24 Child Poverty Action Group's understanding and  
 25 identification of longer-term or enduring impacts of the

90

1 impact of poverty on education had got much worse since  
 2 Covid-19. And I think, you know, when we look at the  
 3 data, those in more affluent households, those in  
 4 private schools, they suffered a much smaller learning  
 5 loss during that time than those in disadvantaged  
 6 households.

7 So the educational impacts are very clear, and  
 8 I think will continue to kind of -- that will continue  
 9 to play out.

10 In terms of other impacts, it was very clear to us  
 11 when we were doing the research during the pandemic that  
 12 children were concerned about their own mental health  
 13 and wellbeing, the limited sort of social connections  
 14 that they'd had, and again, we are seeing evidence of  
 15 the kind of longer-term effects of that now. So,  
 16 children living on a low income are more likely to face  
 17 mental health challenges, kind of, in normal times, but  
 18 certainly the effects of the pandemic exacerbated those  
 19 challenges and again, we're kind of -- I think schools  
 20 have also reported seeing much more evidence of children  
 21 struggling with mental health, struggling with their  
 22 wellbeing, and trying to address that.

23 So, yeah, those are some of the ways in which  
 24 I think that we are seeing the longer-term effects. And  
 25 it also shows that not enough was done at the time and,

92

1 sort of, through the -- as a recovery -- a response to  
2 recovery to address some of those issues.

3 **Q.** Thank you.

4 And finally, then, moving on to your lessons learnt,  
5 and recommendations. Ms Anstey, bearing in mind the  
6 various challenges and difficulties that we've been  
7 discussing in the course of your evidence, are there any  
8 practical things that Child Poverty Action Group  
9 considers could be done to protect children living in  
10 poverty in the event of a future pandemic?

11 **A.** Yes, so in the context of the pandemic we had some very  
12 clear recommendations. I've touched on this already,  
13 but providing cash for support to families when you need  
14 to replace free school meals, for example. We know that  
15 that was very much the best and most efficient way to  
16 help families during that period, and it didn't have the  
17 same challenges as other options. So cash-first support  
18 is something we would call for.

19 Making sure children have all that they need to take  
20 part in learning is also really crucial, and we see  
21 that -- we still continue to see in our research today  
22 that children can't fully participate in education  
23 because they don't always have everything they need,  
24 whether that's for home learning or learning in school.  
25 So we really encourage that to be a priority for

93

1 a pandemic, you have to protect them outside of  
2 a pandemic as well. So of course, we include in that  
3 making sure the social security system is adequate so  
4 that families have enough money to support their  
5 children and meet their needs, and there are obviously  
6 certain changes to the social security system that we'd  
7 like to see to address that but adequacy being the main  
8 thing.

9 Beyond that, I think there are frameworks that could  
10 be put in place to make sure that children's rights are  
11 very much embedded at every level of decision making in  
12 government. So others have called for this as well, but  
13 we would certainly support calls around incorporating  
14 the UNCRC into domestic law. And that's a good way to  
15 make sure that children's rights are considered and  
16 prioritised. Alongside that, making sure that  
17 children's rights impact assessments are a statutory  
18 requirement. Again, that provides a framework for  
19 children's rights to be understood and acknowledged and  
20 to understand what impact policies and legislation will  
21 have on children.

22 And then finally, having a cabinet minister with the  
23 responsibility for children. And I think that is really  
24 crucial to have somebody at the very heart of government  
25 who is representing and advocating for children when

95

1 government, to think about learning.

2 We were very clear about the recovery, and  
3 investment in recovery, looking at children in the  
4 round, so not just thinking of them as vehicles for  
5 learning and attainment, but also thinking about how  
6 they can be best supported in terms of their mental  
7 health and wellbeing and, kind of, reintegration back  
8 into school, and we felt that was significantly  
9 overlooked.

10 Another recommendation from us was that wraparound  
11 care was a really -- should have been a really important  
12 part of the recovery, so making sure that before and  
13 after school provision was available, because it has,  
14 kind of, academic benefits, but it also is an  
15 opportunity for children to socialise and play, take  
16 part in extra curricular activities, and it supports  
17 parents to work more if they choose to.

18 So those were some of the recommendations that were  
19 very much, kind of, we called for during the pandemic.

20 I've obviously touched on the fact that the  
21 government did pull certain levers during the pandemic  
22 to support families but because families were in such  
23 a bad state prior to that, it wasn't enough to protect  
24 them. So I think we're very clear that children and  
25 families need to be protected -- to protect them inside

94

1 critical decisions are being made. And at the moment,  
2 we don't have -- we have somebody who is responsible for  
3 children's education, but that doesn't consider children  
4 and their rights in the round.

5 **MS TREANOR:** Thank you very much, Ms Anstey.

6 My Lady, I have no further questions.

7 **LADY HALLETT:** Thank you. You were talking about recovery  
8 a moment ago and I think Mr Broach is going to pursue  
9 that a little further. He's behind you but can you make  
10 sure you speak into the microphone.

11 **THE WITNESS:** Yes, of course.

#### 12 **Questions from MR BROACH KC**

13 **MR BROACH:** My Lady, I'm grateful.

14 Ms Anstey, can we turn, please, to paragraphs 174 to  
15 180 of your statement, where you look at return to  
16 school and recovery funding, that issue you just touched  
17 on. You refer to Sir Kevan Collins' recommendations for  
18 an ambitious recovery programme for education, and wider  
19 childhood, with a 15 billion funding commitment,  
20 12 billion of which would be paid directly to schools  
21 and used to help disadvantaged pupils.

22 Could you expand on CPAG's views on the  
23 UK Government's decision in respect of recovery funding  
24 in the aftermath of the pandemic after schools reopened  
25 in May 2021 up to June of the following year. What were

96

1 the impacts of those decisions, in your view?  
 2 **A.** Yes, so in terms of the approach to recovery, it was  
 3 clear that the government recognised the very  
 4 detrimental effect that the pandemic had had on children  
 5 and that they'd suffered, and they stated that education  
 6 recovery would be a kind of priority agenda. As we  
 7 heard, they brought in an education recovery tsar, Sir  
 8 Kevan Collins, who was asked to understand the scale of  
 9 the challenge and present sort of a solution to that.

10 Kevan Collins presented the 15 billion package and  
 11 that included extending the school day for 30 minutes to  
 12 make sure that children could have that access to  
 13 academic support but also some of the things I touched  
 14 on in terms of wider educational support, extra  
 15 curricular activities, et cetera.

16 At the same time, I talked about this, but CPAG were  
 17 very much calling for investment in wraparound care and  
 18 provision. We saw that as a really crucial part of  
 19 getting children back to school, helping them to catch  
 20 up both on learning but also on other aspects, and we  
 21 know that that support before and after school can help  
 22 with socialising and supporting children's mental  
 23 health. So we were calling for that and we were calling  
 24 for a robust package of recovery that took into account  
 25 children's needs in the round.

97

1 and young people, are continuing to play out in what  
 2 we're seeing in some of the things I've touched on, in  
 3 terms of children falling behind academically, there  
 4 being a larger, kind of, poverty-related attainment gap,  
 5 but also children's general, kind of, wellbeing, and  
 6 yes, how -- their, kind of, quality of life and how they  
 7 feel about school.

8 **MR BROACH:** Thank you very much.

9 Thank you, my Lady.

10 **LADY HALLETT:** Thank you very much, Mr Broach.

11 Thank you very much, Ms Anstey. You spend a lot of  
 12 your time actually doing the advocacy for Child Poverty  
 13 Action Group.

14 **THE WITNESS:** I'm half and half with research in schools and  
 15 then the policy and advocacy.

16 **LADY HALLETT:** Well, you've obviously got all the facts at  
 17 your fingertips, so thank you very much indeed for the  
 18 help you've given and any of your colleagues who've  
 19 contributed to the work for the Inquiry, so I'm really  
 20 grateful. Thank you.

21 **THE WITNESS:** Thank you so much. Thank you.

22 **LADY HALLETT:** Right, I think we've finished earlier than we  
 23 had expected, so I shall adjourn for lunch now and  
 24 return at 1.45.

25 **(12.45 pm)**

99

1 The response from government was that that broad  
 2 package was rejected and, instead, the government  
 3 favoured a much more narrow approach to recovery whereby  
 4 there was funding -- although a much smaller amount than  
 5 Sir Kevan Collins recommended -- and that was very much  
 6 focused on the National Tutoring Programme as well as  
 7 some per-pupil funding. But I will say that per-pupil  
 8 funding was much lower in the UK and in England than it  
 9 was in other countries, for example, the Netherlands and  
 10 the USA.

11 So they had a very narrow focus on learning and  
 12 a very reduced package, and I would say CPAG's view is  
 13 that the government had access to the evidence and -- as  
 14 we understand, and the knowledge of what was needed to  
 15 help children and young people recover from something  
 16 that had disproportionately affected them, but that  
 17 they -- I suppose, CPAG remains unclear as to why the  
 18 government, with that evidence and knowledge, did not  
 19 carry forward those proposals, knowing -- being told  
 20 that that's what was needed for children and young  
 21 people and that that was the type of investment that was  
 22 needed, and therefore, kind of, overlooking once more  
 23 children in their policymaking.

24 And I think from our perspective, those decisions  
 25 made at that time, that, as I say, overlooked children

98

### **(The Short Adjournment)**

2 **(1.45 pm)**

3 **LADY HALLETT:** Ms Pottle.

4 **MS POTTLE:** My Lady, may I call Ms Lara Wong.

5 **MS LARA WONG (affirmed)**

#### **Questions from COUNSEL TO THE INQUIRY**

6 **LADY HALLETT:** Thank you for coming back.

7 **THE WITNESS:** Thank you for having me.

8 **MS POTTLE:** Ms Wong, you have provided a helpful witness  
 9 statement to this module of the Inquiry. It should be  
 10 in front of you and it's INQ000587993.

11 You are the leader and founder of Clinically  
 12 Vulnerable Families, or CVF; is that right?

13 **A.** That's right.

14 **Q.** You have given evidence to other modules of this Inquiry  
 15 so I'll take you through your professional background  
 16 and that of CVF quickly. CVF is a primarily volunteer  
 17 group with an online membership base; is that right?

18 **A.** That's correct.

19 **Q.** It's a grassroots organisation founded in August 2020.  
 20 What was the event which triggered the founding of the  
 21 group?

22 **A.** So in August 2020, it was quite clear that schools were  
 23 returning, and the guidance was at the time that all  
 24 children must be in school, and "must" was an

100

1 enforceable "must". And that was very concerning for  
 2 myself, my professional background being in teaching,  
 3 but also with my scientific knowledge. My initial, sort  
 4 of, degree was in pathology and microbiology, so  
 5 I understood about disease transition. I understood  
 6 there were concerns about airborne transmission, and it  
 7 was very clear that in enclosed environments that --  
 8 where children were going to be packed tightly close to  
 9 each other was going to be a high risk of transmission  
 10 for our families.

11 **Q.** CVF's mission and purpose is set out in your statement  
 12 at paragraphs 8 and 9, and it is to support, inform and  
 13 advocate for those in CV households, as they face an  
 14 ongoing threat posed by Covid-19; is that right?

15 **A.** Yes.

16 **Q.** Okay. Can you give us an indication of the number of  
 17 members that you have?

18 **A.** Gosh, just a second. Can I just double-check?

19 **Q.** Well, I can help you in fact. It's not a memory test.

20 **A.** Thank you.

21 **Q.** So you deal with it at paragraph 19 of your statement.

22 **A.** Yes.

23 **Q.** You say there's a combined membership and following of  
 24 52,000 --

25 **A.** Yes.

101

1 **Q.** Okay. Before I ask you about the impact of the pandemic  
 2 on children who are living with clinically vulnerable or  
 3 clinically extremely vulnerable family members, or  
 4 children who are themselves clinically vulnerable or  
 5 clinically extremely vulnerable, I'd like to touch  
 6 briefly on the meaning of the terms "CV" -- "clinically  
 7 vulnerable" and "clinically extremely vulnerable".

8 These categories, they have a clinical definition,  
 9 which evolved in the course of the pandemic, and the  
 10 criteria differed between adults and children,  
 11 sometimes?

12 **A.** Somewhat, yes.

13 **Q.** Yes, somewhat, and between different contexts. So, for  
 14 example, some children were classed as clinically  
 15 vulnerable in the context of vaccine priority but maybe  
 16 not in the context of education.

17 **A.** So if --

18 **Q.** If you can just wait for the question, it's coming.

19 **A.** Apologies.

20 **Q.** But just to explain that it's a bit of a slippery  
 21 concept to grab hold of because there are some variables  
 22 over time, but if we begin with clinically extremely  
 23 vulnerable. So you deal with that in your witness  
 24 statement at paragraph 4. These were individuals who  
 25 were advised to shield and we have the technical

103

1 **Q.** Is that right?

2 **A.** So, I mean, it grows over time, so that's also why  
 3 I don't know off the top of my head, because the current  
 4 membership, you know, is increasing. So, yes, at that  
 5 point in time, when I wrote the statement, that will  
 6 have been true, yes.

7 **Q.** Okay. Can you tell us what the rough proportion of your  
 8 members are between clinically extremely vulnerable and  
 9 clinically vulnerable?

10 **A.** I wouldn't be able to tell you that unfortunately,  
 11 I don't think we have data on that -- although we have  
 12 collected data, but I don't have that available to me.

13 **Q.** Okay.

14 **A.** But I might be able to find you a breakdown if that's  
 15 something you need.

16 **Q.** Okay. Can you tell us about the proportion of members  
 17 who are children?

18 **A.** So, again, children aren't generally specifically  
 19 members, because it's -- again, my background being  
 20 teaching, it would be a safeguarding concern potentially  
 21 if they were involved in our group and some of the  
 22 discussions might be quite concerning to them.

23 **Q.** Of course.

24 **A.** So it is adults. And maybe some children have made  
 25 their way in, but not that I'm aware of.

102

1 definition provided in the witness statement of  
 2 Duncan Burton.

3 My Lady, from whom you will hear evidence. He is  
 4 the Chief Nursing Officer for England.

5 I'm just going to pull it up now, Ms Wong, so you  
 6 can see. It's INQ00588020 and he deals with it here at  
 7 paragraph 713. He says:

8 "On 18 March, the UK CMOs agreed the clinical  
 9 criteria for clinically extremely vulnerable ...  
 10 individuals who would be advised to shield ..."

11 And a shielding list was developed, and the criteria  
 12 are: solid organ transplant recipients, people with  
 13 specific cancers, and if we can scroll over the page,  
 14 please, people with severe respiratory conditions like  
 15 cystic fibrosis or severe asthma, people with rare  
 16 diseases and inborn errors of metabolism that  
 17 significantly increase the risk of infection, and women  
 18 who are pregnant with significant heart disease.

19 These clinical criteria -- and in fact it says at  
 20 paragraph 714:

21 "The clinical criteria did not discriminate  
 22 initially on the basis of age ..."

23 So they applied to children and adults at that  
 24 stage.

25 There were roughly 93,000 children identified at

104

1 that stage who were on the shielding list. And so this  
2 clinically extremely vulnerable group, would you agree,  
3 it was a smaller group than those who would be  
4 clinically vulnerable?

5 **A.** Yes, of course.

6 **Q.** Yes, of course. Okay.

7 So we can take that down now.

8 Turning, then, away from extremely vulnerable to  
9 clinically vulnerable, you deal with this at  
10 paragraph 13 of your witness statement. You say that  
11 these are individuals who:

12 "... remain at higher clinical risk to Covid-19 and  
13 qualify for vaccines based on those risks."

14 And it's a group that includes the clinically  
15 extremely vulnerable people but it's broader; is that  
16 right?

17 **A.** Okay, so yes, it's broader. So today, actually, there's  
18 been a change so I just need to highlight that. So the  
19 clinically vulnerable group as we knew it, which also  
20 includes people who were formerly clinically extremely  
21 vulnerable, many of them will no longer receive  
22 vaccines. So around 13 million people including  
23 children will no longer be receiving vaccines going  
24 forward, and the UK is an outlier in that decision, but  
25 obviously that's got concerns around that.

105

1 And this is -- the Green Book, so that we're clear,  
2 is a guide for professionals administering vaccines; is  
3 that right?

4 **A.** Yes, it -- yes.

5 **Q.** Okay. And when you referred, in your statement, to  
6 children who are clinically vulnerable, are you  
7 referring to children who fulfilled these criteria?

8 **A.** Yes.

9 **Q.** Okay. So you're using this even though it's ostensibly  
10 produced for vaccines; this is the sort of template for  
11 clinically vulnerable children?

12 **A.** In the Green Book -- okay, so, to take it back a step,  
13 "clinically vulnerable" wasn't a term that existed prior  
14 to the pandemic. So we wouldn't have identified  
15 ourselves as being clinically vulnerable; we wouldn't  
16 have recognised that as a term.

17 However, when the pandemic hit, these new  
18 classifications were kind of rolled out, and suddenly  
19 people who would have recognised they were at higher  
20 risk, they had health conditions such as those listed  
21 here, those people would find themselves suddenly  
22 identified in those new groups and trying to understand  
23 what they meant, including children.

24 And so the problem was, for many people, that they  
25 didn't kind of understand what that meant, how it

107

1 So in terms of the clinically vulnerable group, you  
2 said about them being a vaccine priority group --

3 **Q.** Yes.

4 **A.** -- but it didn't refer to sort of education and how they  
5 were treated --

6 **Q.** Well, actually --

7 **A.** So I know that was earlier -- sorry.

8 **Q.** Yeah, I know. I'm going to take you to the Green Book  
9 now.

10 **A.** Okay, yes, please do.

11 **Q.** We'll deal with it in stages --

12 **A.** Yes, of course.

13 **Q.** -- but don't worry, you will be able to give your  
14 evidence.

15 **LADY HALLETT:** Remembering, of course, that I have been  
16 through this before, so I know a fair bit about  
17 the -- (overspeaking) -- and the definitions, and  
18 Ms Wong has helped me before.

19 **MS POTTLE:** Yes. Certainly, my Lady. I'll take it briefly.

20 If we can just pull up, please, INQ000408795,  
21 page 3.

22 This is the excerpt from the Green Book, which you  
23 refer to in your statement:

24 "Clinical risk groups for individuals [under the age  
25 of] 16 years."

106

1 applied to them. They probably had some idea that they  
2 were at higher risk because many of these people, almost  
3 all of these people were in the flu priority vaccine  
4 group anyway, so they knew they had conditions that put  
5 them at greater risk of most transmissible diseases.

6 However, these children did face sort of particular  
7 risks, and they were identified and they've always been  
8 in those kind of high-risk groups.

9 **Q.** Yes.

10 **A.** Yes, so we would recognise it based on vaccine priority,  
11 but there is a grey area there that I should also point  
12 out. And that's because there are many other conditions  
13 that they can't list out. There are rare diseases and  
14 other things that they have to consider.

15 So in the grey area they will have been children who  
16 will have been picked up, and they will also be  
17 clinically vulnerable but they might be on that list.

18 **Q.** I see, I see. So it's not completely exhaustive?

19 **A.** No.

20 **Q.** Because there will be people not on the list --

21 **A.** Yeah.

22 **Q.** -- who would be clinically vulnerable?

23 Okay, I think I understand. Just before we take  
24 this down, just for the -- to clarify, the people who  
25 fulfilled this criteria, in the Green Book, would

108

1 include some additional categories which aren't in  
 2 "clinically extremely vulnerable", and those categories  
 3 would be, for example, people with chronic conditions of  
 4 the heart, so they're not necessarily in the CEV  
 5 category, or conditions of the digestive system, for  
 6 example. So here we see severe gastro-oesophageal  
 7 reflux -- and there are other additions, but it is  
 8 a group which is broader than the CEV group?  
 9 **A.** So the CEV and the CV group both evolved over time.  
 10 **Q.** Yes.  
 11 **A.** And obviously, with our scientific understanding, it was  
 12 a new pathogen, people were trying to understand and  
 13 gather evidence and data to try to, you know, quantify  
 14 those risks that individuals faced. And so there were  
 15 conditions -- you talk about CEV, and I just want to  
 16 point to something that was mentioned previously by  
 17 Professor Snooks in Module 2, where she said it was  
 18 a somewhat arbitrary divide between the two groups.  
 19 So they were both recognised as higher risk, but  
 20 where the circle was scribed, there may have been people  
 21 who fell outside that circle who had, you know, as  
 22 high risks, maybe higher, than some of the people inside  
 23 that circle.  
 24 **Q.** Yes.  
 25 **A.** But yes, anyway, to go back, CEV group and the CV group,

109

1 So, Ms Wong, in the context of school attendance,  
 2 the CV group for children no longer applied, certainly  
 3 from the return to school in September of 2020, and  
 4 there was no exception -- pardon me, you can take that  
 5 down now -- there was no exception for mandatory  
 6 attendance for children who had previously been classed  
 7 as clinically vulnerable.  
 8 **A.** No, they were still classed, because that continued on  
 9 into the vaccination group.  
 10 **Q.** Yes, I see. So the --  
 11 **LADY HALLETT:** Sorry, I missed the final part.  
 12 **A.** Sorry. They were still classed as clinically vulnerable  
 13 because they continued on into the vaccination group.  
 14 **LADY HALLETT:** Right.  
 15 **MS POTTLE:** I see. I see. But in terms of school  
 16 attendance from September 2020 -- well, in fact when  
 17 children returned to school in September 2020 even those  
 18 who had previously been shielding were required to  
 19 return to school. But from September 2020 onwards,  
 20 there was no exception for children who had been classed  
 21 as clinically vulnerable; is that right?  
 22 **A.** Yes.  
 23 **Q.** Okay. And is your position that the wider CV criteria  
 24 should still have applied to children, and that families  
 25 ought to have been able to keep those children home from

111

1 they're -- you know, they're all at risk, some of them  
 2 are at greater risk and, yeah, many in the CV group were  
 3 in the kind of, like, higher risk categories, with  
 4 severe immune suppression and things like that too.  
 5 **Q.** Okay. We can take that down, please, thank you very  
 6 much.  
 7 Just before we leave this topic, my Lady, I'd like  
 8 to take you, Ms Wong, to the witness statement of  
 9 Dr Shona Arora, who will give evidence behalf of the  
 10 UKHSA in a few weeks.  
 11 Her statement is INQ000588110, paragraphs 3.94  
 12 and 3.95. Thank you very much.  
 13 It says:  
 14 "While a cohort of children was considered, on  
 15 a precautionary basis, to potentially fall within  
 16 the CEV group when it was originally defined, the  
 17 guidance in relation to CV children was reviewed by  
 18 RCPCH and the NHSE clinical director for children in  
 19 early May 2020. The conclusion they reached was that  
 20 the middle ground category of CV was not meaningful as  
 21 applied to children, who were either CEV or not at  
 22 materially increased risk from contracting the virus.  
 23 It was agreed by the UK CMOs that only those children  
 24 with significant neurodevelopmental or other specific  
 25 conditions need to be advised to shield."

110

1 school from September 2020 onward?  
 2 **A.** Well, we would advocate for a precautionary approach,  
 3 certainly, you know, I think anyone who is a parent will  
 4 understand that if their child is at increased risk,  
 5 they will do something to protect their child. And if  
 6 they're really aware of that, and of course everyone  
 7 was, and an example is children with type 1 diabetes,  
 8 a third of the UK deaths were from people with diabetes,  
 9 people would have seen it in the news, they would have  
 10 been very alert and aware of the risks. As the science  
 11 was evolving -- and children hadn't been in schools, we  
 12 have to remember this -- the guidance at the time had  
 13 pointed even to support vulnerable children who were not  
 14 in -- to remain outside of school even in the early  
 15 return to school in the May 2020 guidance.  
 16 So INQ000542499, and if I may read the guidance --  
 17 is that okay?  
 18 **Q.** I'm afraid not.  
 19 **A.** Okay, no worries, okay. But they supported those  
 20 children to remain outside school. Children who were  
 21 clinically vulnerable and children who were in  
 22 clinically vulnerable households had been identified and  
 23 they were advised that they could make a choice, and we  
 24 would support that choice.  
 25 **Q.** Are you talking -- sorry, are you talking about the

112

1 guidance from May 2020?  
 2 **A.** The May 2020 guidance.  
 3 **Q.** Yes.  
 4 **A.** So we are talking about other vulnerable children.  
 5 **Q.** Yes, yes, that's right.  
 6 **A.** Yes.  
 7 **Q.** So in May 2020 there was that guidance that allowed  
 8 a judgement to be made about clinically vulnerable  
 9 children to stay -- (overspeaking) --  
 10 **A.** To support them.  
 11 **Q.** -- if appropriate, yes. And from August onwards --  
 12 **A.** There was a change.  
 13 **Q.** -- there was a kind of guillotine, if I can put it that  
 14 way, when all children were required to return.  
 15 In fact, I think it's probably now a good point to  
 16 bring up that guidance, if we could.  
 17 So that's INQ000648028. Page 13.  
 18 So this is the guidance on the full opening of  
 19 schools, and it says that:  
 20 "In March when the coronavirus ... outbreak was  
 21 increasing, we made clear no parent would be penalised  
 22 or sanctioned for their child's non-attendance ...  
 23 "Now the circumstances have changed and it is vital  
 24 for children to return to school to minimise as far as  
 25 possible the longer-term impact ... on children's  
 113

1 airborne risks so our families felt particularly exposed  
 2 at that time. No particular risk management was in  
 3 place for those children, to support them. If someone  
 4 is at higher risk you would expect a risk assessment to  
 5 have been carried out but, you know, we feel that kind  
 6 of the quality impact assessments -- whatever they  
 7 should have done -- was not sufficient.  
 8 And our concerns, which were really obvious to them  
 9 because they had already identified them in their  
 10 previous guidance, left us in an incredibly dangerous  
 11 situation. And people had no option of flexibility.  
 12 If you are -- your life is threatened by this  
 13 potential virus, you can quit your job if you're an  
 14 adult. But you can't do the same for your child's  
 15 education. You can't, for many reasons. But, you know,  
 16 you are forced legally to attend school. If your child  
 17 is registered at a school, you are required to attend.  
 18 And so those school risks then were either a risk to  
 19 their health or the health of the family, or a risk in  
 20 terms of a legal risk that they then faced if they  
 21 didn't send their children in.  
 22 **Q.** Yes, I see. And one other aspect, I suppose, of that  
 23 guidance was that there was the availability of fines  
 24 and -- which we'll come on to in a moment, but also is  
 25 it right that previously children who weren't attending  
 115

1 education ..."  
 2 And then, if we move down then to the bullet points.  
 3 So:  
 4 "This means that from this point, the usual rules on  
 5 school attendance will apply, including:  
 6 "parents' duty to secure that their child attends  
 7 regularly at school ..."  
 8 And schools' responsibilities to record attendance  
 9 and follow up absence remained. And there was the  
 10 availability from that stage to issue sanctions  
 11 including fixed penalty notices, in line with local  
 12 authorities' codes of conduct.  
 13 We can take that down now.  
 14 There is no exception there for children who were  
 15 clinically vulnerable or even clinically extremely  
 16 vulnerable.  
 17 In your witness statement at paragraph 23 you  
 18 describe this as "This new guidance as a shift in tone  
 19 away from CVF family's favour."  
 20 How was this guidance received by CVF families?  
 21 **A.** It was an incredibly scary time. I mean, you have to  
 22 remember that Eat Out to Help Out had been driving up  
 23 infection rates just before schools were reopening. So  
 24 everyone was very aware of the fact that the risks were  
 25 increasing, schools were not doing anything to manage  
 114

1 school because they were clinically vulnerable or  
 2 shielding, there was remote education provided for those  
 3 children, but from the return to school, from that  
 4 stage, when attendance was mandatory, there wasn't  
 5 remote learning provided to children who weren't in  
 6 school on the whole?  
 7 **A.** Okay, so remote education was provided to all children,  
 8 prior to that point. So everybody had that option and  
 9 nobody had to make any difficult choices. But when  
 10 schools returned, as you say, children who were  
 11 shielding, were unshielded at that point. And when they  
 12 said "all children must be in school" that included  
 13 children with really high risks. Children who weren't  
 14 even ever shielded, such as those with Down's syndrome  
 15 who had significantly higher risks --  
 16 **Q.** Sorry, Ms Wong, if I can just pause you there.  
 17 **A.** Sorry.  
 18 **Q.** The question I'm asking is what changed also in that  
 19 September time was that children who didn't attend  
 20 school, they weren't given remote learning by their  
 21 schools as a matter of course?  
 22 **A.** No -- no, they weren't. And remote learning was offered  
 23 to children who were Covid positive and it was actively  
 24 denied to children who were clinically vulnerable or in  
 25 a clinically vulnerable household because it was not  
 116

1 within the guidance, and schools had to follow the  
2 guidance and they were not allowed to give children who  
3 didn't have Covid -- so even other children with other  
4 sicknesses who may have wanted to attend, somebody who  
5 broke their arm, they were not given an option of remote  
6 learning. It was very strictly controlled.

7 **Q.** Okay. I'm just going to ask you now about fines. So at  
8 paragraph 53 of your witness statement you describe the  
9 use of fines to promote attendance. Can you tell us  
10 about the experience of CVF families with fines?

11 **A.** Okay, so I think it varied. Some schools -- and I want  
12 to be really clear here when I speak about this, that we  
13 don't have any issues with teachers and headteachers,  
14 those people who were essentially trying to follow  
15 guidance that had been given to them. We're concerned  
16 about the government guidance here, that caused this  
17 situation. But ultimately, schools have a process, and  
18 they know how to -- if a child is causing an absence and  
19 headteachers are judged on absences, they will try to  
20 address it by the normal protocols, and that includes  
21 pressuring families with fines, prosecutions, and  
22 a further thing that they had available to them was  
23 safeguarding the children via Children's Services, and  
24 we had a number of inappropriate referrals as  
25 a consequence of that.

117

1 advantage you to continue on this path."

2 Some schools even offered "Oh, we'll save your  
3 place." You can't do that. I mean, anybody who knows  
4 about schools, there is no ability to save a child's  
5 space. So those children, you know, they had to choose.  
6 And so there were parents who were threatened with fines  
7 and prosecutions, who were in really precarious  
8 circumstances because certain jobs -- I mean, you  
9 couldn't continue on doing your job if you were to have  
10 a prosecution, and so it's really problematic for  
11 families, and so they had very little choice. Because  
12 their children weren't getting teaching and learning so  
13 what advantage was there for them to keep them in  
14 school? So they were kind of persuaded by that and they  
15 took their children out and they lost their, you know,  
16 their friends, their community, and in some cases their  
17 ability to ever return back to that school.

18 **Q.** Okay. I'm going to take you now to a section of the  
19 Children and Young People's Voices report.  
20 It is INQ000587936, page 169. Thank you very much.

21 This section of the report sets out the experience  
22 of children who could not attend schools when they  
23 reopened because of clinical vulnerabilities in their  
24 families. Children and young people described how  
25 excluded and unsupported they felt by their school and

119

1 **Q.** Okay. And were there also children and young people who  
2 were clinically vulnerable or in CVF families that were  
3 deregistered from school?

4 **A.** There were many children who were deregistered from  
5 school and the government has data on that. They don't  
6 have data on which of those children were clinically  
7 vulnerable themselves or in a clinically vulnerable  
8 household because that was not gathered.

9 **Q.** Yeah. But can you just tell us, so there was the option  
10 for schools to issue fines to ensure that children  
11 attended school, and how did it come to be that some  
12 children were taken off the roll or deregistered from  
13 their school?

14 **A.** So quite frequently, and schools are aware of this, so  
15 there's a term called "off-rolling" which people won't  
16 be familiar with unless they're actually, you know,  
17 inside of schools, but off-rolling is where a child is  
18 removed from the school roll in the interests of the  
19 school but not of the child. And parents were quite  
20 frequently door-stepped by schools or they wouldn't  
21 write things down, they would speak to them over the  
22 phone, and there would be no record of this but they  
23 would tell them "You're better off taking your child out  
24 of school. You're kind of -- you're absent anyway,  
25 you're not getting any learning. It's not going to

118

1 their local authority, and how hard it was to be in  
2 a dispute over attendance.

3 I'm going to read here just the fourth paragraph, if  
4 we can scroll down.

5 Thank you very much.

6 So this is an account from a child aged  
7 19 years old, and he says:

8 "Lockdown didn't change much but when government  
9 guidance changed just a few months later ... online  
10 schooling wasn't really allowed and people had to go  
11 back into schools, that's when sort of things changed.  
12 Previously, my secondary school was willing to  
13 accommodate online learning and when we asked them about  
14 it when the government guidance changed they originally  
15 were like, yep, you can continue online schooling,  
16 because you have a heart condition ... But then just  
17 a few weeks later they changed their mind and decided,  
18 no, you have to go back into school. It doesn't matter  
19 if you have a heart condition. It doesn't matter if you  
20 have clinical vulnerabilities. It doesn't matter if  
21 your entire family is in danger of catching Covid and it  
22 could cause serious harm to you and your family; you  
23 have to go into school ... They threatened to [fine us].  
24 If we weren't willing to go into school it was well over  
25 120 pounds per person in the family per day. So we --

120

1 so that was at the point where, well, I was withdrawn  
2 from the national schooling system and then we had to  
3 look at other options. And that was  
4 a nightmare-and-a-half trying to figure everything out."

5 You can take it down now.

6 Ms Wong, does this account accord with the  
7 experience of your members?

8 **A.** Very much so.

9 **Q.** I'm going to ask you a bit more now about elective home  
10 education. At paragraphs 56 and 57 of your statement  
11 you discuss elective home education. Can you just tell  
12 us what that is.

13 **A.** Okay. So, I mean, it implies that someone has chosen to  
14 educate their children -- I mean, I think for many of  
15 our families, they had never considered this as an  
16 option previously. I think everyone remembers parents  
17 complaining about teaching their children at home and  
18 the difficulties that they faced, over a number of  
19 weeks, in the early pandemic. However, you know, you're  
20 talking about people who have sometimes very serious  
21 health conditions who are forced into this position  
22 where there was no safe option for their child to be  
23 educated through, kind of, a formal system. They'd  
24 never chosen this before. They were unwilling  
25 homeschoolers, you could perhaps say. Some of them may

121

1 because of the way that that evidence is gathered.

2 **Q.** Yes.

3 **A.** So I think it's not fully clear but it is clear that  
4 that was suddenly a new bar that was added to their  
5 graph.

6 **Q.** It was a new major reason?

7 **A.** Absolutely.

8 **Q.** Okay, we can take that down. Thank you very much.

9 You refer in your statement to a lack of flexibility  
10 in the attendance guidelines issued to schools and the  
11 impacts of this on children and young people's access to  
12 education. When you mention flexibility, what do you  
13 mean by that?

14 **A.** So flexibility could mean a number of different things.

15 It might mean, obviously, learning remotely as  
16 a potential. It might mean hybrid learning. And by  
17 hybrid learning, I mean in class, to an extent, but  
18 maybe in an outdoor classroom. They have things like  
19 forest schools for younger children.

20 So there are ways of doing things whereby you might  
21 be able to -- and maybe you can do your PE lesson  
22 outside, because that -- you know, and you can be  
23 distanced or whatever, but you can do things relatively  
24 safely.

25 A hybrid option is an option that would -- doesn't

123

1 have enjoyed it, and that's -- so it's not true that,  
2 like -- that there aren't people who didn't find that  
3 that suited them, but, you know, I think for many of  
4 these people, this was a choice that they didn't choose  
5 to make.

6 **Q.** It was something motivated by safety, is that what  
7 you're saying?

8 **A.** Absolutely.

9 **Q.** Yes, okay. I'd like to take you now to the Elective  
10 Home Education Survey carried out by the Association  
11 of Directors of Children's Services.

12 The reference is INQ000560894.

13 The survey relates to the 2020/2021 academic year,  
14 and it invited local authorities to indicate how many  
15 children were educated at home and for what reason.

16 And if we see here this table on page 5 of the  
17 survey report, it shows that the reasons for elective  
18 home education in that period, which was at the height  
19 of the pandemic, the biggest reason was "Health concerns  
20 relating specifically to Covid". Is that right?

21 **A.** Yes, but I would just say that it's not, clearly,  
22 necessarily always us, and we may have fallen into the  
23 health and emotional health category, or parents didn't  
24 give a reason, or -- however they decided to classify  
25 that group. It's not, kind of, a formal classification,

122

1 ever really seem to have been considered. And then, you  
2 know, perhaps working from home, you know, for things  
3 that were less safe.

4 **Q.** I see. You refer in your statement to a local authority  
5 that adopted a more flexible approach and that was  
6 Hampshire council. Before we go to the guidance itself,  
7 which we will do in a moment, how did it come about that  
8 Hampshire County Council developed separate guidance for  
9 attendance?

10 **A.** Yes, well, I mean, we find this really interesting,  
11 actually, and I think it's very key for the Inquiry to  
12 consider. One of our members, severely immunosuppressed  
13 family, was highly at risk, and they had been threatened  
14 with fines and prosecution. They were alert to, kind  
15 of, these issues and they were also legally supported.  
16 So it's -- normally you wouldn't have anyone in  
17 attendance at a fines panel hearing, but they actually  
18 had lawyers who turned up on that day and spoke on their  
19 behalf and explained the risks that that family had  
20 faced. And suddenly -- and I believe the next day --  
21 this guidance emerged which actually addressed I think  
22 pretty much all of the things that would have been in on  
23 our wish list.

24 **Q.** Okay. And when you say that the parent involved was  
25 severely immunosuppressed?

124

1 A. Yes.

2 Q. So can I take it that they were in the clinically  
3 extremely vulnerable group?

4 A. Yes, and they would remain in the current vaccination  
5 group. So, as I said, there's been a shift in  
6 vaccinations today, so they would still be in that  
7 highest-risk group.

8 Q. Okay. We can turn to the guidance now.  
9 It's INQ000587993, and page 25 of the guidance.  
10 It states:  
11 "The Department for Education (DfE) guidance states  
12 had attendance is mandatory unless a child is deemed  
13 Clinically Extremely Vulnerable (CEV) even if a family  
14 member is [clinically extremely vulnerable]."  
15 And then it notes at the bottom:  
16 "The guidance states that the usual powers of  
17 intervention such as warning notices, penalty notices  
18 and prosecution remain in place ... However, following  
19 a number of individual cases that have come to our  
20 attention, we are amending our guidance to headteachers  
21 as follows:  
22 "• Consideration needs to be given on a case by case  
23 basis ...  
24 "• If a parent provides a consultant level letter,  
25 clearly stating that the attendance at school of a child

125

1 were clinically vulnerable who were able to get the same  
2 letter, who were informed through us that this thing  
3 existed, this evidence existed, who were able to support  
4 their families.

5 However, it put a huge burden on doctors, who we  
6 know shouldn't have been pressured at that time. And,  
7 you know, it was a manual process that was completely  
8 unnecessary, and all of these families were recognised  
9 at risk and so we do question this.

10 Plus also, there's still a question about sharing  
11 some very private medical details with your school.  
12 I don't think people should have had to give away those  
13 personal details.

14 Q. Okay. Do you agree that this guidance is a departure  
15 from Department for Education guidance requiring all  
16 children to return to school?

17 A. Completely.

18 Q. Okay. Do you consider that the DfE guidance had  
19 a reasonable objective, and that is getting children to  
20 attend school in person?

21 A. Okay. So speaking as a professional, as a teacher,  
22 I fully support in-person education. I don't want to  
23 come across as anything but that. In-person education,  
24 children will learn more, achieve more, they can access  
25 teaching and resources. My background is science

127

1 in the household would endanger the life of  
2 a parent/sibling/member of that household through the  
3 transmission of Covid-19, the absence should be recorded  
4 as authorised ..."

5 And:

6 "• In [that] circumstance, remote learning should be  
7 made available."

8 And if a child has been removed from the roll, the  
9 school should contact the parents to explain the changed  
10 approach. And that any penalty notices can be  
11 withdrawn.

12 You described a moment ago that this guidance was  
13 everything that would be on your wish list; is that  
14 right?

15 A. Well, almost.

16 Q. Almost?

17 A. Pretty much. And I think I just want to, if I may,  
18 highlight where it says, "If a parent provides  
19 a consultant level letter, clearly stating ..." and then  
20 it says that the member of the household would be at  
21 risk through transmission of Covid-19, then they could  
22 support them. Where it says "clinically extremely  
23 vulnerable", clinically vulnerable people -- it's in the  
24 name. You know, it's in the name: clinically  
25 vulnerable; they were at risk. So we had people who

126

1 teaching, and so to be able to take part in a science  
2 practical is very different from watching a YouTube  
3 video of that same practical. So in-person teaching is,  
4 you know, is what we would all hope to aim for.  
5 However, if people's lives are at risk and health at  
6 risk, and so it's -- perhaps some of the clinically  
7 vulnerable children may not have died. However, if they  
8 went to ICU or had other serious complications,  
9 long-term effects, they were at much higher risk of  
10 Long Covid, as well, they can't afford to gamble with  
11 their health, you know?

12 So I do have kind of concerns around that.

13 Q. Okay. Just taking this guidance for a moment, which  
14 allows for a consultant-level letter which states that  
15 somebody in the household would be at -- there would  
16 a risk to their life with the transmission of Covid, do  
17 you agree that, until the vaccination programme was  
18 sufficiently advanced, that there would have been quite  
19 a large number of families in which it could be said  
20 that there was a risk to the life of a family member  
21 from contracting Covid?

22 A. Absolutely. But then equally, if you would say that all  
23 children were locked down, you know, and supported at  
24 a certain point in time, and yet we weren't willing to  
25 support at a different point in time where maybe the

128

1 pressure on the NHS, the systems pressure, was  
 2 different, we weren't supporting those individuals who  
 3 still carried those high risks for whom their individual  
 4 risk hadn't changed because vaccines hadn't kind of  
 5 rolled out, you know, at the time when we knew the  
 6 vaccine was on its way. You know, this was a period of  
 7 time that needed to be managed, and it wasn't.

8 **Q.** Okay. Do you accept that, given the importance for  
 9 children of being in school, that it was appropriate for  
 10 the Department for Education to ensure that children who  
 11 the CMO had advised were not at materially increased  
 12 risk were required to attend school?

13 **A.** Sorry, do you mind just repeating that?

14 **Q.** Of course. Do you accept that, given the importance of  
 15 children being in school, that it was appropriate for  
 16 the Department for Education to ensure that children who  
 17 the CMO felt were not at materially increased risk from  
 18 Covid were required to attend school?

19 **A.** I would challenge that notion. Again, those children,  
 20 in the Green Book guidance, where it says -- explains  
 21 what clinical vulnerability is, they are listed in  
 22 a table as being at higher risk. So to suggest that  
 23 they were not at materially increased risk, why were  
 24 they prioritised for vaccinations? Clearly they were at  
 25 higher risk, and I think that there's -- there are

129

1 the survey that you conducted; is that right?

2 **A.** Yes, it was, and you can see the pre-pandemic norms also  
 3 on that graph. So I mean, actually, it turned out, it  
 4 was quite interesting to see that the pre-pandemic norms  
 5 for clinically vulnerable children and children from  
 6 clinically vulnerable families overall was not far off  
 7 the national average before the pandemic.

8 **Q.** Yes. And then if we move now to figure 7, I think in  
 9 that report, which is INQ000588195, these are the  
 10 figures for severe absences in 2021-2022. We can see  
 11 here again, CV families with a rate much higher than the  
 12 other groups and all pupils, at about 33 or 34% there;  
 13 is that right?

14 **A.** Yes.

15 **Q.** Okay.

16 **A.** Can I just explain what those things are?

17 **Q.** Yes, of course.

18 **A.** So persistent absences, for those who are not in  
 19 education, is an absence of 10% of their school time,  
 20 their education time. Severe absence are those children  
 21 who are off school 50% or more of their time.

22 **Q.** So that would mean that of these 33% of children in CV  
 23 families, that they were missing school for quite  
 24 a considerable period of time every year.

25 **A.** Yes.

131

1 different elements to risk and I agree that, you know,  
 2 somebody who is a 90-year-old with multiple conditions  
 3 is at much greater risk than a child. I mean, we have  
 4 plenty of evidence to support that. However, you  
 5 know -- and you can talk about QALYs and DALYs and  
 6 things like that as well -- but, you know, for those  
 7 families, to risk their child, you know, it was  
 8 unthinkable. And this was a choice they had to make.  
 9 There was a possibility of a route out, why would they  
 10 not be biding their time, you know, precautionary  
 11 principle, protecting their child? Why didn't the  
 12 government do that and protect those children that were  
 13 recognised at higher risk?

14 **Q.** Thank you. I'm going to move on now to another topic  
 15 which is the main challenges facing CV and CEV children  
 16 and young people as a result of the pandemic. I'm going  
 17 to begin with education.

18 CVF conducted a survey of 350 of its members since  
 19 schools reopened in 2020, and the findings are set out  
 20 in a document -- we don't need to pull it up, but it's  
 21 INQ000588194. Oh, here it is.

22 So this shows persistent absences in 2021-2022, and  
 23 we see here a table for CV -- pardon me, a bar in the  
 24 graph for CV families and that is 80% persistent  
 25 absences in that school year, and this is the result of

130

1 **Q.** Okay. What more could have been done to ensure that  
 2 more CV and CEV children and those in households with CV  
 3 members attended education?

4 **A.** So we would advocate for safety, as our biggest concern.  
 5 We don't feel that the government prepared for an  
 6 airborne pandemic. We don't feel that the measures that  
 7 were in place in schools at the time provided  
 8 reassurance to those parents who understood the  
 9 transmission risk of an airborne virus. And so safer  
 10 schools would have reduced everyone's risk and perhaps  
 11 made it easier for certain families to return to school,  
 12 but also flexibility. There should have been a choice.  
 13 To have been, you know, legally forced to remove your  
 14 child from school or face fines, prosecutions,  
 15 Children's Services, there was no real option for these  
 16 families. And those children were not taught, and it  
 17 has had severe consequences for those who have been  
 18 impacted, and there are still children who remain at  
 19 higher risk and you're probably aware that there's  
 20 a wave of Covid right now.

21 And so for those families, particularly when cases  
 22 get high, when they feel under pressure, then it's very,  
 23 very difficult for them, because they're not supported  
 24 in schools, they're not supported to stay safe, and  
 25 wearing a mask has been quite politicised, and where any

132

1 other kind of protective gear that a child might wear in  
2 school, they might wear shin pads, they might wear  
3 goggles in science, those things are not politicised but  
4 for a vulnerable child, or a vulnerable family -- a  
5 child in a vulnerable family to choose to wear a mask is  
6 seen as a safeguarding concern sometimes, which is  
7 a real worry for us.

8 **Q.** I see. I'm going to ask you now about the impact on  
9 mental health. I'd like to take you again to the  
10 Children and Young People's Voices report. We're  
11 looking here at paragraph 3.7.2.15. So:

12 "Children and young people also describe being  
13 affected by feelings of anxiety about the risk of  
14 infection when returning to school. These could be  
15 triggered by being around so many other people, touching  
16 things that other people had touched, using the toilets  
17 at school, using transport to get to school. Some  
18 children and young people also felt at risk from other  
19 students coming to school unwell and that their needs  
20 were not being taken into account."

21 Then there's an account here from a child aged 14:

22 "I think it was a bit of a ... I want to go back to  
23 school, but how do I know if someone's not going to kill  
24 me?"

25 How did CVF members express their concerns about  
133

1 tested positive, they not only carried that real  
2 legitimate fear that they might kill their loved one, in  
3 some cases they did, and they knew it.

4 **Q.** Your statement sets out some of the challenges faced by  
5 children living with family members who were CV and CEV.  
6 I think you've told us about new carers, you say, being  
7 created in this situation. Can you tell us, do you mean  
8 children who now had a responsibility to care for  
9 clinically vulnerable family members in terms of not  
10 catching the infection? Is that what you meant or did  
11 you mean something else?

12 **A.** I meant in many ways, actually. So obviously, you know,  
13 times of lockdown, things like that, children who may  
14 have taken on caring responsibilities that would kind of  
15 be more recognised as within the standard understanding  
16 of what caring is, suddenly, because other carers were  
17 not available who might have provided support, so they  
18 might not have, like, tipped over into that kind of  
19 category of requiring but, you know, because of health  
20 conditions or whatever, may perhaps -- perhaps they had  
21 to help to go to the shops or to the pharmacy or  
22 something like that, perhaps they had to help because  
23 some people were quite worried about cleaning food early  
24 on when we were told that it was fomite transmission.

25 So there were lots of things that children suddenly  
135

1 their children's mental health to you?

2 **A.** So, I mean they were facing an impossible situation.  
3 And many families did choose to, in the same way as  
4 I was explaining, in-person education is really  
5 important, our families did support that, that's why  
6 their children were registered in schools. So there  
7 were children who were attending schools in high-risk  
8 environments, with unaddressed risks, and they had  
9 legitimate concerns. It wasn't anxiety that was just  
10 being anxious; the term "anxiety" has been kind of used  
11 against us. "Fear", frequently, as well. But, you  
12 know, these children were facing and managing much  
13 higher risks than the other children and nobody was  
14 supporting them. Nobody understood what they were  
15 trying to manage.

16 I would say there was a new group of young carers  
17 that emerged during this time who again were not  
18 recognised, they were trying their best to stay safe,  
19 and I think the thing that I would really like the  
20 Inquiry to take on board is that this was a new  
21 situation. Suddenly, we could test for this virus.  
22 Suddenly, people could know that they'd been infected.  
23 So a child would come home, they'd be symptomatic and  
24 they knew that they posed a risk to a vulnerable  
25 household member, and if they took a test and they  
134

1 had to take responsibilities. They had to help to  
2 support their other siblings who were home schooling.  
3 There were lots of kind of responsibilities that kind of  
4 came to those children.

5 But then there was the other group that was in  
6 school who, you know, were facing these risks and  
7 challenges that were not being recognised, and that is  
8 the group that I think in particular nobody really  
9 understood, that they were carrying this huge burden and  
10 nobody knew what they were managing, and the school  
11 guidance was actively against them. It said that, you  
12 know, if you have a clinically vulnerable or  
13 a clinically extremely vulnerable family member, that --  
14 that you still had to be in school, and that the  
15 headteacher should reassure them.

16 **Q.** I'd like to bring up now an account from the Every Story  
17 Matters report, and it's INQ000588022, page 134, and  
18 that second, second account there:

19 "With carers, especially young ones, it was drummed  
20 into them that if you were going to meet with someone,  
21 you're going to kill them (the person that they cared  
22 for). We were lucky because we got a change of scenery  
23 by coming to work but for young carers that were pinged  
24 in and out of lockdowns, they were saying things like  
25 'If I go to school, I could kill my brother'."

136

1 Does that accord with the views expressed by your  
2 members of the impact on young carers in CVF families?

3 **A.** Okay. I need to kind of unpick this statement, if you  
4 don't mind.

5 **Q.** Certainly.

6 **A.** Okay. So for a start, I'm not really sure who this  
7 person is and what -- whether they've got a professional  
8 background, or -- it's not clear who they are. Or even  
9 who they're talking about. So where they're talking  
10 about young carers, so it kind of might confuse people  
11 between disability and clinical vulnerability. And so  
12 clinical vulnerability, as you know, this particular  
13 list, these people who qualified for vaccines,  
14 disability might be somebody who has got physical  
15 impairment, but might not have a condition, a chronic  
16 condition or whatever that puts them in that increased  
17 risk category.

18 And so again, I don't know who they're talking  
19 about. If they are talking about people who were in  
20 a clinically vulnerable family, they're talking about  
21 returning to work, and additional lockdowns that  
22 children were facing. Again, it doesn't kind of ring  
23 true with me, because actually children had less  
24 lockdowns than adults. There were only two lockdowns  
25 that children faced: the initial one, and the one in

137

1 vulnerability to Covid-19; it considered children  
2 0-4 years with a chronic health condition or who were  
3 born prematurely or who had a low birth weight. So  
4 there will be some overlap with children who are  
5 clinically vulnerable or clinically extremely  
6 vulnerable. It's not exactly co-extensive.

7 **A.** I would say that perhaps that's a matter of terminology.  
8 I think that there may well be evidence that children  
9 with a low birth weight might be at high risk, but  
10 I haven't seen that evidence; I can't comment on that.  
11 But certainly those with a chronic health condition may  
12 well -- or are most likely to fall into that category.

13 **Q.** To fall within that group?

14 **A.** Yes.

15 **Q.** Figure 8 shows that there were 594 outpatient  
16 attendances less than expected for 1,000 children in  
17 a year from March 23 to December 21, 2020. So that  
18 represents a significant reduction in outpatient care  
19 for those children; do you agree?

20 **A.** Absolutely.

21 **Q.** Does that accord with the experience of CVF members?

22 **A.** Very much so, and it applied not just for children who  
23 were vulnerable themselves but also children in  
24 vulnerable households.

25 Obviously it was seen as an incredibly high-risk

139

1 2021, January, and so -- whereas adults had an  
2 additional one in between. And so again, I don't  
3 understand that. And -- but certainly, you know, the  
4 risks -- I mean, the point that you are kind of driving  
5 at -- the risks that they faced, the feeling about, you  
6 know, bringing home an infection that could kill their  
7 loved one is, yes, very true.

8 **Q.** Thank you.

9 Finally, I'm going to ask you about the impact on  
10 children and young people's physical health, and  
11 focusing particularly here on missed medical  
12 appointments.

13 In your statement, you describe how medical  
14 environments were generally unsafe for CV families,  
15 which led to missed appointments.

16 Can I ask you to take a look at an extract here from  
17 a report funded by the National Institute for Health  
18 Research.

19 So it's INQ000648066. We're looking here at  
20 figure 8 on page 19.

21 So this is a report funded, as I said, by the  
22 National Institute for Health Research, examining  
23 changes in hospital contacts during the pandemic among  
24 vulnerable children and young people.

25 In this study, vulnerable did not refer to clinical

138

1 environment. It was a high-risk environment. You know,  
2 they were a high-risk group and what could they do?  
3 They had to make decisions that were very difficult and  
4 unfortunately they were not targeted.

5 Like, you know, this evidence is here but what did  
6 they do to support these children? How did they help  
7 them to protect this particularly high risk group who  
8 had these chronic conditions? Why weren't they doing  
9 more to support them safely?

10 **Q.** In conclusion, we haven't gone into each of the case  
11 studies that you helpfully set out in your statement,  
12 but, standing back, what do you think -- what  
13 conclusions can be drawn from them about government  
14 decision making about clinically vulnerable families  
15 during the pandemic?

16 **A.** So I think, for us, safety should be seen as a basic  
17 right, you know. And the hierarchy of controls should  
18 have considered, you know, our needs. We should have  
19 put those things in place and the precautionary  
20 principle should have been applied for our families.

21 We're concerned that we're not addressed in the  
22 Equality Act. And where -- I briefly explained earlier  
23 regarding the difference between clinical vulnerability  
24 and disability. There is definitely crossover, there's  
25 no doubt. I mean, I myself would fall under the

140

1 disabled category. However, it's about impairments,  
2 physical impairments and mental impairments, and  
3 addressing those impairments, and not about the risk  
4 that those people face from pathogens.

5 And so it's a different issue. And even where  
6 people were covered under the Equality Act, they were  
7 not supported. So those children did suffer and they  
8 were not recognised and their needs were not addressed,  
9 and they had no obvious way of being sort of -- sort of  
10 feeding back into this.

11 And I believe that those families should have been  
12 given choice. There should have been another option  
13 that would enable schools to safeguard those children,  
14 so that they had contact. So perhaps they did some  
15 in-person outdoor learning. But also, for them to do  
16 that safely, for them to interact with their peers.

17 And, you know, where the risks were too high, then,  
18 you know, remote learning, which was offered to all  
19 children at certain points, was offered to the children  
20 with Covid, should have been also an option for our  
21 children and families.

22 And I would ask for the government to consider  
23 a remote school, because it's something that not just in  
24 a situation of a pandemic, but in epidemics, and in  
25 other circumstances where children are absent from

141

1 pass -- she's not sure, one or two marks. No  
2 consideration was given to her. No support was given to  
3 her. The National Tutoring Programme did not support  
4 our children or highlight them, despite them being --  
5 facing these serious challenges.

6 And so she wanted to go into science as a career,  
7 and again, as I was explaining earlier, you have to be  
8 able to take those practicals. You have to be in class.  
9 You have to have the support from your teacher.

10 She did not receive any support from her school and  
11 so she wasn't able to continue on that line. And so her  
12 future has been harmed -- I don't want to say  
13 irreparably, because she's a bright girl, she will --  
14 she will find a path, but she should not have been put  
15 in that position. It was completely avoidable.

16 And many children are like that. And there are  
17 children who were unable to take their exams at all,  
18 because they were in those years.

19 And you can't go back and take your GCSEs. You can  
20 take your maths and your English, to, like, probably  
21 a basic level, with a class full of kids who didn't do  
22 very well the first time around, so your chances of  
23 getting a high grade are quite low.

24 So, like I said, this has serious consequences, not  
25 just at some point in the past, but it's living with

143

1 schools for long periods, you know, to have a remote  
2 school, it's not the best solution, but it is better  
3 than nothing. And that's what these children were left  
4 with.

5 And so for children who were missing education and,  
6 you know, some of those were in critical exam years,  
7 they were unable to get the grades that they need, or in  
8 some cases were unable to get any grades at all. And so  
9 that has a massive, massive -- I can't underline it  
10 enough -- consequence for their future.

11 Can I give an example, if may?

12 **Q.** Yes, give an example.

13 **A.** So there's a -- in fact, Mr Wagner KC, our barrister,  
14 explained earlier on that one of our members, called  
15 Lana, she took her GCSEs in that school year. I can't  
16 remember which year it was, sorry, maybe 2021, not sure.  
17 And she was a bright child. She was very able. And she  
18 was refused online learning. She taught herself, all of  
19 her subjects. She was a capable child, she got  
20 a grade 7 in her English, which is an A in old money,  
21 you know, but she could have got higher. She could have  
22 got an 8 or a 9 if she had had teaching.

23 She couldn't teach herself maths. It's very  
24 difficult to teach yourself maths. Incredibly  
25 difficult. And so she missed her maths GCSE grade to

142

1 these children right now and going on into the future,  
2 and I would really ask the Inquiry to consider those  
3 long-term harms as well.

4 **Q.** Yes, well, thank you very much for that.

5 **A.** Thank you.

6 **MS POTTLE:** My Lady, there aren't any additional questions  
7 for this witness.

8 **LADY HALLETT:** Thank you very much indeed, Ms Wong.

9 I had a message earlier that you weren't feeling  
10 great this morning, but I hope -- there's no sign of it  
11 now, so I hope we haven't exacerbated your condition.  
12 Are you all right now?

13 **THE WITNESS:** I'm probably too much of a fighter.

14 **LADY HALLETT:** It's the adrenaline probably.

15 **THE WITNESS:** Yes, something like that.

16 **LADY HALLETT:** I'm a great believer in adrenaline getting  
17 you through difficult -- (overspeaking) -- situations.

18 **THE WITNESS:** Thank you.

19 **LADY HALLETT:** So thank you very much indeed for coming, for  
20 your help --

21 **THE WITNESS:** -- (overspeaking) --

22 **LADY HALLETT:** -- and struggling on despite the fact you  
23 felt poorly.

24 **THE WITNESS:** No worries.

25 **LADY HALLETT:** Thank you.

144

1 I think we can go to the next witness now.

2 **MS DOBBIN:** My Lady, may I please call Dr Rebecca Montacute.

3 **DR REBECCA MONTACUTE (affirmed)**

4 **Questions from LEAD COUNSEL TO THE INQUIRY FOR**

5 **MODULE 8**

6 **LADY HALLETT:** Sorry to keep you waiting until the last

7 witness of the day, Dr Montacute.

8 **THE WITNESS:** Thank you.

9 **MS DOBBIN:** Thank you. Can I ask you to give your full name

10 to the Inquiry, please.

11 **A.** Dr Rebecca Montacute.

12 **Q.** Thank you. And I think you ought to have two witness

13 statements in front of you; one of them is INQ000587969.

14 Do you have that?

15 **A.** Yep.

16 **Q.** And I think that's a statement signed by Mr Carl

17 Cullinane; is that correct?

18 **A.** Yes.

19 **Q.** And I think you ought also to have a second witness

20 statement, INQ000588185; yes?

21 **A.** Yes.

22 **Q.** And is that a statement that you've signed --

23 **A.** (Witness nodded).

24 **Q.** -- adopting the contents of Mr Cullinane's statement?

25 **A.** Yes.

145

1 **Q.** And I think during the pandemic it carried on doing its

2 research into that work; is that right?

3 **A.** Yes, correct, and we pivoted a really large proportion

4 of that work into studying the impacts of the pandemic.

5 **Q.** And was all of that work then funnelled into what's

6 known as the COSMO study?

7 **A.** So it was a combination. At the very beginning of the

8 pandemic, we did our own just Sutton Trust internal

9 pieces looking at the immediate impact and doing some

10 kind of quicker turnaround polling of smaller

11 populations to try to get really speedy looks at what

12 was happening to young people, and then later on,

13 together with colleagues at UCL, we then bid for and got

14 the funding for the COSMO study and then the subsequent

15 work with a much larger population was done through that

16 study.

17 **Q.** Yes. So I'll touch on your polling in just a second but

18 just focusing, if I may, on the COSMO study. I think

19 it's correct that in 2021 you identified a large sample

20 of young people who were then aged 15 to 16; is that

21 right?

22 **A.** Yes, correct.

23 **Q.** And how many young people were in that sample?

24 **A.** It was just under 13,000.

25 **Q.** In your explanation of the study, you say that it was

147

1 **Q.** And can you confirm that the contents of Mr Cullinane's

2 statement are true to the best of your knowledge and

3 belief?

4 **A.** Yes.

5 **Q.** And to explain, you're here to give evidence on behalf

6 of the Sutton Trust; is that right?

7 **A.** Yes, correct.

8 **Q.** And Dr Montacute, I think it's correct that you joined

9 the trust in 2017?

10 **A.** Yes, correct.

11 **Q.** And you became it's Head of Research and Policy?

12 **A.** Yes.

13 **Q.** But you are now, I think, the Director of Research at

14 the Social Market Foundation; correct?

15 **A.** Yes, correct.

16 **Q.** But you're authorised to give evidence on behalf of the

17 Sutton Trust?

18 **A.** Yes.

19 **Q.** All right. Well, just going back, then, to some of your

20 work there. I think it's correct that one of the

21 principal areas of work of the Sutton Trust is to

22 research and address barriers that young people face

23 from their early years right up until their employment;

24 is that right?

25 **A.** Yes, correct.

146

1 nationally representative; is that right?

2 **A.** Yes, so we did a technique to kind of divide the

3 population into lots of different groups, and then

4 within those groups, randomly sampling to be able to get

5 as good a kind of coverage over the whole of that

6 population as possible. We also over-sampled for

7 certain populations, so for instance private schools

8 because we thought that they may have particular

9 experiences of the pandemic.

10 **Q.** And I think it's also correct, and I should clarify,

11 when you're saying nationally representative, is that

12 representative of England as opposed to the whole of the

13 United Kingdom?

14 **A.** Yes, England.

15 **Q.** And are you able to say whether or not, nonetheless,

16 that sample that you selected are probably

17 representative of the United Kingdom or not?

18 **A.** So it depends in part -- education is devolved to the

19 different nations. So a lot of the responses that

20 happened during the pandemic will have differed when it

21 comes to that, so there will be ways in which different

22 nations will have differed that we weren't able to look

23 at in that study.

24 I will say, though, that I'd expect a lot of the

25 divides that we saw in the study -- so I'm sure we'll

148

1 get on to this but, for instance, the home learning  
 2 environment students would have had in to kind of learn  
 3 remotely, those social-economic differences probably  
 4 were repeated in the different nations but we don't have  
 5 data to really look at it at the same level of depth.

6 **Q.** I understand. And another -- what you've also said, as  
 7 regards this study, that it had a robust methodology as  
 8 well, I don't need you to go into very much detail about  
 9 that, but could you provide the Inquiry with a headline  
 10 as to why it was regarded as robust?

11 **A.** Yes, so a large part of it is just the sample size, so  
 12 having just under 13,000 young people, and we did also  
 13 survey about 9,000 parents of those young people as  
 14 well. Covering about 500 different schools over the  
 15 country means that you've got the numbers needed to be  
 16 able to do a lot of splits by different groups. So, for  
 17 instance, being able to look at different  
 18 social-economic groups, the kind of occupations people's  
 19 parents did, ethnicity, gender, and having the numbers  
 20 to really feel quite secure in those findings.

21 **Q.** And I think then, just again, focusing on these  
 22 children, we've said they're 15 to 16, this may be  
 23 obvious, but are those young people who would have been  
 24 doing their GCSEs then, in 2021?

25 **A.** Yes, so they should have done -- they should have sat  
 149

1 paragraph 1 -- 1.14.

2 **A.** I think I've also got a set in here somewhere. Yes.  
 3 So the first wave of the study was done in --  
 4 between October 2021 and March 2022. And then the  
 5 second wave was done in October 2022 to February 2023.

6 **Q.** And was part of the reason for doing the follow-up study  
 7 to try to understand a bit more about the longer-term  
 8 impacts as to what had happened on those children,  
 9 having regard to -- (overspeaking) --

10 **A.** Yes, exactly.

11 **Q.** Can I turn, then, to just some of the points that you  
 12 make, and this is from paragraph 2.2 onwards in your  
 13 statement, if that assists.  
 14 I think that, as far as the Sutton Trust is  
 15 concerned, it's examination results that are really the  
 16 key thing for addressing attainment; is that right?

17 **A.** I'm not quite sure what you mean, sorry.

18 **Q.** I think -- because you say at paragraph 2.2 that  
 19 examination results are the key challenge, so that's one  
 20 of the key aspects of what needs to be addressed; is  
 21 that right?

22 **A.** I'd say exam results are one of the best indications,  
 23 and available indications, that we have for what any of  
 24 the impact has been of this, you know, disruption. Once  
 25 they were -- actually sat exams later on, and we can  
 151

1 their GCSE exams in that summer of 2021.

2 **Q.** Okay, that's helpful. So they were young people that,  
 3 had everything been as normal, they would have done  
 4 their exams, say, in around May or June 2021?

5 **A.** Yes.

6 **Q.** So those are young people who would have experienced,  
 7 then, the disruption of those exams at that stage?

8 **A.** Yes, exactly. And I should say, when we first designed  
 9 the study, we actually did think that they might sit  
 10 those exams, so part of the reason for choosing that  
 11 year group was that they'd had this really large amount  
 12 of disruption at a really pivotal transition point for  
 13 them before they go into post-16 but we were hopeful  
 14 that they would have sat actual exams.  
 15 Now that is not what actually ended up happening.  
 16 They also had to have a different version of a way to be  
 17 able to determine their grades.

18 **Q.** Yes. I'll ask you about that shortly.

19 **A.** Yeah.

20 **Q.** And then just finally this: you followed, I think, the  
 21 same group of young people, then, again, in 2022; is  
 22 that right?

23 **A.** Let me just double-check exactly when the two sets were  
 24 that we actually --

25 **Q.** If it helps you, I think you'll find it at  
 150

1 look at the impact of the attainment gap long term.  
 2 Exams don't tell you everything about a young person's  
 3 development, their ability. They're a very specific  
 4 look at one point in time, so I wouldn't say they are --  
 5 you know, they're not everything, I think it's important  
 6 to bear in mind, but they are one of the best measures  
 7 that we've got.

8 **Q.** Forgive me, I didn't mean to put it that broadly.

9 **A.** Yes.

10 **Q.** I think's just in terms of understanding them as  
 11 a useful measurement. And I think you explain in your  
 12 statement that GCSEs are in fact probably one of the  
 13 most useful gauges that you've got?

14 **A.** Yes.

15 **Q.** Rather than A levels, for example.

16 **A.** So GCSEs are useful because the whole cohort take them,  
 17 whereas A levels you're already losing a lot of young  
 18 people from lower-income backgrounds because they  
 19 haven't gone on to study them.

20 **Q.** Thank you. And just very briefly, then, I think one of  
 21 the things you say, and this is at paragraph 2.4, is  
 22 that, prior to the pandemic, disadvantaged students were  
 23 twice as likely to leave school without GCSEs in English  
 24 and maths; is that correct?

25 **A.** Yes, although it is important to bear in mind that that  
 152

1 gap had been very slowly closing before the pandemic.

2 **Q.** Well, precisely. That's just what I wanted to check,  
3 that it had been a closing gap?

4 **A.** Yes.

5 **Q.** And I think as well that you make the point too that  
6 even children who are high achieving in primary school,  
7 when it comes to outcomes at secondary school, that they  
8 were 20 percentage points behind; is that also right?

9 **A.** So the 20 percentage points is the overall attainment  
10 gap for everyone. We have done separate work looking at  
11 high attainers specifically. I can't remember off the  
12 top of my head what the difference is for that group.

13 **Q.** Don't worry. That's -- I think we have the point, then,  
14 that that's the overall percentage.

15 **A.** Yeah.

16 **Q.** And I think that one of the other points that you draw  
17 out in your statement is that when we're looking at some  
18 of the issues that we'll move on to, that they aren't --  
19 these are not binary issues, for example, as between  
20 provision in private schools and provision in state  
21 schools, that there can be gaps within the state school  
22 sector as well; is that correct?

23 **A.** Yes, so the attainment gap results will only be for  
24 children in state schools anyway, because that's what  
25 the Department for Education release. But there are

153

1 **Q.** So does that mean sending children a physical page to  
2 fill in, or giving them a project or something like that  
3 to do?

4 **A.** Exactly. And some teachers were -- a lot of teachers  
5 were physically going out to students' houses to deliver  
6 those worksheets and sometimes they would do that as  
7 also a welfare check, and at various points they were  
8 delivering food from the school because some of these  
9 children would rely on the school for their school  
10 lunch, so some of the schools would physically go and  
11 deliver it to pupils and give them the worksheets at the  
12 same time.

13 **Q.** And this early polling also indicated that there were  
14 emerging issues about children's access to technology,  
15 as well; is that right?

16 **A.** Yes. So we found -- we asked teachers what proportion  
17 of their classes were unable, in their view, to kind of  
18 access kind of either the technology or the Internet to  
19 be able to do work remotely and we found both divides  
20 between the state and private sector and also in the  
21 deprivation level of the state schools for the  
22 populations they serve.

23 **Q.** And I think that what you -- the conclusion that was  
24 drawn that was -- was that 42% of teachers in private  
25 schools thought that all of their students would have

155

1 considerable -- or I'm -- actually, I'm not going to say  
2 that 100%, I'm pretty certain off the top of my head  
3 that is only for state schools, but yes, there are  
4 considerable differences within the state sector as well  
5 as between the state and private sectors.

6 **Q.** And then, just moving on if I can, then, to the polling  
7 that you carried out, or that the Sutton Trust carried  
8 out, I think you have this from paragraph 2.10, that the  
9 Sutton Trust moved quite quickly after school closures  
10 were announced to undertake some initial research; is  
11 that right?

12 **A.** Yes. So the very first piece that we released was in  
13 very early April, and the first piece with polling data  
14 I think a week or two after that.

15 **Q.** So I think you explain that this in fact was polling  
16 that you did in the first week of school closures; is  
17 that right?

18 **A.** Yes, very early on we did polling of teachers, through  
19 Teacher Tapp to try to understand the immediate impact  
20 on what they were seeing from their pupils.

21 **Q.** And what you set out in paragraph 2.11 is that one of  
22 the early points that you noted was that in more  
23 deprived areas, schools were using worksheets rather  
24 than setting work online; is that correct?

25 **A.** Yes, that's correct.

154

1 adequate access compared to 9% in the most well-off  
2 state schools and 2% in the poorest state schools.  
3 That's at paragraph 2.14.

4 **A.** Yes, that's correct.

5 **Q.** And then, and I'm going to move forward in your  
6 statement, those were the early indications, but if we  
7 go forward to paragraph 4.3.

8 **A.** Yeah.

9 **Q.** Have you got that? Were you then able to confirm what  
10 the picture looked like during the first lockdown?

11 **A.** Yes, so this data in 4.3 is then from the COSMO study  
12 with that much larger population later on; I will say  
13 that one of limitations of the COSMO study is that even  
14 though it was still relatively fresh for the young  
15 people, they were having to remember back to their  
16 experiences. So you've got a benefit from it being  
17 directly the young people themselves giving their  
18 assessment of what they did or didn't have but the  
19 earlier polling with the teachers was fresh at the time,  
20 but then it was their kind of sense of what they thought  
21 their pupils had.

22 **Q.** All right. So this is young people, if we look at 4.3,  
23 or your conclusion based on what young people in the  
24 study said --

25 **A.** Yes.

156

1 Q. -- that almost a quarter of those at state  
 2 comprehensives within the most deprived intakes didn't  
 3 have access to a suitable device.  
 4 A. Yes, exactly.  
 5 Q. So that's really important, isn't it? It's within the  
 6 most deprived areas, it's not all children within the  
 7 state sector.  
 8 A. Yes.  
 9 Q. And in general terms may I ask whether those, I suppose  
 10 if we take the Teacher Tapp polling, whether or not that  
 11 would have been consistent with what the Sutton Trust  
 12 expected to find or whether it was surprising?  
 13 A. That's a very interesting question. I mean, we asked  
 14 the question to teachers because we did think that there  
 15 was going to be an issue. I'm not sure if I think, when  
 16 I saw the data of the extent, that I was surprised or  
 17 not. It was certainly a worry and there was previous  
 18 data on social-economic inequalities and access to  
 19 devices and the Internet at home but I can't remember  
 20 how surprised I was by the extent.  
 21 Q. All right. Well, I don't want to ask you questions that  
 22 you can't answer, so I'm going to move on.  
 23 I think that it's right that after this data came  
 24 in, that the Sutton Trust then approached the Department  
 25 for Education and specifically, I think, drew or  
 157

1 I think the point that you were making at 4.4 was that  
 2 there was also an issue about children sharing devices;  
 3 is that correct?  
 4 A. Yes. So in some households, even where children did  
 5 have access to a device, it might be that they were  
 6 sharing it with their parents, who were using it for  
 7 work as well, or they might be sharing with one or  
 8 multiple siblings.  
 9 Q. And I think what you say there is that -- and again,  
 10 I take it this is based on the COSMO data?  
 11 A. Yes.  
 12 Q. Thank you -- that 13% of young people reported needing  
 13 to share a device in lockdown 1, and that that fell to  
 14 9% in lockdown 3, so in the second set of school  
 15 closures?  
 16 A. Yes, correct.  
 17 Q. Again, just looking at some disparities, that there  
 18 was -- 13% of those children at state comprehensive  
 19 schools reported that, as compared to 4% of children at  
 20 independent schools; yes?  
 21 A. Yes.  
 22 Q. And then what you go on to also set out at paragraph 4.7  
 23 is the correlation between access, and this may not be  
 24 surprising, and the ability of children or the amount of  
 25 time they spent at their work, their schoolwork; is that  
 159

1 certainly sought to draw to Sir Gavin Williamson's  
 2 attention that these sorts of findings were emerging; is  
 3 that broadly correct?

4 A. Yes, that's correct.  
 5 And this data was also reported on in the media,  
 6 like, relatively widely at the time, so it would have  
 7 been known, but we did also directly get in contact with  
 8 Gavin Williamson.

9 MS DOBBIN: Dr Montacute, I'm going to pause there, if  
 10 I may, because I think it's a break time, if I'm right.

11 LADY HALLETT: Yes, if that's a convenient time.  
 12 You've probably been alerted to the fact that we  
 13 take regular breaks, so I'm sorry to interrupt your  
 14 evidence. We're doing quite well on timing, I shall be  
 15 generous, so 3.25, please.

16 (3.06 pm)

(A short break)

18 (3.25 pm)

19 LADY HALLETT: Ms Dobbin.

20 MS DOBBIN: Thank you.

21 Dr Montacute, before the adjournment you had just  
 22 given evidence, looking at paragraph 4.3 of your  
 23 statement, and I just wanted to move on to what you had  
 24 said at paragraph 4.4.

25 So 4.3 was about children not having a device but  
 158

1 right?  
 2 A. Yes. So, we asked questions to the young people about  
 3 the number of hours that they spent being able to work  
 4 during both of the lockdowns, and, as it says there,  
 5 there was a relationship between that, having access to  
 6 a device, and the amount of time that they were able to  
 7 spend, and whether or not they used a laptop or a mobile  
 8 phone.  
 9 Q. Yes, and I think we'll come on to look at some of those  
 10 figures in just a second. Then, just to conclude this  
 11 bit of your evidence, I think if you look at paragraph 3  
 12 of your statement, you set out some other disparities.  
 13 And these relate to the sorts of provision that was  
 14 being made online; is that correct? If we look, for  
 15 example, at paragraph 3.7. Have you got that?  
 16 A. 3.7?  
 17 Q. Yes.  
 18 A. I've got 3.5 and then it goes to 4. Is it in  
 19 a different part that I'm looking at, maybe?  
 20 Q. Oh, that sounds like -- this may not be controversial,  
 21 so let me ask you and see.  
 22 A. Okay.  
 23 Q. It sounds like you may have a pagination issue, so let  
 24 me just ask.  
 25 In that bit of your evidence it referred to the fact  
 160

1 that 96% of independent schools had live online  
 2 lessons --  
 3 **A.** Yes.  
 4 **Q.** -- compared to 65% of state schools; is that correct?  
 5 **A.** Yes, that's correct.  
 6 **Q.** And are you able to say -- and it may be that the data  
 7 doesn't break down this far and you may not know --  
 8 whether that meant that 65% of children in state schools  
 9 were getting the equivalent of a full day's teaching by  
 10 live lessons, or was it something different?  
 11 **A.** No, I'm quite certain that the question was just if they  
 12 had any set-up for live lessons at all, so that still  
 13 could have meant it was only an hour, 2 hours, maybe it  
 14 was, you know, just part of the day. I think, from  
 15 memory, we didn't split it down in those questions  
 16 between private and state of how long they were doing,  
 17 I think.  
 18 **Q.** All right. So this is just about the bald question of  
 19 whether you have live lessons or not?  
 20 **A.** Yes, I think so.  
 21 **Q.** And I think it's also correct that again, you found that  
 22 there was a division between more affluent state schools  
 23 and less affluent state schools, as well; is that  
 24 correct?  
 25 **A.** Yes, but I should clarify it's about the affluence of

161

1 that?  
 2 **A.** I think the contact was higher in private schools, and  
 3 where it will have risen between the lockdowns, I think  
 4 it was across the board for these kind of measures,  
 5 state schools catching up a bit but not getting to the  
 6 same level -- which makes sense, they had a bit more  
 7 time at that point to be able to sort out what they were  
 8 doing. And I think it is really important to stress  
 9 that in the first lockdown state schools and  
 10 particularly those with very deprived intakes,  
 11 sometimes, because they were having to spend so much  
 12 time worrying about if children were, say, even getting  
 13 food, you know, that was a lot of the time teachers'  
 14 primary concern rather than necessarily are we able to  
 15 sort out live lessons for them all, that kind of thing.  
 16 **Q.** Yes.  
 17 **A.** Whereas I think by the second set of school closures  
 18 more of those schools would have -- because there had  
 19 been more time to figure out those sorts of issues and  
 20 have voucher systems for free school meals and all those  
 21 sorts of things that were put in place, they then had  
 22 a bit more time, capacity, ability to spend more time on  
 23 sorting out contact lessons, those kind of issues.  
 24 **Q.** And that, the term that you've used, "contact with  
 25 a teacher", I had assumed that meant maybe speaking to

163

1 the intake of the school, so it's not about the money or  
 2 resources available to the school itself; it's what is  
 3 the income background of the children that go to those  
 4 schools.  
 5 **Q.** Forgive me, that's such an important point and I should  
 6 have asked you to explain that. Are these -- when you  
 7 describe schools as being affluent, is that because  
 8 they're in an area that is regarded as affluent, having  
 9 regard to certain markers?  
 10 **A.** It's based on the proportion of children in that school  
 11 who were eligible for free school meals.  
 12 **Q.** Right. And again, so we see that divide once more, is  
 13 that correct, within --  
 14 **A.** Yes.  
 15 **Q.** -- in the state sector itself. And another differential  
 16 that you measured or you found, as well, was contact  
 17 that children were having with a teacher; is that right?  
 18 **A.** Yes.  
 19 **Q.** And what you found was that contact with a teacher rose  
 20 in the January school closure, so 2021, from -- and this  
 21 was contact once a week -- from 45% to 53% --  
 22 **A.** Yes.  
 23 **Q.** -- is that correct? And do you recall whether that's  
 24 across the board in all schools, or whether children who  
 25 were at private provision had slightly more contact than

162

1 a teacher over the phone or online. Is that what it  
 2 means?  
 3 **A.** I think it was a combination of that and probably  
 4 potentially also if they were still doing any in-person  
 5 visits and I'm not sure to the extent throughout the  
 6 pandemic that continued or not for teachers.  
 7 **Q.** But I think in any event what you went on to conclude  
 8 was that children who were at private schools were more  
 9 likely to be in touch with a teacher once a week --  
 10 **A.** Yes.  
 11 **Q.** -- is that correct? Can I ask you, we've touched on, we  
 12 have very much focused thus far on remote education and  
 13 access to technology. Did the Sutton Trust assess or  
 14 analyse the other sorts of factors that children might  
 15 experience that impeded their access to education?  
 16 **A.** Yes. So we also looked at issues like the kind of  
 17 housing that children were living in. I believe we had  
 18 questions around, kind of, if they had certain kind of  
 19 problems around their housing conditions. I can't  
 20 remember offhand but that may have been from the parents  
 21 being asked. I would imagine they would have been more  
 22 accurate in being able to talk about any of those  
 23 issues. But I think we also explored some of those  
 24 underlying issues around, kind of, cramped housing, how  
 25 many people were living in a house, whether -- you know,

164

1 and that will impact on how likely someone is to have  
 2 a quiet space to learn in.  
 3 We did also ask directly about the kind of -- if  
 4 they did have somewhere quiet to be able to spend their,  
 5 kind of, working time in as well.  
 6 **Q.** Thank you.  
 7 I think if we just, then, come to the key  
 8 conclusion, I think, that you've drawn, which is set out  
 9 at paragraph, I hope, 3.14 of your statement.  
 10 **LADY HALLETT:** I thought you went from 3.4 to 4?  
 11 **A.** 3.14.  
 12 **LADY HALLETT:** You've got it? Right.  
 13 **A.** Yes.  
 14 **MS DOBBIN:** Well, can I ask, is that the key conclusion that  
 15 ultimately the Sutton Trust drew, that the attainment  
 16 gap between children from lower socioeconomic  
 17 backgrounds and their peers had widened considerably  
 18 since the pandemic?  
 19 **A.** Yes. I mean, I will say in the 10 years before, the  
 20 progress at closing the gaps -- that 10 years of  
 21 progress, as I've said, have been wiped out. It was  
 22 slow progress, because it is a very hard issue to  
 23 tackle, but it is the progress made over the period of  
 24 10 years, which was very hard fought for, essentially,  
 25 throughout the education system, that we've seen

165

1 figure you set out at the start of your evidence?  
 2 **A.** Yes.  
 3 **Q.** With that I'll move on, then, if I may, to some of the  
 4 COSMO briefings, and I was going to start with the Covid  
 5 social mobility briefing, which is INQ000587926, page 1.  
 6 **A.** Do you know which number it is in this pack?  
 7 **Q.** Tab 6.  
 8 **A.** Yes. Perfect, yeah.  
 9 **Q.** So, to introduce these briefings, these represent the  
 10 work that you were doing at the time and the principal  
 11 findings that you were making within the COSMO study; is  
 12 that right?  
 13 **A.** Yes, so this is work which was colleagues from the  
 14 Sutton Trust and also from UCL.  
 15 **Q.** Yes, of course I should say it involved academics as  
 16 well.  
 17 **A.** Yes.  
 18 **Q.** And just looking at this, some of this you've already  
 19 covered in your statement, but I think at the bottom of  
 20 that it does set out the figures that you mentioned  
 21 about the breakdown in terms of access to a device. So  
 22 I think we see at the very bottom of the column on the  
 23 left-hand side, that:  
 24 "Those without a device worked on average 8 hours  
 25 a week in lockdown 1 ..."

167

1 a reversal of.  
 2 **Q.** And has the -- I appreciate you've left the Sutton Trust  
 3 now and if you can't answer this, please say, but does  
 4 the Sutton Trust assess that although progress was made  
 5 very slowly in that 10-year period, that recovery has  
 6 been quicker than that post the pandemic? I hope that  
 7 question makes sense.  
 8 **A.** Do you mean has the attainment gap started to close  
 9 again?  
 10 **Q.** Yes, and the rate at -- is the rate at which it's  
 11 closing faster as well?  
 12 **A.** No. So I believe the data is in the last -- for the  
 13 latest year of data that it has stayed broadly similar,  
 14 that the gap that has now widened doesn't seem to be  
 15 particularly closing.  
 16 **Q.** And I think we have some up-to-date statistics in your  
 17 statement, because I think you've set out at  
 18 paragraph 3.19 that at Key Stage 4, so at GCSEs, 25.2%  
 19 of disadvantaged pupils achieved 5 and above in English  
 20 and maths GCSEs; is that correct?  
 21 **A.** Yes.  
 22 **Q.** And is what you're saying that that has remained broadly  
 23 the same --  
 24 **A.** Yes.  
 25 **Q.** -- to date? And obviously that compares, then, to the

166

1 So just over an hour a day.  
 2 "... those with ... a ... phone 10 hours, and those  
 3 with a laptop or tablet 14 hours."  
 4 **A.** Yes.  
 5 **Q.** May I just ask, if the children with the greatest amount  
 6 of access were working 14 hours a week, would that  
 7 itself have been of concern to the Sutton Trust?  
 8 **A.** Sorry, can you repeat that?  
 9 **Q.** Yes. If children with the most amount of access to  
 10 remote education, because they had a laptop, were  
 11 working for 14 hours a week, so that's under 2 hours --  
 12 well, it's a bit over 2 hours a day, isn't it, would  
 13 that figure of itself have been concerning to the  
 14 Sutton Trust?  
 15 **A.** Yes, and I do think that is a really important point.  
 16 A lot of this data we've really pulled out the  
 17 socioeconomic differences, because, as an organisation,  
 18 that is the Sutton Trust's kind of primary concern. But  
 19 even for those that had the best access, they wouldn't  
 20 be getting what they would have in a classroom.  
 21 It won't be directly transferable, because obviously  
 22 times that you have in a classroom -- you know, you  
 23 spend time going between lessons, talking to your  
 24 friends, you're not always, kind of, working. And we  
 25 don't know what the quality of this work was like, and

168

1 I imagine that some might have been more focused than  
 2 what you would do -- but maybe in shorter bursts, but we  
 3 don't totally know.

4 **Q.** But I think you've made the point that may be important,  
 5 that these figures are a sort of universal reflection,  
 6 in a sense, across all of the types of children that  
 7 took part in the study?

8 **A.** Yes.

9 **Q.** And I think, as well, what the diagram to the right of  
 10 this also indicates is that you can break down -- in  
 11 terms of children attending online classes a day, you  
 12 can break it down by reference to occupation, as well?

13 **A.** Yes.

14 **Q.** And I think what may be important here is that you can  
 15 compare the first set of school closures to the second  
 16 set?

17 **A.** Yes, and this data is actually particularly interesting  
 18 because it's slightly different than what we've seen in  
 19 some of the other findings comparing the two periods of  
 20 lockdown. And actually, in the first lockdown, for this  
 21 measure, it was much more consistent across parental  
 22 occupation background as to how many lessons people were  
 23 attending. And actually, it's in the second, once more  
 24 kind of schools are able to set up more that you've  
 25 actually seen a bigger difference on this measure and

169

1 poorer families in general. So the combination of those  
 2 families having less access, and also them being in  
 3 a worse place to start is, I think, also really  
 4 important.

5 **Q.** Right. So your evidence is you have to take a holistic  
 6 view across the piece --

7 **A.** Yes.

8 **Q.** -- about different things that might support a child's  
 9 progress and --

10 **A.** Yes, exactly.

11 **Q.** And I think if we just go over the page, please, it's  
 12 actually page 12.

13 **A.** Yes.

14 **Q.** You should have it. This briefing also made the point,  
 15 and it's the second bullet point, that there had been  
 16 a lot of attention on younger children but that the work  
 17 that was being done indicated the barriers that 15- and  
 18 16-year-olds were facing; is that right?

19 **A.** Yes, and our particular concern with that age group is  
 20 that for those especially who didn't go on to A levels  
 21 subsequently, they will not have had time back in  
 22 schools to be able to catch up at all on this time  
 23 period. And as well as it being a time where they're  
 24 making decisions about their post-16 kind of  
 25 destinations, what they're going to do next, I think,

171

1 that will depend, you do see some differences on those  
 2 measures because, you know, whilst some students will  
 3 now have gotten set up on devices at all, say, or be  
 4 able to interact with anything, being able to do more  
 5 than three online classes per day is quite a high level  
 6 of access.

7 So it's not just about are people accessing at all?  
 8 Sometimes you only see the social-economic differences  
 9 when you're looking at the moment of access.

10 **Q.** Yes. But again, do you think the Inquiry -- that this  
 11 is an important point for the Inquiry because again it  
 12 reflects, even amongst those children who would be more  
 13 affluent, that still, there was a limited or, as you  
 14 say, that it's a fairly universal picture in terms of  
 15 what everyone -- what children were doing generally?

16 **A.** Yes. I do think it is important to point out that  
 17 across social-economic groups people were having a very  
 18 different experience although I will say alongside all  
 19 of, say, what a school was providing, you've also got to  
 20 bear in mind that young people from lower  
 21 social-economic backgrounds will also have on average  
 22 less support from their parents in terms of being able  
 23 to assist with work, maybe do kind of wider discussions  
 24 or reading with them, or any of those kind of things.

25 So school matters more for children who are from

170

1 you know, we don't understand well enough the impact on  
 2 younger age groups and there isn't a similar study to  
 3 COSMO for, say, primary-age children during the  
 4 pandemic, and that would be a really helpful thing to  
 5 have exist and to understand over time if they are able  
 6 to catch up on any of their lost learning.

7 You know, the limitation is it's only this age group  
 8 that we've got this really detailed information about  
 9 shortly after the pandemic, what do they remember about  
 10 their experiences.

11 **Q.** Is it, before I move on to the next briefing, is it  
 12 intended to do this study again with the same cohort to  
 13 see what has happened?

14 **A.** If we're able to get funding for it, then yes. The idea  
 15 would be that we would do subsequent waves later on  
 16 during their adult life to understand longer term what  
 17 actually has the impact been, so we could say this is  
 18 how many hours a day this young person was able to learn  
 19 in the pandemic, these were their wider experiences, and  
 20 then this is what has happened to them in the workforce.

21 **Q.** All right. I'm going to move on, if I may, and this is  
 22 at your tab 9, and it's INQ00587918, please.

23 First of all, would the Sutton Trust ordinarily ask  
 24 questions about health or do work in this sort of sphere  
 25 or was this is an innovation on its part?

172

1 **A.** This was new for the pandemic. So the reason that we  
2 thought it was important -- it was a little bit of  
3 a combination. So longitudinal studies like this, with  
4 this many participants, don't come along very often.  
5 This age group actually didn't have a longitudinal study  
6 kind of from birth for their cohort, so this is filling  
7 in a gap between other longitudinal studies and I think  
8 was a part of the reason it was able to be funded, was  
9 to have those kind of wider benefits of understanding  
10 health for this group but also obviously, the pandemic  
11 is about health as well, and there are interactions  
12 between health and education. So we wanted to make sure  
13 that we understood that.

14 No one in kind of the absolute core research team  
15 had a really explicit health background. I mean, I did  
16 a PhD in neuroscience but it's a different -- we'd not  
17 done this kind of population level stuff but we did have  
18 an adviser as part of the wider COSMO team who did have  
19 a health background and so she would give us kind of her  
20 views when we were doing this work as to whether or not  
21 we were approaching it in the right way, kind of tips  
22 and ideas.

23 **Q.** All right. And I think what you found, if we look,  
24 please, at the first bullet, is that between  
25 October 2021 and March 2022, almost half the children in  
173

1 activities and to be able to look at that group who  
2 reported severe impacts as a separate population.

3 **Q.** And then you've said of that, I think, that yes, so 26%  
4 said that they were severely limited. So is that 2% of  
5 the population of children of that --

6 **A.** Of the whole cohort, yes.

7 **Q.** Thank you. And I think as well you found a correlation  
8 with deprivation as well; is that right?

9 **A.** Yes, that's correct.

10 **Q.** Can I also just ask you about another part of this  
11 study, and we see it at the right-hand side, which was,  
12 in looking at health, you also looked at physical  
13 activity as well; is that right?

14 **A.** Yes, that's correct.

15 **Q.** And I think it's important to say, although this is  
16 broken down by reference to the type of school children  
17 were at, in fact this is about exercise outside of  
18 school, isn't it?

19 **A.** Yes.

20 **Q.** And I think we can see it from the diagram at the bottom  
21 as well.

22 **A.** I'll just say on that, we quite often use school type as  
23 a bit of a proxy measure for socioeconomic background,  
24 so it's not perfect, but overall, people from private  
25 schools will be much more likely to be from higher  
175

1 the study had -- well, they reported having Covid-19 --

2 **A.** Yes.

3 **Q.** -- is that correct? So this is what children told you  
4 as opposed to it's not based on a test result, for  
5 example; is that right?

6 **A.** Yes, and I think that's a really important point for  
7 this data to bear in mind, and the interpretation, is  
8 all of this is their own definition, their own, you  
9 know, them reporting. We haven't done any kind of mass  
10 testing on this group. We haven't been able to verify  
11 this. It is just self-reporting.

12 **Q.** Then similarly, the report sets out that of this group,  
13 so of the 48%, one in five said they had Long Covid. Is  
14 that the same? It was --

15 **A.** Yes, it's self-reported.

16 **Q.** And of those children, I think what you've set out here  
17 is that 70% said that it had limited their daily  
18 activities; is that right?

19 **A.** Of those who self-reported of having Long Covid --

20 **Q.** Yes.

21 **A.** -- 70% said that and we thought that asking that  
22 question was important because whether, you know, Long  
23 Covid in someone's self-assessment could mean lots of  
24 different things potentially so we wanted to really  
25 understand what impact is this having on daily  
174

1 socioeconomic groups.

2 **Q.** And does that generally, then, have a correlation with  
3 children doing sport or exercise outside of school?

4 **A.** Yes. And you can see that in the pre-pandemic data,  
5 that those groups are more likely to have done so and  
6 report doing so pre-pandemic.

7 **Q.** All right. And I think if we just go over the page,  
8 please, one of the things that the Sutton Trust thought  
9 might assist -- and I think if we go down to the second  
10 bullet -- that it considered that it would be useful to  
11 have funding to go into Long Covid services; is that  
12 correct?

13 **A.** Yes.

14 **Q.** So that children could be accurately assessed; is that  
15 correct?

16 **A.** Yes. And I believe at the time, because this is  
17 obviously quite an early point in our understanding of  
18 Covid, you know, we took that primarily from calls that  
19 we were hearing from groups working on health, because  
20 it isn't our primary area of expertise. We'd seen this  
21 evidence that, you know, there were a considerable  
22 number of young people who were reporting that they were  
23 having had Long Covid and, while small, out of the  
24 general population it is a lot of children overall  
25 saying that they had, you know, in whole number terms,  
176

1 severe impacts from that, that we did think that it was  
 2 important that that was examined in further detail even  
 3 if it's not our area of expertise.

4 **Q.** Thank you. I want to move on then, if I may, to the  
 5 study you did in respect of children's mental health,  
 6 and you should have that at tab 8.

7 And it's INQ000587919.

8 **A.** Yes.

9 **Q.** Have you got that? And again, is it -- was this is an  
 10 innovation on the part of the Sutton Trust as well, in  
 11 terms of looking at mental health?

12 **A.** Yes, similarly we hadn't looked at mental health really  
 13 explicitly before this study.

14 **Q.** And I think what this sets out, if we look at the  
 15 highlights, is that there was an increase in the young  
 16 people in the COSMO study reporting psychological  
 17 distress; is that correct?

18 **A.** When you compare it to other longitudinal studies. So  
 19 we looked back at other cohorts of young people where  
 20 there was data available on the same or a very similar  
 21 question at the same type of age. They don't all match  
 22 up completely exactly, but as close as we could get it.  
 23 And we compared Next Steps, which asked that group back  
 24 in 2007, to Our Future, which compared the same kind of  
 25 age group in 2017.

177

1 **Q.** And then another group that is identified as well, this  
 2 is perhaps a broad group, those who had major life  
 3 events during the pandemic; is that right?

4 **A.** Yes. So, for instance, being seriously ill or having  
 5 issues being able to afford food.

6 **Q.** And then, in the next column, another group that you  
 7 mention was 44% of young people with a parent who had  
 8 psychological distress; is that correct?

9 **A.** Yes.

10 **Q.** And I think that one of the points, if we could just  
 11 turn over the page, please, thank you, to page 8.  
 12 Forgive me.

13 That conclusion that there was a correlation between  
 14 parental mental ill health and a mental ill health in  
 15 children was something that you thought had broader  
 16 policy implications; is that correct?

17 **A.** Yes, I'm just having a look which bit on that  
 18 page -- (overspeaking) --

19 **Q.** I'm so sorry, it's in the conclusions and policy  
 20 implications.

21 **A.** Which paragraph?

22 **Q.** And it's the first paragraph.

23 So forgive me, I drew your attention to the wrong  
 24 bit. So in terms of the overall increase in children  
 25 reporting psychological distress, that was something

179

1 Now, you can see there is an increase between those  
 2 two cohorts, but then when you compare that to COSMO,  
 3 the increase is sharper.

4 Now, we don't know that that is -- you know, it's  
 5 a continuing trend across young people over time, that  
 6 their mental health does appear to be worsening, but it  
 7 does seem to be that the increase was sharper at the  
 8 point of the pandemic.

9 Now, there are obviously lots of different societal  
 10 trends that feed into this and other people are better  
 11 placed to talk about that in kind of great depth but we  
 12 did think that it is likely that the pandemic has played  
 13 a part in that increase.

14 **Q.** Dr Montacute, I won't ask you more about that because we  
 15 do have an expert --

16 **A.** Great.

17 **Q.** -- who will come along and explain some of those trends,  
 18 but I think in terms of what young people reported to  
 19 COSMO, I mean, you've set -- it's set out at the second  
 20 bullet that the children who reported having distress  
 21 included those who had reported having Long Covid or  
 22 severe Covid; is that right?

23 **A.** Yes. So specifically having Long Covid and then broken  
 24 down by bad or severe Long Covid and also those that had  
 25 to shield during the pandemic.

178

1 that the Sutton Trust considered had a broader policy  
 2 implication; is that right?

3 **A.** Yes.

4 **Q.** And it's over the page, sorry, at page 9, that you also  
 5 considered, and this the second bullet down --

6 **A.** Yes.

7 **Q.** -- sorry, forgive me -- that there were other groups of  
 8 children who ought to be -- that specific concerns were  
 9 raised about, as well, and that it ought also to be  
 10 taken into account?

11 **A.** Yes, and the figures particularly for trans and  
 12 non-binary reporting students were very, very high for  
 13 poor mental health.

14 **Q.** Thank you. And then again, the group set out below that  
 15 is the children who also -- whose parents, sorry, the  
 16 first group I referred to inadvertently --

17 **A.** Yes.

18 **Q.** -- so these were the children as well with parents --

19 **A.** Yes.

20 **Q.** -- who had higher rates of mental ill health, as well?

21 **A.** Yes.

22 **Q.** Thank you. If I can move on then, please, and this is  
 23 at tab 11. This is -- forgive me, I wanted to come on,  
 24 if I could, then, to just ask you some of the questions,  
 25 thank you, and this is the correct document. It is

180

1 INQ000587942 (sic). So this is from May 2023; is that  
 2 correct?  
 3 **A.** I think it's 7924.  
 4 **Q.** Yes, sorry. Forgive me, I'm looking at the wrong bit of  
 5 my note rather than the screen. So this was done at  
 6 a slightly later stage; is that correct?  
 7 **A.** Is this data, I think, from the second -- no, this is  
 8 still from wave 1 --  
 9 **Q.** Still from wave 1?  
 10 **A.** Yes.  
 11 **Q.** But a briefing in May 2023, is that correct?  
 12 **A.** Yes, so the only reason that this is later is just the  
 13 physical time it took us to carry out the work, so this  
 14 is all based on that first wave of questions to the  
 15 young people which would have been in October 2021 to  
 16 March 2022 which is just some of the data was released  
 17 by us later in terms of the analysis.  
 18 **Q.** Thank you. I just wanted to check because in the  
 19 highlights of this report, this is where you're  
 20 discussing teacher-assessed grades. Can I check whether  
 21 or not that was a -- is that a reference to 2021?  
 22 **A.** Yes.  
 23 **Q.** And to the grades the children were assessed then. And  
 24 what you've set out is that there was a differential in  
 25 children being satisfied with their teacher-assessed

181

1 **Q.** Yes. So is it correct that this is a reflection of the  
 2 tutoring programme that had been introduced in schools  
 3 during the pandemic to help children catch up?  
 4 **A.** Almost certainly the vast majority of this, yes, but  
 5 I will say some schools already had tutoring before the  
 6 pandemic that might have continued and not been part of  
 7 that programme, and the students wouldn't have known if  
 8 the tutoring they were doing was particularly through  
 9 the National Tutoring Programme or something the school  
 10 had had before, so I think that's -- it's a minor point,  
 11 but I think it's important to bear that in mind.  
 12 **Q.** All right, but in terms of what you found about the --  
 13 and I will come back and deal with the National Tutoring  
 14 Programme in more detail --  
 15 **A.** Yes.  
 16 **Q.** -- but what you found was that it was likely to be  
 17 offered to those from less advantaged backgrounds; is  
 18 that correct?  
 19 **A.** Yes, but I would say it was still that a lot of  
 20 better-off children did also benefit from it, so they  
 21 were more likely to have access, but it wasn't exclusive  
 22 to that group.  
 23 **Q.** And one of the things that I wanted to pick up on was  
 24 that this reported that boys were more likely to be  
 25 offered tutoring, but less likely to take it up?

183

1 grades; is that correct?  
 2 **A.** Yes, although I would say that it is important with  
 3 these findings to bear in mind that, you know, between  
 4 those different school types there may be lots of  
 5 different reasons that students might say that, so you  
 6 might have differences in confidence levels between  
 7 state and independent students anyway. And that will  
 8 then colour, probably, what their interpretation is of  
 9 whether they feel like they're behind compared to  
 10 others, and things like that. So I think with this  
 11 finding in particular it's very important to bear in  
 12 mind that this is the students' own perception.  
 13 **Q.** Yes, and does that mean, then, that there may be  
 14 statistical data that might be better at throwing light  
 15 on this issue rather than the subjective views of what  
 16 children --  
 17 **A.** Yes.  
 18 **Q.** -- think?  
 19 **A.** Yes.  
 20 **Q.** All right.  
 21 On that page, what I wanted to ask you about at the  
 22 very bottom was that this was a reference to some of the  
 23 outcomes of the tutoring programme that had commenced;  
 24 is that right?  
 25 **A.** Yes, in terms of who had taken it up.

182

1 **A.** Yes.  
 2 **Q.** And was that a significant finding or an important  
 3 finding about tutoring?  
 4 **A.** This is a very interesting question, because I don't --  
 5 I don't remember us having a lot of discussions about  
 6 this at the time. And I'm not sure what the reasons  
 7 behind that could be, because the teachers made their  
 8 own assessment as to who in their classes they thought  
 9 would most benefit. So if they were seeing or they  
 10 perceived that the boys in their class needed it more,  
 11 that would have been why they offered it more. Or they  
 12 might have seen initially that boys were reluctant to  
 13 take it up and then decided to offer it to more of them  
 14 to be able to get enough of them to take it up, but I'm  
 15 not sure.  
 16 **Q.** All right, so we can't really say anything more about  
 17 that based on this?  
 18 **A.** Yes.  
 19 **Q.** I'll ask you about the National Tutoring Programme then.  
 20 Is it right that the Sutton Trust considers that  
 21 tutoring is an effective way to address attainment gaps  
 22 in children?  
 23 **A.** Yes, and there's really good evidence on this from the  
 24 Education Endowment Foundation, which looks at both  
 25 one-to-one and small-group tutoring, and both of them

184

1 can help pupils, and particularly those from lower  
 2 socioeconomic backgrounds who were eligible for free  
 3 school meals, to make months of additional progress  
 4 compared to if they hadn't had that tuition.

5 **Q.** And is that sort of provision, is that capable of being  
 6 put in place during a pandemic or national emergency.  
 7 So, for example, can that sort of tutoring be done  
 8 remotely and still help children?

9 **A.** So that's a very interesting question and it's something  
 10 we struggled with at the start of the pandemic. So  
 11 I did for a short amount of time, early on in the  
 12 National Tutoring Programme's existence, help as a group  
 13 of charities, a few of us were part-time seconded from  
 14 lots of different organisations to help the Department  
 15 for Education to set up the National Tutoring Programme,  
 16 and at the beginning, a lot less evidence was available  
 17 on the impact of online versus in-person tutoring and  
 18 I believe there is now more, although I'm not certain  
 19 about what the evidence has said on the differences, but  
 20 we made the decision that it would be good to offer that  
 21 as well, and to study the impact of it because of the  
 22 nature of the situation.

23 **Q.** Thank you. Can you just assist, then, in terms of  
 24 having these large projects of providing tutoring to  
 25 children in schools, did you draw conclusions about what

185

1 delivering for schools, and also academic mentors who  
 2 a school could employ but were provided by, I believe,  
 3 at the start Teach First, to be actually a member of  
 4 staff within the school to provide tutoring.

5 Later on, the NTP changed and actually schools were  
 6 able to use it to pay staff themselves to provide  
 7 tutoring. We were initially quite worried about that  
 8 model and the quality of it but actually, some of the  
 9 assessments subsequently found that that school-based  
 10 route was quite successful.

11 **Q.** Thank you.

12 I want to finish, if I may, then, just with some of  
 13 the evidence or the analysis carried out by the Sutton  
 14 Trust about some of the older cohorts of children and  
 15 just to ask you some questions about the difficulties  
 16 that the pandemic imposed on those young people who were  
 17 leaving school in order to enter the job market, for  
 18 example, or to take up apprenticeships. Did the  
 19 pandemic have a specific and particular impact on those  
 20 young people?

21 **A.** Yes. So there were quite a few issues for apprentices  
 22 at the time. So apprentices can be on quite low wages  
 23 anyway, the apprenticeship minimum wage wasn't very high  
 24 at that period of time, and the furlough scheme could  
 25 cover their wages during the pandemic, but it's only 80%

187

1 helped to make those sorts of programmes work most  
 2 effectively?

3 **A.** So a lot of the question around what makes this tutoring  
 4 successful is around quality and consistency, so the  
 5 Education Endowment Foundation has looked at the  
 6 evidence on this and has given guidance to schools on  
 7 how to run this tutoring in the best way possible.  
 8 I can't remember exactly when it came out; it might have  
 9 been part of the way through the pandemic, from their  
 10 learnings and part from this, but they have guidance on  
 11 number of things like the number of contact hours there  
 12 should be, that it should be kind of coordinated with  
 13 what students are learning in the curriculum, that  
 14 students shouldn't be taken out of normal lessons to do  
 15 this tutoring; it should be additional.

16 And that was a big challenge in the pandemic is that  
 17 we were attempting with the NTP to make use of existing  
 18 provision and also to really expand on existing  
 19 provision, and the quality of that could be quite  
 20 variable, and as we've discussed, schools were under  
 21 a lot of strain during the pandemic. So their ability  
 22 to engage with that programme was also quite limited.  
 23 And at different points of the NTP, the delivery model  
 24 differed. So at the very beginning, it was only a mix  
 25 of external organisations through NTP partners

186

1 of a normal wage. So for people already on extremely  
 2 low wages, we were very concerned about their ability to  
 3 be able to carry on with their course, being able to  
 4 afford kind of essentials.

5 There were also issues for the training component of  
 6 apprenticeships on whether or not young people were able  
 7 to access remotely that training and the college-based  
 8 learning that they would normally do as part of that  
 9 scheme, in the same way as there were worries about  
 10 being able to access schoolwork, as well, and the same  
 11 issues will have impacted those young people in terms of  
 12 the digital divide, who had access to devices, a quiet  
 13 space to learn, all of those sorts of things.

14 **Q.** Thank you. Then just finally this: having regard, and  
 15 reflecting on the pandemic, do you think that there is  
 16 anything practical that could have been done that might  
 17 have assisted children, either in trying to maintain the  
 18 progress that had been made in closing the disadvantage  
 19 gap or in trying to maintain children's access to  
 20 education so that they didn't get behind?

21 **A.** Yes. So I'll say a couple of things on this.

22 So I think I had quite a unique perspective in the  
 23 pandemic working in education research but having come  
 24 from a scientific background, that I'd had -- and, you  
 25 know, the rest of the Inquiry will be much better placed

188

1 to talk about how well the government could have seen  
2 that a pandemic was coming, but I remember thinking very  
3 early on that I had had lectures, in my undergrad in  
4 molecular biology back in 2010, saying a pandemic was  
5 going to happen, and being surprised initially at the  
6 start of the pandemic of how there wasn't really any --  
7 it didn't feel like there was any plan for those  
8 children or young people in the event of this kind of  
9 situation happening, even though I'd known from my  
10 scientific background that it was very likely that this  
11 would happen.

12 So I think there's a question about what planning  
13 was done for this type of event in general. A lot of  
14 the early research that we looked at was actually  
15 looking at the impact on school closures during natural  
16 disasters as well, and I think there's a broader  
17 question about school closures that have to happen in  
18 any instance, whether it's because of a natural disaster  
19 or something like a pandemic: what is the government's  
20 preparedness for that?

21 Now, at the start of the pandemic, there then was  
22 this situation that there was very different access to  
23 digital devices. We spent a lot of time, throughout the  
24 pandemic, trying to make the case that the rollout of  
25 laptops wasn't quick enough, that not enough students

189

1 at the point of the pandemic happening, and we do think  
2 that the evidence we're seeing on the attainment gap  
3 means that having that kind of well-evidenced  
4 intervention would be really beneficial.

5 At the time in the pandemic Kevan Collins was the,  
6 kind of, Covid catch-up tsar, who previously worked at  
7 the Education Endowment Foundation, and he made a series  
8 of recommendations about lengthening the school day,  
9 having, kind of, targeted support for young people, and  
10 he recommended, I believe, it was about a 15 billion  
11 catch-up programme, which he believed would meet the  
12 needs of this group of young people to help them catch  
13 up. And what was provided by the government was only  
14 about a tenth of that, and he then subsequently resigned  
15 as a result of feeling that that wasn't adequate.

16 So I think that what had been done wasn't enough.  
17 If actions were taken now, like putting in place  
18 a National Tutoring Programme, like potentially  
19 increasing pupil premium funds to schools, expanding it  
20 to 16-18, making it accessible to those students, to  
21 help them catch up, given we know the socioeconomic  
22 impacts of these differences, I think those are all  
23 positive things that could happen now which would be  
24 helpful.

25 **MS DOBBIN:** Thank you.

191

1 were gaining access to them.

2 I know there were very complicated issues in terms  
3 of procurement at the time. I think there were also  
4 issues about, kind of, safeguarding and the software  
5 that needed to be on those laptops to give them to young  
6 people and those sorts of issues and how quickly that  
7 could be done, given that there were global demands on  
8 that kind of technology. I think that's something that  
9 would be very interesting to ask government about, and  
10 I don't know enough about that process. But certainly  
11 from our end, we pointed out how many students still  
12 didn't have devices at those later points during the  
13 pandemic.

14 And then finally, there's the question of, once that  
15 had happened, and these students did have those very  
16 varying experiences during the pandemic, especially  
17 depending on socioeconomic background, what has the  
18 response been subsequently?

19 Now, the National Tutoring Programme did exist  
20 until, I believe, the 2023/24 academic year. That  
21 programme has now been completely cancelled, it doesn't  
22 exist any more, and that's something that we recommended  
23 stayed in place to take into account that a lot of the  
24 children who had these impacts are still in the school  
25 system, especially if they were, say, in primary school

190

1 Thank you, Dr Montacute.

2 I think, my Lady, there is a question --

3 **LADY HALLETT:** There is one, and I am hoping

4 Ms Anyadike-Danes KC is somewhere on the line to ask her  
5 question from Northern Ireland. I see some nods.

6 **MS ANYADIKE-DANES:** I am here, I don't know, my Lady, if you  
7 can hear me.

8 **LADY HALLETT:** Oh, I can both see and hear you now.

#### 9 Questions from MS ANYADIKE-DANES KC

10 **MS ANYADIKE-DANES:** Thank you very much indeed.

11 My name is Monye Anyadike-Danes and I'm senior  
12 counsel for the Northern Ireland Children and Young  
13 People's Commissioner and I just have a couple of  
14 questions for you which really start where you ended, if  
15 I may put it that way, which is with the National  
16 Tutoring Programme.

17 What I'd like to ask you is whether you were ever  
18 asked, given your experience in Northern Ireland, to  
19 either see whether that could be extended to Northern  
20 Ireland, or to try and work with others to develop  
21 something similar for Northern Ireland?

22 **A.** To my knowledge the Sutton Trust weren't ever asked  
23 that. I think the Education Endowment Foundation might  
24 have been, and they were more involved than us in the  
25 NTP overall, so it would be worth, if possible, asking

192

1 them if that had ever been asked but to my knowledge the  
 2 Sutton Trust wasn't ever asked.  
 3 **Q.** Well, that's kind of -- in that case, now that you've  
 4 answered in that way, I have only one other question for  
 5 you and that is, when you were answering questions just  
 6 a little while ago to Ms Dobbin, you talked about  
 7 producing guidance which could be provided to schools to  
 8 help them run an equivalent to the National Tutoring  
 9 Programme.  
 10 Do you know if anything like that was ever asked for  
 11 or offered to Northern Ireland?  
 12 **A.** So it's the Education Endowment Foundation who produced  
 13 that guidance rather than us. We did replicate some of  
 14 those findings in some of our reports. I think it's in  
 15 *Tutoring: The New Landscape* we included, based on that  
 16 guidance, some tips for schools.  
 17 At least from the Sutton Trust perspective, I don't  
 18 think we were asked to provide that to anyone in  
 19 Northern Ireland, but again, I don't know if the  
 20 Education Endowment Foundation might have been.  
 21 **MS ANYADIKE-DANES:** Would you have done it if you were  
 22 asked?  
 23 **A.** Yes.  
 24 **MS ANYADIKE-DANES:** Thank you very much indeed.  
 25 **LADY HALLETT:** Thank you very much indeed.

1 That completes the questions we have for you,  
 2 Dr Montacute.  
 3 I appreciate you've now left, I think, the Sutton  
 4 Trust, as I gather. Thank you for all your help with  
 5 the Inquiry, but if you could also pass on our thanks to  
 6 your former colleagues at the Sutton Trust.  
 7 **THE WITNESS:** Yes.  
 8 **LADY HALLETT:** Best of luck with whatever you're doing at  
 9 the moment. I think I might have a clue to one of the  
 10 things you've been doing, but I shouldn't Google people,  
 11 should I? Thank you very much indeed for your help. We  
 12 will return at 10.00 tomorrow.  
 13 **(4.12 pm)**  
 14 **(The hearing adjourned until 10.00 am the following day)**  
 15  
 16  
 17  
 18  
 19  
 20  
 21  
 22  
 23  
 24  
 25

<b>I N D E X</b>	
	<b>PAGE</b>
1 MS NUALA TOMAN (affirmed) .....	1
2 Questions from COUNSEL TO THE INQUIRY .....	1
3	
4 MS SAMMIE MCFARLAND (sworn) .....	38
5 Questions from COUNSEL TO THE INQUIRY .....	38
6 Questions from MS IENGAR .....	62
7	
8 MS KATE ANSTEY (affirmed) .....	65
9 Questions from COUNSEL TO THE INQUIRY .....	65
10 Questions from MR BROACH KC .....	96
11	
12 MS LARA WONG (affirmed) .....	100
13 Questions from COUNSEL TO THE INQUIRY .....	100
14	
15 DR REBECCA MONTACUTE (affirmed) .....	145
16 Questions from LEAD COUNSEL TO THE INQUIRY	145
17 FOR MODULE 8	
18 Questions from MS ANYADIKE-DANES KC .....	192
19	
20	
21	
22	
23	
24	
25	

<b>LADY HALLETT:</b> <b>[46]</b> 1/3 1/9 21/19 22/8 30/13 37/21 38/6 38/14 47/2 47/10 62/11 64/10 64/18 64/21 64/24 65/2 65/6 70/5 70/7 76/17 77/5 87/24 96/7 99/10 99/16 99/22 100/3 100/7 106/15 111/11 111/14 144/8 144/14 144/16 144/19 144/22 144/25 145/6 158/11 158/19 165/10 165/12 192/3 192/8 193/25 194/8	<b>1.6 million [1]</b> 6/12 <b>10 [1]</b> 131/19 <b>10 hours [1]</b> 168/2 <b>10 years [3]</b> 165/19 165/20 165/24 <b>10-20 [1]</b> 42/7 <b>10-year [1]</b> 166/5 <b>10.00 [2]</b> 194/12 194/14 <b>10.01 [1]</b> 1/2 <b>10.4 [1]</b> 45/3 <b>100 [1]</b> 154/2 <b>100,000 [1]</b> 41/25 <b>105 [1]</b> 7/12 <b>11 [2]</b> 6/16 180/23 <b>11,000 [1]</b> 39/19 <b>11.15 [1]</b> 47/7 <b>11.2 [1]</b> 6/12 <b>11.30 [2]</b> 47/6 47/9 <b>111 [1]</b> 61/24 <b>12 [2]</b> 42/20 171/12 <b>12 billion [1]</b> 96/20 <b>12 May [1]</b> 51/1 <b>12 weeks [1]</b> 43/4 <b>12.45 [1]</b> 99/25 <b>120 [1]</b> 120/25 <b>122 [1]</b> 17/2 <b>13 [5]</b> 23/21 105/10 113/17 159/12 159/18 <b>13 million [1]</b> 105/22 <b>13,000 [2]</b> 147/24 149/12 <b>134 [1]</b> 136/17 <b>14 [1]</b> 133/21 <b>14 hours [3]</b> 168/3 168/6 168/11 <b>14 million [1]</b> 77/13 <b>143 [1]</b> 55/23 <b>15 [5]</b> 57/18 57/20 147/20 149/22 171/17 <b>15 billion [1]</b> 97/10 <b>151 [1]</b> 37/15 <b>16 [6]</b> 48/6 57/23 147/20 149/22 150/13 171/24 <b>16 years [1]</b> 106/25 <b>16-18 [1]</b> 191/20 <b>16-year-olds [1]</b> 171/18 <b>167 [1]</b> 47/23 <b>169 [1]</b> 119/20 <b>17 [1]</b> 58/8 <b>17 years [2]</b> 41/8 55/24 <b>171 [1]</b> 45/1 <b>171,000 [1]</b> 45/2 <b>174 [1]</b> 96/14 <b>18 [6]</b> 11/24 48/9 57/18 58/13 104/8 191/20 <b>18-34 [1]</b> 35/19 <b>18.4 [2]</b> 6/12 6/15 <b>180 [1]</b> 96/15	<b>19 [16]</b> 25/16 45/23 48/3 49/7 51/24 64/17 75/21 92/2 101/14 101/21 105/12 126/3 126/21 138/20 139/1 174/1 <b>19 years [1]</b> 44/5 <b>19 years old [1]</b> 120/7	<b>2</b> <b>2 hours [3]</b> 161/13 168/11 168/12 <b>2.10 [1]</b> 154/8 <b>2.11 [1]</b> 154/21 <b>2.14 [1]</b> 156/3 <b>2.2 [4]</b> 63/10 63/13 151/12 151/18 <b>2.4 [1]</b> 152/21 <b>2.4 million [1]</b> 6/10 <b>20 [5]</b> 42/7 64/17 76/5 77/19 153/8 <b>20 percentage [1]</b> 153/9 <b>20-minute [1]</b> 62/2 <b>20.6 learning [1]</b> 44/25 <b>200 [1]</b> 20/22 <b>2007 [1]</b> 177/24 <b>2010 [4]</b> 67/13 67/16 69/9 189/4 <b>2010s [1]</b> 73/13 <b>2017 [3]</b> 34/17 146/9 177/25 <b>2019 [1]</b> 41/13 <b>2020 [30]</b> 22/15 22/18 23/17 28/13 28/25 39/3 49/3 50/14 51/22 52/3 52/13 61/1 71/4 77/17 84/12 85/8 100/20 100/23 110/19 111/3 111/16 111/17 111/19 112/1 112/15 113/1 113/2 113/7 130/19 139/17 <b>2020/2021 [1]</b> 122/13 <b>2021 [16]</b> 55/6 57/10 62/22 96/25 122/13 138/1 142/16 147/19 149/24 150/1 150/4 151/4 162/20 173/25 181/15 181/21 <b>2021-2022 [2]</b> 130/22 131/10 <b>2022 [7]</b> 130/22 131/10 150/21 151/4 151/5 173/25 181/16 <b>2023 [8]</b> 43/20 46/2 55/11 65/17 91/25 151/5 181/1 181/11 <b>2023/24 [1]</b> 190/20 <b>2025 [3]</b> 1/1 65/11 77/12	<b>21 [1]</b> 139/17 <b>23 [4]</b> 41/21 42/5 114/17 139/17 <b>23 August 2020 [1]</b> 49/3 <b>23 July 2025 [1]</b> 65/11 <b>24 [1]</b> 190/20 <b>242,000 [1]</b> 6/13 <b>25 [4]</b> 6/11 45/11 48/9 125/9 <b>25.2 [1]</b> 166/18 <b>26 [1]</b> 175/3 <b>28 [2]</b> 41/21 42/5	<b>3</b> <b>3.06 [1]</b> 158/16 <b>3.14 [2]</b> 165/9 165/11 <b>3.19 [1]</b> 166/18 <b>3.25 [2]</b> 158/15 158/18 <b>3.4 [1]</b> 165/10 <b>3.5 [1]</b> 160/18 <b>3.7 [2]</b> 160/15 160/16 158/18 <b>3.7.2.15 [1]</b> 133/11 <b>3.9 million [1]</b> 76/10 <b>3.94 [1]</b> 110/11 <b>3.95 [1]</b> 110/12 <b>30 [4]</b> 23/22 67/8 71/7 97/11 <b>30 times [2]</b> 11/25 35/19 <b>30/31 [1]</b> 67/7 <b>31 [3]</b> 67/7 67/7 71/24 <b>317 responses [1]</b> 44/4 <b>33 [2]</b> 131/12 131/22 <b>34 [5]</b> 6/13 6/16 11/24 35/19 131/12 <b>350 [1]</b> 130/18 <b>36 billion [1]</b> 90/7 <b>39 [1]</b> 48/25	<b>500 [1]</b> 149/14 <b>52,000 [2]</b> 6/12 101/24 <b>53 [2]</b> 117/8 162/21 <b>54 [1]</b> 45/7 <b>56 [1]</b> 121/10 <b>57 [1]</b> 121/10 <b>594 [1]</b> 139/15	<b>6</b> <b>6 million [1]</b> 42/6 <b>60 [2]</b> 69/2 70/15 <b>63,000 [1]</b> 6/15 <b>65 [2]</b> 161/4 161/8 <b>66,000 [1]</b> 42/19 <b>69 [1]</b> 44/21	<b>7</b> <b>70 [2]</b> 174/17 174/21 <b>713 [1]</b> 104/7 <b>714 [1]</b> 104/20 <b>75 [2]</b> 24/25 45/6 <b>7924 [1]</b> 181/3	<b>8</b> <b>8 hours [1]</b> 167/24 <b>80 [3]</b> 18/18 130/24 187/25 <b>84 [1]</b> 7/12 <b>85 [1]</b> 43/20 <b>88 [1]</b> 44/17	<b>9</b> <b>9,000 [1]</b> 149/13 <b>9.5 [1]</b> 45/5 <b>93,000 [1]</b> 104/25 <b>96 [1]</b> 161/1 <b>99 [1]</b> 46/6	<b>A</b> <b>abandoned [1]</b> 53/20 <b>ability [7]</b> 119/4 119/17 152/3 159/24 163/22 186/21 188/2 <b>able [69]</b> 2/17 3/17 18/11 21/5 21/10 23/13 38/1 42/23 52/24 68/9 68/10 70/23 70/24 74/19 81/19 82/15 83/2 84/17 85/4 85/6 86/21 87/3 87/4 87/6 90/16 102/10 102/14 106/13 111/25 123/21 127/1 127/3 128/1 142/17 143/8 143/11 148/4 148/15 148/22 149/16 149/17 150/17 155/19 156/9 160/3 160/6 161/6 163/7 163/14 164/22 165/4 169/24 170/4 170/4 170/22 171/22 172/5 172/14
' <b>'If [1]</b> 136/25 <b>'Long [1]</b> 57/23 <b>'School [1]</b> 57/24	<b>16 years [1]</b> 106/25 <b>16-18 [1]</b> 191/20 <b>16-year-olds [1]</b> 171/18 <b>167 [1]</b> 47/23 <b>169 [1]</b> 119/20 <b>17 [1]</b> 58/8 <b>17 years [2]</b> 41/8 55/24 <b>171 [1]</b> 45/1 <b>171,000 [1]</b> 45/2 <b>174 [1]</b> 96/14 <b>18 [6]</b> 11/24 48/9 57/18 58/13 104/8 191/20 <b>18-34 [1]</b> 35/19 <b>18.4 [2]</b> 6/12 6/15 <b>180 [1]</b> 96/15	<b>4</b> <b>4.12 [1]</b> 194/13 <b>4.3 [5]</b> 156/7 156/11 156/22 158/22 158/25 <b>4.3 million [3]</b> 71/5 71/15 76/10 <b>4.4 [2]</b> 158/24 159/1 <b>4.5 million [1]</b> 77/13 <b>4.7 [1]</b> 159/22 <b>40 [1]</b> 45/9 <b>42 [1]</b> 155/24 <b>44 [1]</b> 179/7 <b>45 [1]</b> 162/21 <b>46 [1]</b> 72/3 <b>48 [1]</b> 174/13	<b>5</b> <b>50 [4]</b> 10/7 70/16 70/19 131/21								
<b>0</b> <b>0-4 years [1]</b> 139/2 <b>0.3 [1]</b> 46/11											
<b>1</b> <b>1,000 children [1]</b> 139/16 <b>1.14 [1]</b> 151/1 <b>1.45 [2]</b> 99/24 100/2											

<b>A</b>	123/11 127/24 155/14 155/18 156/1 157/3 157/18 159/5 159/23 160/5 164/13 164/15 167/21 168/6 168/9 168/19 170/6 170/9 171/2 183/21 188/7 188/10 188/12 188/19 189/22 190/1	81/8 87/5 94/16 97/15 174/18 175/1 <b>activity</b> [1] 175/13 <b>actual</b> [2] 42/3 150/14 <b>actually</b> [34] 9/1 20/2 22/10 25/21 68/19 72/25 79/2 85/4 99/12 105/17 106/6 118/16 124/11 124/17 124/21 131/3 135/12 137/23 150/9 150/15 150/24 151/25 154/1 169/17 169/20 169/23 169/25 171/12 172/17 173/5 187/3 187/5 187/8 189/14 <b>acute</b> [1] 50/8 <b>acutely</b> [1] 90/18 <b>ad</b> [1] 84/4 <b>ad hoc</b> [1] 84/4 <b>adapted</b> [1] 9/15 <b>added</b> [2] 13/6 123/4 <b>additional</b> [11] 19/20 21/3 55/2 64/3 64/4 109/1 137/21 138/2 144/6 185/3 186/15 <b>additions</b> [1] 109/7 <b>address</b> [7] 56/17 92/22 93/2 95/7 117/20 146/22 184/21 <b>addressed</b> [6] 16/12 91/5 124/21 140/21 141/8 151/20 <b>addressing</b> [3] 48/13 141/3 151/16 <b>adequacy</b> [1] 95/7 <b>adequate</b> [4] 29/11 95/3 156/1 191/15 <b>adjourn</b> [1] 99/23 <b>adjourned</b> [1] 194/14 <b>adjournment</b> [2] 100/1 158/21 <b>adjustments</b> [2] 19/14 19/22 <b>administering</b> [1] 107/2 <b>administration</b> [2] 40/12 84/21 <b>admission</b> [1] 11/21 <b>adopted</b> [1] 124/5 <b>adopting</b> [1] 145/24 <b>adrenaline</b> [2] 144/14 144/16 <b>adult</b> [2] 115/14 172/16 <b>adults</b> [6] 69/23 102/24 103/10 104/23 137/24 138/1 <b>advance</b> [1] 14/17 <b>advanced</b> [1] 128/18 <b>advantage</b> [2] 119/1 119/13	<b>advantaged</b> [1] 183/17 <b>advice</b> [2] 2/3 21/25 <b>advise</b> [1] 13/21 <b>advised</b> [8] 22/4 32/5 63/21 103/25 104/10 110/25 112/23 129/11 <b>adviser</b> [1] 173/18 <b>advocacy</b> [5] 2/3 57/23 66/4 99/12 99/15 <b>advocate</b> [4] 40/8 101/13 112/2 132/4 <b>advocated</b> [1] 39/16 <b>advocates</b> [1] 39/12 <b>advocating</b> [1] 95/25 <b>aerosol</b> [1] 58/9 <b>affect</b> [2] 50/9 76/12 <b>affected</b> [6] 41/20 42/18 44/23 91/23 98/16 133/13 <b>affecting</b> [1] 66/9 <b>affects</b> [3] 42/7 69/19 69/19 <b>affirmed</b> [8] 1/7 65/4 100/5 145/3 195/3 195/10 195/14 195/17 <b>affluence</b> [1] 161/25 <b>affluent</b> [6] 92/3 161/22 161/23 162/7 162/8 170/13 <b>afford</b> [6] 68/6 68/9 70/23 128/10 179/5 188/4 <b>afraid</b> [4] 35/14 77/3 77/7 112/18 <b>after</b> [15] 28/10 39/7 61/2 68/23 69/12 71/8 81/7 87/15 94/13 96/24 97/21 154/9 154/14 157/23 172/9 <b>after-school</b> [1] 81/7 <b>aftermath</b> [1] 96/24 <b>afternoon</b> [1] 65/9 <b>again</b> [42] 8/7 14/18 28/8 30/14 53/7 56/4 56/4 59/15 60/3 72/22 73/20 80/11 80/15 85/2 87/24 88/17 92/14 92/19 95/18 102/18 102/19 129/19 131/11 133/9 134/17 137/18 137/22 138/2 143/7 149/21 150/21 159/9 159/17 161/21 162/12 166/9 170/10 170/11 172/12 177/9 180/14 193/19 <b>against</b> [3] 15/15 134/11 136/11 <b>age</b> [9] 104/22 106/24 171/19 172/2 172/3 172/7 173/5	177/21 177/25 <b>aged</b> [7] 11/24 35/19 41/7 55/24 120/6 133/21 147/20 <b>agenda</b> [1] 97/6 <b>ages</b> [1] 44/5 <b>ago</b> [7] 11/16 35/16 66/14 70/8 96/8 126/12 193/6 <b>agree</b> [6] 33/23 105/2 127/14 128/17 130/1 139/19 <b>agreed</b> [2] 104/8 110/23 <b>aim</b> [1] 128/4 <b>aims</b> [1] 43/21 <b>air</b> [3] 39/17 57/3 57/3 <b>airborne</b> [4] 101/6 115/1 132/6 132/9 <b>alarm</b> [1] 60/14 <b>alert</b> [2] 112/10 124/14 <b>alerted</b> [1] 158/12 <b>all</b> [88] 2/12 6/23 7/15 7/19 7/23 7/25 8/3 9/5 9/15 9/21 9/25 10/1 12/20 13/14 13/17 18/1 19/15 22/15 29/22 31/2 31/12 34/19 35/4 37/24 38/6 40/6 42/4 45/5 46/15 55/20 60/13 64/18 64/21 65/8 69/19 71/7 85/1 89/9 89/23 90/14 93/19 99/16 100/24 108/3 110/1 113/14 116/7 116/12 124/22 127/8 127/15 128/4 128/22 131/12 141/18 142/8 142/18 143/17 144/12 146/19 147/5 155/25 156/22 157/6 157/21 161/12 161/18 162/24 163/15 163/20 169/6 170/3 170/7 170/18 171/22 172/21 172/23 173/23 174/8 176/7 177/21 181/14 182/20 183/12 184/16 188/13 191/22 194/4 <b>all-party</b> [1] 35/4 <b>allowed</b> [6] 19/10 21/8 23/11 113/7 117/2 120/10 <b>allows</b> [1] 128/14 <b>alluded</b> [3] 70/21 72/13 87/14 <b>almost</b> [8] 3/18 42/19 108/2 126/15 126/16 157/1 173/25 183/4 <b>alone</b> [3] 16/14 18/7
----------	--	---	---	---

<p><b>A</b></p> <p><b>alone... [1]</b> 42/1</p> <p><b>along [4]</b> 61/9 64/13 173/4 178/17</p> <p><b>alongside [3]</b> 7/23 95/16 170/18</p> <p><b>already [21]</b> 18/10 20/4 23/10 34/16 40/22 52/9 60/4 71/6 72/7 78/5 78/15 80/4 80/22 83/3 90/9 93/12 115/9 152/17 167/18 183/5 188/1</p> <p><b>also [116]</b> 2/4 2/15 4/19 9/10 9/20 18/4 18/12 19/21 22/17 24/22 29/3 29/20 30/9 37/14 38/1 38/17 40/1 43/5 47/25 55/4 58/8 59/25 63/2 66/1 66/5 68/22 69/12 69/22 70/11 70/19 71/17 71/22 72/11 73/14 74/12 75/7 75/17 78/12 78/22 84/10 84/22 87/2 87/7 87/12 87/16 88/2 88/21 89/19 89/20 91/24 92/20 92/25 93/20 94/5 94/14 97/13 97/20 99/5 101/3 102/2 105/19 108/11 108/16 115/24 116/18 118/1 124/15 127/10 131/2 132/12 133/12 133/18 139/23 141/15 141/20 145/19 148/6 148/10 149/6 149/12 150/16 151/2 153/8 155/7 155/13 155/20 158/5 158/7 159/2 159/22 161/21 164/4 164/16 164/23 165/3 167/14 169/10 170/19 170/21 171/2 171/3 171/14 173/10 175/10 175/12 178/24 180/4 180/9 180/15 183/20 186/18 186/22 187/1 188/5 190/3 194/5</p> <p><b>alternative [2]</b> 60/18 84/13</p> <p><b>although [14]</b> 11/13 14/19 61/13 67/10 91/13 91/15 98/4 102/11 152/25 166/4 170/18 175/15 182/2 185/18</p> <p><b>always [4]</b> 93/23 108/7 122/22 168/24</p> <p><b>am [8]</b> 1/2 30/13 33/4 47/7 47/9 192/3 192/6</p>	<p>194/14</p> <p><b>ambitious [1]</b> 96/18</p> <p><b>amending [1]</b> 125/20</p> <p><b>among [2]</b> 72/15 138/23</p> <p><b>amongst [2]</b> 51/14 170/12</p> <p><b>amount [10]</b> 1/3 64/7 85/13 98/4 150/11 159/24 160/6 168/5 168/9 185/11</p> <p><b>analyse [2]</b> 66/11 164/14</p> <p><b>analysis [3]</b> 66/19 181/17 187/13</p> <p><b>anchor [1]</b> 69/9</p> <p><b>angry [1]</b> 59/5</p> <p><b>announced [1]</b> 154/10</p> <p><b>another [14]</b> 45/19 51/23 72/12 86/6 88/15 91/22 94/10 130/14 141/12 149/6 162/15 175/10 179/1 179/6</p> <p><b>another group [1]</b> 72/12</p> <p><b>Anstey [22]</b> 65/3 65/4 65/7 65/9 65/15 67/20 70/8 73/7 73/23 76/18 79/23 83/5 86/8 88/1 88/24 90/2 90/23 93/5 96/5 96/14 99/11 195/10</p> <p><b>answer [7]</b> 35/13 54/11 73/9 73/10 80/22 157/22 166/3</p> <p><b>answered [1]</b> 193/4</p> <p><b>answering [1]</b> 193/5</p> <p><b>anxiety [6]</b> 24/18 51/14 87/10 133/13 134/9 134/10</p> <p><b>anxious [1]</b> 134/10</p> <p><b>any [50]</b> 13/16 19/22 19/23 20/9 20/9 34/6 34/8 34/9 35/4 36/6 36/12 37/19 43/9 44/6 49/6 54/2 54/4 56/7 57/6 58/20 60/10 60/13 71/20 73/1 80/3 84/2 90/10 91/2 93/7 99/18 116/9 117/13 118/25 126/10 132/25 142/8 143/10 144/6 151/23 161/12 164/4 164/7 164/22 170/24 172/6 174/9 189/6 189/7 189/18 190/22</p> <p><b>Anyadike [4]</b> 192/4 192/9 192/11 195/20</p> <p><b>ANYADIKE-DANES [3]</b> 192/9 192/11 195/20</p>	<p><b>anybody [2]</b> 21/23 119/3</p> <p><b>anyone [5]</b> 54/9 62/5 112/3 124/16 193/18</p> <p><b>anything [10]</b> 34/11 53/18 73/5 76/20 114/25 127/23 170/4 184/16 188/16 193/10</p> <p><b>anyway [6]</b> 108/4 109/25 118/24 153/24 182/7 187/23</p> <p><b>apologies [3]</b> 59/16 63/3 103/19</p> <p><b>apologise [1]</b> 36/9</p> <p><b>app [1]</b> 20/10</p> <p><b>apparent [3]</b> 14/2 46/8 84/19</p> <p><b>appear [2]</b> 62/16 178/6</p> <p><b>appears [1]</b> 66/15</p> <p><b>applications [1]</b> 89/8</p> <p><b>applied [7]</b> 104/23 108/1 110/21 111/2 111/24 139/22 140/20</p> <p><b>apply [2]</b> 55/5 114/5</p> <p><b>applying [1]</b> 89/20</p> <p><b>appointment [1]</b> 61/18</p> <p><b>appointments [6]</b> 41/3 41/11 43/14 61/19 138/12 138/15</p> <p><b>appreciate [4]</b> 49/17 64/12 166/2 194/3</p> <p><b>apprentices [2]</b> 187/21 187/22</p> <p><b>apprenticeship [1]</b> 187/23</p> <p><b>apprenticeships [2]</b> 187/18 188/6</p> <p><b>approach [10]</b> 40/13 50/6 60/6 85/12 85/25 97/2 98/3 112/2 124/5 126/10</p> <p><b>approached [1]</b> 157/24</p> <p><b>approaches [2]</b> 10/20 85/10</p> <p><b>approaching [1]</b> 173/21</p> <p><b>appropriate [8]</b> 9/18 12/18 12/24 13/2 51/19 113/11 129/9 129/15</p> <p><b>approved [1]</b> 62/10</p> <p><b>approximate [1]</b> 77/12</p> <p><b>April [4]</b> 23/21 28/25 85/8 154/13</p> <p><b>April 2020 [2]</b> 28/25 85/8</p> <p><b>arbitrary [1]</b> 109/18</p> <p><b>are [186]</b> 1/23 1/24 2/7 5/18 5/18 5/20 6/2</p>	<p>6/10 6/23 7/14 7/15 7/17 7/24 8/1 8/8 8/15 8/18 10/4 10/8 10/11 10/15 10/23 10/25 11/16 11/17 12/21 14/8 15/16 16/2 16/4 16/7 16/13 18/15 20/6 20/18 20/21 30/24 31/8 31/16 31/19 31/24 32/9 32/10 33/11 35/10 35/14 36/17 36/24 37/5 37/6 37/13 39/13 42/2 42/6 42/18 43/3 43/9 43/13 44/20 45/3 45/5 46/16 48/7 58/3 58/8 58/14 62/18 65/23 66/2 66/18 66/23 67/1 67/2 67/14 67/18 68/17 69/8 69/11 70/11 70/16 71/22 74/20 74/22 75/4 77/14 86/7 89/4 89/6 89/9 89/16 89/21 89/23 91/15 91/16 92/7 92/14 92/16 92/23 92/24 93/7 95/5 95/9 95/10 95/15 95/17 96/1 99/1 100/12 102/8 102/17 103/2 103/4 103/21 104/12 104/18 105/11 107/6 107/6 108/12 108/13 109/7 110/2 112/25 112/25 113/4 115/12 115/16 115/17 117/19 118/14 121/21 123/20 125/20 128/5 129/21 129/25 130/19 131/9 131/16 131/18 131/20 131/21 132/18 133/3 137/8 137/19 138/4 139/4 139/12 141/25 143/16 143/16 143/23 144/12 146/2 146/13 148/15 148/16 149/23 150/6 151/15 151/19 151/22 152/4 152/6 152/12 152/16 153/6 153/19 153/25 154/3 161/6 162/6 163/14 169/5 169/24 170/7 170/25 172/5 173/11 176/5 178/9 178/10 186/13 190/24 191/22</p> <p><b>area [7]</b> 43/11 48/15 108/11 108/15 162/8 176/20 177/3</p> <p><b>areas [5]</b> 48/7 48/9 146/21 154/23 157/6</p> <p><b>aren't [5]</b> 102/18 109/1 122/2 144/6 153/18</p>	<p><b>argued [1]</b> 7/1</p> <p><b>arm [2]</b> 3/19 117/5</p> <p><b>Arora [1]</b> 110/9</p> <p><b>around [30]</b> 3/16 6/14 20/21 23/9 26/13 27/11 29/20 31/12 32/7 55/25 67/7 72/3 73/16 82/12 83/19 85/7 90/7 91/9 95/13 105/22 105/25 128/12 133/15 143/22 150/4 164/18 164/19 164/24 186/3 186/4</p> <p><b>arrangements [1]</b> 22/14</p> <p><b>article [2]</b> 26/9 39/8</p> <p><b>articulate [3]</b> 8/8 15/20 16/11</p> <p><b>as [228]</b></p> <p><b>ask [64]</b> 2/5 2/21 4/1 4/3 4/18 4/20 5/16 15/23 16/25 18/24 20/3 22/6 25/24 30/13 32/19 33/20 36/11 40/16 44/2 44/15 45/19 49/1 53/3 56/15 58/19 59/11 59/19 59/25 60/19 66/15 70/5 73/23 78/2 86/9 87/24 90/23 103/1 117/7 121/9 133/8 138/9 138/16 141/22 144/2 145/9 150/18 157/9 157/21 160/21 160/24 164/11 165/3 165/14 168/5 172/23 175/10 178/14 180/24 182/21 184/19 187/15 190/9 192/4 192/17</p> <p><b>asked [21]</b> 22/5 35/15 35/16 39/9 52/9 81/16 97/8 120/13 155/16 157/13 160/2 162/6 164/21 177/23 192/18 192/22 193/1 193/2 193/10 193/18 193/22</p> <p><b>asking [8]</b> 38/20 53/7 57/25 59/15 62/13 116/18 174/21 192/25</p> <p><b>aspect [1]</b> 115/22</p> <p><b>aspects [8]</b> 3/3 3/11 9/16 33/5 69/19 80/22 97/20 151/20</p> <p><b>assess [3]</b> 7/3 164/13 166/4</p> <p><b>assessed [6]</b> 5/10 46/12 176/14 181/20 181/23 181/25</p> <p><b>assessing [1]</b> 14/7</p> <p><b>assessment [14]</b> 6/20 7/4 23/14 24/15 25/2 25/4 26/12 55/17</p>
--	---	---	--	--

<p><b>A</b></p> <p><b>assessment...</b> [6] 60/6 76/21 115/4 156/18 174/23 184/8</p> <p><b>assessments</b> [11] 6/23 14/5 14/25 24/11 25/1 27/5 29/4 29/9 95/17 115/6 187/9</p> <p><b>assist</b> [3] 170/23 176/9 185/23</p> <p><b>assistant</b> [2] 19/14 19/18</p> <p><b>assisted</b> [2] 25/14 188/17</p> <p><b>assistive</b> [8] 12/18 15/13 19/25 20/4 22/15 22/17 23/2 32/8</p> <p><b>assists</b> [1] 151/13</p> <p><b>associate</b> [1] 79/23</p> <p><b>associated</b> [1] 46/9</p> <p><b>Association</b> [2] 62/23 122/10</p> <p><b>assumed</b> [1] 163/25</p> <p><b>asthma</b> [1] 104/15</p> <p><b>at</b> [270]</p> <p><b>attainers</b> [1] 153/11</p> <p><b>attainment</b> [16] 46/18 74/5 75/1 75/2 75/3 91/12 94/5 99/4 151/16 152/1 153/9 153/23 165/15 166/8 184/21 191/2</p> <p><b>attempt</b> [1] 40/14</p> <p><b>attempting</b> [1] 186/17</p> <p><b>attempts</b> [1] 23/1</p> <p><b>attend</b> [21] 18/11 19/1 19/7 19/11 21/9 23/12 23/13 24/5 24/6 26/5 43/13 45/16 63/5 115/16 115/17 116/19 117/4 119/22 127/20 129/12 129/18</p> <p><b>attendance</b> [21] 24/1 43/18 43/24 45/6 58/10 91/19 91/19 111/1 111/6 111/16 113/22 114/5 114/8 116/4 117/9 120/2 123/10 124/9 124/17 125/12 125/25</p> <p><b>attendances</b> [1] 139/16</p> <p><b>attended</b> [3] 24/2 118/11 132/3</p> <p><b>attendees</b> [1] 62/22</p> <p><b>attending</b> [12] 1/12 23/19 38/16 49/8 53/15 63/2 65/10 91/21 115/25 134/7 169/11 169/23</p> <p><b>attends</b> [1] 114/6</p>	<p><b>attention</b> [6] 12/14 25/16 125/20 158/2 171/16 179/23</p> <p><b>August</b> [4] 49/3 100/20 100/23 113/11</p> <p><b>August 2020</b> [2] 100/20 100/23</p> <p><b>authorised</b> [2] 126/4 146/16</p> <p><b>authorities</b> [10] 27/19 27/24 28/15 29/15 30/20 59/13 59/21 60/2 85/11 122/14</p> <p><b>authorities'</b> [1] 114/12</p> <p><b>authority</b> [4] 28/16 74/5 120/1 124/4</p> <p><b>autumn</b> [1] 49/4</p> <p><b>availability</b> [2] 114/10 115/23</p> <p><b>available</b> [15] 9/1 22/17 27/10 57/7 81/6 88/14 94/13 102/12 117/22 126/7 135/17 151/23 162/2 177/20 185/16</p> <p><b>average</b> [7] 24/2 24/6 44/24 70/13 131/7 167/24 170/21</p> <p><b>avoidable</b> [1] 143/15</p> <p><b>aware</b> [11] 3/14 8/20 12/20 26/11 90/18 102/25 112/6 112/10 114/24 118/14 132/19</p> <p><b>awareness</b> [11] 55/21 56/15 56/16 56/21 57/15 57/24 58/11 58/21 59/4 59/5 89/19</p> <p><b>away</b> [7] 31/13 45/4 79/8 85/3 105/8 114/19 127/12</p>	<p>188/24 189/10 190/17</p> <p><b>backgrounds</b> [6] 48/12 152/18 165/17 170/21 183/17 185/2</p> <p><b>bad</b> [4] 71/14 80/3 94/23 178/24</p> <p><b>badly</b> [3] 10/18 71/21 79/21</p> <p><b>balance</b> [2] 49/23 51/6</p> <p><b>bald</b> [1] 161/18</p> <p><b>bank</b> [1] 85/12</p> <p><b>banks</b> [8] 7/18 7/21 10/8 11/8 88/11 88/20 88/23 89/5</p> <p><b>bar</b> [2] 123/4 130/23</p> <p><b>barrier</b> [3] 21/5 64/5 81/24</p> <p><b>barriers</b> [3] 3/7 146/22 171/17</p> <p><b>barrister</b> [1] 142/13</p> <p><b>base</b> [1] 100/18</p> <p><b>based</b> [15] 1/23 5/12 10/12 76/20 105/13 108/10 156/23 159/10 162/10 174/4 181/14 184/17 187/9 188/7 193/15</p> <p><b>basic</b> [4] 68/2 70/11 140/16 143/21</p> <p><b>basis</b> [6] 10/15 34/12 34/13 104/22 110/15 125/23</p> <p><b>BBC</b> [1] 26/9</p> <p><b>be</b> [205]</p> <p><b>bear</b> [7] 152/6 152/25 170/20 174/7 182/3 182/11 183/11</p> <p><b>bearing</b> [2] 49/20 93/5</p> <p><b>became</b> [5] 9/6 17/4 61/5 84/19 146/11</p> <p><b>because</b> [106] 5/20 9/3 14/4 15/21 16/23 17/4 18/21 21/4 22/1 22/25 24/17 25/9 26/25 27/16 33/4 34/25 36/6 50/2 52/25 53/17 53/25 54/2 56/7 56/25 59/8 60/17 61/14 61/18 62/2 62/4 62/7 64/6 67/2 69/4 69/13 71/18 73/5 77/5 79/17 79/24 80/6 81/6 82/5 83/2 83/21 85/18 89/18 93/23 94/13 94/22 102/3 102/19 103/21 108/2 108/12 108/20 111/8 111/13 115/9 116/1 116/25 118/8 119/8 119/11 119/23 120/16 123/1 123/22 129/4 132/23</p>	<p>135/16 135/19 135/22 136/22 137/23 141/23 143/13 143/18 148/8 151/18 152/16 152/18 153/24 155/8 157/14 158/10 162/7 163/11 163/18 165/22 166/17 168/10 168/17 168/21 169/18 170/2 170/11 174/22 176/16 176/19 178/14 181/18 184/4 184/7 185/21 189/18</p> <p><b>become</b> [2] 11/18 78/7</p> <p><b>becomes</b> [1] 90/17</p> <p><b>becoming</b> [1] 17/8</p> <p><b>bed</b> [2] 53/2 61/9</p> <p><b>been</b> [144] 3/8 10/20 11/8 12/22 12/25 14/16 14/21 14/23 14/24 15/15 21/2 21/22 23/4 28/11 30/4 30/17 30/22 30/25 31/6 31/10 31/14 31/19 31/25 32/1 32/11 32/17 32/23 33/16 33/17 33/17 35/15 37/10 41/9 43/13 44/23 45/7 45/8 45/13 49/19 50/19 52/1 60/4 60/10 61/15 62/14 67/3 67/10 67/11 67/13 68/23 71/10 71/12 71/18 72/8 72/8 72/25 73/11 76/7 77/22 78/15 80/13 83/10 83/11 85/13 88/22 90/1 90/3 90/7 90/19 91/4 91/8 91/23 93/6 94/11 102/6 105/18 106/15 108/7 108/15 108/16 109/20 111/6 111/18 111/20 111/25 112/10 112/11 112/22 114/22 115/5 117/15 124/1 124/13 124/22 125/5 126/8 127/6 128/18 132/1 132/12 132/13 132/17 132/25 134/10 134/22 140/20 141/11 141/12 141/20 143/12 143/14 149/23 150/3 151/24 153/1 153/3 157/11 158/7 158/12 163/19 164/20 164/21 165/21 166/6 168/7 168/13 169/1 171/15 172/17 174/10 181/15 183/2 183/6 184/11 186/9 188/16 188/18 190/18 190/21 191/16 192/24 193/1 193/20</p>	<p>194/10</p> <p><b>before</b> [34] 2/20 4/3 26/3 33/20 37/25 38/23 38/25 44/15 45/18 47/12 49/4 71/3 71/4 86/9 91/13 94/12 97/21 103/1 106/16 106/18 108/23 110/7 114/23 121/24 124/6 131/7 150/13 153/1 158/21 165/19 172/11 177/13 183/5 183/10</p> <p><b>beg</b> [1] 56/6</p> <p><b>began</b> [1] 81/15</p> <p><b>begin</b> [5] 38/20 40/18 67/21 103/22 130/17</p> <p><b>beginning</b> [3] 147/7 185/16 186/24</p> <p><b>behalf</b> [7] 1/17 33/21 65/22 110/9 124/19 146/5 146/16</p> <p><b>behind</b> [9] 29/10 43/14 86/20 96/9 99/3 153/8 182/9 184/7 188/20</p> <p><b>being</b> [61] 10/24 11/17 16/2 18/11 19/8 21/5 23/6 28/20 37/9 44/20 61/10 64/6 68/9 68/10 74/19 80/9 82/12 85/21 86/21 87/3 87/4 87/6 91/16 95/7 96/1 98/19 99/4 101/2 102/19 106/2 107/15 129/9 129/15 129/22 133/12 133/15 133/20 134/10 135/6 136/7 141/9 143/4 149/17 156/16 160/3 160/14 162/7 164/21 164/22 170/4 170/22 171/2 171/17 171/23 179/4 179/5 181/25 185/5 188/3 188/10 189/5</p> <p><b>Belfast</b> [1] 26/10</p> <p><b>belief</b> [2] 53/15 146/3</p> <p><b>believe</b> [16] 39/24 43/1 44/11 49/13 54/21 62/5 88/21 124/20 141/11 164/17 166/12 176/16 185/18 187/2 190/20 191/10</p> <p><b>believed</b> [2] 64/2 191/11</p> <p><b>believer</b> [2] 77/6 144/16</p> <p><b>belonging</b> [1] 75/8</p> <p><b>below</b> [6] 69/2 70/13 70/17 70/19 71/16 180/14</p> <p><b>beneficial</b> [1] 191/4</p> <p><b>benefit</b> [8] 21/4 67/18</p>
---	---	---	---	---

<p><b>B</b></p> <p><b>benefit...</b> [6] 73/1 73/2 80/14 156/16 183/20 184/9</p> <p><b>benefits</b> [5] 76/6 78/6 78/16 94/14 173/9</p> <p><b>bespoke</b> [1] 16/20</p> <p><b>best</b> [16] 11/14 13/21 28/25 31/17 33/3 34/1 93/15 94/6 134/18 142/2 146/2 151/22 152/6 168/19 186/7 194/8</p> <p><b>better</b> [17] 4/14 7/2 33/1 33/17 36/24 53/21 61/13 79/11 88/25 90/19 90/21 118/23 142/2 178/10 182/14 183/20 188/25</p> <p><b>better-off</b> [1] 183/20</p> <p><b>between</b> [33] 6/16 6/18 32/8 44/5 49/23 50/11 74/25 75/14 102/8 103/10 103/13 109/18 137/11 138/2 140/23 151/4 153/19 154/5 155/20 159/23 160/5 161/16 161/22 163/3 165/16 168/23 173/7 173/12 173/24 178/1 179/13 182/3 182/6</p> <p><b>beyond</b> [3] 34/16 75/3 95/9</p> <p><b>bid</b> [1] 147/13</p> <p><b>bidding</b> [1] 130/10</p> <p><b>big</b> [8] 78/19 81/20 82/6 82/6 84/1 87/2 91/24 186/16</p> <p><b>bigger</b> [3] 79/5 80/9 169/25</p> <p><b>biggest</b> [2] 122/19 132/4</p> <p><b>billion</b> [5] 90/7 96/19 96/20 97/10 191/10</p> <p><b>bills</b> [1] 78/25</p> <p><b>binary</b> [2] 153/19 180/12</p> <p><b>biology</b> [1] 189/4</p> <p><b>birth</b> [3] 139/3 139/9 173/6</p> <p><b>bit</b> [18] 5/24 83/12 103/20 106/16 121/9 133/22 151/7 160/11 160/25 163/5 163/6 163/22 168/12 173/2 175/23 179/17 179/24 181/4</p> <p><b>bits</b> [1] 91/15</p> <p><b>black</b> [2] 72/1 72/4</p> <p><b>blanket</b> [1] 6/2</p> <p><b>bleak</b> [1] 2/25</p>	<p><b>blind</b> [1] 20/12</p> <p><b>BMJ</b> [1] 39/9</p> <p><b>board</b> [3] 134/20 162/24 163/4</p> <p><b>bodies</b> [3] 52/17 59/14 59/23</p> <p><b>Book</b> [6] 106/8 106/22 107/1 107/12 108/25 129/20</p> <p><b>books</b> [1] 20/13</p> <p><b>bore</b> [1] 83/4</p> <p><b>born</b> [1] 139/3</p> <p><b>both</b> [15] 2/9 12/20 27/7 48/14 61/1 75/14 84/20 97/20 109/9 109/19 155/19 160/4 184/24 184/25 192/8</p> <p><b>bottom</b> [6] 24/23 125/15 167/19 167/22 175/20 182/22</p> <p><b>boys</b> [3] 183/24 184/10 184/12</p> <p><b>breadth</b> [1] 76/24</p> <p><b>break</b> [12] 44/15 45/18 47/1 47/2 47/5 47/8 47/12 158/10 158/17 161/7 169/10 169/12</p> <p><b>breakdown</b> [2] 102/14 167/21</p> <p><b>breakfast</b> [1] 81/4</p> <p><b>breaks</b> [1] 158/13</p> <p><b>breathe</b> [1] 53/1</p> <p><b>breathing</b> [1] 61/25</p> <p><b>briefing</b> [5] 46/1 167/5 171/14 172/11 181/11</p> <p><b>briefings</b> [2] 167/4 167/9</p> <p><b>briefly</b> [4] 103/6 106/19 140/22 152/20</p> <p><b>bright</b> [2] 142/17 143/13</p> <p><b>bring</b> [6] 22/13 50/16 67/5 82/20 113/16 136/16</p> <p><b>bringing</b> [1] 138/6</p> <p><b>Broach</b> [4] 96/8 96/12 99/10 195/12</p> <p><b>broad</b> [2] 98/1 179/2</p> <p><b>broader</b> [6] 105/15 105/17 109/8 179/15 180/1 189/16</p> <p><b>broadly</b> [5] 91/3 152/8 158/3 166/13 166/22</p> <p><b>broke</b> [1] 117/5</p> <p><b>broken</b> [3] 35/7 175/16 178/23</p> <p><b>brother'</b> [1] 136/25</p> <p><b>brought</b> [6] 17/9 32/17 40/22 64/4 77/18 97/7</p>	<p><b>BSL</b> [1] 21/17</p> <p><b>buildings</b> [1] 10/24</p> <p><b>bullet</b> [8] 63/13 63/15 114/2 171/15 173/24 176/10 178/20 180/5</p> <p><b>burden</b> [7] 31/21 47/18 47/22 48/10 55/3 127/5 136/9</p> <p><b>Bureau</b> [1] 62/24</p> <p><b>bursts</b> [1] 169/2</p> <p><b>Burton</b> [1] 104/2</p> <p><b>bus</b> [1] 74/19</p> <p><b>but</b> [226]</p> <p><b>buy</b> [2] 85/4 85/14</p>	<p><b>C</b></p> <p><b>cabinet</b> [1] 95/22</p> <p><b>call</b> [6] 1/5 51/3 61/24 93/18 100/4 145/2</p> <p><b>called</b> [4] 94/19 95/12 118/15 142/14</p> <p><b>calling</b> [4] 58/8 97/17 97/23 97/23</p> <p><b>calls</b> [2] 95/13 176/18</p> <p><b>came</b> [10] 1/3 44/7 76/4 81/14 83/14 85/15 86/17 136/4 157/23 186/8</p> <p><b>can</b> [149] 1/5 1/20 2/5 2/14 2/21 4/3 4/18 4/20 5/16 6/1 6/5 6/17 7/4 7/13 9/18 13/24 13/24 16/8 16/22 16/25 17/7 18/9 20/3 20/4 20/7 20/8 20/9 20/13 20/14 20/16 20/22 23/8 23/18 23/20 23/23 23/25 25/24 29/3 29/14 30/13 31/17 37/7 40/3 41/17 42/4 42/23 43/9 44/2 44/6 44/15 46/4 47/21 50/9 50/9 50/17 50/20 51/1 51/10 51/11 51/16 51/25 54/14 56/20 57/4 57/16 60/5 60/24 62/17 62/21 66/15 67/12 68/8 71/4 72/16 75/23 76/12 77/1 78/2 83/12 87/24 88/4 94/6 96/9 96/14 97/21 101/16 101/18 101/19 102/7 102/16 103/18 104/6 104/13 105/7 106/20 110/5 111/4 113/13 114/13 115/13 116/16 117/9 118/9 120/4 120/15 121/5 121/11 123/8 123/21 123/22 123/23 125/2</p>	<p>125/8 126/10 127/24 130/5 131/2 131/10 131/16 135/7 138/16 140/13 142/11 143/19 145/1 145/9 146/1 151/11 151/25 153/21 154/6 164/11 165/14 168/8 169/10 169/12 169/14 175/10 175/20 176/4 178/1 180/22 181/20 185/1 185/7 185/23 187/22 192/7 192/8</p> <p><b>can't</b> [22] 21/12 21/14 52/20 76/25 77/2 93/22 108/13 115/14 115/15 119/3 128/10 139/10 142/9 142/15 143/19 153/11 157/19 157/22 164/19 166/3 184/16 186/8</p> <p><b>cancelled</b> [1] 190/21</p> <p><b>cancers</b> [1] 104/13</p> <p><b>cannot</b> [2] 18/22 30/10</p> <p><b>cap</b> [2] 67/18 80/14</p> <p><b>capable</b> [2] 142/19 185/5</p> <p><b>capacity</b> [3] 65/16 82/15 163/22</p> <p><b>care</b> [20] 3/7 8/9 8/12 9/24 10/13 17/15 18/1 26/23 28/24 31/21 54/19 54/20 61/8 61/14 64/2 64/15 94/11 97/17 135/8 139/18</p> <p><b>cared</b> [1] 136/21</p> <p><b>career</b> [1] 143/6</p> <p><b>careful</b> [1] 76/18</p> <p><b>carer</b> [1] 73/12</p> <p><b>carers</b> [11] 13/21 28/9 31/6 31/22 134/16 135/6 135/16 136/19 136/23 137/2 137/10</p> <p><b>caring</b> [3] 78/13 135/14 135/16</p> <p><b>Carl</b> [1] 145/16</p> <p><b>carried</b> [9] 91/24 115/5 122/10 129/3 135/1 147/1 154/7 154/7 187/13</p> <p><b>carry</b> [3] 98/19 181/13 188/3</p> <p><b>carrying</b> [1] 136/9</p> <p><b>case</b> [16] 3/14 8/20 20/6 52/24 55/10 56/1 60/9 60/21 75/14 80/1 90/22 125/22 125/22 140/10 189/24 193/3</p> <p><b>cases</b> [9] 19/21 23/4 31/5 78/22 119/16</p>	<p>125/19 132/21 135/3 142/8</p> <p><b>casework</b> [2] 9/22 10/7</p> <p><b>cash</b> [4] 85/12 85/25 93/13 93/17</p> <p><b>cash-first</b> [2] 85/25 93/17</p> <p><b>catch</b> [8] 97/19 171/22 172/6 183/3 191/6 191/11 191/12 191/21</p> <p><b>catch-up</b> [2] 191/6 191/11</p> <p><b>catching</b> [3] 120/21 135/10 163/5</p> <p><b>categories</b> [4] 103/8 109/1 109/2 110/3</p> <p><b>category</b> [7] 109/5 110/20 122/23 135/19 137/17 139/12 141/1</p> <p><b>causal</b> [2] 74/12 74/13</p> <p><b>cause</b> [3] 63/18 77/6 120/22</p> <p><b>caused</b> [2] 77/22 117/16</p> <p><b>causes</b> [2] 65/25 67/18</p> <p><b>causing</b> [1] 117/18</p> <p><b>certain</b> [14] 67/2 84/24 94/21 95/6 119/8 128/24 132/11 141/19 148/7 154/2 161/11 162/9 164/18 185/18</p> <p><b>certainly</b> [16] 70/2 89/16 90/11 91/14 92/18 95/13 106/19 111/2 112/3 137/5 138/3 139/11 157/17 158/1 183/4 190/10</p> <p><b>cetera</b> [8] 9/20 32/24 35/5 35/12 36/2 66/21 79/1 97/15</p> <p><b>CEV</b> [11] 109/4 109/8 109/9 109/15 109/25 110/16 110/21 125/13 130/15 132/2 135/5</p> <p><b>challenge</b> [8] 11/13 87/2 87/8 89/16 97/9 129/19 151/19 186/16</p> <p><b>challenges</b> [19] 4/23 6/21 21/17 22/23 35/10 36/1 80/19 84/11 87/14 89/13 90/1 92/17 92/19 93/6 93/17 130/15 135/4 136/7 143/5</p> <p><b>challenging</b> [7] 7/5 10/2 24/11 24/15 27/11 36/5 55/18</p> <p><b>chance</b> [2] 59/7 73/3</p>
--	---	--	---	---	--

<p><b>C</b></p> <p><b>chances [2]</b> 45/24 143/22</p> <p><b>change [11]</b> 34/16 35/10 72/19 72/20 76/9 77/9 85/1 105/18 113/12 120/8 136/22</p> <p><b>changed [10]</b> 51/4 113/23 116/18 120/9 120/11 120/14 120/17 126/9 129/4 187/5</p> <p><b>changes [13]</b> 4/15 27/18 27/23 28/8 28/11 29/3 29/6 29/15 32/22 33/20 67/11 95/6 138/23</p> <p><b>changing [2]</b> 56/25 61/15</p> <p><b>channels [2]</b> 44/13 58/17</p> <p><b>chaotic [1]</b> 85/5</p> <p><b>character [1]</b> 8/24</p> <p><b>characteristic [1]</b> 13/18</p> <p><b>charitable [1]</b> 88/12</p> <p><b>charities [1]</b> 185/13</p> <p><b>charity [1]</b> 66/18</p> <p><b>chasing [1]</b> 30/21</p> <p><b>check [9]</b> 8/13 18/3 32/1 101/18 150/23 153/2 155/7 181/18 181/20</p> <p><b>check-in [2]</b> 8/13 18/3</p> <p><b>check-ins [1]</b> 32/1</p> <p><b>chemical [1]</b> 17/7</p> <p><b>chest [1]</b> 41/3</p> <p><b>chief [6]</b> 49/2 49/17 50/11 52/2 52/14 104/4</p> <p><b>child [86]</b> 3/4 5/10 5/13 5/20 9/23 18/23 18/25 21/15 24/17 25/2 25/5 26/5 27/8 33/4 36/16 44/24 45/11 45/13 50/22 55/24 60/13 60/21 63/24 65/16 65/20 65/22 66/23 67/1 67/4 67/4 67/5 67/6 67/17 67/19 67/22 67/24 67/25 68/5 68/15 68/20 68/25 69/18 69/24 69/25 70/12 71/3 71/10 72/14 73/14 74/2 74/10 75/23 76/9 77/10 77/20 77/21 80/13 90/6 90/24 91/3 93/8 99/12 112/4 112/5 114/6 115/16 117/18 118/17 118/19 118/23</p>	<p>120/6 121/22 125/12 125/25 126/8 130/3 130/7 130/11 132/14 133/1 133/4 133/5 133/21 134/23 142/17 142/19</p> <p><b>child's [5]</b> 27/21 113/22 115/14 119/4 171/8</p> <p><b>childhood [3]</b> 23/15 69/20 96/19</p> <p><b>children [449]</b></p> <p><b>children's [30]</b> 23/15 24/22 27/13 28/7 29/7 32/25 33/14 50/6 62/24 63/3 66/1 69/5 69/19 69/22 95/10 95/15 95/17 95/19 96/3 97/22 97/25 99/5 113/25 117/23 122/11 132/15 134/1 155/14 177/5 188/19</p> <p><b>choice [8]</b> 85/17 112/23 112/24 119/11 122/4 130/8 132/12 141/12</p> <p><b>choices [1]</b> 116/9</p> <p><b>choose [5]</b> 94/17 119/5 122/4 133/5 134/3</p> <p><b>choosing [1]</b> 150/10</p> <p><b>chosen [2]</b> 121/13 121/24</p> <p><b>Chris [3]</b> 50/13 50/24 51/17</p> <p><b>chronic [6]</b> 56/2 109/3 137/15 139/2 139/11 140/8</p> <p><b>church [1]</b> 9/2</p> <p><b>circle [3]</b> 109/20 109/21 109/23</p> <p><b>circumstance [1]</b> 126/6</p> <p><b>circumstances [7]</b> 12/19 30/23 34/3 72/20 113/23 119/8 141/25</p> <p><b>cite [3]</b> 26/9 42/5 42/15</p> <p><b>clarify [5]</b> 35/15 35/25 108/24 148/10 161/25</p> <p><b>clarity [1]</b> 52/4</p> <p><b>class [4]</b> 123/17 143/8 143/21 184/10</p> <p><b>classed [5]</b> 103/14 111/6 111/8 111/12 111/20</p> <p><b>classes [4]</b> 155/17 169/11 170/5 184/8</p> <p><b>classification [1]</b> 122/25</p> <p><b>classifications [1]</b></p>	<p>107/18</p> <p><b>classified [1]</b> 41/5</p> <p><b>classify [1]</b> 122/24</p> <p><b>classroom [5]</b> 19/13 67/8 123/18 168/20 168/22</p> <p><b>clean [1]</b> 57/3</p> <p><b>cleaning [1]</b> 135/23</p> <p><b>clear [26]</b> 28/12 53/24 61/5 63/16 75/13 81/15 83/17 85/21 86/4 90/5 91/16 91/25 92/7 92/10 93/12 94/2 94/24 97/3 100/23 101/7 107/1 113/21 117/12 123/3 123/3 137/8</p> <p><b>clearly [6]</b> 12/16 89/15 122/21 125/25 126/19 129/24</p> <p><b>clinical [15]</b> 55/10 103/8 104/8 104/19 104/21 105/12 106/24 110/18 119/23 120/20 129/21 137/11 137/12 138/25 140/23</p> <p><b>clinically [57]</b> 100/12 102/8 102/9 103/2 103/3 103/4 103/5 103/6 103/7 103/14 103/22 104/9 105/2 105/4 105/9 105/14 105/19 105/20 106/1 107/6 107/11 107/13 107/15 108/17 108/22 109/2 111/7 111/12 111/21 112/21 112/22 113/8 114/15 114/15 116/1 116/24 116/25 118/2 118/6 118/7 125/2 125/13 125/14 126/22 126/23 126/24 127/1 128/6 131/5 131/6 135/9 136/12 136/13 137/20 139/5 139/5 140/14</p> <p><b>clock [1]</b> 30/14</p> <p><b>close [5]</b> 12/9 26/2 101/8 166/8 177/22</p> <p><b>closed [6]</b> 3/18 17/4 17/8 26/4 26/20 43/14</p> <p><b>closing [7]</b> 14/1 153/1 153/3 165/20 166/11 166/15 188/18</p> <p><b>closure [5]</b> 12/13 14/9 26/10 26/14 162/20</p> <p><b>closures [14]</b> 15/24 26/21 80/21 80/23 86/10 86/11 88/2 154/9 154/16 159/15 163/17 169/15 189/15 189/17</p>	<p><b>clubs [1]</b> 81/5</p> <p><b>clue [1]</b> 194/9</p> <p><b>CMO [2]</b> 129/11 129/17</p> <p><b>CMOs [2]</b> 104/8 110/23</p> <p><b>co [4]</b> 5/18 31/2 37/6 139/6</p> <p><b>co-design [1]</b> 31/2</p> <p><b>co-designed [1]</b> 37/6</p> <p><b>co-extensive [2]</b> 5/18 139/6</p> <p><b>coach [1]</b> 38/24</p> <p><b>codes [2]</b> 84/22 114/12</p> <p><b>coercive [1]</b> 11/3</p> <p><b>cohort [5]</b> 110/14 152/16 172/12 173/6 175/6</p> <p><b>cohorts [3]</b> 177/19 178/2 187/14</p> <p><b>coined [1]</b> 5/1</p> <p><b>collaborated [1]</b> 2/16</p> <p><b>collaboration [2]</b> 2/7 43/19</p> <p><b>collaboratively [4]</b> 2/12 22/3 33/24 36/25</p> <p><b>collapse [2]</b> 8/21 35/4</p> <p><b>colleagues [5]</b> 64/25 99/18 147/13 167/13 194/6</p> <p><b>collect [1]</b> 55/8</p> <p><b>collected [1]</b> 102/12</p> <p><b>collective [1]</b> 36/7</p> <p><b>college [3]</b> 45/4 50/22 188/7</p> <p><b>college-based [1]</b> 188/7</p> <p><b>colleges [1]</b> 62/25</p> <p><b>Collins [4]</b> 97/8 97/10 98/5 191/5</p> <p><b>Collins' [1]</b> 96/17</p> <p><b>colour [1]</b> 182/8</p> <p><b>column [2]</b> 167/22 179/6</p> <p><b>combination [5]</b> 79/19 147/7 164/3 171/1 173/3</p> <p><b>combined [2]</b> 89/10 101/23</p> <p><b>come [22]</b> 36/15 37/7 39/5 41/18 44/8 49/7 74/23 76/7 78/23 115/24 118/11 124/7 125/19 127/23 134/23 160/9 165/7 173/4 178/17 180/23 183/13 188/23</p> <p><b>comes [8]</b> 4/10 22/10 31/2 62/17 76/19 76/21 148/21 153/7</p> <p><b>coming [20]</b> 1/9</p>	<p>52/22 54/3 54/9 64/13 71/14 72/2 72/10 74/8 78/15 78/16 79/18 80/2 87/22 100/7 103/18 133/19 136/23 144/19 189/2</p> <p><b>commenced [1]</b> 182/23</p> <p><b>comment [1]</b> 139/10</p> <p><b>commissioned [1]</b> 40/20</p> <p><b>Commissioner [4]</b> 23/15 24/22 63/3 192/13</p> <p><b>Commissioner and [2]</b> 63/3 192/13</p> <p><b>commitment [1]</b> 96/19</p> <p><b>committees [1]</b> 35/5</p> <p><b>commonly [1]</b> 56/11</p> <p><b>commonplace [1]</b> 68/3</p> <p><b>comms [1]</b> 58/17</p> <p><b>communication [2]</b> 48/21 48/23</p> <p><b>communications [1]</b> 50/1</p> <p><b>communities [1]</b> 11/3</p> <p><b>community [3]</b> 16/9 52/23 119/16</p> <p><b>compare [3]</b> 169/15 177/18 178/2</p> <p><b>compared [10]</b> 16/3 48/4 48/8 156/1 159/19 161/4 177/23 177/24 182/9 185/4</p> <p><b>compares [1]</b> 166/25</p> <p><b>comparing [1]</b> 169/19</p> <p><b>comparison [1]</b> 7/3</p> <p><b>compatibility [4]</b> 19/24 20/11 23/3 32/7</p> <p><b>compatible [2]</b> 20/10 23/5</p> <p><b>complaining [1]</b> 121/17</p> <p><b>complete [2]</b> 14/24 53/15</p> <p><b>completely [6]</b> 108/18 127/7 127/17 143/15 177/22 190/21</p> <p><b>completes [2]</b> 64/11 194/1</p> <p><b>completing [1]</b> 19/17</p> <p><b>completion [2]</b> 29/4 29/9</p> <p><b>complex [1]</b> 55/19</p> <p><b>complicated [1]</b> 190/2</p> <p><b>complications [1]</b> 128/8</p> <p><b>component [1]</b> 188/5</p>
--	---	--	--	--

<p><b>C</b></p> <p><b>compound [2]</b> 7/10 7/14</p> <p><b>compounded [2]</b> 83/11 83/13</p> <p><b>comprehensive [2]</b> 48/2 159/18</p> <p><b>comprehensives [1]</b> 157/2</p> <p><b>comprise [1]</b> 7/25</p> <p><b>computer [1]</b> 20/23</p> <p><b>concept [2]</b> 4/17 103/21</p> <p><b>concern [14]</b> 28/3 29/13 51/2 51/4 57/14 58/2 82/6 102/20 132/4 133/6 163/14 168/7 168/18 171/19</p> <p><b>concerned [9]</b> 51/9 52/11 58/3 84/19 92/12 117/15 140/21 151/15 188/2</p> <p><b>concerning [5]</b> 47/21 51/13 101/1 102/22 168/13</p> <p><b>concerns [15]</b> 24/18 26/1 39/10 50/14 51/6 57/20 86/23 101/6 105/25 115/8 122/19 128/12 133/25 134/9 180/8</p> <p><b>conclude [2]</b> 160/10 164/7</p> <p><b>conclusion [7]</b> 110/19 140/10 155/23 156/23 165/8 165/14 179/13</p> <p><b>conclusions [3]</b> 140/13 179/19 185/25</p> <p><b>condition [9]</b> 55/22 63/17 120/16 120/19 137/15 137/16 139/2 139/11 144/11</p> <p><b>conditions [17]</b> 9/18 40/25 55/17 82/9 104/14 107/20 108/4 108/12 109/3 109/5 109/15 110/25 121/21 130/2 135/20 140/8 164/19</p> <p><b>conduct [1]</b> 114/12</p> <p><b>conducted [2]</b> 130/18 131/1</p> <p><b>confidence [3]</b> 51/7 82/15 182/6</p> <p><b>confirm [4]</b> 71/4 79/25 146/1 156/9</p> <p><b>conflict [1]</b> 11/2</p> <p><b>confuse [1]</b> 137/10</p> <p><b>connected [1]</b> 39/7</p> <p><b>connections [1]</b> 92/13</p>	<p><b>connectivity [1]</b> 87/2</p> <p><b>consensus [1]</b> 52/13</p> <p><b>consequence [2]</b> 117/25 142/10</p> <p><b>consequences [4]</b> 9/12 30/24 132/17 143/24</p> <p><b>consider [9]</b> 6/4 50/1 90/2 96/3 108/14 124/12 127/18 141/22 144/2</p> <p><b>considerable [4]</b> 131/24 154/1 154/4 176/21</p> <p><b>considerably [1]</b> 165/17</p> <p><b>consideration [3]</b> 31/20 125/22 143/2</p> <p><b>considered [9]</b> 95/15 110/14 121/15 124/1 139/1 140/18 176/10 180/1 180/5</p> <p><b>considering [2]</b> 46/7 52/15</p> <p><b>considers [2]</b> 93/9 184/20</p> <p><b>consistency [1]</b> 186/4</p> <p><b>consistent [3]</b> 66/24 157/11 169/21</p> <p><b>consistently [1]</b> 46/9</p> <p><b>constant [1]</b> 46/16</p> <p><b>constrain [1]</b> 88/3</p> <p><b>consultant [3]</b> 125/24 126/19 128/14</p> <p><b>consultation [5]</b> 14/25 28/9 33/8 33/19 34/19</p> <p><b>consultations [2]</b> 10/20 14/5</p> <p><b>consuming [1]</b> 7/5</p> <p><b>contact [12]</b> 15/25 126/9 141/14 158/7 162/16 162/19 162/21 162/25 163/2 163/23 163/24 186/11</p> <p><b>contacts [1]</b> 138/23</p> <p><b>contains [1]</b> 65/13</p> <p><b>content [1]</b> 30/6</p> <p><b>contents [3]</b> 65/14 145/24 146/1</p> <p><b>context [14]</b> 1/25 8/11 11/4 14/15 20/17 32/6 34/8 66/7 68/13 69/6 93/11 103/15 103/16 111/1</p> <p><b>contexts [1]</b> 103/13</p> <p><b>continue [11]</b> 12/18 32/3 66/8 89/14 92/8 92/8 93/21 119/1 119/9 120/15 143/11</p> <p><b>continued [7]</b> 15/15 22/16 84/8 111/8</p>	<p>111/13 164/6 183/6</p> <p><b>continues [2]</b> 60/9 91/3</p> <p><b>continuing [3]</b> 66/11 99/1 178/5</p> <p><b>contracting [2]</b> 110/22 128/21</p> <p><b>contribute [1]</b> 80/23</p> <p><b>contributed [1]</b> 99/19</p> <p><b>control [1]</b> 11/3</p> <p><b>controlled [1]</b> 117/6</p> <p><b>controls [1]</b> 140/17</p> <p><b>controversial [1]</b> 160/20</p> <p><b>convenient [1]</b> 158/11</p> <p><b>conversations [3]</b> 31/11 32/10 87/7</p> <p><b>coordinated [2]</b> 40/13 186/12</p> <p><b>core [5]</b> 3/3 22/11 28/5 63/23 173/14</p> <p><b>coronavirus [2]</b> 28/13 113/20</p> <p><b>correct [61]</b> 1/19 2/19 11/23 12/2 14/6 18/15 25/4 27/22 28/1 28/19 29/2 54/15 66/17 66/18 71/9 100/19 145/17 146/7 146/8 146/10 146/14 146/15 146/20 146/25 147/3 147/19 147/22 148/10 152/24 153/22 154/24 154/25 156/4 158/3 158/4 159/3 159/16 160/14 161/4 161/5 161/21 161/24 162/13 162/23 164/11 166/20 174/3 175/9 175/14 176/12 176/15 177/17 179/8 179/16 180/25 181/2 181/6 181/11 182/1 183/1 183/18</p> <p><b>correction [1]</b> 60/10</p> <p><b>correctly [1]</b> 15/2</p> <p><b>correlation [5]</b> 74/13 159/23 175/7 176/2 179/13</p> <p><b>correspondence [3]</b> 50/11 50/13 57/25</p> <p><b>COSMO [17]</b> 45/20 46/22 47/13 47/24 147/6 147/14 147/18 156/11 156/13 159/10 167/4 167/11 172/3 173/18 177/16 178/2 178/19</p> <p><b>cost [7]</b> 20/18 20/21 21/3 45/24 69/13 69/14 91/6</p> <p><b>costs [10]</b> 68/23 71/8</p>	<p>72/18 78/21 79/2 79/13 80/9 84/2 84/9 87/14</p> <p><b>could [80]</b> 5/14 9/9 12/22 13/4 14/21 15/10 15/14 15/19 21/2 22/4 25/5 26/6 30/22 31/6 31/19 31/25 32/1 32/5 32/10 32/25 33/16 34/20 41/22 53/1 53/21 57/2 58/2 58/16 60/12 65/19 70/5 73/8 76/14 84/17 85/14 85/17 85/18 85/25 90/19 90/21 93/9 95/9 96/22 97/12 112/23 113/16 119/22 120/22 121/25 123/14 126/21 128/19 132/1 133/14 134/21 134/22 136/25 138/6 140/2 142/21 142/21 149/9 161/13 172/17 174/23 176/14 177/22 179/10 180/24 184/7 186/19 187/2 187/24 188/16 189/1 190/7 191/23 192/19 193/7 194/5</p> <p><b>couldn't [15]</b> 20/2 34/25 35/1 53/16 54/21 61/7 61/8 61/8 62/5 78/14 84/25 86/5 86/22 119/9 142/23</p> <p><b>council [2]</b> 124/6 124/8</p> <p><b>counsel [11]</b> 1/8 38/13 65/5 100/6 145/4 192/12 195/4 195/7 195/11 195/15 195/18</p> <p><b>counsellor [1]</b> 56/8</p> <p><b>countries [1]</b> 98/9</p> <p><b>country [3]</b> 26/3 48/7 149/15</p> <p><b>County [1]</b> 124/8</p> <p><b>couple [3]</b> 67/17 188/21 192/13</p> <p><b>course [26]</b> 2/15 25/1 32/20 45/21 51/22 53/9 53/9 59/17 65/21 70/6 73/9 93/7 95/2 96/11 102/23 103/9 105/5 105/6 106/12 106/15 112/6 116/21 129/14 131/17 167/15 188/3</p> <p><b>CoV [2]</b> 44/23 56/23</p> <p><b>cover [1]</b> 187/25</p> <p><b>coverage [1]</b> 148/5</p> <p><b>covered [3]</b> 60/5 141/6 167/19</p> <p><b>Covering [1]</b> 149/14</p>	<p><b>Covid [116]</b> 3/21 8/6 11/18 11/21 23/16 25/11 25/16 38/21 39/2 39/12 39/14 39/22 40/4 40/8 40/17 41/20 41/23 42/1 42/7 42/8 42/19 43/10 43/17 43/18 43/25 44/2 44/12 44/24 45/10 45/23 46/7 46/8 46/10 46/13 46/16 46/20 47/15 47/18 47/25 48/3 48/4 48/8 48/11 48/19 48/22 48/23 49/7 49/10 49/22 51/24 53/4 53/6 53/11 53/18 53/22 54/17 54/23 55/19 56/3 56/16 56/18 57/11 57/21 57/23 58/5 58/6 58/8 58/11 58/16 58/19 58/24 59/11 59/13 59/14 59/19 59/22 59/22 59/25 60/5 60/7 60/20 60/25 61/1 63/5 63/12 63/17 75/21 92/2 101/14 105/12 116/23 117/3 120/21 122/20 126/3 126/21 128/10 128/16 128/21 129/18 132/20 139/1 141/20 167/4 174/1 174/13 174/19 174/23 176/11 176/18 176/23 178/21 178/22 178/23 178/24 191/6</p> <p><b>Covid-19 [13]</b> 25/16 45/23 48/3 49/7 51/24 75/21 92/2 101/14 105/12 126/3 126/21 139/1 174/1</p> <p><b>Covid-19-related [1]</b> 25/11</p> <p><b>Covid-related [1]</b> 11/21</p> <p><b>CPAG [3]</b> 68/20 97/16 98/17</p> <p><b>CPAG's [2]</b> 96/22 98/12</p> <p><b>crafts [1]</b> 82/2</p> <p><b>cramped [1]</b> 164/24</p> <p><b>crawl [1]</b> 61/9</p> <p><b>created [3]</b> 4/8 4/24 135/7</p> <p><b>creates [2]</b> 4/24 10/17</p> <p><b>Credit [2]</b> 76/4 89/8</p> <p><b>credits [1]</b> 76/5</p> <p><b>crisis [5]</b> 34/6 45/24 56/5 90/20 91/6</p> <p><b>criteria [8]</b> 103/10 104/9 104/11 104/19</p>
--	--	--	--	---

<p><b>C</b></p> <p><b>criteria...</b> [4] 104/21 107/7 108/25 111/23</p> <p><b>critical</b> [2] 96/1 142/6</p> <p><b>criticism</b> [1] 19/8</p> <p><b>crossover</b> [2] 5/24 140/24</p> <p><b>crucial</b> [3] 93/20 95/24 97/18</p> <p><b>crumbled</b> [1] 53/19</p> <p><b>Cullinane</b> [1] 145/17</p> <p><b>Cullinane's</b> [2] 145/24 146/1</p> <p><b>culture</b> [1] 79/8</p> <p><b>cumulative</b> [1] 69/24</p> <p><b>current</b> [3] 69/10 102/3 125/4</p> <p><b>currently</b> [5] 30/7 45/3 45/5 48/3 77/14</p> <p><b>curricular</b> [2] 94/16 97/15</p> <p><b>curriculum</b> [1] 186/13</p> <p><b>cut</b> [3] 63/23 87/10 88/16</p> <p><b>cuts</b> [4] 67/14 71/12 72/8 72/13</p> <p><b>cuts I</b> [1] 72/13</p> <p><b>CV</b> [18] 101/13 103/6 109/9 109/25 110/2 110/17 110/20 111/2 111/23 130/15 130/23 130/24 131/11 131/22 132/2 132/2 135/5 138/14</p> <p><b>CVF</b> [11] 100/13 100/17 100/17 114/19 114/20 117/10 118/2 130/18 133/25 137/2 139/21</p> <p><b>CVF's</b> [1] 101/11</p> <p><b>cystic</b> [1] 104/15</p>	<p>168/16 169/17 174/7 176/4 177/20 181/7 181/16 182/14</p> <p><b>dataset</b> [2] 68/18 70/14</p> <p><b>date</b> [5] 10/24 69/9 69/10 166/16 166/25</p> <p><b>dated</b> [2] 50/25 65/11</p> <p><b>daughter</b> [11] 9/2 40/7 52/24 60/20 60/22 60/25 61/1 61/3 61/20 61/22 64/15</p> <p><b>Davies</b> [2] 2/5 2/10</p> <p><b>day</b> [20] 8/10 8/10 32/14 45/14 68/13 68/13 74/17 97/11 120/25 124/18 124/20 145/7 161/14 168/1 168/12 169/11 170/5 172/18 191/8 194/14</p> <p><b>day's</b> [1] 161/9</p> <p><b>deaf</b> [2] 21/15 21/15</p> <p><b>deal</b> [7] 18/24 54/12 101/21 103/23 105/9 106/11 183/13</p> <p><b>dealing</b> [2] 48/21 76/22</p> <p><b>deals</b> [1] 104/6</p> <p><b>dealt</b> [2] 47/22 48/25</p> <p><b>death</b> [4] 11/22 11/24 35/18 35/19</p> <p><b>deaths</b> [1] 112/8</p> <p><b>debilitating</b> [1] 43/6</p> <p><b>decade</b> [2] 71/11 90/8</p> <p><b>December</b> [1] 139/17</p> <p><b>December 21</b> [1] 139/17</p> <p><b>decent</b> [1] 68/9</p> <p><b>decided</b> [4] 85/14 120/17 122/24 184/13</p> <p><b>decision</b> [10] 12/9 14/3 15/10 34/10 34/13 95/11 96/23 105/24 140/14 185/20</p> <p><b>decisions</b> [13] 13/20 14/8 14/22 26/17 32/12 37/5 52/6 57/9 96/1 97/1 98/24 140/3 171/24</p> <p><b>declaration</b> [1] 65/13</p> <p><b>decline</b> [1] 3/23</p> <p><b>decrease</b> [1] 46/11</p> <p><b>decreased</b> [1] 80/8</p> <p><b>deemed</b> [1] 125/12</p> <p><b>deep</b> [3] 70/16 70/21 73/4</p> <p><b>deeper</b> [1] 69/25</p> <p><b>defined</b> [2] 67/24 110/16</p> <p><b>definitely</b> [1] 140/24</p> <p><b>definition</b> [4] 55/11 103/8 104/1 174/8</p>	<p><b>definitions</b> [2] 67/25 106/17</p> <p><b>degree</b> [1] 101/4</p> <p><b>deliver</b> [4] 2/1 27/19 155/5 155/11</p> <p><b>delivered</b> [4] 5/5 10/15 23/6 36/25</p> <p><b>delivering</b> [2] 155/8 187/1</p> <p><b>delivery</b> [2] 19/24 186/23</p> <p><b>demanding</b> [1] 34/2</p> <p><b>demands</b> [1] 190/7</p> <p><b>demonstration</b> [1] 76/11</p> <p><b>denied</b> [1] 116/24</p> <p><b>denotes</b> [1] 63/1</p> <p><b>Department</b> [24] 22/11 22/19 28/23 33/21 33/24 34/1 34/7 34/24 54/3 54/10 54/13 57/10 58/24 59/3 59/12 59/20 62/14 125/11 127/15 129/10 129/16 153/25 157/24 185/14</p> <p><b>departure</b> [1] 127/14</p> <p><b>depend</b> [1] 170/1</p> <p><b>depending</b> [1] 190/17</p> <p><b>depends</b> [1] 148/18</p> <p><b>deployed</b> [1] 30/21</p> <p><b>deprivation</b> [4] 10/6 75/16 155/21 175/8</p> <p><b>deprived</b> [5] 48/9 154/23 157/2 157/6 163/10</p> <p><b>depth</b> [4] 70/9 70/10 149/5 178/11</p> <p><b>Derby</b> [1] 43/20</p> <p><b>deregistered</b> [3] 118/3 118/4 118/12</p> <p><b>describe</b> [5] 114/18 117/8 133/12 138/13 162/7</p> <p><b>described</b> [4] 40/25 55/17 119/24 126/12</p> <p><b>design</b> [3] 4/11 31/2 84/23</p> <p><b>designed</b> [4] 1/24 36/25 37/6 150/8</p> <p><b>desperate</b> [1] 49/15</p> <p><b>desperately</b> [2] 62/8 62/8</p> <p><b>despite</b> [2] 143/4 144/22</p> <p><b>destinations</b> [1] 171/25</p> <p><b>destitution</b> [1] 73/4</p> <p><b>destroyed</b> [2] 30/5 30/17</p> <p><b>detail</b> [4] 2/20 149/8 177/2 183/14</p>	<p><b>detailed</b> [2] 43/23 172/8</p> <p><b>details</b> [3] 43/16 127/11 127/13</p> <p><b>determinant</b> [1] 74/9</p> <p><b>determine</b> [1] 150/17</p> <p><b>detrimental</b> [5] 3/6 18/20 32/12 70/25 97/4</p> <p><b>detrimentally</b> [1] 19/19</p> <p><b>develop</b> [1] 192/20</p> <p><b>developed</b> [2] 104/11 124/8</p> <p><b>development</b> [3] 18/22 36/20 152/3</p> <p><b>deviation</b> [1] 46/11</p> <p><b>device</b> [7] 157/3 158/25 159/5 159/13 160/6 167/21 167/24</p> <p><b>devices</b> [9] 81/24 83/8 86/13 157/19 159/2 170/3 188/12 189/23 190/12</p> <p><b>devise</b> [1] 15/4</p> <p><b>devolved</b> [3] 6/18 6/19 148/18</p> <p><b>DfE</b> [3] 58/16 125/11 127/18</p> <p><b>DHSC</b> [4] 57/20 58/3 58/14 58/15</p> <p><b>diabetes</b> [2] 112/7 112/8</p> <p><b>diagnosed</b> [2] 55/21 64/6</p> <p><b>diagnosis</b> [2] 64/1 64/1</p> <p><b>diagram</b> [2] 169/9 175/20</p> <p><b>did</b> [80] 14/8 19/6 21/23 24/6 25/1 26/11 26/23 27/2 29/21 30/20 31/11 32/3 32/11 34/1 39/5 40/11 43/1 43/2 44/2 46/14 49/9 54/18 54/23 58/19 58/24 59/2 60/14 76/1 76/8 80/23 81/22 83/20 83/25 84/12 85/10 94/21 98/18 104/21 108/6 118/11 124/7 133/25 134/3 134/5 135/3 135/10 138/25 140/5 140/6 141/7 141/14 143/3 143/10 147/8 148/2 149/12 149/19 150/9 154/16 154/18 156/18 157/14 158/7 159/4 164/13 165/3 165/4 173/15 173/17 173/18 177/1 177/5 178/12 183/20 185/11</p>	<p>185/25 187/18 190/15 190/19 193/13</p> <p><b>didn't</b> [37] 19/10 27/3 29/22 52/7 53/17 54/9 59/1 59/8 60/17 61/25 62/4 64/6 79/17 82/1 82/5 84/2 93/16 106/4 107/25 115/21 116/19 117/3 120/8 122/2 122/4 122/23 130/11 143/21 152/8 156/18 157/2 161/15 171/20 173/5 188/20 189/7 190/12</p> <p><b>die</b> [1] 8/6</p> <p><b>died</b> [1] 128/7</p> <p><b>differ</b> [1] 58/6</p> <p><b>differed</b> [4] 103/10 148/20 148/22 186/24</p> <p><b>difference</b> [6] 7/6 7/6 60/16 140/23 153/12 169/25</p> <p><b>differences</b> [8] 149/3 154/4 168/17 170/1 170/8 182/6 185/19 191/22</p> <p><b>different</b> [43] 5/19 5/20 6/19 6/24 7/25 25/21 26/6 26/16 54/6 65/24 66/3 79/3 85/9 88/8 89/3 103/13 123/14 128/2 128/25 129/2 130/1 141/5 148/3 148/19 148/21 149/4 149/14 149/16 149/17 150/16 160/19 161/10 169/18 170/18 171/8 173/16 174/24 178/9 182/4 182/5 185/14 186/23 189/22</p> <p><b>differential</b> [2] 162/15 181/24</p> <p><b>differently</b> [1] 49/20</p> <p><b>difficult</b> [23] 7/5 11/13 17/20 24/11 25/8 27/4 27/5 33/3 35/7 36/3 57/1 72/20 80/5 81/12 82/20 82/24 87/22 116/9 132/23 140/3 142/24 142/25 144/17</p> <p><b>difficulties</b> [8] 9/20 19/4 54/18 83/7 89/11 93/6 121/18 187/15</p> <p><b>digestive</b> [1] 109/5</p> <p><b>digital</b> [6] 81/20 81/25 82/1 83/9 188/12 189/23</p> <p><b>dignity</b> [1] 85/20</p> <p><b>dinner</b> [1] 88/10</p> <p><b>direct</b> [1] 58/20</p> <p><b>directed</b> [1] 25/17</p> <p><b>direction</b> [1] 34/12</p>
--	---	--	--	--

<p><b>D</b></p> <p><b>directly [8]</b> 25/17 40/21 58/2 96/20 156/17 158/7 165/3 168/21</p> <p><b>director [2]</b> 110/18 146/13</p> <p><b>Directors [1]</b> 122/11</p> <p><b>disabilities [7]</b> 4/3 7/7 10/5 12/5 24/25 35/23 36/8</p> <p><b>disability [19]</b> 2/8 2/10 2/11 4/4 4/5 4/7 4/18 4/19 4/21 4/23 5/25 6/6 8/20 9/7 9/9 36/4 137/11 137/14 140/24</p> <p><b>disabled [92]</b> 1/17 1/20 1/22 1/23 1/25 2/1 2/22 2/24 3/1 3/4 3/10 4/6 4/12 4/12 4/15 4/24 4/25 5/3 5/16 5/20 6/5 6/10 7/11 7/15 7/17 7/20 7/24 8/1 8/5 8/14 8/15 8/19 9/12 9/16 10/8 11/7 11/16 11/17 11/20 11/25 12/7 12/10 12/14 12/16 12/23 13/4 13/8 13/10 13/20 14/3 14/13 15/1 15/8 15/12 15/16 16/1 16/2 16/4 16/11 16/14 16/21 17/17 18/10 18/20 22/2 22/4 22/24 24/8 25/5 25/14 25/18 25/22 25/25 26/4 28/2 29/10 29/17 29/21 30/1 30/4 31/5 31/15 33/14 33/25 35/17 35/20 36/7 36/13 36/19 37/8 41/6 141/1</p> <p><b>disabling [1]</b> 4/6</p> <p><b>disadvantage [4]</b> 8/3 9/11 10/17 188/18</p> <p><b>disadvantaged [5]</b> 48/7 92/5 96/21 152/22 166/19</p> <p><b>disadvantages [3]</b> 7/11 7/14 10/4</p> <p><b>disaggregate [1]</b> 36/4</p> <p><b>disaster [1]</b> 189/18</p> <p><b>disasters [1]</b> 189/16</p> <p><b>discharged [1]</b> 28/16</p> <p><b>disclosed [1]</b> 62/14</p> <p><b>discouraged [1]</b> 24/16</p> <p><b>discretion [1]</b> 85/20</p> <p><b>discriminate [1]</b> 104/21</p> <p><b>discuss [1]</b> 121/11</p>	<p><b>discussed [2]</b> 50/16 186/20</p> <p><b>discussing [6]</b> 32/15 47/13 58/14 90/2 93/7 181/20</p> <p><b>discussion [2]</b> 51/1 63/11</p> <p><b>discussions [3]</b> 102/22 170/23 184/5</p> <p><b>disease [4]</b> 52/18 57/13 101/5 104/18</p> <p><b>diseases [4]</b> 50/8 104/16 108/5 108/13</p> <p><b>disentangle [1]</b> 89/17</p> <p><b>dismissed [1]</b> 60/8</p> <p><b>disparities [2]</b> 159/17 160/12</p> <p><b>disproportionate [1]</b> 35/22</p> <p><b>disproportionately [1]</b> 98/16</p> <p><b>dispute [1]</b> 120/2</p> <p><b>disruption [4]</b> 46/18 150/7 150/12 151/24</p> <p><b>distanced [1]</b> 123/23</p> <p><b>distancing [1]</b> 31/12</p> <p><b>distinctly [1]</b> 6/24</p> <p><b>distress [4]</b> 177/17 178/20 179/8 179/25</p> <p><b>distressing [2]</b> 40/25 64/12</p> <p><b>distribute [1]</b> 58/17</p> <p><b>distributed [1]</b> 58/3</p> <p><b>distributing [1]</b> 58/1</p> <p><b>divide [5]</b> 81/20 109/18 148/2 162/12 188/12</p> <p><b>divides [2]</b> 148/25 155/19</p> <p><b>division [1]</b> 161/22</p> <p><b>do [84]</b> 4/3 4/20 11/14 11/14 26/12 30/16 30/21 31/15 31/16 31/16 31/20 31/22 32/7 33/3 33/23 40/12 41/10 49/18 50/9 52/1 52/14 60/13 61/8 65/24 66/5 66/5 66/21 66/25 76/12 76/25 81/11 81/19 90/2 106/10 112/5 115/14 119/3 123/12 123/21 123/23 124/7 127/9 127/14 127/18 128/12 128/16 129/8 129/13 129/14 130/12 133/23 135/7 139/19 140/2 140/6 140/12 141/15 143/21 145/14 149/16 155/3 155/6 155/19 162/23 166/8 167/6 168/15 169/2 170/1 170/4 170/10</p>	<p>170/16 170/23 171/25 172/9 172/12 172/15 172/24 178/15 186/14 188/8 188/15 191/1 193/10</p> <p><b>Dobbin [2]</b> 158/19 193/6</p> <p><b>doctors [1]</b> 127/5</p> <p><b>document [6]</b> 20/9 57/11 62/14 63/9 130/20 180/25</p> <p><b>documents [1]</b> 53/16</p> <p><b>does [23]</b> 2/6 22/21 24/6 30/7 39/22 39/23 41/14 41/16 42/8 42/21 46/22 64/15 64/18 121/6 137/1 139/21 155/1 166/3 167/20 176/2 178/6 178/7 182/13</p> <p><b>doesn't [9]</b> 96/3 120/18 120/19 120/20 123/25 137/22 161/7 166/14 190/21</p> <p><b>doing [24]</b> 33/3 62/2 92/11 99/12 114/25 119/9 123/20 140/8 147/1 147/9 149/24 151/6 158/14 161/16 163/8 164/4 167/10 170/15 173/20 176/3 176/6 183/8 194/8 194/10</p> <p><b>domestic [2]</b> 18/2 95/14</p> <p><b>don't [45]</b> 20/19 21/8 21/9 37/19 37/22 56/12 69/10 74/18 75/8 75/15 80/11 93/23 96/2 102/3 102/11 102/12 106/13 117/13 118/5 127/12 127/22 130/20 132/5 132/6 137/4 137/18 138/2 143/12 149/4 149/8 152/2 153/13 157/21 168/25 169/3 172/1 173/4 177/21 178/4 184/4 184/5 190/10 192/6 193/17 193/19</p> <p><b>done [31]</b> 20/16 30/22 30/25 31/20 32/1 49/20 53/21 64/21 76/14 91/8 92/25 93/9 115/7 132/1 147/15 149/25 150/3 151/3 151/5 153/10 171/17 173/17 174/9 176/5 181/5 185/7 188/16 189/13 190/7 191/16 193/21</p> <p><b>door [1]</b> 118/20</p>	<p><b>door-stepped [1]</b> 118/20</p> <p><b>doors [1]</b> 43/15</p> <p><b>doorway [1]</b> 9/20</p> <p><b>double [2]</b> 101/18 150/23</p> <p><b>double-check [2]</b> 101/18 150/23</p> <p><b>doubt [2]</b> 33/1 140/25</p> <p><b>down [31]</b> 23/21 41/18 51/25 56/6 63/9 67/5 70/5 76/10 77/1 79/21 80/5 87/24 105/7 108/24 110/5 111/5 114/2 114/13 118/21 120/4 121/5 123/8 128/23 161/7 161/15 169/10 169/12 175/16 176/9 178/24 180/5</p> <p><b>Down's [2]</b> 15/19 116/14</p> <p><b>dozen [1]</b> 30/22</p> <p><b>DPO [2]</b> 2/9 6/4</p> <p><b>DPO's [2]</b> 32/16 32/22</p> <p><b>DPOs [1]</b> 2/6</p> <p><b>Dr [15]</b> 63/2 63/10 63/16 110/9 145/2 145/3 145/7 145/11 146/8 158/9 158/21 178/14 192/1 194/2 195/17</p> <p><b>Dr Ladhani [1]</b> 63/16</p> <p><b>Dr Montacute [7]</b> 145/7 146/8 158/9 158/21 178/14 192/1 194/2</p> <p><b>Dr Rebecca [1]</b> 145/11</p> <p><b>Dr Shamez [2]</b> 63/2 63/10</p> <p><b>Dr Shona Arora [1]</b> 110/9</p> <p><b>draw [3]</b> 153/16 158/1 185/25</p> <p><b>drawn [3]</b> 140/13 155/24 165/8</p> <p><b>drew [3]</b> 157/25 165/15 179/23</p> <p><b>drivers [1]</b> 67/14</p> <p><b>driving [2]</b> 114/22 138/4</p> <p><b>drop [1]</b> 77/19</p> <p><b>dropped [4]</b> 18/17 29/19 29/20 76/9</p> <p><b>drummed [1]</b> 136/19</p> <p><b>due [16]</b> 3/20 8/21 8/25 16/16 17/24 18/2 19/19 30/8 35/12 41/1 41/3 41/4 41/6 46/25 49/7 55/21</p> <p><b>Duncan [1]</b> 104/2</p>	<p><b>Duncan Burton [1]</b> 104/2</p> <p><b>during [57]</b> 2/23 2/24 3/21 3/24 8/5 8/19 12/6 13/22 17/3 17/16 17/23 19/2 21/9 23/19 25/22 25/25 27/14 28/5 29/7 31/18 35/3 35/11 66/10 67/16 75/24 76/14 77/18 77/24 78/8 80/14 82/23 86/15 87/20 89/3 92/5 92/11 93/16 94/19 94/21 134/17 138/23 140/15 147/1 148/20 156/10 160/4 172/3 172/16 178/25 179/3 183/3 185/6 186/21 187/25 189/15 190/12 190/16</p> <p><b>duties [3]</b> 28/6 32/16 32/21</p> <p><b>duty [5]</b> 27/19 27/24 28/15 28/23 114/6</p> <p><b>DWP's [1]</b> 68/18</p> <hr/> <p><b>E</b></p> <p><b>each [3]</b> 2/6 101/9 140/10</p> <p><b>earlier [9]</b> 61/25 80/2 99/22 106/7 140/22 142/14 143/7 144/9 156/19</p> <p><b>early [19]</b> 14/19 40/10 60/10 71/4 82/4 110/19 112/14 121/19 135/23 146/23 154/13 154/18 154/22 155/13 156/6 176/17 185/11 189/3 189/14</p> <p><b>earn [1]</b> 69/23</p> <p><b>easement [1]</b> 29/13</p> <p><b>easements [6]</b> 27/11 27/17 28/5 32/16 32/17 32/20</p> <p><b>easier [1]</b> 132/11</p> <p><b>Eat [1]</b> 114/22</p> <p><b>economic [12]</b> 9/11 72/19 76/22 80/16 90/10 90/20 149/3 149/18 157/18 170/8 170/17 170/21</p> <p><b>Edenred [2]</b> 84/16 86/1</p> <p><b>educate [1]</b> 121/14</p> <p><b>educated [4]</b> 5/14 10/24 121/23 122/15</p> <p><b>education [100]</b> 3/2 3/5 5/2 5/4 8/9 9/4 10/14 11/1 12/5 12/20 13/1 13/8 13/11 14/12 19/18 19/25 22/12 22/19 24/14 25/6</p>
--	---	--	--	--

<p><b>E</b></p> <p><b>education...</b> [80] 26/23 27/4 27/15 28/23 29/21 33/21 33/24 34/7 43/17 43/18 44/22 45/5 45/11 46/19 47/15 52/15 53/23 54/3 54/7 54/10 54/13 54/25 57/10 59/3 62/15 63/7 65/16 69/20 74/14 81/18 83/2 86/20 86/24 91/23 92/1 93/22 96/3 96/18 97/5 97/7 103/16 106/4 114/1 115/15 116/2 116/7 121/10 121/11 122/10 122/18 123/12 125/11 127/15 127/22 127/23 129/10 129/16 130/17 131/19 131/20 132/3 134/4 142/5 148/18 153/25 157/25 164/12 164/15 165/25 168/10 173/12 184/24 185/15 186/5 188/20 188/23 191/7 192/23 193/12 193/20</p> <p><b>educational</b> [31] 4/19 4/21 4/25 5/3 5/7 5/8 5/9 5/15 5/17 5/21 5/25 6/1 6/5 6/7 7/3 7/8 12/11 19/6 21/3 21/6 24/25 26/7 27/20 28/4 28/24 32/8 43/24 46/18 91/11 92/7 97/14</p> <p><b>effect</b> [8] 46/8 46/13 69/22 70/1 70/22 73/21 87/17 97/4</p> <p><b>effective</b> [1] 184/21</p> <p><b>effectively</b> [4] 19/15 27/14 34/15 186/2</p> <p><b>effectiveness</b> [1] 76/25</p> <p><b>effects</b> [8] 45/23 67/4 70/25 75/12 92/15 92/18 92/24 128/9</p> <p><b>efficient</b> [1] 93/15</p> <p><b>efficiently</b> [2] 23/16 40/22</p> <p><b>EHC</b> [1] 19/6</p> <p><b>EHC plan</b> [1] 19/6</p> <p><b>EHCP</b> [8] 5/11 23/12 23/19 24/13 27/21 27/25 29/4 32/21</p> <p><b>EHCPs</b> [1] 24/2</p> <p><b>eightfold</b> [1] 11/21</p> <p><b>either</b> [8] 11/10 48/3 53/19 110/21 115/18 155/18 188/17 192/19</p> <p><b>elective</b> [4] 121/9</p>	<p>121/11 122/9 122/17</p> <p><b>electronic</b> [1] 19/23</p> <p><b>element</b> [1] 31/13</p> <p><b>elements</b> [1] 130/1</p> <p><b>eligible</b> [7] 26/5 83/16 83/19 84/10 85/8 162/11 185/2</p> <p><b>else</b> [3] 30/22 30/25 135/11</p> <p><b>elsewhere</b> [1] 85/23</p> <p><b>email</b> [8] 50/10 50/13 50/16 50/20 50/23 51/1 51/17 51/21</p> <p><b>embedded</b> [1] 95/11</p> <p><b>emerged</b> [5] 31/5 34/5 35/11 124/21 134/17</p> <p><b>emergence</b> [1] 50/14</p> <p><b>emergency</b> [6] 16/17 16/17 16/19 30/19 31/18 185/6</p> <p><b>emerging</b> [2] 155/14 158/2</p> <p><b>emotional</b> [2] 69/21 122/23</p> <p><b>emotionally</b> [1] 55/18</p> <p><b>employ</b> [1] 187/2</p> <p><b>employment</b> [1] 146/23</p> <p><b>enable</b> [3] 19/1 22/16 141/13</p> <p><b>enact</b> [1] 35/10</p> <p><b>enacted</b> [1] 28/8</p> <p><b>enclosed</b> [1] 101/7</p> <p><b>encompass</b> [1] 43/4</p> <p><b>encompasses</b> [1] 67/23</p> <p><b>encounter</b> [1] 10/6</p> <p><b>encourage</b> [1] 93/25</p> <p><b>encouraging</b> [1] 24/17</p> <p><b>end</b> [4] 24/3 34/5 37/17 190/11</p> <p><b>endanger</b> [1] 126/1</p> <p><b>endeavouring</b> [1] 10/25</p> <p><b>endeavours</b> [6] 27/13 28/17 28/21 28/25 32/24 33/8</p> <p><b>ended</b> [3] 19/16 150/15 192/14</p> <p><b>Endowment</b> [6] 184/24 186/5 191/7 192/23 193/12 193/20</p> <p><b>enduring</b> [2] 90/25 91/2</p> <p><b>enforceable</b> [1] 101/1</p> <p><b>engage</b> [2] 40/11 186/22</p> <p><b>engaged</b> [4] 31/6 35/2 59/14 59/22</p> <p><b>engagement</b> [10]</p>	<p>13/19 31/2 34/6 36/23 40/14 58/20 58/22 59/11 59/20 60/1</p> <p><b>England</b> [13] 6/7 6/11 42/1 43/25 50/12 63/1 63/22 66/22 85/24 98/8 104/4 148/12 148/14</p> <p><b>English</b> [4] 142/20 143/20 152/23 166/19</p> <p><b>enhance</b> [1] 33/25</p> <p><b>enjoy</b> [1] 3/17</p> <p><b>enjoyed</b> [1] 122/1</p> <p><b>enough</b> [15] 68/6 73/19 86/5 90/16 91/8 92/25 94/23 95/4 142/10 172/1 184/14 189/25 189/25 190/10 191/16</p> <p><b>ensure</b> [11] 12/17 13/2 15/10 31/16 31/22 32/7 36/17 118/10 129/10 129/16 132/1</p> <p><b>ensuring</b> [3] 12/23 13/1 15/13</p> <p><b>enter</b> [1] 187/17</p> <p><b>entering</b> [1] 17/14</p> <p><b>entertainment</b> [1] 79/1</p> <p><b>entire</b> [1] 120/21</p> <p><b>entitled</b> [2] 19/7 84/6</p> <p><b>entitlement</b> [1] 29/16</p> <p><b>environment</b> [4] 82/8 140/1 140/1 149/2</p> <p><b>environments</b> [3] 101/7 134/8 138/14</p> <p><b>epidemics</b> [1] 141/24</p> <p><b>equality</b> [4] 14/4 14/24 140/22 141/6</p> <p><b>equally</b> [4] 37/10 37/11 86/14 128/22</p> <p><b>equates</b> [1] 6/11</p> <p><b>equipment</b> [1] 9/19</p> <p><b>equivalent</b> [3] 71/6 161/9 193/8</p> <p><b>eroded</b> [3] 71/12 71/18 91/5</p> <p><b>eroding</b> [1] 80/13</p> <p><b>erosion</b> [3] 27/13 32/25 33/9</p> <p><b>error</b> [2] 36/6 36/9</p> <p><b>errors</b> [1] 104/16</p> <p><b>especially</b> [5] 47/5 136/19 171/20 190/16 190/25</p> <p><b>essential</b> [1] 81/22</p> <p><b>essentially</b> [4] 56/22 91/8 117/14 165/24</p> <p><b>essentials</b> [2] 79/6 188/4</p> <p><b>establish</b> [1] 68/16</p> <p><b>established</b> [2] 50/7</p>	<p>66/16</p> <p><b>establishing</b> [1] 67/22</p> <p><b>estate</b> [1] 10/18</p> <p><b>estimated</b> [1] 42/18</p> <p><b>et</b> [8] 9/20 32/24 35/5 35/12 36/2 66/21 79/1 97/15</p> <p><b>et cetera</b> [8] 9/20 32/24 35/5 35/12 36/2 66/21 79/1 97/15</p> <p><b>ethnic</b> [2] 72/1 72/4</p> <p><b>ethnicity</b> [1] 149/19</p> <p><b>even</b> [28] 12/25 16/10 20/11 23/12 26/4 33/2 54/21 61/21 71/23 107/9 111/17 112/13 112/14 114/15 116/14 117/3 119/2 125/13 137/8 141/5 153/6 156/13 159/4 163/12 168/19 170/12 177/2 189/9</p> <p><b>event</b> [6] 28/10 93/10 100/21 164/7 189/8 189/13</p> <p><b>events</b> [1] 179/3</p> <p><b>eventually</b> [1] 55/20</p> <p><b>ever</b> [10] 60/13 63/5 116/14 119/17 124/1 192/17 192/22 193/1 193/2 193/10</p> <p><b>every</b> [12] 5/20 20/10 20/23 20/25 45/14 69/20 74/17 74/20 74/21 95/11 131/24 136/16</p> <p><b>everybody</b> [4] 30/21 79/21 80/4 116/8</p> <p><b>everyday</b> [3] 3/8 46/9 46/13</p> <p><b>everyone</b> [7] 3/12 4/16 112/6 114/24 121/16 153/10 170/15</p> <p><b>everyone's</b> [2] 47/5 132/10</p> <p><b>everything</b> [8] 37/23 75/15 93/23 121/4 126/13 150/3 152/2 152/5</p> <p><b>evidence</b> [50] 1/13 2/17 2/20 15/2 20/3 38/11 38/17 54/12 60/5 63/24 65/15 66/12 67/21 73/25 74/8 74/11 74/13 76/21 90/5 92/14 92/20 93/7 98/13 98/18 100/15 104/3 106/14 109/13 110/9 123/1 127/3 130/4 139/8 139/10 140/5 146/5 146/16 158/14</p>	<p>158/22 160/11 160/25 167/1 171/5 176/21 184/23 185/16 185/19 186/6 187/13 191/2</p> <p><b>evidenced</b> [1] 191/3</p> <p><b>evolved</b> [2] 103/9 109/9</p> <p><b>evolving</b> [1] 112/11</p> <p><b>exacerbated</b> [2] 92/18 144/11</p> <p><b>exact</b> [1] 44/9</p> <p><b>exactly</b> [11] 17/10 68/4 139/6 150/8 150/23 151/10 155/4 157/4 171/10 177/22 186/8</p> <p><b>exam</b> [2] 142/6 151/22</p> <p><b>examination</b> [2] 151/15 151/19</p> <p><b>examined</b> [1] 177/2</p> <p><b>examining</b> [1] 138/22</p> <p><b>example</b> [33] 3/14 3/23 7/1 8/7 12/23 14/16 14/24 18/13 19/16 20/5 21/15 25/19 32/21 35/3 37/9 67/5 72/9 77/25 82/17 93/14 98/9 103/14 109/3 109/6 112/7 142/11 142/12 152/15 153/19 160/15 174/5 185/7 187/18</p> <p><b>examples</b> [4] 8/18 16/13 20/6 41/2</p> <p><b>exams</b> [8] 143/17 150/1 150/4 150/7 150/10 150/14 151/25 152/2</p> <p><b>exception</b> [4] 111/4 111/5 111/20 114/14</p> <p><b>excerpt</b> [1] 106/22</p> <p><b>excluded</b> [2] 75/7 119/25</p> <p><b>exclusive</b> [1] 183/21</p> <p><b>Executive</b> [3] 14/16 14/21 34/18</p> <p><b>exercise</b> [2] 175/17 176/3</p> <p><b>exhaustive</b> [1] 108/18</p> <p><b>exist</b> [3] 172/5 190/19 190/22</p> <p><b>existed</b> [4] 83/3 107/13 127/3 127/3</p> <p><b>existence</b> [1] 185/12</p> <p><b>existing</b> [2] 186/17 186/18</p> <p><b>expand</b> [2] 96/22 186/18</p> <p><b>expanding</b> [1] 191/19</p> <p><b>expect</b> [2] 115/4 148/24</p>
--	--	---	---	--

<p><b>E</b></p> <p><b>expected [3]</b> 99/23 139/16 157/12</p> <p><b>expensive [1]</b> 21/22</p> <p><b>experience [20]</b> 12/7 16/5 22/21 24/7 36/24 40/9 41/14 46/15 46/23 53/5 53/10 55/3 60/24 117/10 119/21 121/7 139/21 164/15 170/18 192/18</p> <p><b>experienced [5]</b> 3/24 16/22 45/12 56/9 150/6</p> <p><b>experiences [13]</b> 3/20 13/12 16/12 32/9 40/6 43/19 43/24 69/5 148/9 156/16 172/10 172/19 190/16</p> <p><b>experiencing [3]</b> 53/14 69/11 80/24</p> <p><b>expert [1]</b> 178/15</p> <p><b>expertise [2]</b> 176/20 177/3</p> <p><b>explain [16]</b> 1/20 6/17 17/2 17/7 56/4 63/11 75/23 88/5 103/20 126/9 131/16 146/5 152/11 154/15 162/6 178/17</p> <p><b>explained [3]</b> 124/19 140/22 142/14</p> <p><b>explaining [2]</b> 134/4 143/7</p> <p><b>explains [1]</b> 129/20</p> <p><b>explanation [2]</b> 46/21 147/25</p> <p><b>explicit [1]</b> 173/15</p> <p><b>explicitly [1]</b> 177/13</p> <p><b>exploitation [11]</b> 8/16 8/17 8/19 8/23 11/5 11/10 11/12 16/6 16/7 16/22 31/24</p> <p><b>explored [1]</b> 164/23</p> <p><b>exposed [1]</b> 115/1</p> <p><b>express [1]</b> 133/25</p> <p><b>expressed [2]</b> 28/3 137/1</p> <p><b>extend [3]</b> 2/2 6/1 16/8</p> <p><b>extended [1]</b> 192/19</p> <p><b>extending [1]</b> 97/11</p> <p><b>extends [1]</b> 66/14</p> <p><b>extensive [2]</b> 5/18 139/6</p> <p><b>extensively [1]</b> 18/25</p> <p><b>extent [8]</b> 40/3 60/4 88/24 90/2 123/17 157/16 157/20 164/5</p> <p><b>external [1]</b> 186/25</p> <p><b>extra [3]</b> 19/10 94/16 97/14</p>	<p><b>extract [1]</b> 138/16</p> <p><b>extracurricular [1]</b> 81/7</p> <p><b>extraordinary [1]</b> 50/5</p> <p><b>extreme [1]</b> 21/4</p> <p><b>extremely [20]</b> 3/6 102/8 103/3 103/5 103/7 103/22 104/9 105/2 105/8 105/15 105/20 109/2 114/15 125/3 125/13 125/14 126/22 136/13 139/5 188/1</p> <p><b>eye [1]</b> 27/18</p> <hr/> <p><b>F</b></p> <p><b>face [12]</b> 7/11 15/25 15/25 54/18 78/12 80/7 92/16 101/13 108/6 132/14 141/4 146/22</p> <p><b>faced [13]</b> 78/9 78/20 80/20 84/1 84/1 89/12 109/14 115/20 121/18 124/20 135/4 137/25 138/5</p> <p><b>facilitated [1]</b> 28/5</p> <p><b>facilities [1]</b> 9/25</p> <p><b>facing [9]</b> 75/11 87/13 130/15 134/2 134/12 136/6 137/22 143/5 171/18</p> <p><b>fact [22]</b> 22/6 22/13 35/21 53/1 75/15 76/2 77/2 83/1 86/22 94/20 101/19 104/19 111/16 113/15 114/24 142/13 144/22 152/12 154/15 158/12 160/25 175/17</p> <p><b>factor [2]</b> 46/17 78/19</p> <p><b>factors [6]</b> 74/11 77/22 78/4 81/1 87/21 164/14</p> <p><b>facts [4]</b> 49/24 49/24</p> <p><b>failure [2]</b> 55/4 55/8</p> <p><b>fair [2]</b> 76/20 106/16</p> <p><b>fairly [1]</b> 170/14</p> <p><b>fall [6]</b> 71/19 73/6 110/15 139/12 139/13 140/25</p> <p><b>fallen [1]</b> 122/22</p> <p><b>falling [2]</b> 86/20 99/3</p> <p><b>familiar [2]</b> 2/15 118/16</p> <p><b>families [139]</b> 7/16 7/21 9/17 9/22 10/9 11/8 11/11 13/20 15/9 15/13 22/4 22/24 24/9 24/15 26/22 27/7 31/6 39/11 39/19 40/6</p>	<p>48/24 49/15 50/3 52/4 52/7 52/22 53/6 53/11 53/14 54/1 54/2 54/24 55/2 56/23 57/8 59/10 64/3 66/10 66/11 66/21 68/14 68/17 68/23 69/15 71/14 72/4 72/4 72/11 72/15 72/22 72/23 72/24 73/11 76/2 76/8 78/8 78/20 78/25 79/15 79/20 80/1 80/2 80/6 80/24 81/8 81/13 81/16 81/18 81/22 81/24 82/1 82/6 82/8 82/18 83/18 83/24 84/1 84/4 84/16 84/25 85/3 85/5 85/7 85/13 85/16 86/1 87/3 88/6 88/7 88/14 88/16 88/22 89/1 89/5 89/6 89/11 89/12 89/20 90/12 90/14 90/21 93/13 93/16 94/22 94/22 94/25 95/4 100/13 101/10 111/24 114/20 115/1 117/10 117/21 118/2 119/11 119/24 121/15 127/4 127/8 128/19 130/7 130/24 131/6 131/11 131/23 132/11 132/16 132/21 134/3 134/5 137/2 138/14 140/14 140/20 141/11 141/21 171/1 171/2</p> <p><b>families' [2]</b> 88/3 91/7</p> <p><b>family [35]</b> 3/16 8/21 8/22 16/8 17/15 18/7 61/15 71/12 74/1 74/4 75/18 78/23 79/12 79/20 80/6 80/13 81/18 82/12 88/10 91/4 103/3 115/19 120/21 120/22 120/25 124/13 124/19 125/13 128/20 133/4 133/5 135/5 135/9 136/13 137/20</p> <p><b>family's [2]</b> 60/24 114/19</p> <p><b>far [12]</b> 26/10 70/10 80/7 82/22 83/19 85/3 88/19 113/24 131/6 151/14 161/7 164/12</p> <p><b>fare [1]</b> 75/5</p> <p><b>faster [1]</b> 166/11</p> <p><b>Fatigue [1]</b> 56/2</p> <p><b>favour [1]</b> 114/19</p> <p><b>favoured [1]</b> 98/3</p> <p><b>fear [4]</b> 24/18 56/13 134/11 135/2</p>	<p><b>February [3]</b> 43/20 55/11 151/5</p> <p><b>February 2023 [1]</b> 151/5</p> <p><b>February of [1]</b> 43/20</p> <p><b>fed [1]</b> 40/5</p> <p><b>feed [3]</b> 61/7 72/18 178/10</p> <p><b>feedback [2]</b> 86/23 87/6</p> <p><b>feeding [1]</b> 141/10</p> <p><b>feel [14]</b> 29/14 33/13 49/23 59/2 69/10 75/9 99/7 115/5 132/5 132/6 132/22 149/20 182/9 189/7</p> <p><b>feeling [6]</b> 56/1 87/18 89/20 138/5 144/9 191/15</p> <p><b>feelings [1]</b> 133/13</p> <p><b>fell [3]</b> 79/8 109/21 159/13</p> <p><b>felt [10]</b> 24/16 55/25 79/12 87/9 94/8 115/1 119/25 129/17 133/18 144/23</p> <p><b>fevers [1]</b> 61/6</p> <p><b>few [9]</b> 45/18 49/6 73/8 89/2 110/10 120/9 120/17 185/13 187/21</p> <p><b>fibrosis [1]</b> 104/15</p> <p><b>fighter [1]</b> 144/13</p> <p><b>fighting [1]</b> 30/14</p> <p><b>figure [8]</b> 67/12 121/4 131/8 138/20 139/15 163/19 167/1 168/13</p> <p><b>figure 8 [1]</b> 138/20</p> <p><b>figures [17]</b> 6/9 6/13 6/18 6/25 18/15 24/1 42/2 42/3 42/24 43/3 44/9 77/11 131/10 160/10 167/20 169/5 180/11</p> <p><b>fill [1]</b> 155/2</p> <p><b>filling [2]</b> 49/15 173/6</p> <p><b>filtration [1]</b> 57/3</p> <p><b>final [3]</b> 65/12 72/21 111/11</p> <p><b>finalising [1]</b> 29/5</p> <p><b>finally [9]</b> 9/6 9/6 60/19 93/4 95/22 138/9 150/20 188/14 190/14</p> <p><b>financial [4]</b> 8/25 68/1 80/24 89/1</p> <p><b>find [10]</b> 50/5 56/3 79/1 102/14 107/21 122/2 124/10 143/14 150/25 157/12</p> <p><b>finding [3]</b> 182/11 184/2 184/3</p>	<p><b>findings [11]</b> 46/3 46/12 48/10 66/12 130/19 149/20 158/2 167/11 169/19 182/3 193/14</p> <p><b>fine [3]</b> 59/18 61/22 120/23</p> <p><b>finest [10]</b> 115/23 117/7 117/9 117/10 117/21 118/10 119/6 124/14 124/17 132/14</p> <p><b>fingertips [1]</b> 99/17</p> <p><b>finish [2]</b> 23/10 187/12</p> <p><b>finished [1]</b> 99/22</p> <p><b>first [29]</b> 21/9 36/15 43/1 48/21 61/2 62/17 78/18 80/25 84/11 84/25 85/12 85/25 93/17 143/22 150/8 151/3 154/12 154/13 154/16 156/10 163/9 169/15 169/20 172/23 173/24 179/22 180/16 181/14 187/3</p> <p><b>firsthand [1]</b> 74/15</p> <p><b>firstly [2]</b> 19/4 58/19</p> <p><b>fitness [1]</b> 38/24</p> <p><b>five [3]</b> 41/11 48/2 174/13</p> <p><b>fivefold [1]</b> 11/20</p> <p><b>fixed [1]</b> 114/11</p> <p><b>flat [1]</b> 54/11</p> <p><b>flexibility [5]</b> 115/11 123/9 123/12 123/14 132/12</p> <p><b>flexible [3]</b> 54/5 54/6 124/5</p> <p><b>floor [2]</b> 9/23 9/25</p> <p><b>flu [1]</b> 108/3</p> <p><b>fluctuating [1]</b> 23/20</p> <p><b>fluctuation [1]</b> 6/17</p> <p><b>fluent [1]</b> 22/2</p> <p><b>focus [5]</b> 31/12 36/7 66/20 81/15 98/11</p> <p><b>focused [4]</b> 42/11 98/6 164/12 169/1</p> <p><b>focusing [3]</b> 138/11 147/18 149/21</p> <p><b>follow [5]</b> 9/11 114/9 117/1 117/14 151/6</p> <p><b>follow-on [1]</b> 9/11</p> <p><b>follow-up [1]</b> 151/6</p> <p><b>followed [1]</b> 150/20</p> <p><b>following [11]</b> 15/2 21/21 23/13 26/12 46/2 52/2 91/14 96/25 101/23 125/18 194/14</p> <p><b>follows [1]</b> 125/21</p> <p><b>fomite [1]</b> 135/24</p> <p><b>food [28]</b> 7/17 7/21 7/22 10/8 11/8 68/9 70/23 75/16 78/25</p>
---	--	---	--	--

<b>F</b>	<b>friends [7]</b> 61/23 62/7 86/15 87/4 88/9 119/16 168/24	142/15 143/19 149/24 152/12 152/16 152/23 166/18 166/20	176/9 176/11 <b>goes [3]</b> 23/21 54/8 160/18	142/25 143/23 <b>grades [6]</b> 142/7 142/8 150/17 181/20 181/23 182/1
<b>food... [19]</b> 81/4 83/20 84/2 84/9 84/18 85/4 85/6 85/14 86/5 86/6 88/11 88/18 88/20 88/23 89/5 135/23 155/8 163/13 179/5	<b>front [4]</b> 1/15 38/19 100/11 145/13	<b>gear [1]</b> 133/1	<b>goggles [1]</b> 133/3	<b>grammar [1]</b> 48/5
<b>force [1]</b> 32/18	<b>fulfilled [2]</b> 107/7 108/25	<b>gender [2]</b> 8/2 149/19	<b>going [49]</b> 22/6 23/14 37/24 40/16 49/1 50/10 53/3 55/13 56/15 60/17 71/21 76/17 76/22 77/7 81/20 87/25 88/10 89/5 96/8 101/8 101/9 104/5 105/23 106/8 117/7 118/25 119/18 120/3 121/9 130/14 130/16 133/8 133/23 136/20 136/21 138/9 144/1 146/19 154/1 155/5 156/5 157/15 157/22 158/9 167/4 168/23 171/25 172/21 189/5	<b>graph [4]</b> 23/23 123/5 130/24 131/3
<b>forced [3]</b> 115/16 121/21 132/13	<b>full [5]</b> 44/20 113/18 143/21 145/9 161/9	<b>general [5]</b> 99/5 157/9 171/1 176/24 189/13	<b>gone [7]</b> 17/21 34/20 37/23 38/3 77/21 140/10 152/19	<b>grassroots [1]</b> 100/20
<b>foreseeable [1]</b> 90/3	<b>fully [3]</b> 93/22 123/3 127/22	<b>generally [6]</b> 66/23 81/3 102/18 138/14 170/15 176/2	<b>good [9]</b> 22/1 65/8 65/9 77/24 95/14 113/15 148/5 184/23 185/20	<b>grateful [4]</b> 37/22 64/13 96/13 99/20
<b>forest [1]</b> 123/19	<b>fun [2]</b> 41/12 88/18	<b>generation [2]</b> 18/6 45/25	<b>Google [1]</b> 194/10	<b>great [4]</b> 144/10 144/16 178/11 178/16
<b>forgive [7]</b> 152/8 162/5 179/12 179/23 180/7 180/23 181/4	<b>funded [3]</b> 138/17 138/21 173/8	<b>generic [1]</b> 27/9	<b>Gosh [1]</b> 101/18	<b>greater [9]</b> 4/13 58/11 73/3 73/4 78/13 91/17 108/5 110/2 130/3
<b>formal [3]</b> 34/19 121/23 122/25	<b>fundings [10]</b> 16/18 96/16 96/19 96/23 98/4 98/7 98/8 147/14 172/14 176/11	<b>generous [1]</b> 158/15	<b>Goss [1]</b> 40/2	<b>greatest [1]</b> 168/5
<b>formation [1]</b> 4/9	<b>funds [2]</b> 72/24 191/19	<b>get [34]</b> 2/20 20/22 21/22 21/23 23/20 40/14 52/24 53/17 54/21 54/23 59/6 61/9 62/4 62/5 64/19 74/10 75/11 85/1 86/5 86/7 87/6 127/1 132/22 133/17 142/7 142/8 147/11 148/4 149/1 158/7 172/14 177/22 184/14 188/20	<b>got [29]</b> 39/7 56/5 61/1 61/22 76/18 78/18 91/14 92/1 99/16 105/25 136/22 137/7 137/14 142/19 142/21 142/22 147/13 149/15 151/2 152/7 152/13 156/9 156/16 160/15 160/18 165/12 170/19 172/8 177/9	<b>Green [6]</b> 106/8 106/22 107/1 107/12 108/25 129/20
<b>formed [1]</b> 3/3	<b>funnelled [1]</b> 147/5	<b>getting [13]</b> 54/18 59/7 64/7 97/19 118/25 119/12 127/19 143/23 144/16 161/9 163/5 163/12 168/20	<b>gotten [1]</b> 170/3	<b>grew [1]</b> 87/11
<b>former [1]</b> 194/6	<b>furlough [2]</b> 25/19 187/24	<b>girl [1]</b> 143/13	<b>government [36]</b> 5/2 12/8 13/17 34/20 36/12 48/19 56/25 57/25 58/20 60/1 60/11 62/23 76/1 76/5 76/12 84/15 94/1 94/21 95/12 95/24 97/3 98/1 98/2 98/13 98/18 117/16 118/5 120/8 120/14 130/12 132/5 140/13 141/22 189/1 190/9 191/13	<b>grey [2]</b> 108/11 108/15
<b>formerly [1]</b> 105/20	<b>furloughed [1]</b> 78/7	<b>give [26]</b> 1/12 2/17 2/21 20/5 38/10 38/16 41/17 41/19 49/9 56/20 57/7 82/17 101/16 106/13 110/9 117/2 122/24 127/12 142/11 142/12 145/9 146/5 146/16 155/11 173/19 190/5	<b>GP [1]</b> 9/4	<b>grossly [1]</b> 42/2
<b>forms [2]</b> 88/4 88/8	<b>further [12]</b> 29/17 33/9 37/19 38/4 39/17 43/12 48/10 51/16 96/6 96/9 117/22 177/2	<b>given [24]</b> 10/6 14/19 29/15 31/20 33/6 37/15 50/7 52/1 99/18 100/15 116/20 117/5 117/15 125/22 129/8 129/14 141/12 143/2 143/2 158/22 186/6 190/7 191/21 192/18	<b>GP's [1]</b> 61/20	<b>ground [3]</b> 9/23 9/25 110/20
<b>forward [6]</b> 13/16 52/22 98/19 105/24 156/5 156/7	<b>future [7]</b> 36/12 37/16 93/10 142/10 143/12 144/1 177/24	<b>global [1]</b> 190/7	<b>GPs [1]</b> 54/21	<b>greatest [1]</b> 168/5
<b>forwarded [6]</b> 13/16 52/22 98/19 105/24 156/5 156/7	<b>Furthermore [1]</b> 48/6	<b>go [32]</b> 10/14 16/21 26/6 34/4 41/10 54/12 67/12 76/25 85/21 109/25 120/10 120/18 120/23 120/24 124/6 133/22 135/21 136/25 143/6 143/19 145/1 149/8 150/13 155/10 156/7 159/22 162/3 171/11 171/20 176/7	<b>grab [1]</b> 103/21	<b>greatly [2]</b> 45/7 45/8
<b>fought [1]</b> 165/24	<b>G</b>		<b>grade [3]</b> 142/20	<b>Green [6]</b> 106/8 106/22 107/1 107/12 108/25 129/20
<b>found [21]</b> 24/15 26/6 28/9 44/16 44/21 44/24 45/3 48/1 48/6 64/12 79/15 155/16 155/19 161/21 162/16 162/19 173/23 175/7 183/12 183/16 187/9	<b>gaining [1]</b> 190/1			<b>grew [1]</b> 87/11
<b>Foundation [7]</b> 146/14 184/24 186/5 191/7 192/23 193/12 193/20	<b>gamble [1]</b> 128/10			<b>grey [2]</b> 108/11 108/15
<b>founded [1]</b> 100/20	<b>gap [18]</b> 74/25 75/1 82/25 91/12 91/12 91/17 99/4 152/1 153/1 153/3 153/10 153/23 165/16 166/8 166/14 173/7 188/19 191/2			<b>grossly [1]</b> 42/2
<b>founder [1]</b> 100/12	<b>gaps [3]</b> 153/21 165/20 184/21			<b>ground [3]</b> 9/23 9/25 110/20
<b>founding [1]</b> 100/21	<b>gaslit [1]</b> 60/8			<b>group [71]</b> 7/25 49/15 52/8 56/11 57/23 62/19 63/7 65/17 65/20 65/22 70/12 70/18 72/9 72/12 72/21 84/7 87/5 87/5 93/8 99/13 100/18 100/22 102/21 105/2 105/3 105/14 105/19 106/1 106/2 108/4 109/8 109/8 109/9 109/25 109/25 110/2 110/16 111/2 111/9 111/13 122/25 125/3 125/5 125/7 134/16 136/5 136/8 139/13 140/2 140/7 150/11 150/21 153/12 171/19 172/7 173/5 173/10 174/10 174/12 175/1 177/23 177/25 179/1 179/2 179/6 180/14 180/16 183/22 184/25 185/12 191/12
<b>four [3]</b> 16/5 61/4 74/4	<b>gastro [1]</b> 109/6			<b>Group's [1]</b> 90/24
<b>fourth [2]</b> 63/13 120/3	<b>gastro-oesophageal [1]</b> 109/6			<b>groups [20]</b> 35/5 66/20 71/22 72/1 90/10 106/24 107/22 108/8 109/18 131/12 148/3 148/4 149/16 149/18 170/17 172/2 176/1 176/5 176/19 180/7
<b>framework [3]</b> 28/25 34/10 95/18	<b>gatekeepers [1]</b> 16/24			<b>grow [1]</b> 74/11
<b>frameworks [1]</b> 95/9	<b>gather [3]</b> 43/23 109/13 194/4			<b>growing [1]</b> 65/24
<b>Frances [3]</b> 39/2 39/5 39/8	<b>gathered [2]</b> 118/8 123/1			
<b>free [14]</b> 77/25 81/5 83/16 83/20 84/6 85/10 89/7 89/18 89/19 89/20 93/14 162/11 163/20 185/2	<b>gauges [1]</b> 152/13			
<b>freezes [2]</b> 67/15 71/13	<b>gave [1]</b> 85/19			
<b>frequent [1]</b> 41/2	<b>Gavin [2]</b> 158/1 158/8			
<b>frequently [3]</b> 118/14 118/20 134/11	<b>GCSE [3]</b> 74/5 142/25 150/1			
<b>fresh [2]</b> 156/14 156/19	<b>GCSEs [12]</b> 19/17 46/10 46/12 74/24			

<p><b>G</b></p> <p><b>grows [1]</b> 102/2</p> <p><b>guardians [1]</b> 26/21</p> <p><b>guess [1]</b> 73/2</p> <p><b>guidance [50]</b> 53/13 53/24 53/24 54/1 54/13 54/14 55/5 56/17 58/16 58/24 100/24 110/17 112/12 112/15 112/16 113/1 113/2 113/7 113/16 113/18 114/18 114/20 115/10 115/23 117/1 117/2 117/15 117/16 120/9 120/14 124/6 124/8 124/21 125/8 125/9 125/11 125/16 125/20 126/12 127/14 127/15 127/18 128/13 129/20 136/11 186/6 186/10 193/7 193/13 193/16</p> <p><b>guide [1]</b> 107/2</p> <p><b>guidelines [1]</b> 123/10</p> <p><b>guillotine [1]</b> 113/13</p>	<p>135/8 135/20 135/22 136/1 136/1 136/14 137/23 138/1 139/3 140/3 140/8 141/9 141/14 142/22 142/22 144/9 149/2 149/7 150/3 150/11 150/16 151/8 153/1 153/3 156/21 158/21 158/23 161/1 161/12 162/25 163/6 163/18 163/21 163/25 164/17 164/18 165/17 168/10 168/19 171/15 171/21 173/15 174/1 174/13 174/17 176/23 176/25 178/21 178/24 179/2 179/7 179/15 180/1 180/20 182/23 182/25 183/2 183/5 183/10 183/10 185/4 188/12 188/18 188/22 188/24 189/3 189/3 190/15 190/24 191/16 193/1</p> <p><b>hadn't [6]</b> 76/7 112/11 129/4 129/4 177/12 185/4</p> <p><b>half [6]</b> 7/15 85/7 99/14 99/14 121/4 173/25</p> <p><b>hammering [1]</b> 91/7</p> <p><b>Hampshire [2]</b> 124/6 124/8</p> <p><b>hand [2]</b> 167/23 175/11</p> <p><b>happen [8]</b> 14/8 31/11 58/25 60/12 189/5 189/11 189/17 191/23</p> <p><b>happened [11]</b> 21/2 26/13 26/15 33/18 60/12 84/12 148/20 151/8 172/13 172/20 190/15</p> <p><b>happening [7]</b> 26/18 52/23 85/23 147/12 150/15 189/9 191/1</p> <p><b>happens [1]</b> 73/5</p> <p><b>happy [2]</b> 3/15 30/6</p> <p><b>hard [7]</b> 59/5 74/17 89/14 89/17 120/1 165/22 165/24</p> <p><b>harder [4]</b> 54/25 75/10 75/18 90/12</p> <p><b>hardship [1]</b> 89/10</p> <p><b>harm [3]</b> 49/7 63/19 120/22</p> <p><b>harmed [2]</b> 49/14 143/12</p> <p><b>harms [1]</b> 144/3</p> <p><b>harrowing [1]</b> 7/19</p> <p><b>has [63]</b> 7/16 8/23 11/6 17/21 18/20</p>	<p>20/10 22/12 40/7 50/19 57/25 59/13 59/22 60/1 60/4 60/11 63/18 66/1 67/10 67/11 67/12 68/19 69/22 70/1 70/19 70/22 70/25 72/14 72/15 73/15 77/16 86/16 91/8 91/13 91/14 91/23 94/13 106/18 118/5 121/13 126/8 132/17 132/25 134/10 137/14 142/9 143/12 143/24 151/24 166/2 166/5 166/8 166/13 166/14 166/22 172/13 172/17 172/20 178/12 185/19 186/5 186/6 190/17 190/21</p> <p><b>hasn't [1]</b> 60/10</p> <p><b>have [349]</b></p> <p><b>haven't [8]</b> 37/23 65/6 139/10 140/10 144/11 152/19 174/9 174/10</p> <p><b>having [51]</b> 3/19 9/13 12/9 37/7 46/8 46/10 46/20 48/3 56/4 56/13 68/6 73/21 74/18 75/16 78/21 78/21 78/22 79/16 79/25 82/3 85/21 87/15 87/15 95/22 100/8 149/12 149/19 151/9 156/15 158/25 160/5 162/8 162/17 163/11 170/17 171/2 174/1 174/19 174/25 176/23 178/20 178/21 178/23 179/4 179/17 184/5 185/24 188/14 188/23 191/3 191/9</p> <p><b>HBAI [1]</b> 68/18</p> <p><b>he [17]</b> 3/16 3/17 3/21 15/21 40/8 51/8 51/18 51/19 63/25 104/3 104/6 104/7 120/7 191/7 191/10 191/11 191/14</p> <p><b>He's [1]</b> 96/9</p> <p><b>head [5]</b> 65/16 102/3 146/11 153/12 154/2</p> <p><b>headline [1]</b> 149/9</p> <p><b>headteacher [1]</b> 136/15</p> <p><b>headteachers [3]</b> 117/13 117/19 125/20</p> <p><b>health [68]</b> 2/3 8/8 12/20 26/22 27/20 28/23 29/24 31/21 38/24 38/24 41/1 41/2 46/20 50/1 50/6 50/23 52/16 56/2 56/13</p>	<p>59/12 59/21 60/2 62/6 62/6 63/1 63/21 81/10 86/19 87/12 88/3 92/12 92/17 92/21 94/7 97/23 107/20 115/19 115/19 121/21 122/19 122/23 122/23 128/5 128/11 133/9 134/1 135/19 138/10 138/17 138/22 139/2 139/11 172/24 173/10 173/11 173/12 173/15 173/19 175/12 176/19 177/5 177/11 177/12 178/6 179/14 179/14 180/13 180/20</p> <p><b>healthcare [5]</b> 17/12 17/19 53/17 56/10 61/17</p> <p><b>hear [9]</b> 10/2 40/20 45/14 45/21 50/12 50/21 104/3 192/7 192/8</p> <p><b>heard [8]</b> 20/3 36/19 81/25 82/3 82/13 82/18 87/8 97/7</p> <p><b>hearing [4]</b> 21/16 124/17 176/19 194/14</p> <p><b>hearings [2]</b> 45/22 50/22</p> <p><b>heart [6]</b> 61/12 95/24 104/18 109/4 120/16 120/19</p> <p><b>heating [1]</b> 78/25</p> <p><b>heavily [2]</b> 71/12 86/7</p> <p><b>height [1]</b> 122/18</p> <p><b>held [2]</b> 46/16 65/17</p> <p><b>Helen [1]</b> 40/2</p> <p><b>helmet [1]</b> 3/19</p> <p><b>help [37]</b> 1/9 38/7 40/3 42/23 43/9 49/15 54/1 54/1 56/22 57/2 57/7 58/16 62/1 81/4 88/8 93/16 96/21 97/21 98/15 99/18 101/19 114/22 135/21 135/22 136/1 140/6 144/20 183/3 185/1 185/8 185/12 185/14 191/12 191/21 193/8 194/4 194/11</p> <p><b>helped [4]</b> 40/8 64/25 106/18 186/1</p> <p><b>helpful [10]</b> 1/14 37/16 38/17 88/24 89/23 89/25 100/9 150/2 172/4 191/24</p> <p><b>helpfully [2]</b> 40/1 140/11</p> <p><b>helping [1]</b> 97/19</p> <p><b>helps [2]</b> 44/18 150/25</p>	<p><b>her [28]</b> 9/2 9/2 30/8 30/8 39/9 40/8 40/9 53/2 61/6 61/7 61/8 61/9 61/11 61/23 62/2 62/7 64/19 110/11 142/15 142/19 142/20 142/25 143/2 143/3 143/10 143/11 173/19 192/4</p> <p><b>here [26]</b> 7/12 23/18 33/2 51/11 57/17 104/6 107/21 109/6 117/12 117/16 120/3 122/16 130/21 130/23 131/11 133/11 133/21 138/11 138/16 138/19 140/5 146/5 151/2 169/14 174/16 192/6</p> <p><b>herself [3]</b> 61/8 142/18 142/23</p> <p><b>hidden [7]</b> 8/18 10/3 11/13 16/7 16/10 18/5 60/9</p> <p><b>hiding [1]</b> 59/10</p> <p><b>hierarchy [1]</b> 140/17</p> <p><b>high [22]</b> 9/21 24/18 61/6 101/9 108/8 109/22 116/13 129/3 132/22 134/7 139/9 139/25 140/1 140/2 140/7 141/17 143/23 153/6 153/11 170/5 180/12 187/23</p> <p><b>high risks [1]</b> 109/22</p> <p><b>high-risk [3]</b> 108/8 134/7 139/25</p> <p><b>higher [27]</b> 10/6 10/17 11/25 35/20 71/23 72/2 79/4 79/6 105/12 107/19 108/2 109/19 109/22 110/3 115/4 116/15 128/9 129/22 129/25 130/13 131/11 132/19 134/13 142/21 163/2 175/25 180/20</p> <p><b>higher-income [1]</b> 79/4</p> <p><b>highest [2]</b> 10/25 125/7</p> <p><b>highest-risk [1]</b> 125/7</p> <p><b>highlight [7]</b> 47/17 48/12 74/3 88/21 105/18 126/18 143/4</p> <p><b>highlights [2]</b> 177/15 181/19</p> <p><b>highly [1]</b> 124/13</p> <p><b>him [1]</b> 3/16</p> <p><b>himself [1]</b> 3/22</p> <p><b>his [2]</b> 3/16 3/20</p> <p><b>history [1]</b> 42/8</p> <p><b>hit [5]</b> 71/21 76/1</p>
--	---	--	---	---

<b>H</b>	<b>households [21]</b> 68/6 70/11 70/13 70/16 71/17 71/20 71/21 73/18 78/5 78/20 79/4 79/4 79/10 86/5 92/3 92/6 101/13 112/22 132/2 139/24 159/4	<b>I both [1]</b> 61/1 <b>I briefly [1]</b> 140/22 <b>I call [2]</b> 1/5 100/4 <b>I can [16]</b> 13/24 13/24 16/25 18/9 25/24 42/4 44/15 50/20 62/17 62/21 78/2 101/19 113/13 116/16 154/6 180/22	27/14 30/5 31/8 32/6 102/2 114/21 119/3 119/8 121/13 121/14 123/17 124/10 130/3 131/3 134/2 138/4 157/13 173/15 178/19	82/24 83/6 86/12 86/15 87/8 89/2 89/10 89/16 90/5 90/13 90/18 92/2 92/8 92/19 92/24 94/24 95/9 95/23 96/8 98/24 99/22 112/3 113/15 117/11 121/14 121/16 122/3 123/3 124/11 124/21 126/17 129/25 131/8 133/22 134/19 135/6 136/8 139/8 140/16 145/1 145/12 145/16 145/19 146/8 146/20 147/1 147/18 148/10 149/21 150/20 150/25 151/14 151/18 152/5 152/11 152/20 153/5 153/13 153/16 154/8 154/14 154/15 155/23 157/15 157/23 158/10 159/1 159/9 160/9 160/11 161/14 161/17 161/20 161/21 163/2 163/3 163/8 163/17 164/3 164/7 164/23 165/7 166/16 166/17 167/19 167/22 169/4 169/9 169/14 171/11 171/25 173/7 173/23 174/6 174/16 175/7 175/15 175/20 176/7 176/9 177/14 178/18 179/10 181/3 181/7 182/10 183/10 188/22 189/12 189/16 190/3 190/8 191/16 191/22 192/2 192/23 193/14 194/3 194/9
<b>hit... [3]</b> 79/20 90/12 107/17	<b>houses [1]</b> 155/5	<b>I can't [4]</b> 76/25 139/10 142/9 186/8	<b>I meant [1]</b> 135/12	99/22 112/3 113/15 117/11 121/14 121/16 122/3 123/3 124/11 124/21 126/17 129/25 131/8 133/22 134/19 135/6 136/8 139/8 140/16 145/1 145/12 145/16 145/19 146/8 146/20 147/1 147/18 148/10 149/21 150/20 150/25 151/14 151/18 152/5 152/11 152/20 153/5 153/13 153/16 154/8 154/14 154/15 155/23 157/15 157/23 158/10 159/1 159/9 160/9 160/11 161/14 161/17 161/20 161/21 163/2 163/3 163/8 163/17 164/3 164/7 164/23 165/7 166/16 166/17 167/19 167/22 169/4 169/9 169/14 171/11 171/25 173/7 173/23 174/6 174/16 175/7 175/15 175/20 176/7 176/9 177/14 178/18 179/10 181/3 181/7 182/10 183/10 188/22 189/12 189/16 190/3 190/8 191/16 191/22 192/2 192/23 193/14 194/3 194/9
<b>hmm [1]</b> 47/16	<b>housing [14]</b> 9/13 9/15 10/11 10/12 68/10 68/23 69/12 69/13 71/8 82/9 82/10 164/17 164/19 164/24	<b>I check [1]</b> 181/20	<b>I mentioned [3]</b> 70/13 71/10 73/13	99/22 112/3 113/15 117/11 121/14 121/16 122/3 123/3 124/11 124/21 126/17 129/25 131/8 133/22 134/19 135/6 136/8 139/8 140/16 145/1 145/12 145/16 145/19 146/8 146/20 147/1 147/18 148/10 149/21 150/20 150/25 151/14 151/18 152/5 152/11 152/20 153/5 153/13 153/16 154/8 154/14 154/15 155/23 157/15 157/23 158/10 159/1 159/9 160/9 160/11 161/14 161/17 161/20 161/21 163/2 163/3 163/8 163/17 164/3 164/7 164/23 165/7 166/16 166/17 167/19 167/22 169/4 169/9 169/14 171/11 171/25 173/7 173/23 174/6 174/16 175/7 175/15 175/20 176/7 176/9 177/14 178/18 179/10 181/3 181/7 182/10 183/10 188/22 189/12 189/16 190/3 190/8 191/16 191/22 192/2 192/23 193/14 194/3 194/9
<b>hoc [1]</b> 84/4	<b>how [62]</b> 4/23 5/1 17/2 17/9 18/10 25/15 30/10 31/14 31/15 31/16 31/20 31/22 32/5 32/7 37/7 39/5 41/13 41/22 44/2 49/25 50/1 50/9 51/6 59/2 64/15 66/9 67/23 67/24 68/12 68/16 70/10 74/2 74/10 83/12 94/5 99/6 99/6 106/4 107/25 114/20 117/18 118/11 119/24 120/1 122/14 124/7 133/23 133/25 138/13 140/6 147/23 157/20 161/16 164/24 165/1 169/22 172/18 186/7 189/1 189/6 190/6 190/11	<b>I could [3]</b> 73/8 136/25 180/24	<b>I might [2]</b> 102/14 194/9	99/22 112/3 113/15 117/11 121/14 121/16 122/3 123/3 124/11 124/21 126/17 129/25 131/8 133/22 134/19 135/6 136/8 139/8 140/16 145/1 145/12 145/16 145/19 146/8 146/20 147/1 147/18 148/10 149/21 150/20 150/25 151/14 151/18 152/5 152/11 152/20 153/5 153/13 153/16 154/8 154/14 154/15 155/23 157/15 157/23 158/10 159/1 159/9 160/9 160/11 161/14 161/17 161/20 161/21 163/2 163/3 163/8 163/17 164/3 164/7 164/23 165/7 166/16 166/17 167/19 167/22 169/4 169/9 169/14 171/11 171/25 173/7 173/23 174/6 174/16 175/7 175/15 175/20 176/7 176/9 177/14 178/18 179/10 181/3 181/7 182/10 183/10 188/22 189/12 189/16 190/3 190/8 191/16 191/22 192/2 192/23 193/14 194/3 194/9
<b>hoists [1]</b> 9/19	<b>however [10]</b> 107/17 108/6 121/19 122/24 125/18 127/5 128/5 128/7 130/4 141/1	<b>I did [2]</b> 173/15 185/11	<b>I missed [1]</b> 111/11	99/22 112/3 113/15 117/11 121/14 121/16 122/3 123/3 124/11 124/21 126/17 129/25 131/8 133/22 134/19 135/6 136/8 139/8 140/16 145/1 145/12 145/16 145/19 146/8 146/20 147/1 147/18 148/10 149/21 150/20 150/25 151/14 151/18 152/5 152/11 152/20 153/5 153/13 153/16 154/8 154/14 154/15 155/23 157/15 157/23 158/10 159/1 159/9 160/9 160/11 161/14 161/17 161/20 161/21 163/2 163/3 163/8 163/17 164/3 164/7 164/23 165/7 166/16 166/17 167/19 167/22 169/4 169/9 169/14 171/11 171/25 173/7 173/23 174/6 174/16 175/7 175/15 175/20 176/7 176/9 177/14 178/18 179/10 181/3 181/7 182/10 183/10 188/22 189/12 189/16 190/3 190/8 191/16 191/22 192/2 192/23 193/14 194/3 194/9
<b>hold [1]</b> 103/21	<b>huge [3]</b> 52/22 127/5 136/9	<b>I didn't [1]</b> 152/8	<b>I obviously [1]</b> 20/18	99/22 112/3 113/15 117/11 121/14 121/16 122/3 123/3 124/11 124/21 126/17 129/25 131/8 133/22 134/19 135/6 136/8 139/8 140/16 145/1 145/12 145/16 145/19 146/8 146/20 147/1 147/18 148/10 149/21 150/20 150/25 151/14 151/18 152/5 152/11 152/20 153/5 153/13 153/16 154/8 154/14 154/15 155/23 157/15 157/23 158/10 159/1 159/9 160/9 160/11 161/14 161/17 161/20 161/21 163/2 163/3 163/8 163/17 164/3 164/7 164/23 165/7 166/16 166/17 167/19 167/22 169/4 169/9 169/14 171/11 171/25 173/7 173/23 174/6 174/16 175/7 175/15 175/20 176/7 176/9 177/14 178/18 179/10 181/3 181/7 182/10 183/10 188/22 189/12 189/16 190/3 190/8 191/16 191/22 192/2 192/23 193/14 194/3 194/9
<b>holistic [1]</b> 171/5	<b>hugely [1]</b> 58/6	<b>I do [7]</b> 4/3 30/16 33/3 41/10 128/12 168/15 170/16	<b>I please [1]</b> 145/2	99/22 112/3 113/15 117/11 121/14 121/16 122/3 123/3 124/11 124/21 126/17 129/25 131/8 133/22 134/19 135/6 136/8 139/8 140/16 145/1 145/12 145/16 145/19 146/8 146/20 147/1 147/18 148/10 149/21 150/20 150/25 151/14 151/18 152/5 152/11 152/20 153/5 153/13 153/16 154/8 154/14 154/15 155/23 157/15 157/23 158/10 159/1 159/9 160/9 160/11 161/14 161/17 161/20 161/21 163/2 163/3 163/8 163/17 164/3 164/7 164/23 165/7 166/16 166/17 167/19 167/22 169/4 169/9 169/14 171/11 171/25 173/7 173/23 174/6 174/16 175/7 175/15 175/20 176/7 176/9 177/14 178/18 179/10 181/3 181/7 182/10 183/10 188/22 189/12 189/16 190/3 190/8 191/16 191/22 192/2 192/23 193/14 194/3 194/9
<b>home [42]</b> 17/11 18/7 21/1 21/11 22/16 23/2 25/20 70/24 74/9 75/18 78/21 78/22 78/23 79/13 79/22 79/25 80/5 81/13 81/18 82/5 82/8 82/16 82/21 83/23 84/2 87/16 88/17 89/21 93/24 111/25 121/9 121/11 121/17 122/10 122/15 122/18 124/2 134/23 136/2 138/6 149/1 157/19	<b>human [1]</b> 31/13	<b>I don't [18]</b> 37/19 80/11 102/3 102/11 102/12 127/12 127/22 137/18 138/2 143/12 149/8 157/21 184/4 184/5 190/10 192/6 193/17 193/19	<b>I referred [1]</b> 180/16	99/22 112/3 113/15 117/11 121/14 121/16 122/3 123/3 124/11 124/21 126/17 129/25 131/8 133/22 134/19 135/6 136/8 139/8 140/16 145/1 145/12 145/16 145/19 146/8 146/20 147/1 147/18 148/10 149/21 150/20 150/25 151/14 151/18 152/5 152/11 152/20 153/5 153/13 153/16 154/8 154/14 154/15 155/23 157/15 157/23 158/10 159/1 159/9 160/9 160/11 161/14 161/17 161/20 161/21 163/2 163/3 163/8 163/17 164/3 164/7 164/23 165/7 166/16 166/17 167/19 167/22 169/4 169/9 169/14 171/11 171/25 173/7 173/23 174/6 174/16 175/7 175/15 175/20 176/7 176/9 177/14 178/18 179/10 181/3 181/7 182/10 183/10 188/22 189/12 189/16 190/3 190/8 191/16 191/22 192/2 192/23 193/14 194/3 194/9
<b>homes [5]</b> 17/13 17/14 17/23 17/24 83/2	<b>hybrid [4]</b> 54/5 123/16 123/17 123/25	<b>I don't [18]</b> 37/19 80/11 102/3 102/11 102/12 127/12 127/22 137/18 138/2 143/12 149/8 157/21 184/4 184/5 190/10 192/6 193/17 193/19	<b>I remember [1]</b> 189/2	99/22 112/3 113/15 117/11 121/14 121/16 122/3 123/3 124/11 124/21 126/17 129/25 131/8 133/22 134/19 135/6 136/8 139/8 140/16 145/1 145/12 145/16 145/19 146/8 146/20 147/1 147/18 148/10 149/21 150/20 150/25 151/14 151/18 152/5 152/11 152/20 153/5 153/13 153/16 154/8 154/14 154/15 155/23 157/15 157/23 158/10 159/1 159/9 160/9 160/11 161/14 161/17 161/20 161/21 163/2 163/3 163/8 163/17 164/3 164/7 164/23 165/7 166/16 166/17 167/19 167/22 169/4 169/9 169/14 171/11 171/25 173/7 173/23 174/6 174/16 175/7 175/15 175/20 176/7 176/9 177/14 178/18 179/10 181/3 181/7 182/10 183/10 188/22 189/12 189/16 190/3 190/8 191/16 191/22 192/2 192/23 193/14 194/3 194/9
<b>homeschoolers [1]</b> 121/25	<b>I</b>	<b>I drew [1]</b> 179/23	<b>I represent [1]</b> 2/8	99/22 112/3 113/15 117/11 121/14 121/16 122/3 123/3 124/11 124/21 126/17 129/25 131/8 133/22 134/19 135/6 136/8 139/8 140/16 145/1 145/12 145/16 145/19 146/8 146/20 147/1 147/18 148/10 149/21 150/20 150/25 151/14 151/18 152/5 152/11 152/20 153/5 153/13 153/16 154/8 154/14 154/15 155/23 157/15 157/23 158/10 159/1 159/9 160/9 160/11 161/14 161/17 161/20 161/21 163/2 163/3 163/8 163/17 164/3 164/7 164/23 165/7 166/16 166/17 167/19 167/22 169/4 169/9 169/14 171/11 171/25 173/7 173/23 174/6 174/16 175/7 175/15 175/20 176/7 176/9 177/14 178/18 179/10 181/3 181/7 182/10 183/10 188/22 189/12 189/16 190/3 190/8 191/16 191/22 192/2 192/23 193/14 194/3 194/9
<b>homogeneous [1]</b> 7/25	<b>I agree [1]</b> 130/1	<b>I feel [1]</b> 49/23	<b>I said [7]</b> 35/18 80/2 84/1 86/2 125/5 138/21 143/24	99/22 112/3 113/15 117/11 121/14 121/16 122/3 123/3 124/11 124/21 126/17 129/25 131/8 133/22 134/19 135/6 136/8 139/8 140/16 145/1 145/12 145/16 145/19 146/8 146/20 147/1 147/18 148/10 149/21 150/20 150/25 151/14 151/18 152/5 152/11 152/20 153/5 153/13 153/16 154/8 154/14 154/15 155/23 157/15 157/23 158/10 159/1 159/9 160/9 160/11 161/14 161/17 161/20 161/21 163/2 163/3 163/8 163/17 164/3 164/7 164/23 165/7 166/16 166/17 167/19 167/22 169/4 169/9 169/14 171/11 171/25 173/7 173/23 174/6 174/16 175/7 175/15 175/20 176/7 176/9 177/14 178/18 179/10 181/3 181/7 182/10 183/10 188/22 189/12 189/16 190/3 190/8 191/16 191/22 192/2 192/23 193/14 194/3 194/9
<b>honest [1]</b> 14/14	<b>I alluded [2]</b> 70/21 87/14	<b>I felt [1]</b> 55/25	<b>I saw [1]</b> 157/16	99/22 112/3 113/15 117/11 121/14 121/16 122/3 123/3 124/11 124/21 126/17 129/25 131/8 133/22 134/19 135/6 136/8 139/8 140/16 145/1 145/12 145/16 145/19 146/8 146/20 147/1 147/18 148/10 149/21 150/20 150/25 151/14 151/18 152/5 152/11 152/20 153/5 153/13 153/16 154/8 154/14 154/15 155/23 157/15 157/23 158/10 159/1 159/9 160/9 160/11 161/14 161/17 161/20 161/21 163/2 163/3 163/8 163/17 164/3 164/7 164/23 165/7 166/16 166/17 167/19 167/22 169/4 169/9 169/14 171/11 171/25 173/7 173/23 174/6 174/16 175/7 175/15 175/20 176/7 176/9 177/14 178/18 179/10 181/3 181/7 182/10 183/10 188/22 189/12 189/16 190/3 190/8 191/16 191/22 192/2 192/23 193/14 194/3 194/9
<b>hope [11]</b> 47/4 63/13 64/14 64/15 64/18 65/6 128/4 144/10 144/11 165/9 166/6	<b>I apologise [1]</b> 36/9	<b>I find [1]</b> 50/5	<b>I say [10]</b> 4/22 63/25 69/3 69/10 69/17 70/2 75/13 80/7 91/4 98/25	99/22 112/3 113/15 117/11 121/14 121/16 122/3 123/3 124/11 124/21 126/17 129/25 131/8 133/22 134/19 135/6 136/8 139/8 140/16 145/1 145/12 145/16 145/19 146/8 146/20 147/1 147/18 148/10 149/21 150/20 150/25 151/14 151/18 152/5 152/11 152/20 153/5 153/13 153/16 154/8 154/14 154/15 155/23 157/15 157/23 158/10 159/1 159/9 160/9 160/11 161/14 161/17 161/20 161/21 163/2 163/3 163/8 163/17 164/3 164/7 164/23 165/7 166/16 166/17 167/19 167/22 169/4 169/9 169/14 171/11 171/25 173/7 173/23 174/6 174/16 175/7 175/15 175/20 176/7 176/9 177/14 178/18 179/10 181/3 181/7 182/10 183/10 188/22 189/12 189/16 190/3 190/8 191/16 191/22 192/2 192/23 193/14 194/3 194/9
<b>hopeful [1]</b> 150/13	<b>I appreciate [3]</b> 64/12 166/2 194/3	<b>I fully [1]</b> 127/22	<b>I see [24]</b> 5/23 6/3 7/6 9/10 10/4 11/15 14/23 15/23 16/25 21/7 21/18 23/7 24/20 35/8 43/16 45/18 50/10 52/9 53/3 108/18 111/10 124/4 133/8 192/5	99/22 112/3 113/15 117/11 121/14 121/16 122/3 123/3 124/11 124/21 126/17 129/25 131/8 133/22 134/19 135/6

<p><b>I</b></p> <p><b>I would... [11]</b> 36/10 87/19 98/12 122/21 129/19 134/16 139/7 141/22 144/2 182/2 183/19</p> <p><b>I wouldn't [2]</b> 102/10 152/4</p> <p><b>I wrote [1]</b> 102/5</p> <p><b>I'd [27]</b> 4/1 12/4 15/23 18/24 40/18 44/8 48/18 58/19 59/11 59/19 59/25 60/19 63/12 67/21 75/20 80/19 86/9 103/5 110/7 122/9 133/9 136/16 148/24 151/22 188/24 189/9 192/17</p> <p><b>I'll [15]</b> 22/7 27/16 38/20 45/19 46/25 62/13 76/23 100/16 106/19 147/17 150/18 167/3 175/22 184/19 188/21</p> <p><b>I'm [70]</b> 2/7 7/12 15/2 21/21 23/8 23/14 24/21 27/16 30/13 33/3 35/14 37/21 37/24 40/16 49/1 50/10 53/3 55/13 56/15 59/15 64/12 76/17 76/17 76/22 77/3 77/5 77/7 77/7 87/25 96/13 99/14 99/19 102/25 104/5 106/8 112/18 116/18 117/7 119/18 120/3 121/9 130/14 130/16 133/8 137/6 138/9 144/13 144/16 148/25 151/17 154/1 154/1 154/2 156/5 157/15 157/22 158/9 158/10 158/13 160/19 161/11 164/5 172/21 179/17 179/19 181/4 184/6 184/14 185/18 192/11</p> <p><b>I've [11]</b> 35/15 41/9 52/9 76/18 79/14 93/12 94/20 99/2 151/2 160/18 165/21</p> <p><b>ICU [1]</b> 128/8</p> <p><b>idea [5]</b> 2/21 56/2 56/20 108/1 172/14</p> <p><b>ideas [1]</b> 173/22</p> <p><b>identification [2]</b> 15/25 90/25</p> <p><b>identified [14]</b> 5/12 5/21 16/23 31/7 86/16 91/2 104/25 107/14 107/22 108/7 112/22</p>	<p>115/9 147/19 179/1</p> <p><b>identify [7]</b> 7/2 12/16 14/11 17/21 31/15 34/2 36/6</p> <p><b>ie [1]</b> 63/17</p> <p><b>lengar [3]</b> 62/11 62/12 195/8</p> <p><b>if [157]</b> 4/10 6/19 13/24 13/24 13/25 14/14 14/23 15/2 16/25 17/18 17/21 18/9 19/7 21/8 21/14 23/8 23/23 25/15 25/24 26/4 26/6 26/14 28/16 30/19 30/25 32/15 32/20 34/11 36/25 37/19 37/22 39/9 41/10 42/4 44/15 44/17 46/4 49/6 50/3 50/17 51/10 51/16 52/11 55/23 57/4 57/16 61/25 63/9 64/5 72/16 73/5 73/8 73/8 74/18 75/11 76/7 79/6 80/3 80/11 85/19 87/20 94/17 102/14 102/21 103/17 103/18 103/22 104/13 106/20 112/4 112/5 112/16 113/11 113/13 113/16 114/2 115/3 115/12 115/13 115/16 115/20 116/16 117/18 119/9 120/3 120/19 120/19 120/20 120/24 122/16 125/13 125/24 126/8 126/17 126/18 128/5 128/7 128/22 131/8 133/23 134/25 136/12 136/20 137/3 137/19 142/11 142/22 147/18 150/25 151/13 154/6 156/6 156/22 157/10 157/15 158/9 158/10 158/11 160/11 160/14 161/11 163/12 164/4 164/18 165/3 165/7 166/3 167/3 168/5 168/9 171/11 172/5 172/14 172/21 173/23 176/7 176/9 177/3 177/4 177/14 179/10 180/22 180/24 183/7 184/9 185/4 187/12 190/25 191/17 192/6 192/14 192/25 193/1 193/10 193/19 193/21 194/5</p> <p><b>ignored [1]</b> 60/8</p> <p><b>ill [5]</b> 11/18 179/4 179/14 179/14 180/20</p> <p><b>illegal [1]</b> 11/9</p> <p><b>illness [2]</b> 41/1 41/6</p>	<p><b>illustrate [1]</b> 48/10</p> <p><b>imagine [4]</b> 43/5 72/16 164/21 169/1</p> <p><b>immediate [2]</b> 147/9 154/19</p> <p><b>immune [1]</b> 110/4</p> <p><b>immunosuppressed [2]</b> 124/12 124/25</p> <p><b>impact [51]</b> 4/15 7/16 11/6 13/7 14/4 14/7 14/25 15/11 15/17 15/23 17/1 18/20 27/17 30/9 37/1 37/8 40/17 41/2 43/16 45/10 47/13 60/20 65/25 74/14 75/21 79/12 86/4 86/10 86/11 88/17 92/1 95/17 95/20 103/1 113/25 115/6 133/8 137/2 138/9 147/9 151/24 152/1 154/19 165/1 172/1 172/17 174/25 185/17 185/21 187/19 189/15</p> <p><b>impacted [7]</b> 13/19 25/18 45/7 45/8 88/5 132/18 188/11</p> <p><b>impacts [21]</b> 8/1 8/4 10/10 12/10 12/14 14/12 15/4 32/13 41/1 90/25 91/2 92/7 92/10 97/1 123/11 147/4 151/8 175/2 177/1 190/24 191/22</p> <p><b>impaired [1]</b> 20/12</p> <p><b>impairment [1]</b> 137/15</p> <p><b>impairments [4]</b> 141/1 141/2 141/2 141/3</p> <p><b>impeded [1]</b> 164/15</p> <p><b>implication [1]</b> 180/2</p> <p><b>implications [3]</b> 62/5 179/16 179/20</p> <p><b>implies [1]</b> 121/13</p> <p><b>importance [8]</b> 16/18 30/16 30/18 33/19 48/13 52/15 129/8 129/14</p> <p><b>important [36]</b> 7/23 12/25 29/22 37/10 37/12 51/14 69/4 69/14 69/18 72/21 75/25 76/15 80/25 82/3 94/11 134/5 152/5 152/25 157/5 162/5 163/8 168/15 169/4 169/14 170/11 170/16 171/4 173/2 174/6 174/22 175/15 177/2 182/2 182/11 183/11 184/2</p>	<p><b>imposed [1]</b> 187/16</p> <p><b>imposition [1]</b> 17/25</p> <p><b>impossible [2]</b> 61/11 134/2</p> <p><b>improve [2]</b> 36/12 64/15</p> <p><b>improved [1]</b> 39/17</p> <p><b>inadequate [2]</b> 10/11 83/22</p> <p><b>inadvertently [1]</b> 180/16</p> <p><b>inappropriate [2]</b> 9/17 117/24</p> <p><b>inborn [1]</b> 104/16</p> <p><b>include [3]</b> 68/1 95/2 109/1</p> <p><b>included [9]</b> 41/2 41/5 46/5 55/19 57/13 97/11 116/12 178/21 193/15</p> <p><b>includes [3]</b> 105/14 105/20 117/20</p> <p><b>including [5]</b> 36/19 105/22 107/23 114/5 114/11</p> <p><b>income [49]</b> 66/10 68/22 69/1 69/2 70/13 70/15 71/18 71/20 72/6 74/1 74/4 74/9 74/14 74/22 75/5 78/8 78/11 78/19 78/20 79/4 79/4 79/5 79/6 79/7 79/10 79/11 79/15 79/20 80/6 80/10 81/2 81/3 81/18 82/8 82/14 82/20 83/1 84/1 87/13 87/15 87/21 88/3 88/7 89/12 90/15 91/21 92/16 152/18 162/3</p> <p><b>incomes [9]</b> 71/12 71/12 73/21 78/17 80/1 80/8 80/13 91/4 91/7</p> <p><b>incorporating [1]</b> 95/13</p> <p><b>increase [21]</b> 18/2 29/8 76/6 77/22 78/3 78/4 79/2 88/22 89/1 89/5 89/6 89/8 91/20 91/22 104/17 177/15 178/1 178/3 178/7 178/13 179/24</p> <p><b>increased [27]</b> 11/5 16/2 17/3 17/6 17/24 18/5 25/11 35/16 35/17 37/3 70/19 72/15 72/18 75/24 77/16 78/20 79/13 80/8 89/4 89/9 89/19 110/22 112/4 129/11 129/17 129/23 137/16</p> <p><b>increases [3]</b> 3/7 3/9</p>	<p>3/9</p> <p><b>increasing [5]</b> 71/11 102/4 113/21 114/25 191/19</p> <p><b>incredibly [7]</b> 2/25 80/5 82/19 114/21 115/10 139/25 142/24</p> <p><b>indeed [10]</b> 34/22 38/6 64/24 99/17 144/8 144/19 192/10 193/24 193/25 194/11</p> <p><b>independent [4]</b> 48/5 159/20 161/1 182/7</p> <p><b>indicate [1]</b> 122/14</p> <p><b>indicated [2]</b> 155/13 171/17</p> <p><b>indicates [1]</b> 169/10</p> <p><b>indication [2]</b> 85/24 101/16</p> <p><b>indications [3]</b> 151/22 151/23 156/6</p> <p><b>indicator [1]</b> 88/24</p> <p><b>indicators [4]</b> 89/4 89/9 89/17 89/24</p> <p><b>individual [5]</b> 36/8 41/7 76/19 125/19 129/3</p> <p><b>individuals [6]</b> 103/24 104/10 105/11 106/24 109/14 129/2</p> <p><b>indoor [1]</b> 39/17</p> <p><b>ineligible [1]</b> 83/24</p> <p><b>inequalities [2]</b> 48/14 157/18</p> <p><b>inevitable [1]</b> 70/2</p> <p><b>infected [1]</b> 134/22</p> <p><b>infection [11]</b> 44/23 49/14 56/24 57/5 57/6 61/4 104/17 114/23 133/14 135/10 138/6</p> <p><b>infections [1]</b> 49/11</p> <p><b>Inflammatory [3]</b> 50/15 50/25 51/23</p> <p><b>inform [1]</b> 101/12</p> <p><b>informal [2]</b> 31/22 88/4</p> <p><b>informally [1]</b> 88/9</p> <p><b>information [22]</b> 2/2 13/3 27/8 27/9 43/23 49/10 49/21 50/3 52/5 52/6 54/4 56/21 56/22 56/24 57/7 57/8 57/13 58/4 59/9 60/14 61/16 172/8</p> <p><b>informed [4]</b> 15/10 52/6 57/8 127/2</p> <p><b>infrastructure [4]</b> 12/15 25/10 35/1 35/6</p> <p><b>inherent [2]</b> 4/7 7/6</p> <p><b>initial [4]</b> 46/2 101/3 137/25 154/10</p> <p><b>initially [7]</b> 54/20 61/3 61/6 104/22</p>
---	--	--	--	---

<b>I</b>	100/10 100/15 124/11 134/20 144/2 145/4 145/10 149/9 170/10 170/11 188/25 194/5 195/4 195/7 195/11 195/15 195/18	79/18 81/14 81/14 81/21 83/23 85/21 91/6 94/8 95/14 96/10 97/24 111/9 111/13 120/11 120/18 120/23 120/24 121/21 122/22 133/20 135/18 136/20 139/12 140/10 141/10 143/6 144/1 147/2 147/4 147/5 148/3 149/8 150/13 176/11 178/10 180/10 190/23	141/5 157/15 159/2 160/23 165/22 182/15 <b>issued [2]</b> 54/14 123/10 <b>issues [22]</b> 41/4 51/7 83/3 84/22 93/2 117/13 124/15 153/18 153/19 155/14 163/19 163/23 164/16 164/23 164/24 179/5 187/21 188/5 188/11 190/2 190/4 190/6 <b>it [332]</b> <b>it's [128]</b> 5/1 5/11 7/23 11/1 14/15 16/10 22/10 25/20 35/9 36/5 36/5 41/12 42/2 44/16 45/1 47/22 50/2 50/17 55/15 56/11 59/18 62/15 67/23 69/4 69/14 69/18 69/24 70/2 72/11 72/20 72/21 74/12 75/10 75/13 75/25 76/15 77/6 80/12 80/25 81/12 86/12 86/12 89/17 100/11 100/20 101/19 102/19 103/18 103/20 104/6 105/14 105/15 105/17 107/9 108/18 113/15 118/25 119/10 122/1 122/21 122/25 123/3 124/11 124/16 125/9 126/23 126/24 128/6 130/20 132/22 136/17 137/8 138/19 139/6 141/1 141/5 141/23 142/2 142/23 143/25 144/14 146/8 146/11 146/20 147/19 148/10 151/15 152/5 157/5 157/6 157/23 158/10 161/21 161/25 162/1 162/2 162/10 166/10 168/12 169/18 169/23 170/7 170/14 171/11 171/15 172/7 172/22 173/16 174/4 174/15 175/15 175/24 177/3 177/7 178/4 178/19 179/19 179/22 180/4 181/3 182/11 183/10 183/11 185/9 187/25 189/18 193/12 193/14 <b>items [3]</b> 81/22 81/25 82/1 <b>its [10]</b> 22/12 34/1 45/22 65/13 76/16 76/25 129/6 130/18 147/1 172/25 <b>itself [7]</b> 6/22 57/16 124/6 162/2 162/15	168/7 168/13
<b>initially... [3]</b> 184/12 187/7 189/5 <b>injuring [1]</b> 3/22 <b>innovation [2]</b> 172/25 177/10 <b>input [1]</b> 33/9 <b>INQ00069216 [1]</b> 50/17 <b>INQ000408795 [1]</b> 106/20 <b>INQ000542499 [1]</b> 112/16 <b>INQ000542722 [1]</b> 57/17 <b>INQ000542824 [1]</b> 62/15 <b>INQ000560894 [1]</b> 122/12 <b>INQ000587918 [1]</b> 172/22 <b>INQ000587919 [1]</b> 177/7 <b>INQ000587926 [1]</b> 167/5 <b>INQ000587936 [3]</b> 40/23 55/15 119/20 <b>INQ000587942 [1]</b> 181/1 <b>INQ000587969 [1]</b> 145/13 <b>INQ000587993 [2]</b> 100/11 125/9 <b>INQ000588020 [1]</b> 104/6 <b>INQ000588020 and [1]</b> 104/6 <b>INQ000588022 [1]</b> 136/17 <b>INQ000588023 [1]</b> 38/19 <b>INQ000588026 [1]</b> 1/16 <b>INQ000588110 [1]</b> 110/11 <b>INQ000588185 [1]</b> 145/20 <b>INQ000588194 [1]</b> 130/21 <b>INQ000588195 [1]</b> 131/9 <b>INQ000648028 [1]</b> 113/17 <b>INQ000648066 [1]</b> 138/19 <b>INQ000650990 [1]</b> 65/12 <b>INQUIRY [31]</b> 1/8 1/13 2/13 33/2 37/15 38/13 38/18 40/2 40/20 48/16 64/25 65/5 99/19 100/6	<b>ins [1]</b> 32/1 <b>insecure [2]</b> 72/6 73/20 <b>inside [3]</b> 94/25 109/22 118/17 <b>install [1]</b> 20/25 <b>installation [1]</b> 20/16 <b>installed [2]</b> 20/8 21/2 <b>instance [7]</b> 80/25 84/25 148/7 149/1 149/17 179/4 189/18 <b>instead [2]</b> 28/20 98/2 <b>Institute [2]</b> 138/17 138/22 <b>institutionalisation [1]</b> 3/10 <b>intake [1]</b> 162/1 <b>intakes [2]</b> 157/2 163/10 <b>intended [1]</b> 172/12 <b>interact [2]</b> 141/16 170/4 <b>interactions [1]</b> 173/11 <b>interest [1]</b> 53/2 <b>interested [2]</b> 52/25 60/15 <b>interesting [7]</b> 124/10 131/4 157/13 169/17 184/4 185/9 190/9 <b>interests [1]</b> 118/18 <b>internal [2]</b> 57/11 147/8 <b>Internet [2]</b> 155/18 157/19 <b>interpret [1]</b> 50/2 <b>interpretation [2]</b> 174/7 182/8 <b>interrupt [2]</b> 21/19 158/13 <b>interrupting [1]</b> 30/14 <b>intersectional [1]</b> 8/1 <b>intervention [2]</b> 125/17 191/4 <b>interviewed [2]</b> 41/5 55/20 <b>into [58]</b> 2/20 6/1 32/17 45/23 51/20 52/24 63/11 67/12 68/24 69/15 69/23 70/4 71/9 71/14 72/2 72/10 73/14 74/24 76/20 78/15 78/16	81/21 83/23 85/21 91/6 94/8 95/14 96/10 97/24 111/9 111/13 120/11 120/18 120/23 120/24 121/21 122/22 133/20 135/18 136/20 139/12 140/10 141/10 143/6 144/1 147/2 147/4 147/5 148/3 149/8 150/13 176/11 178/10 180/10 190/23 <b>into poverty [1]</b> 70/4 <b>introduce [1]</b> 167/9 <b>introduced [1]</b> 183/2 <b>introduction [3]</b> 25/11 33/7 65/19 <b>investigation [1]</b> 48/15 <b>investing [2]</b> 25/21 37/5 <b>investment [8]</b> 25/13 35/1 37/4 37/9 37/11 94/3 97/17 98/21 <b>invisibility [1]</b> 29/17 <b>invisible [3]</b> 13/15 32/13 32/14 <b>invited [2]</b> 63/5 122/14 <b>invitees [1]</b> 63/4 <b>involved [4]</b> 102/21 124/24 167/15 192/24 <b>involvement [2]</b> 40/4 44/12 <b>iPad [1]</b> 20/9 <b>Ireland [35]</b> 2/9 2/10 2/15 5/10 6/8 6/14 6/21 8/24 10/5 10/8 10/10 14/15 22/12 26/2 26/15 26/19 28/22 33/22 35/9 40/4 40/5 40/12 42/25 44/1 44/7 59/12 59/20 66/17 192/5 192/12 192/18 192/20 192/21 193/11 193/19 <b>Ireland's [1]</b> 22/20 <b>Irish [2]</b> 59/13 59/21 <b>irreparably [1]</b> 143/13 <b>is [446]</b> <b>is what [1]</b> 174/3 <b>ISL [1]</b> 21/17 <b>isn't [9]</b> 4/25 27/21 28/6 31/21 157/5 168/12 172/2 175/18 176/20 <b>isolated [3]</b> 55/1 75/9 87/9 <b>isolation [1]</b> 3/7 <b>issue [14]</b> 23/2 23/10 48/21 51/20 54/13 96/16 114/10 118/10	<b>issued [2]</b> 54/14 123/10 <b>issues [22]</b> 41/4 51/7 83/3 84/22 93/2 117/13 124/15 153/18 153/19 155/14 163/19 163/23 164/16 164/23 164/24 179/5 187/21 188/5 188/11 190/2 190/4 190/6 <b>it [332]</b> <b>it's [128]</b> 5/1 5/11 7/23 11/1 14/15 16/10 22/10 25/20 35/9 36/5 36/5 41/12 42/2 44/16 45/1 47/22 50/2 50/17 55/15 56/11 59/18 62/15 67/23 69/4 69/14 69/18 69/24 70/2 72/11 72/20 72/21 74/12 75/10 75/13 75/25 76/15 77/6 80/12 80/25 81/12 86/12 86/12 89/17 100/11 100/20 101/19 102/19 103/18 103/20 104/6 105/14 105/15 105/17 107/9 108/18 113/15 118/25 119/10 122/1 122/21 122/25 123/3 124/11 124/16 125/9 126/23 126/24 128/6 130/20 132/22 136/17 137/8 138/19 139/6 141/1 141/5 141/23 142/2 142/23 143/25 144/14 146/8 146/11 146/20 147/19 148/10 151/15 152/5 157/5 157/6 157/23 158/10 161/21 161/25 162/1 162/2 162/10 166/10 168/12 169/18 169/23 170/7 170/14 171/11 171/15 172/7 172/22 173/16 174/4 174/15 175/15 175/24 177/3 177/7 178/4 178/19 179/19 179/22 180/4 181/3 182/11 183/10 183/11 185/9 187/25 189/18 193/12 193/14 <b>items [3]</b> 81/22 81/25 82/1 <b>its [10]</b> 22/12 34/1 45/22 65/13 76/16 76/25 129/6 130/18 147/1 172/25 <b>itself [7]</b> 6/22 57/16 124/6 162/2 162/15	<b>J</b> <b>January [3]</b> 46/2 138/1 162/20 <b>January 2023 [1]</b> 46/2 <b>job [4]</b> 78/6 115/13 119/9 187/17 <b>jobs [2]</b> 72/5 119/8 <b>join [1]</b> 87/4 <b>joined [2]</b> 63/11 146/8 <b>journeys [1]</b> 55/17 <b>judged [1]</b> 117/19 <b>judgement [1]</b> 113/8 <b>juggle [1]</b> 87/15 <b>July [2]</b> 23/22 65/11 <b>June [3]</b> 62/19 96/25 150/4 <b>June 2021 [1]</b> 150/4 <b>jurisdiction [3]</b> 16/13 21/24 35/9 <b>jurisdictions [4]</b> 5/12 13/17 26/16 26/18 <b>just [139]</b> 2/21 11/15 13/11 13/24 13/24 17/7 19/7 20/3 20/4 22/7 23/8 23/9 23/21 23/23 25/24 27/16 27/16 27/17 28/12 29/14 30/13 32/19 34/5 35/14 35/25 36/10 41/12 44/15 45/18 47/12 49/3 50/17 51/10 52/21 53/19 54/11 54/14 56/3 56/20 57/4 58/13 60/17 62/3 62/4 62/11 67/21 70/8 71/2 71/3 71/4 72/17 73/8 73/8 74/13 75/3 77/9 78/2 79/25 80/19 82/17 86/9 88/17 88/20 94/4 96/16 101/18 101/18 103/18 103/20 104/5 105/18 106/20 108/23 108/24 109/15 110/7 114/23 116/16 117/7 118/9 120/3 120/9 120/16 121/11 122/21 126/17 128/13 129/13 131/16 134/9 139/22 141/23 143/25 146/19 147/8 147/17 147/18 147/24 149/11 149/12 149/21 150/20 150/23 151/11 152/10 152/20 153/2 154/6 158/21 158/23 159/17 160/10 160/10 160/24 161/11 161/14 161/18 165/7 167/18 168/1 168/5

<p><b>J</b>  <b>just... [18]</b> 170/7  171/11 174/11 175/10  175/22 176/7 179/10  179/17 180/24 181/12  181/16 181/18 185/23  187/12 187/15 188/14  192/13 193/5</p>	<p>118/24 119/14 121/23  122/25 124/14 128/12  129/4 133/1 134/10  135/14 135/18 136/3  136/3 137/3 137/10  137/22 138/4 147/10  148/2 148/5 149/2  149/18 155/17 155/18  156/20 163/4 163/15  163/23 164/16 164/18  164/18 164/24 165/3  165/5 168/18 168/24  169/24 170/23 170/24  171/24 173/6 173/9  173/14 173/17 173/19  173/21 174/9 177/24  178/11 186/12 188/4  189/8 190/4 190/8  191/3 191/6 191/9  193/3</p>	<p>123/22 124/2 124/2  126/24 127/6 127/7  128/4 128/11 128/23  129/5 129/6 130/1  130/5 130/6 130/7  130/10 132/13 133/23  134/12 134/22 135/12  135/19 136/6 136/12  137/12 137/18 138/3  138/6 140/1 140/5  140/17 140/18 141/17  141/18 142/1 142/6  142/21 151/24 152/5  161/7 161/14 163/13  164/25 167/6 168/22  168/25 169/3 170/2  172/1 172/7 174/9  176/18 176/21 176/25  178/4 178/4 182/3  188/25 190/2 190/10  191/21 192/6 193/10  193/19</p>	<p>15/22 18/17 29/24  <b>laptop [3]</b> 160/7  168/3 168/10  <b>laptops [3]</b> 81/23  189/25 190/5  <b>Lara [3]</b> 100/4 100/5  195/14  <b>large [7]</b> 6/16 128/19  147/3 147/19 149/11  150/11 185/24  <b>largely [2]</b> 4/10 13/23  <b>larger [3]</b> 99/4  147/15 156/12  <b>largest [2]</b> 2/9 45/22  <b>last [6]</b> 36/10 41/9  42/18 63/14 145/6  166/12  <b>lasting [1]</b> 69/22  <b>late [1]</b> 55/6  <b>late 2021 [1]</b> 55/6  <b>later [16]</b> 50/21 54/12  61/24 67/12 77/20  120/9 120/17 147/12  151/25 156/12 172/15  181/6 181/12 181/17  187/5 190/12  <b>latest [2]</b> 77/11  166/13  <b>latter [1]</b> 43/2  <b>launched [1]</b> 43/18  <b>law [1]</b> 95/14  <b>lawyers [1]</b> 124/18  <b>lead [4]</b> 6/24 90/8  145/4 195/18  <b>lead-up [1]</b> 90/8  <b>leader [1]</b> 100/12  <b>leading [1]</b> 71/11  <b>leads [1]</b> 11/9  <b>learn [9]</b> 21/10 82/11  82/11 86/7 127/24  149/2 165/2 172/18  188/13  <b>learned [1]</b> 37/13  <b>learning [44]</b> 5/24  12/18 20/2 21/1 22/16  23/4 23/6 35/23 44/25  45/2 45/8 54/5 79/16  81/6 81/17 82/16  82/21 83/1 92/4 93/20  93/24 93/24 94/1 94/5  97/20 98/11 116/5  116/20 116/22 117/6  118/25 119/12 120/13  123/15 123/16 123/17  126/6 141/15 141/18  142/18 149/1 172/6  186/13 188/8  <b>learnings [1]</b> 186/10  <b>learnt [1]</b> 93/4  <b>least [3]</b> 19/22 48/8  193/17  <b>leave [4]</b> 53/2 61/9  110/7 152/23</p>	<p><b>leaves [1]</b> 29/9  <b>leaving [3]</b> 17/14  79/24 187/17  <b>lectures [1]</b> 189/3  <b>led [8]</b> 17/6 18/2  27/10 27/13 29/17  29/25 33/9 138/15  <b>left [10]</b> 26/22 26/25  53/20 55/1 62/25  115/10 142/3 166/2  167/23 194/3  <b>left-hand [1]</b> 167/23  <b>legal [2]</b> 38/1 115/20  <b>legally [3]</b> 115/16  124/15 132/13  <b>legislation [1]</b> 95/20  <b>legislative [1]</b> 35/12  <b>legitimate [2]</b> 134/9  135/2  <b>lending [1]</b> 11/9  <b>lengthening [1]</b>  191/8  <b>less [17]</b> 9/13 24/13  66/16 70/22 70/24  82/10 83/2 89/20  124/3 137/23 139/16  161/23 170/22 171/2  183/17 183/25 185/16  <b>lesson [2]</b> 37/2  123/21  <b>lessons [14]</b> 37/13  86/22 87/4 87/5 93/4  161/2 161/10 161/12  161/19 163/15 163/23  168/23 169/22 186/14  <b>let [3]</b> 150/23 160/21  160/23  <b>let's [1]</b> 44/17  <b>letter [4]</b> 125/24  126/19 127/2 128/14  <b>letters [2]</b> 40/9 40/14  <b>level [15]</b> 10/25  30/11 51/4 67/13  86/21 95/11 125/24  126/19 128/14 143/21  149/5 155/21 163/6  170/5 173/17  <b>levels [11]</b> 10/6  10/17 11/5 24/18 30/2  33/11 74/25 152/15  152/17 171/20 182/6  <b>levers [2]</b> 76/11  94/21  <b>licence [1]</b> 20/22  <b>licences [3]</b> 20/18  20/21 20/22  <b>life [21]</b> 2/22 2/24 3/3  3/8 3/11 3/16 4/14 8/9  34/23 45/24 46/9  46/14 46/19 61/15  99/6 115/12 126/1  128/16 128/20 172/16  179/2</p>
<p><b>K</b>  <b>Kamran [2]</b> 2/5 2/11  <b>Kamran Mallick [1]</b>  2/5  <b>Kate [3]</b> 65/3 65/4  195/10  <b>KC [6]</b> 96/12 142/13  192/4 192/9 195/12  195/20  <b>keep [6]</b> 57/1 81/17  86/22 111/25 119/13  145/6  <b>keeping [1]</b> 27/18  <b>kept [3]</b> 60/17 62/3  65/6  <b>Kevan [5]</b> 96/17 97/8  97/10 98/5 191/5  <b>key [11]</b> 36/21 48/15  58/15 76/11 124/11  151/16 151/19 151/20  165/7 165/14 166/18  <b>kids [14]</b> 38/22 39/2  39/12 39/22 43/18  44/3 56/16 58/8 58/20  59/14 59/22 59/25  63/5 143/21  <b>Kids' [5]</b> 44/12 57/23  59/11 59/20 60/6  <b>Kids's [1]</b> 40/4  <b>kill [5]</b> 133/23 135/2  136/21 136/25 138/6  <b>kind [131]</b> 8/23 19/23  20/9 20/10 43/5 45/23  51/19 55/25 56/20  67/8 67/9 67/11 67/18  68/7 68/12 68/16 69/5  69/8 69/13 70/22  71/11 71/19 71/20  72/5 73/22 74/21  74/25 75/16 79/3  79/21 80/2 81/4 81/9  81/16 81/17 81/23  82/22 84/3 84/13 85/2  85/10 85/19 86/2 87/1  87/5 87/10 87/14  87/16 87/17 88/12  89/9 89/10 89/23  90/17 91/13 92/8  92/15 92/17 92/19  94/7 94/14 94/19 97/6  98/22 99/4 99/5 99/6  107/18 107/25 108/8  110/3 113/13 115/5</p>	<p>118/24 119/14 121/23  122/25 124/14 128/12  129/4 133/1 134/10  135/14 135/18 136/3  136/3 137/3 137/10  137/22 138/4 147/10  148/2 148/5 149/2  149/18 155/17 155/18  156/20 163/4 163/15  163/23 164/16 164/18  164/18 164/24 165/3  165/5 168/18 168/24  169/24 170/23 170/24  171/24 173/6 173/9  173/14 173/17 173/19  173/21 174/9 177/24  178/11 186/12 188/4  189/8 190/4 190/8  191/3 191/6 191/9  193/3  <b>Kingdom [2]</b> 148/13  148/17  <b>Kitty [1]</b> 61/2  <b>knew [7]</b> 83/3 105/19  108/4 129/5 134/24  135/3 136/10  <b>knock [1]</b> 87/17  <b>knock-on [1]</b> 87/17  <b>know [175]</b> 5/1 8/15  9/6 9/19 10/7 10/14  10/23 12/22 13/1  13/15 14/6 14/10  14/17 15/20 16/10  16/17 17/17 17/19  17/22 17/23 18/5 18/7  18/15 20/12 20/16  20/18 20/25 21/1  21/14 24/8 24/10  24/12 24/14 25/19  26/12 27/12 29/19  30/14 31/3 31/4 31/11  31/16 31/18 31/24  32/2 32/10 33/2 33/7  33/9 34/23 36/5 37/9  37/13 37/19 38/2  40/12 40/15 41/10  41/24 49/24 52/7  53/17 56/5 70/25  71/20 71/24 72/8  72/16 72/19 72/24  73/2 74/17 75/12  76/11 77/5 79/14 80/7  80/11 80/12 81/14  81/20 82/12 82/22  83/25 84/4 84/8 86/4  87/19 90/13 91/11  91/15 92/2 93/14  97/21 102/3 102/4  106/7 106/8 106/16  109/13 109/21 110/1  112/3 115/5 115/15  117/18 118/16 119/5  119/15 121/19 122/3</p>	<p>123/22 124/2 124/2  126/24 127/6 127/7  128/4 128/11 128/23  129/5 129/6 130/1  130/5 130/6 130/7  130/10 132/13 133/23  134/12 134/22 135/12  135/19 136/6 136/12  137/12 137/18 138/3  138/6 140/1 140/5  140/17 140/18 141/17  141/18 142/1 142/6  142/21 151/24 152/5  161/7 161/14 163/13  164/25 167/6 168/22  168/25 169/3 170/2  172/1 172/7 174/9  176/18 176/21 176/25  178/4 178/4 182/3  188/25 190/2 190/10  191/21 192/6 193/10  193/19  <b>know, [1]</b> 174/22  <b>know, Long [1]</b>  174/22  <b>knowing [1]</b> 98/19  <b>knowledge [9]</b> 50/7  51/21 52/3 98/14  98/18 101/3 146/2  192/22 193/1  <b>known [4]</b> 147/6  158/7 183/7 189/9  <b>knows [1]</b> 119/3</p>	<p><b>L</b>  <b>label [2]</b> 36/4 63/25  <b>labelled [2]</b> 5/6 63/17  <b>lack [27]</b> 3/20 9/1  9/15 10/12 12/12  12/13 13/6 13/14  13/19 14/1 15/21  16/19 17/24 18/3  18/12 19/24 25/13  27/7 33/5 34/25 35/1  36/23 53/15 56/9  56/17 86/13 123/9  <b>lacked [1]</b> 45/9  <b>lacking [1]</b> 68/1  <b>Ladhani [3]</b> 63/2  63/10 63/16  <b>Lady [22]</b> 1/5 1/16  22/6 37/19 38/10  45/21 47/1 50/21  62/10 64/9 65/3 96/6  96/13 99/9 100/4  104/3 106/19 110/7  144/6 145/2 192/2  192/6  <b>Lana [1]</b> 142/15  <b>landing [1]</b> 61/9  <b>Landscape [1]</b>  193/15  <b>language [4]</b> 13/14</p>	<p><b>label [2]</b> 36/4 63/25  <b>labelled [2]</b> 5/6 63/17  <b>lack [27]</b> 3/20 9/1  9/15 10/12 12/12  12/13 13/6 13/14  13/19 14/1 15/21  16/19 17/24 18/3  18/12 19/24 25/13  27/7 33/5 34/25 35/1  36/23 53/15 56/9  56/17 86/13 123/9  <b>lacked [1]</b> 45/9  <b>lacking [1]</b> 68/1  <b>Ladhani [3]</b> 63/2  63/10 63/16  <b>Lady [22]</b> 1/5 1/16  22/6 37/19 38/10  45/21 47/1 50/21  62/10 64/9 65/3 96/6  96/13 99/9 100/4  104/3 106/19 110/7  144/6 145/2 192/2  192/6  <b>Lana [1]</b> 142/15  <b>landing [1]</b> 61/9  <b>Landscape [1]</b>  193/15  <b>language [4]</b> 13/14</p>

<p><b>L</b></p> <p><b>lift [2]</b> 66/2 73/19</p> <p><b>lifted [1]</b> 70/3</p> <p><b>light [1]</b> 182/14</p> <p><b>like [85]</b> 2/22 4/1 7/4 9/12 12/4 12/25 15/11 15/23 18/17 18/24 24/19 27/12 29/23 31/20 31/25 33/7 35/6 36/3 36/11 40/18 48/18 49/23 55/25 55/25 56/6 56/8 58/19 59/11 59/17 59/19 59/25 60/19 63/12 67/4 67/21 68/10 75/20 77/2 79/16 80/13 80/19 82/2 86/9 88/11 91/19 95/7 103/5 104/14 110/3 110/4 110/7 120/15 122/2 122/9 123/18 130/6 133/9 134/19 135/13 135/18 135/22 136/16 136/24 140/5 143/16 143/20 143/24 144/15 155/2 156/10 158/6 160/20 160/23 164/16 168/25 173/3 182/9 182/10 186/11 189/7 189/19 191/17 191/18 192/17 193/10</p> <p><b>likely [36]</b> 8/6 11/18 16/5 16/7 19/22 42/2 48/7 55/21 70/23 70/24 71/23 72/5 72/6 72/18 75/6 75/6 75/7 78/6 78/11 80/7 80/8 82/9 82/10 92/16 139/12 152/23 164/9 165/1 175/25 176/5 178/12 183/16 183/21 183/24 183/25 189/10</p> <p><b>limit [4]</b> 19/7 67/17 72/14 80/14</p> <p><b>limitation [1]</b> 172/7</p> <p><b>limitations [3]</b> 76/16 86/3 156/13</p> <p><b>limited [10]</b> 27/1 55/21 84/24 86/14 88/19 92/13 170/13 174/17 175/4 186/22</p> <p><b>limits [1]</b> 29/4</p> <p><b>line [8]</b> 63/14 69/16 70/14 71/16 73/20 114/11 143/11 192/4</p> <p><b>lingering [1]</b> 40/25</p> <p><b>link [1]</b> 74/12</p> <p><b>linked [2]</b> 11/6 46/10</p> <p><b>links [2]</b> 58/17 75/14</p> <p><b>list [11]</b> 37/15 37/16 54/8 104/11 105/1 108/13 108/17 108/20</p>	<p>124/23 126/13 137/13</p> <p><b>listed [3]</b> 63/2 107/20 129/21</p> <p><b>listen [1]</b> 59/6</p> <p><b>litigation [1]</b> 66/6</p> <p><b>little [7]</b> 71/17 71/19 80/3 96/9 119/11 173/2 193/6</p> <p><b>live [10]</b> 4/9 14/18 64/19 70/21 70/24 161/1 161/10 161/12 161/19 163/15</p> <p><b>lived [3]</b> 36/24 41/14 46/23</p> <p><b>lives [10]</b> 3/17 4/10 15/16 30/4 30/17 61/13 66/1 68/13 69/19 128/5</p> <p><b>living [38]</b> 9/17 17/19 39/13 42/1 42/6 45/24 68/2 68/17 68/25 69/6 70/11 71/7 71/16 73/3 73/10 73/11 73/16 75/21 76/13 77/14 78/11 80/20 81/2 83/7 85/3 86/12 86/13 87/21 88/6 91/1 91/6 92/16 93/9 103/2 135/5 143/25 164/17 164/25</p> <p><b>local [13]</b> 27/19 27/24 28/14 28/16 29/15 30/20 62/23 74/5 85/11 114/11 120/1 122/14 124/4</p> <p><b>lockdown [16]</b> 15/24 21/9 23/19 24/3 81/15 83/24 84/11 120/8 135/13 156/10 159/13 159/14 163/9 167/25 169/20 169/20</p> <p><b>lockdown 3 [1]</b> 159/14</p> <p><b>lockdowns [7]</b> 19/2 136/24 137/21 137/24 137/24 160/4 163/3</p> <p><b>locked [4]</b> 30/7 79/21 80/5 128/23</p> <p><b>lone [2]</b> 82/18 82/22</p> <p><b>lone-parent [1]</b> 82/18</p> <p><b>long [87]</b> 14/20 38/21 39/2 39/12 39/14 39/22 40/3 40/8 40/17 41/20 41/23 42/1 42/7 42/19 43/10 43/17 43/18 43/25 44/2 44/12 44/24 45/10 46/7 46/8 46/10 46/13 46/16 46/18 46/20 47/15 47/18 47/25 48/4 48/8 48/11 48/19 48/22 48/23 49/7 49/22 53/4 53/6 53/11</p>	<p>53/18 53/22 54/17 55/19 56/3 56/16 56/18 57/11 57/21 58/5 58/8 58/11 58/16 58/19 58/24 59/11 59/13 59/14 59/19 59/22 59/22 59/25 60/5 60/7 60/20 60/25 63/5 63/12 63/17 65/6 128/9 128/10 142/1 144/3 152/1 161/16 174/13 174/19 174/22 176/11 176/23 178/21 178/23 178/24</p> <p><b>long COVID [60]</b> 38/21 39/14 40/8 40/17 41/20 41/23 42/1 42/7 42/19 43/10 43/17 43/25 44/24 45/10 46/7 46/8 46/10 46/13 46/16 46/20 47/15 47/18 47/25 48/4 48/8 48/11 48/19 48/22 48/23 49/22 53/4 53/6 53/11 53/18 53/22 54/17 55/19 56/3 56/18 57/11 57/21 58/5 58/11 58/16 58/24 59/13 59/22 60/7 60/20 60/25 63/5 63/12 63/17 128/10 174/13 174/19 176/11 178/21 178/23 178/24</p> <p><b>long-term [4]</b> 46/18 49/7 128/9 144/3</p> <p><b>longer [15]</b> 15/21 16/23 63/18 69/24 73/23 88/13 90/25 92/15 92/24 105/21 105/23 111/2 113/25 151/7 172/16</p> <p><b>longer-term [7]</b> 63/18 73/23 90/25 92/15 92/24 113/25 151/7</p> <p><b>longitudinal [4]</b> 173/3 173/5 173/7 177/18</p> <p><b>look [32]</b> 6/19 25/15 36/1 52/20 63/12 66/19 69/5 69/12 70/14 71/2 73/14 75/20 76/23 80/19 87/15 92/2 96/15 121/3 138/16 148/22 149/5 149/17 152/1 152/4 156/22 160/9 160/11 160/14 173/23 175/1 177/14 179/17</p> <p><b>looked [7]</b> 156/10 164/16 175/12 177/12 177/19 186/5 189/14</p>	<p><b>looking [22]</b> 10/22 27/11 57/17 66/8 68/23 70/16 75/3 94/3 133/11 138/19 147/9 153/10 153/17 158/22 159/17 160/19 167/18 170/9 175/12 177/11 181/4 189/15</p> <p><b>looks [3]</b> 4/5 147/11 184/24</p> <p><b>lose [2]</b> 44/24 78/6</p> <p><b>losing [1]</b> 152/17</p> <p><b>loss [8]</b> 3/4 3/5 8/11 8/12 8/12 18/21 78/19 92/5</p> <p><b>lost [7]</b> 3/1 18/6 18/22 27/15 45/2 119/15 172/6</p> <p><b>lot [20]</b> 25/16 54/24 99/11 148/19 148/24 149/16 152/17 155/4 163/13 168/16 171/16 176/24 183/19 184/5 185/16 186/3 186/21 189/13 189/23 190/23</p> <p><b>lots [21]</b> 32/10 71/13 72/24 75/4 76/2 78/25 79/8 81/12 81/25 84/21 85/11 87/19 87/21 88/8 135/25 136/3 148/3 174/23 178/9 182/4 185/14</p> <p><b>lottery [1]</b> 10/16</p> <p><b>loud [1]</b> 1/3</p> <p><b>loved [2]</b> 135/2 138/7</p> <p><b>low [27]</b> 20/18 20/21 24/9 49/6 66/10 73/21 75/5 78/8 80/1 80/6 81/2 81/3 81/18 82/8 82/14 83/19 84/1 87/21 88/3 88/7 91/21 92/16 139/3 139/9 143/23 187/22 188/2</p> <p><b>low-income [7]</b> 66/10 80/6 81/18 84/1 88/3 88/7 91/21</p> <p><b>lower [21]</b> 46/9 46/14 48/11 52/18 67/1 72/5 74/22 78/11 78/20 79/4 79/11 79/15 79/20 83/1 87/13 89/12 98/8 152/18 165/16 170/20 185/1</p> <p><b>lower-income [8]</b> 78/20 79/4 79/15 79/20 83/1 87/13 89/12 152/18</p> <p><b>lower-paid [1]</b> 72/5</p> <p><b>lowered [1]</b> 25/8</p> <p><b>luck [1]</b> 194/8</p> <p><b>lucky [1]</b> 136/22</p> <p><b>lunch [2]</b> 99/23 155/10</p>	<p><b>M</b></p> <p><b>machine [2]</b> 1/3 20/8</p> <p><b>made [36]</b> 14/8 14/22 15/11 22/14 23/1 26/17 28/11 32/12 32/23 34/13 37/5 38/3 49/2 49/3 52/13 52/14 59/6 67/15 72/8 91/16 96/1 98/25 102/24 113/8 113/21 126/7 132/11 160/14 165/23 166/4 169/4 171/14 184/7 185/20 188/18 191/7</p> <p><b>main [2]</b> 95/7 130/15</p> <p><b>mainstream [2]</b> 5/14 26/3</p> <p><b>maintain [2]</b> 188/17 188/19</p> <p><b>maintained [1]</b> 33/16</p> <p><b>major [3]</b> 81/24 123/6 179/2</p> <p><b>majority [3]</b> 24/5 73/1 183/4</p> <p><b>make [30]</b> 36/11 37/25 38/2 52/5 54/25 57/8 60/16 76/19 77/16 83/10 87/22 88/2 90/14 90/20 95/10 95/15 96/9 97/12 112/23 116/9 122/5 130/8 140/3 151/12 153/5 173/12 185/3 186/1 186/17 189/24</p> <p><b>makes [4]</b> 64/5 163/6 166/7 186/3</p> <p><b>making [14]</b> 15/10 33/20 34/10 75/18 93/19 94/12 95/3 95/11 95/16 140/14 159/1 167/11 171/24 191/20</p> <p><b>Mallick [2]</b> 2/5 2/11</p> <p><b>man [1]</b> 15/19</p> <p><b>manage [3]</b> 64/18 114/25 134/15</p> <p><b>managed [3]</b> 61/14 64/14 129/7</p> <p><b>management [1]</b> 115/2</p> <p><b>managing [2]</b> 134/12 136/10</p> <p><b>mandatory [3]</b> 111/5 116/4 125/12</p> <p><b>manner [1]</b> 5/5</p> <p><b>manual [1]</b> 127/7</p> <p><b>many [32]</b> 20/6 23/4 37/13 44/2 52/6 68/16 72/8 72/8 78/22 81/1 86/3 86/3 105/21 107/24 108/2 108/12</p>
--	---	--	--	---

<b>M</b>	182/4 182/13 187/12 192/15	135/10 135/12 161/8 161/13 163/25	97/22 133/9 134/1 141/2 177/5 177/11 177/12 178/6 179/14 179/14 180/13 180/20	<b>ministers [1]</b> 34/9 <b>minor [1]</b> 183/10 <b>minority [2]</b> 72/1 72/4 <b>minute [1]</b> 62/2 <b>minutes [5]</b> 36/10 41/11 45/18 62/18 97/11 <b>misinformation [5]</b> 57/14 57/21 58/2 59/9 59/9 <b>misled [1]</b> 49/12 <b>missed [4]</b> 111/11 138/11 138/15 142/25 <b>missing [3]</b> 43/14 131/23 142/5 <b>mission [1]</b> 101/11 <b>mistake [1]</b> 35/25 <b>mitigate [2]</b> 15/4 67/3 <b>mitigating [3]</b> 14/10 14/11 25/14 <b>mitigation [2]</b> 39/16 58/9 <b>mix [1]</b> 186/24 <b>Mm [1]</b> 47/16 <b>Mm-hmm [1]</b> 47/16 <b>mobile [1]</b> 160/7 <b>mobility [3]</b> 41/4 54/7 167/5 <b>model [6]</b> 4/4 4/5 4/17 4/22 186/23 187/8 <b>modified [1]</b> 28/14 <b>module [5]</b> 76/23 100/10 109/17 145/5 195/19 <b>Module 2 [1]</b> 109/17 <b>Module 9 [1]</b> 76/23 <b>modules [2]</b> 76/19 100/15 <b>molecular [1]</b> 189/4 <b>moment [17]</b> 11/16 13/25 21/21 35/16 44/21 52/12 59/17 66/14 70/8 96/1 96/8 115/24 124/7 126/12 128/13 170/9 194/9 <b>money [7]</b> 68/5 68/6 74/18 79/24 95/4 142/20 162/1 <b>monitoring [1]</b> 16/1 <b>Montacute [11]</b> 145/2 145/3 145/7 145/11 146/8 158/9 158/21 178/14 192/1 194/2 195/17 <b>months [4]</b> 18/7 31/4 120/9 185/3 <b>Monye [1]</b> 192/11 <b>more [100]</b> 7/17 8/5 8/8 8/16 8/18 11/18 14/23 15/3 16/5 16/7 17/20 27/9 32/5 37/21
<b>many... [16]</b> 110/2 115/15 118/4 121/14 122/3 122/14 133/15 134/3 135/12 143/16 147/23 164/25 169/22 172/18 173/4 190/11	<b>May 2020 [6]</b> 50/14 51/22 112/15 113/1 113/2 113/7 <b>May 2021 [2]</b> 57/10 96/25 <b>May 2023 [2]</b> 181/1 181/11 <b>maybe [14]</b> 26/6 89/17 102/24 103/15 109/22 123/18 123/21 128/25 142/16 160/19 161/13 163/25 169/2 170/23 <b>McFarland [12]</b> 38/10 38/12 38/16 38/20 47/4 47/12 57/18 60/19 62/9 62/13 63/20 195/6 <b>me [30]</b> 11/17 39/10 51/10 56/2 56/6 56/6 58/13 59/6 61/1 61/18 63/23 64/5 100/8 102/12 106/18 111/4 130/23 133/24 137/23 150/23 152/8 160/21 160/24 162/5 179/12 179/23 180/7 180/23 181/4 192/7 <b>meals [13]</b> 77/25 81/5 83/17 84/6 85/10 89/7 89/18 89/19 89/21 93/14 162/11 163/20 185/3 <b>mean [40]</b> 4/20 5/4 16/4 26/4 27/3 27/14 30/5 31/8 32/6 85/12 102/2 114/21 119/3 119/8 121/13 121/14 123/13 123/14 123/15 123/16 123/17 124/10 130/3 131/3 131/22 134/2 135/7 135/11 138/4 140/25 151/17 152/8 155/1 157/13 165/19 166/8 173/15 174/23 178/19 182/13 <b>meaning [2]</b> 20/1 103/6 <b>meaningful [1]</b> 110/20 <b>means [9]</b> 9/24 10/13 16/20 78/6 78/16 114/4 149/15 164/2 191/3 <b>means-tested [2]</b> 78/6 78/16 <b>meant [19]</b> 14/12 15/3 18/12 21/4 34/15 34/18 72/14 78/23 79/19 85/17 86/23 88/17 107/23 107/25	<b>measure [14]</b> 20/25 68/14 68/16 68/20 68/22 68/22 69/4 69/17 74/21 77/18 83/18 169/21 169/25 175/23 <b>measured [2]</b> 67/23 162/16 <b>measurement [1]</b> 152/11 <b>measures [25]</b> 4/6 7/2 12/22 15/4 25/12 25/14 25/17 31/7 31/13 32/6 33/7 36/17 39/16 53/15 58/9 68/19 69/8 70/12 76/2 83/11 83/13 132/6 152/6 163/4 170/2 <b>mechanism [1]</b> 31/25 <b>mechanisms [3]</b> 9/3 34/19 66/3 <b>media [5]</b> 27/10 44/12 50/2 50/3 158/5 <b>median [2]</b> 69/2 70/15 <b>medical [15]</b> 43/14 49/2 49/17 50/11 52/2 52/14 53/16 54/17 61/18 61/19 62/1 63/17 127/11 138/11 138/13 <b>medicine [1]</b> 11/10 <b>meet [5]</b> 68/2 89/15 95/5 136/20 191/11 <b>meeting [2]</b> 62/18 62/19 <b>meetings [1]</b> 63/7 <b>member [8]</b> 9/2 125/14 126/2 126/20 128/20 134/25 136/13 187/3 <b>members [27]</b> 22/22 24/7 41/15 46/23 49/19 52/8 52/11 54/18 54/20 56/9 78/23 82/12 101/17 102/8 102/16 102/19 103/3 121/7 124/12 130/18 132/3 133/25 135/5 135/9 137/2 139/21 142/14 <b>members' [2]</b> 53/5 53/10 <b>membership [3]</b> 100/18 101/23 102/4 <b>memory [3]</b> 44/16 101/19 161/15 <b>mental [24]</b> 2/3 46/20 56/1 56/12 62/6 81/10 86/19 87/12 92/12 92/17 92/21 94/6	<b>mention [3]</b> 29/12 123/12 179/7 <b>mentioned [13]</b> 18/10 33/19 61/24 70/8 70/13 71/10 73/9 73/13 78/3 79/14 88/20 109/16 167/20 <b>mentors [1]</b> 187/1 <b>message [3]</b> 29/13 29/14 144/9 <b>messages [1]</b> 58/15 <b>messaging [2]</b> 52/1 60/10 <b>metabolism [1]</b> 104/16 <b>methodology [1]</b> 149/7 <b>microbiology [1]</b> 101/4 <b>microphone [1]</b> 96/10 <b>middle [1]</b> 110/20 <b>midst [1]</b> 14/18 <b>might [40]</b> 14/24 21/7 42/23 73/24 79/23 84/5 84/5 102/14 102/22 108/17 123/15 123/16 123/20 133/1 133/2 133/2 135/2 135/17 135/18 137/10 137/14 137/15 139/9 150/9 159/5 159/7 164/14 169/1 171/8 176/9 182/5 182/6 182/14 183/6 184/12 186/8 188/16 192/23 193/20 194/9 <b>migrant [1]</b> 72/22 <b>mild [2]</b> 43/5 61/3 <b>milestone [1]</b> 74/22 <b>million [10]</b> 6/10 6/12 42/6 71/5 71/15 76/10 76/10 77/13 77/13 105/22 <b>mimicking [1]</b> 61/21 <b>mind [15]</b> 4/17 49/20 53/7 59/15 93/5 120/17 129/13 137/4 152/6 152/25 170/20 174/7 182/3 182/12 183/11 <b>minimise [1]</b> 113/24 <b>minimised [2]</b> 56/14 60/8 <b>minimum [1]</b> 187/23 <b>minister [2]</b> 34/14 95/22 <b>ministerial [2]</b> 34/10 34/12	

<p><b>M</b></p> <p><b>more... [86]</b> 41/11 42/20 43/4 45/21 48/7 71/23 72/5 72/6 72/6 72/12 72/15 72/17 72/17 72/18 73/22 74/4 74/7 74/7 74/10 75/6 75/6 75/7 78/6 78/11 78/21 78/24 78/24 78/25 79/7 79/16 80/7 80/8 81/2 82/8 82/23 83/12 87/9 87/9 88/19 92/3 92/16 92/20 94/17 98/3 98/22 121/9 124/5 127/24 127/24 131/21 132/1 132/2 135/15 140/9 151/7 154/22 161/22 162/12 162/25 163/6 163/18 163/19 163/22 163/22 164/8 164/21 169/1 169/21 169/23 169/24 170/4 170/12 170/25 175/25 176/5 178/14 183/14 183/21 183/24 184/10 184/11 184/13 184/16 185/18 190/22 192/24</p> <p><b>morning [3]</b> 81/5 82/4 144/10</p> <p><b>mortality [1]</b> 35/22</p> <p><b>most [21]</b> 13/19 31/23 33/5 37/1 37/8 48/7 67/25 68/8 68/21 76/3 85/16 93/15 108/5 139/12 152/13 156/1 157/2 157/6 168/9 184/9 186/1</p> <p><b>mostly [1]</b> 41/9</p> <p><b>mother [1]</b> 9/1</p> <p><b>mothers [1]</b> 82/19</p> <p><b>motivated [1]</b> 122/6</p> <p><b>mouths [1]</b> 72/17</p> <p><b>move [24]</b> 12/4 18/9 22/7 23/8 23/8 27/12 27/17 48/18 75/20 81/16 86/10 90/23 114/2 130/14 131/8 153/18 156/5 157/22 158/23 167/3 172/11 172/21 177/4 180/22</p> <p><b>moved [1]</b> 154/9</p> <p><b>movement [1]</b> 34/16</p> <p><b>moving [3]</b> 85/11 93/4 154/6</p> <p><b>Mr [8]</b> 96/8 96/12 99/10 142/13 145/16 145/24 146/1 195/12</p> <p><b>Mr Broach [2]</b> 96/8 99/10</p> <p><b>Mr Carl [1]</b> 145/16</p> <p><b>Mr Cullinane's [2]</b></p>	<p>145/24 146/1</p> <p><b>Mr Wagner [1]</b> 142/13</p> <p><b>Ms [69]</b> 1/5 1/7 1/9 1/12 2/21 4/1 21/20 30/15 37/17 37/22 38/10 38/12 38/14 38/16 38/20 40/2 47/2 47/4 47/10 47/12 57/18 60/19 62/9 62/11 62/12 62/13 63/20 65/2 65/4 65/7 65/9 65/15 67/20 70/8 73/7 73/23 76/18 79/23 83/5 86/8 88/1 88/24 90/2 90/23 93/5 96/5 96/14 99/11 100/3 100/4 100/5 100/9 104/5 106/18 110/8 111/1 116/16 121/6 144/8 158/19 192/4 192/9 193/6 195/3 195/6 195/8 195/10 195/14 195/20</p> <p><b>Ms Anstey [18]</b> 65/7 65/9 65/15 67/20 73/7 73/23 76/18 79/23 83/5 86/8 88/1 88/24 90/2 90/23 93/5 96/5 96/14 99/11</p> <p><b>Ms Anyadike-Danes [1]</b> 192/4</p> <p><b>Ms Dobbin [2]</b> 158/19 193/6</p> <p><b>Ms Helen [1]</b> 40/2</p> <p><b>Ms Iengar [1]</b> 62/11</p> <p><b>Ms Lara [1]</b> 100/4</p> <p><b>Ms McFarland [9]</b> 38/16 38/20 47/4 47/12 57/18 60/19 62/9 62/13 63/20</p> <p><b>Ms Nuala [1]</b> 1/5</p> <p><b>Ms Pottle [4]</b> 38/14 47/2 47/10 100/3</p> <p><b>Ms Sammie [3]</b> 38/10 38/12 195/6</p> <p><b>Ms Toman [6]</b> 1/9 1/12 2/21 4/1 37/17 37/22</p> <p><b>Ms Treanor [1]</b> 65/2</p> <p><b>Ms Wong [8]</b> 100/9 104/5 106/18 110/8 111/1 116/16 121/6 144/8</p> <p><b>much [75]</b> 3/17 21/3 38/6 52/17 55/15 64/10 64/24 66/8 73/3 73/4 74/18 75/1 75/6 75/10 75/18 76/7 76/8 78/11 78/14 79/5 79/11 80/9 81/8 81/14 85/15 85/18 91/14 91/17 92/1 92/4 92/20</p>	<p>93/15 94/19 95/11 96/5 97/17 98/3 98/4 98/5 98/8 99/8 99/10 99/11 99/17 99/21 110/6 110/12 119/20 120/5 120/8 121/8 123/8 124/22 126/17 128/9 130/3 131/11 134/12 139/22 144/4 144/8 144/13 144/19 147/15 149/8 156/12 163/11 164/12 169/21 175/25 188/25 192/10 193/24 193/25 194/11</p> <p><b>multi [1]</b> 20/22</p> <p><b>multi-licences [1]</b> 20/22</p> <p><b>multiple [5]</b> 16/8 16/13 20/11 130/2 159/8</p> <p><b>Multisystem [3]</b> 50/15 50/25 51/22</p> <p><b>mum [1]</b> 56/5</p> <p><b>must [4]</b> 100/25 100/25 101/1 116/12</p> <p><b>my [60]</b> 1/5 1/16 9/9 9/9 18/16 19/16 22/6 33/3 35/25 36/9 37/17 37/19 37/25 38/10 39/9 45/21 47/1 50/21 51/4 52/23 56/1 56/1 56/5 59/15 61/1 61/3 61/20 61/21 61/21 62/10 63/24 64/9 65/3 96/6 96/13 99/9 100/4 101/2 101/3 101/3 102/3 102/19 104/3 106/19 110/7 120/12 127/25 136/25 144/6 145/2 153/12 154/2 181/5 189/3 189/9 192/2 192/6 192/11 192/22 193/1</p> <p><b>my Lady [21]</b> 1/5 1/16 22/6 37/19 38/10 45/21 47/1 50/21 62/10 64/9 65/3 96/6 96/13 99/9 100/4 104/3 106/19 110/7 144/6 145/2 192/2</p> <p><b>myriad [1]</b> 87/14</p> <p><b>myself [2]</b> 101/2 140/25</p>	<p>98/6 121/2 131/7 138/17 138/22 143/3 183/9 183/13 184/19 185/6 185/12 185/15 190/19 191/18 192/15 193/8</p> <p><b>nationally [2]</b> 148/1 148/11</p> <p><b>nations [6]</b> 6/18 66/25 67/6 148/19 148/22 149/4</p> <p><b>nations' [1]</b> 6/20</p> <p><b>natural [2]</b> 189/15 189/18</p> <p><b>nature [3]</b> 29/6 40/3 185/22</p> <p><b>navigate [1]</b> 27/6</p> <p><b>nearly [2]</b> 7/15 42/6</p> <p><b>necessarily [4]</b> 26/8 109/4 122/22 163/14</p> <p><b>necessary [3]</b> 25/2 49/10 52/16</p> <p><b>need [31]</b> 10/18 20/20 21/7 22/13 26/5 37/25 41/10 41/12 43/11 48/12 49/17 49/20 52/10 57/12 62/1 68/7 70/23 75/15 78/24 89/1 93/13 93/19 93/23 94/25 102/15 105/18 110/25 130/20 137/3 142/7 149/8</p> <p><b>needed [17]</b> 52/4 52/5 53/24 53/24 54/5 54/5 54/6 66/2 79/17 81/23 98/14 98/20 98/22 129/7 149/15 184/10 190/5</p> <p><b>needing [3]</b> 41/3 79/1 159/12</p> <p><b>needs [29]</b> 4/19 4/21 4/25 5/7 5/8 5/17 5/22 5/25 6/1 6/5 6/7 7/3 7/8 12/11 19/6 24/25 28/4 37/3 54/7 89/4 89/15 95/5 97/25 125/22 133/19 140/18 141/8 151/20 191/12</p> <p><b>Netherlands [1]</b> 98/9</p> <p><b>networks [1]</b> 15/8</p> <p><b>neurodevelopmental [1]</b> 110/24</p> <p><b>neuroscience [1]</b> 173/16</p> <p><b>never [4]</b> 59/7 61/21 121/15 121/24</p> <p><b>nevertheless [1]</b> 24/5</p> <p><b>new [13]</b> 22/17 48/18 107/17 107/22 109/12 114/18 123/4 123/6 134/16 134/20 135/6</p>	<p>173/1 193/15 <b>newer [1]</b> 73/22 <b>news [2]</b> 26/9 112/9 <b>next [9]</b> 38/10 64/17 65/3 124/20 145/1 171/25 172/11 177/23 179/6</p> <p><b>NHS [1]</b> 129/1</p> <p><b>NHSE [1]</b> 110/18</p> <p><b>NICE [1]</b> 55/5</p> <p><b>nightmare [1]</b> 121/4</p> <p><b>nine [1]</b> 67/8</p> <p><b>no [69]</b> 9/22 12/12 14/4 14/9 14/20 15/21 20/20 20/20 20/20 21/24 22/9 22/9 22/13 34/15 37/21 37/21 40/15 43/11 53/12 53/12 53/13 53/18 54/11 54/14 54/16 54/20 56/2 58/22 58/22 59/1 59/18 61/16 63/8 72/23 72/25 77/8 85/24 88/13 96/6 105/21 105/23 108/19 111/2 111/4 111/5 111/8 111/20 112/19 113/21 114/14 115/2 115/11 116/22 116/22 118/22 119/4 120/18 121/22 132/15 140/25 141/9 143/1 143/2 144/10 144/24 161/11 166/12 173/14 181/7</p> <p><b>nobody [6]</b> 56/1 116/9 134/13 134/14 136/8 136/10</p> <p><b>nodded [2]</b> 77/15 145/23</p> <p><b>nods [1]</b> 192/5</p> <p><b>noise [1]</b> 1/4</p> <p><b>non [4]</b> 82/1 83/9 113/22 180/12</p> <p><b>non-attendance [1]</b> 113/22</p> <p><b>non-binary [1]</b> 180/12</p> <p><b>non-digital [2]</b> 82/1 83/9</p> <p><b>nonetheless [1]</b> 148/15</p> <p><b>normal [6]</b> 88/7 92/17 117/20 150/3 186/14 188/1</p> <p><b>normally [2]</b> 124/16 188/8</p> <p><b>norms [2]</b> 131/2 131/4</p> <p><b>Northern [37]</b> 2/8 2/15 5/10 6/8 6/14 6/21 8/24 10/5 10/8 10/10 14/15 22/12</p>
--	--	--	--	--

<p><b>N</b></p> <p><b>Northern... [25]</b> 22/20 26/2 26/15 26/19 28/22 33/21 35/9 40/4 40/5 40/11 42/25 44/1 44/7 59/12 59/13 59/20 59/21 66/17 192/5 192/12 192/18 192/19 192/21 193/11 193/19</p> <p><b>Northern Ireland [3]</b> 2/15 42/25 44/1</p> <p><b>not [182]</b> 4/7 4/15 5/20 6/2 7/6 7/24 9/4 9/9 10/23 11/1 12/15 13/11 14/8 14/16 14/21 16/12 18/11 19/6 19/7 21/5 21/8 21/10 21/21 21/22 24/6 25/1 25/5 25/17 26/7 29/20 29/21 30/7 31/11 32/11 32/17 32/23 33/4 33/17 34/20 36/4 42/23 43/2 44/16 46/15 49/12 50/4 50/6 53/1 53/2 53/15 54/23 58/6 59/24 60/4 60/11 61/5 61/19 62/7 63/8 63/16 68/6 70/2 74/12 74/18 75/16 79/24 79/25 81/19 81/22 83/20 84/5 85/21 86/18 86/21 87/3 87/4 87/5 91/8 91/21 92/25 94/4 98/18 101/19 102/25 103/16 104/21 108/18 108/20 109/4 110/20 110/21 112/13 112/18 114/25 115/7 116/25 117/2 117/5 118/8 118/19 118/25 118/25 119/22 122/1 122/21 122/25 123/3 128/7 129/11 129/17 129/23 130/10 131/6 131/18 132/16 132/23 132/24 133/3 133/20 133/23 134/17 135/1 135/9 135/17 135/18 136/7 137/6 137/8 137/15 138/25 139/6 139/22 140/4 140/21 141/3 141/7 141/8 141/8 141/23 142/2 142/16 143/1 143/3 143/10 143/14 143/24 148/15 148/17 150/15 151/17 152/5 153/19 154/1 157/6 157/10 157/15 157/17 158/25 159/23 160/7 160/20 161/7</p>	<p>161/19 162/1 163/5 164/5 164/6 168/24 170/7 171/21 173/16 173/20 174/4 175/24 177/3 181/21 183/6 184/6 184/15 185/18 188/6 189/25</p> <p><b>note [5]</b> 57/11 57/13 57/16 58/23 181/5</p> <p><b>noted [1]</b> 154/22</p> <p><b>notes [2]</b> 63/15 125/15</p> <p><b>nothing [4]</b> 53/12 73/6 80/15 142/3</p> <p><b>notice [1]</b> 35/6</p> <p><b>notices [4]</b> 114/11 125/17 125/17 126/10</p> <p><b>notion [1]</b> 129/19</p> <p><b>now [78]</b> 3/17 3/21 4/1 4/17 12/4 15/23 17/22 18/9 18/23 22/7 23/8 23/14 23/17 32/15 32/20 40/16 41/18 45/15 47/3 48/18 50/10 50/16 51/10 51/25 52/7 53/3 54/14 55/13 56/15 60/9 64/16 69/11 74/7 75/20 77/14 91/17 92/15 99/23 104/5 105/7 106/9 111/5 113/15 113/23 114/13 117/7 119/18 121/5 121/9 122/9 125/8 130/14 131/8 132/20 133/8 135/8 136/16 144/1 144/11 144/12 145/1 146/13 150/15 166/3 166/14 170/3 178/1 178/4 178/9 185/18 189/21 190/19 190/21 191/17 191/23 192/8 193/3 194/3</p> <p><b>nowhere [1]</b> 16/20</p> <p><b>NTP [5]</b> 186/17 186/23 186/25 187/5 192/25</p> <p><b>Nuala [4]</b> 1/5 1/7 2/8 195/3</p> <p><b>Nuala Toman [1]</b> 2/8</p> <p><b>number [27]</b> 9/22 10/20 16/24 19/3 23/20 62/22 67/10 68/19 70/18 75/21 76/13 83/18 89/5 89/6 89/13 101/16 117/24 121/18 123/14 125/19 128/19 160/3 167/6 176/22 176/25 186/11 186/11</p> <p><b>numbers [7]</b> 41/21 51/8 52/22 88/22 91/16 149/15 149/19</p>	<p><b>nurse [2]</b> 38/25 39/1</p> <p><b>nursery [1]</b> 38/25</p> <p><b>Nursing [1]</b> 104/4</p> <p><b>O</b></p> <p><b>objective [1]</b> 127/19</p> <p><b>obligation [1]</b> 28/20</p> <p><b>obligations [2]</b> 28/14 32/23</p> <p><b>observations [1]</b> 62/2</p> <p><b>obvious [3]</b> 115/8 141/9 149/23</p> <p><b>obviously [22]</b> 17/12 17/13 18/5 20/18 29/7 37/24 42/11 85/20 85/25 94/20 95/5 99/16 105/25 109/11 123/15 135/12 139/25 166/25 168/21 173/10 176/17 178/9</p> <p><b>occupation [2]</b> 169/12 169/22</p> <p><b>occupational [3]</b> 13/13 29/23 29/24</p> <p><b>occupations [1]</b> 149/18</p> <p><b>October [5]</b> 1/1 151/4 151/5 173/25 181/15</p> <p><b>October 2021 [3]</b> 151/4 173/25 181/15</p> <p><b>October 2022 [1]</b> 151/5</p> <p><b>October 2025 [1]</b> 1/1</p> <p><b>oesophageal [1]</b> 109/6</p> <p><b>off [15]</b> 23/10 74/22 87/10 88/16 102/3 118/12 118/15 118/17 118/23 131/6 131/21 153/11 154/2 156/1 183/20</p> <p><b>off-rolling [2]</b> 118/15 118/17</p> <p><b>offer [3]</b> 21/1 184/13 185/20</p> <p><b>offered [8]</b> 116/22 119/2 141/18 141/19 183/17 183/25 184/11 193/11</p> <p><b>offhand [1]</b> 164/20</p> <p><b>Officer [3]</b> 50/11 52/2 104/4</p> <p><b>officers [3]</b> 49/2 49/18 52/14</p> <p><b>official [1]</b> 57/13</p> <p><b>often [16]</b> 10/3 10/15 16/7 16/10 16/16 16/20 26/3 26/17 28/9 33/23 34/2 43/13 50/2 84/3 173/4 175/22</p> <p><b>Oh [4]</b> 119/2 130/21 160/20 192/8</p>	<p><b>okay [66]</b> 6/3 7/10 12/3 18/9 23/7 28/2 29/12 33/19 39/22 40/16 41/17 43/3 44/6 44/10 44/15 46/25 54/12 54/17 55/10 55/13 57/10 58/23 59/2 59/19 59/25 60/4 66/23 80/12 101/16 102/7 102/13 102/16 103/1 105/6 105/17 106/10 107/5 107/9 107/12 108/23 110/5 111/23 112/17 112/19 112/19 116/7 117/7 117/11 118/1 119/18 121/13 122/9 123/8 124/24 125/8 127/14 127/18 127/21 128/13 129/8 131/15 132/1 137/3 137/6 150/2 160/22</p> <p><b>old [7]</b> 10/24 41/8 55/24 64/16 120/7 130/2 142/20</p> <p><b>old's [1]</b> 74/3</p> <p><b>older [1]</b> 187/14</p> <p><b>olds [1]</b> 171/18</p> <p><b>on [306]</b></p> <p><b>once [16]</b> 19/14 25/7 27/1 30/22 35/6 35/6 69/15 74/20 85/2 98/22 151/24 162/12 162/21 164/9 169/23 190/14</p> <p><b>one [55]</b> 3/15 6/20 15/18 18/2 26/6 30/5 33/4 35/15 36/1 36/22 37/6 41/7 48/2 48/4 54/7 54/7 58/14 61/17 62/10 68/21 72/21 78/4 83/14 83/19 115/22 124/12 135/2 137/25 137/25 138/2 138/7 142/14 143/1 145/13 146/20 151/19 151/22 152/4 152/6 152/12 152/20 153/16 154/21 156/13 159/7 173/14 174/13 176/8 179/10 183/23 184/25 184/25 192/3 193/4 194/9</p> <p><b>ones [2]</b> 43/2 136/19</p> <p><b>ongoing [2]</b> 39/14 101/14</p> <p><b>online [16]</b> 39/7 81/17 83/2 85/19 100/18 120/9 120/13 120/15 142/18 154/24 160/14 161/1 164/1 169/11 170/5 185/17</p> <p><b>only [21]</b> 4/15 24/1</p>	<p>24/6 29/20 52/25 61/14 85/7 86/18 110/23 135/1 137/24 153/23 154/3 161/13 170/8 172/7 181/12 186/24 187/25 191/13 193/4</p> <p><b>ONS [6]</b> 41/24 42/15 42/18 42/24 43/1 43/3</p> <p><b>onward [1]</b> 112/1</p> <p><b>onwards [4]</b> 37/15 111/19 113/11 151/12</p> <p><b>open [3]</b> 8/22 17/12 17/13</p> <p><b>opening [1]</b> 113/18</p> <p><b>operate [1]</b> 39/22</p> <p><b>operates [1]</b> 39/24</p> <p><b>operational [1]</b> 14/17</p> <p><b>opportunities [1]</b> 86/14</p> <p><b>opportunity [4]</b> 14/10 15/3 79/24 94/15</p> <p><b>opposed [3]</b> 35/5 148/12 174/4</p> <p><b>option [15]</b> 9/22 58/23 85/16 86/1 115/11 116/8 117/5 118/9 121/16 121/22 123/25 123/25 132/15 141/12 141/20</p> <p><b>options [5]</b> 27/1 54/5 58/14 93/17 121/3</p> <p><b>or [174]</b> 5/13 5/13 5/14 5/17 5/18 6/5 6/6 6/12 6/12 7/7 8/12 11/11 14/5 17/12 17/19 20/12 21/17 24/13 25/5 27/8 33/4 34/16 34/22 41/11 45/4 45/11 45/13 48/4 49/6 53/1 54/25 56/3 56/8 59/12 59/21 60/1 64/2 68/9 68/10 69/2 70/10 70/10 70/17 70/18 71/23 72/12 72/15 72/17 72/19 73/1 73/12 73/18 74/11 74/19 74/24 75/7 75/9 75/16 78/1 78/12 78/22 79/8 81/2 81/5 82/15 84/5 85/5 86/5 86/22 87/5 87/6 88/10 88/11 88/14 90/20 90/25 93/24 100/13 103/2 103/3 103/4 104/15 109/5 110/21 110/24 113/22 114/15 115/19 115/19 116/1 116/24 118/2 118/7 118/12 118/20 122/23 122/24 123/23 128/8 131/12 131/21 132/14 133/4 135/10</p>
--	--	---	---	--

<p><b>O</b></p> <p><b>or... [70]</b> 135/20 135/21 135/21 136/12 137/8 137/8 137/16 139/2 139/3 139/5 139/12 142/7 142/22 143/1 143/4 148/15 148/17 150/4 154/1 154/7 154/14 155/2 155/2 155/18 156/18 156/23 157/10 157/12 157/16 157/25 159/7 159/7 159/24 160/7 160/7 161/10 161/19 162/1 162/16 162/24 164/1 164/6 164/13 168/3 170/3 170/13 170/24 170/24 172/24 172/25 173/20 176/3 177/20 178/21 178/24 179/4 181/21 183/9 184/2 184/9 184/11 185/6 187/13 187/18 188/6 188/19 189/8 189/19 192/20 193/11</p> <p><b>order [3]</b> 25/2 84/17 187/17</p> <p><b>ordinarily [1]</b> 172/23</p> <p><b>organ [1]</b> 104/12</p> <p><b>organisation [14]</b> 1/21 1/22 1/22 2/1 11/4 33/23 35/2 36/3 39/6 39/16 39/19 53/25 100/20 168/17</p> <p><b>organisations [18]</b> 1/18 1/24 5/1 12/8 14/3 14/25 15/1 15/8 22/2 28/2 31/8 31/9 32/2 33/14 33/15 36/23 185/14 186/25</p> <p><b>original [1]</b> 61/4</p> <p><b>originally [2]</b> 110/16 120/14</p> <p><b>ostensibly [1]</b> 107/9</p> <p><b>other [76]</b> 5/11 7/18 8/3 8/6 8/10 8/16 16/6 18/4 18/17 25/17 26/16 26/18 46/15 50/8 54/4 58/7 59/12 59/21 63/3 63/25 64/22 67/6 70/10 74/11 75/4 77/22 77/24 78/3 78/23 80/11 80/12 80/23 81/10 81/24 82/12 83/8 83/11 83/13 88/4 88/11 92/10 93/17 97/20 98/9 100/15 101/9 108/12 108/14 109/7 110/24 113/4 115/22 117/3 117/3 121/3 128/8 131/12</p>	<p>133/1 133/15 133/16 133/18 134/13 135/16 136/2 136/5 141/25 153/16 160/12 164/14 169/19 173/7 177/18 177/19 178/10 180/7 193/4</p> <p><b>others [5]</b> 5/2 33/15 95/12 182/10 192/20</p> <p><b>otherwise [1]</b> 87/24</p> <p><b>ought [6]</b> 52/1 111/25 145/12 145/19 180/8 180/9</p> <p><b>our [81]</b> 1/25 3/14 3/15 4/9 4/23 10/7 10/12 10/18 11/2 11/14 12/12 15/18 15/18 16/13 23/16 26/24 29/16 30/3 30/5 33/13 35/12 39/7 40/7 49/14 49/25 52/8 52/23 52/24 54/20 58/17 59/8 60/8 60/11 60/12 62/16 64/1 64/5 66/4 66/6 66/20 68/20 68/20 74/15 75/13 79/14 81/21 83/15 85/6 85/9 85/15 89/2 89/10 93/21 98/24 101/10 102/21 109/11 115/1 115/8 121/15 124/12 124/23 125/19 125/20 132/4 134/5 140/18 140/20 141/20 142/13 142/14 143/4 147/8 171/19 176/17 176/20 177/3 177/24 190/11 193/14 194/5</p> <p><b>ourself [1]</b> 35/3</p> <p><b>ourselves [7]</b> 7/4 19/8 32/2 35/3 36/3 52/11 107/15</p> <p><b>out [81]</b> 10/24 22/12 23/23 25/16 27/20 27/25 28/10 35/14 40/18 41/10 43/7 43/21 48/22 50/4 51/8 51/21 59/8 59/8 60/20 66/2 67/17 69/16 70/3 76/5 77/11 82/4 83/4 90/7 90/11 91/24 92/9 99/1 101/11 107/18 108/12 108/13 114/22 114/22 115/5 118/23 119/15 119/21 121/4 122/10 129/5 130/9 130/19 131/3 135/4 136/24 140/11 153/17 154/7 154/8 154/21 155/5 159/22 160/12 163/7 163/15 163/19 163/23 165/8 165/21 166/17 167/1 167/20</p>	<p>168/16 170/16 174/12 174/16 176/23 177/14 178/19 180/14 181/13 181/24 186/8 186/14 187/13 190/11</p> <p><b>outbreak [1]</b> 113/20</p> <p><b>outcomes [4]</b> 69/22 70/1 153/7 182/23</p> <p><b>outdoor [2]</b> 123/18 141/15</p> <p><b>outlier [1]</b> 105/24</p> <p><b>outlined [1]</b> 34/16</p> <p><b>outpatient [2]</b> 139/15 139/18</p> <p><b>outset [1]</b> 4/12</p> <p><b>outside [7]</b> 95/1 109/21 112/14 112/20 123/22 175/17 176/3</p> <p><b>over [32]</b> 10/7 18/18 22/25 23/22 41/25 45/1 55/23 67/19 73/13 90/8 102/2 103/22 104/13 109/9 118/21 120/2 120/24 121/18 135/18 148/5 148/6 149/14 164/1 165/23 168/1 168/12 171/11 172/5 176/7 178/5 179/11 180/4</p> <p><b>over-sampled [1]</b> 148/6</p> <p><b>over-subscribed [1]</b> 22/25</p> <p><b>overall [10]</b> 13/18 25/13 71/25 131/6 153/9 153/14 175/24 176/24 179/24 192/25</p> <p><b>overarching [1]</b> 60/6</p> <p><b>overcrowded [1]</b> 82/9</p> <p><b>overlap [1]</b> 139/4</p> <p><b>overlooked [4]</b> 43/13 80/16 94/9 98/25</p> <p><b>overlooking [1]</b> 98/22</p> <p><b>overpopulated [1]</b> 10/1</p> <p><b>overspeaking [8]</b> 77/4 78/1 106/17 113/9 144/17 144/21 151/9 179/18</p> <p><b>overstated [1]</b> 57/15</p> <p><b>overstating [1]</b> 58/4</p> <p><b>overview [1]</b> 65/20</p> <p><b>overwhelmed [2]</b> 27/7 55/1</p> <p><b>own [11]</b> 52/21 52/23 52/24 57/8 85/14 92/12 147/8 174/8 174/8 182/12 184/8</p>	<p>56/21 57/15 58/1 58/4 59/4 167/6</p> <p><b>Pack' [1]</b> 57/24</p> <p><b>package [4]</b> 97/10 97/24 98/2 98/12</p> <p><b>packed [1]</b> 101/8</p> <p><b>packs [1]</b> 58/21</p> <p><b>pads [1]</b> 133/2</p> <p><b>paediatric [5]</b> 50/15 50/23 50/25 51/22 54/19</p> <p><b>page [29]</b> 24/23 50/18 51/11 51/16 55/23 62/17 62/22 63/10 65/12 104/13 106/21 113/17 119/20 122/16 125/9 136/17 138/20 155/1 167/5 171/11 171/12 176/7 179/11 179/11 179/18 180/4 180/4 182/21 195/2</p> <p><b>page 1 [3]</b> 51/11 62/22 167/5</p> <p><b>page 12 [1]</b> 171/12</p> <p><b>Page 13 [1]</b> 113/17</p> <p><b>page 143 [1]</b> 55/23</p> <p><b>page 169 [1]</b> 119/20</p> <p><b>page 19 [1]</b> 138/20</p> <p><b>page 2 [1]</b> 50/18</p> <p><b>page 3 [1]</b> 106/21</p> <p><b>page 3-paragraph 2.2 [1]</b> 63/10</p> <p><b>page 5 [1]</b> 122/16</p> <p><b>page 8 [1]</b> 179/11</p> <p><b>page 9 [1]</b> 180/4</p> <p><b>pagination [1]</b> 160/23</p> <p><b>paid [2]</b> 72/5 96/20</p> <p><b>pain [2]</b> 41/3 61/12</p> <p><b>paints [1]</b> 75/10</p> <p><b>palpitations [1]</b> 61/12</p> <p><b>pandemic [157]</b> 2/23 2/24 3/2 3/24 8/5 8/11 8/20 12/6 12/21 13/18 13/22 14/17 14/18 15/20 17/1 17/3 17/9 17/11 17/16 17/23 20/17 25/7 25/16 25/23 25/25 26/15 27/14 28/5 29/8 29/8 30/2 30/11 31/3 33/5 33/11 34/5 34/8 34/21 34/23 35/12 36/12 36/22 38/23 40/10 45/23 47/14 55/3 66/7 66/9 71/3 71/5 71/10 71/14 72/3 72/10 73/17 73/24 73/25 75/24 76/1 76/14 77/10 77/19 77/25 78/9 79/9 79/18 79/23</p>	<p>80/15 81/21 83/15 83/17 83/21 83/25 84/9 86/15 87/20 88/23 89/3 89/12 90/4 90/6 90/9 90/11 90/18 91/1 91/6 91/14 91/15 91/18 92/11 92/18 93/10 93/11 94/19 94/21 95/1 95/2 96/24 97/4 103/1 103/9 107/14 107/17 121/19 122/19 130/16 131/2 131/4 131/7 132/6 138/23 140/15 141/24 147/1 147/4 147/8 148/9 148/20 152/22 153/1 164/6 165/18 166/6 172/4 172/9 172/19 173/1 173/10 176/4 176/6 178/8 178/12 178/25 179/3 183/3 183/6 185/6 185/10 186/9 186/16 186/21 187/16 187/19 187/25 188/15 188/23 189/2 189/4 189/6 189/19 189/21 189/24 190/13 190/16 191/1 191/5</p> <p><b>panel [1]</b> 124/17</p> <p><b>paragraph [34]</b> 17/2 37/15 43/20 44/17 46/6 47/23 58/13 63/10 101/21 103/24 104/7 104/20 105/10 114/17 117/8 120/3 133/11 151/1 151/12 151/18 152/21 154/8 154/21 156/3 156/7 158/22 158/24 159/22 160/11 160/15 165/9 166/18 179/21 179/22</p> <p><b>paragraph 1 [1]</b> 151/1</p> <p><b>paragraph 122 [1]</b> 17/2</p> <p><b>paragraph 13 [1]</b> 105/10</p> <p><b>paragraph 151 [1]</b> 37/15</p> <p><b>paragraph 167 [1]</b> 47/23</p> <p><b>paragraph 18 [1]</b> 58/13</p> <p><b>paragraph 19 [1]</b> 101/21</p> <p><b>paragraph 2.10 [1]</b> 154/8</p> <p><b>paragraph 2.11 [1]</b> 154/21</p> <p><b>paragraph 2.14 [1]</b> 156/3</p> <p><b>paragraph 2.2 [2]</b></p>
---	---	--	--	--

<p><b>P</b></p> <p><b>paragraph 2.2...</b> [2] 151/12 151/18</p> <p><b>paragraph 2.4</b> [1] 152/21</p> <p><b>paragraph 23</b> [1] 114/17</p> <p><b>paragraph 3</b> [1] 160/11</p> <p><b>paragraph 3.19</b> [1] 166/18</p> <p><b>paragraph 3.7</b> [1] 160/15</p> <p><b>paragraph 3.7.2.15</b> [1] 133/11</p> <p><b>paragraph 4</b> [1] 103/24</p> <p><b>paragraph 4.3</b> [2] 156/7 158/22</p> <p><b>paragraph 4.4</b> [1] 158/24</p> <p><b>paragraph 4.7</b> [1] 159/22</p> <p><b>paragraph 53</b> [1] 117/8</p> <p><b>paragraph 713</b> [1] 104/7</p> <p><b>paragraph 85</b> [1] 43/20</p> <p><b>paragraph 88</b> [1] 44/17</p> <p><b>paragraph 99</b> [1] 46/6</p> <p><b>paragraphs</b> [9] 7/12 41/21 42/5 48/25 57/18 96/14 101/12 110/11 121/10</p> <p><b>paragraphs 15</b> [1] 57/18</p> <p><b>paragraphs 174</b> [1] 96/14</p> <p><b>paragraphs 23</b> [2] 41/21 42/5</p> <p><b>paragraphs 3.94</b> [1] 110/11</p> <p><b>paragraphs 33-39</b> [1] 48/25</p> <p><b>paragraphs 56</b> [1] 121/10</p> <p><b>paragraphs 8</b> [1] 101/12</p> <p><b>paragraphs 84</b> [1] 7/12</p> <p><b>pardon</b> [5] 11/16 51/10 58/13 111/4 130/23</p> <p><b>parent</b> [11] 8/22 25/20 73/11 82/18 112/3 113/21 124/24 125/24 126/2 126/18 179/7</p> <p><b>parental</b> [2] 169/21</p>	<p>179/14</p> <p><b>parents</b> [28] 24/14 24/24 26/21 28/9 49/9 49/12 49/18 49/21 49/24 52/17 82/3 82/13 82/22 87/13 94/17 118/19 119/6 121/16 122/23 126/9 132/8 149/13 149/19 159/6 164/20 170/22 180/15 180/18</p> <p><b>parents'</b> [1] 114/6</p> <p><b>part</b> [32] 3/8 17/4 60/11 66/5 68/8 68/10 69/20 74/17 93/20 94/12 94/16 97/18 111/11 128/1 148/18 149/11 150/10 151/6 160/19 161/14 169/7 172/25 173/8 173/18 175/10 177/10 178/13 183/6 185/13 186/9 186/10 188/8</p> <p><b>part-time</b> [1] 185/13</p> <p><b>participant</b> [2] 22/11 22/11</p> <p><b>participants</b> [2] 44/10 173/4</p> <p><b>participate</b> [1] 93/22</p> <p><b>particular</b> [24] 1/25 8/24 10/4 12/14 13/25 19/12 20/13 20/19 28/22 49/1 67/18 72/14 77/1 77/2 79/20 80/21 108/6 115/2 136/8 137/12 148/8 171/19 182/11 187/19</p> <p><b>particularly</b> [34] 10/19 11/6 50/7 64/13 66/9 67/1 67/13 72/10 72/23 76/24 78/9 78/17 81/3 82/3 82/14 82/18 84/7 84/20 86/24 87/22 89/18 90/10 90/17 91/20 115/1 132/21 138/11 140/7 163/10 166/15 169/17 180/11 183/8 185/1</p> <p><b>partly</b> [1] 14/4</p> <p><b>partners</b> [1] 186/25</p> <p><b>party</b> [1] 35/4</p> <p><b>pass</b> [2] 143/1 194/5</p> <p><b>passage</b> [1] 40/19</p> <p><b>past</b> [2] 69/9 143/25</p> <p><b>patchy</b> [3] 24/12 27/4 84/14</p> <p><b>path</b> [3] 77/1 119/1 143/14</p> <p><b>pathogen</b> [1] 109/12</p> <p><b>pathogens</b> [1] 141/4</p> <p><b>pathology</b> [1] 101/4</p> <p><b>Patrick</b> [2] 50/24</p>	<p>51/11</p> <p><b>pattern</b> [1] 46/21</p> <p><b>patterns</b> [2] 43/24 47/25</p> <p><b>pause</b> [6] 13/24 27/16 46/25 57/4 116/16 158/9</p> <p><b>pay</b> [2] 74/19 187/6</p> <p><b>paying</b> [1] 73/19</p> <p><b>Payment</b> [1] 67/5</p> <p><b>PE</b> [1] 123/21</p> <p><b>peers</b> [5] 16/3 46/14 74/23 141/16 165/17</p> <p><b>penalised</b> [1] 113/21</p> <p><b>penalty</b> [3] 114/11 125/17 126/10</p> <p><b>people</b> [212]</p> <p><b>people's</b> [25] 1/18 1/22 5/1 12/7 14/3 15/1 15/8 15/16 22/2 28/2 30/4 33/14 43/17 46/17 47/18 47/19 48/1 55/14 119/19 123/11 128/5 133/10 138/10 149/18 192/13</p> <p><b>per</b> [8] 20/22 44/25 45/2 98/7 98/7 120/25 120/25 170/5</p> <p><b>per day</b> [1] 170/5</p> <p><b>per-pupil</b> [2] 98/7 98/7</p> <p><b>perceived</b> [1] 184/10</p> <p><b>percentage</b> [7] 6/18 23/18 71/25 72/2 153/8 153/9 153/14</p> <p><b>perception</b> [1] 182/12</p> <p><b>perfect</b> [3] 33/17 167/8 175/24</p> <p><b>perhaps</b> [15] 7/7 49/17 66/16 71/2 78/2 121/25 124/2 128/6 132/10 135/20 135/20 135/22 139/7 141/14 179/2</p> <p><b>period</b> [14] 34/17 66/10 67/16 67/19 82/19 82/23 93/16 122/18 129/6 131/24 165/23 166/5 171/23 187/24</p> <p><b>periods</b> [2] 142/1 169/19</p> <p><b>permanent</b> [3] 62/19 63/6 63/6</p> <p><b>permanently</b> [2] 3/18 3/21</p> <p><b>permitted</b> [1] 24/4</p> <p><b>perpetrators</b> [1] 16/8</p> <p><b>persistent</b> [5] 41/1 91/22 130/22 130/24 131/18</p> <p><b>person</b> [22] 3/4 4/8</p>	<p>5/13 5/14 9/6 9/8 19/17 25/5 33/4 45/13 120/25 127/20 127/22 127/23 128/3 134/4 136/21 137/7 141/15 164/4 172/18 185/17</p> <p><b>person's</b> [5] 1/20 9/8 45/11 46/19 152/2</p> <p><b>personal</b> [2] 61/8 127/13</p> <p><b>personally</b> [1] 2/14</p> <p><b>perspective</b> [13] 4/10 4/22 12/12 26/24 29/17 30/3 33/13 36/15 37/7 87/13 98/24 188/22 193/17</p> <p><b>persuaded</b> [1] 119/14</p> <p><b>pharmacy</b> [1] 135/21</p> <p><b>PhD</b> [1] 173/16</p> <p><b>PHE</b> [5] 57/20 58/3 58/14 58/15 63/1</p> <p><b>phenomenon</b> [1] 73/22</p> <p><b>phone</b> [4] 118/22 160/8 164/1 168/2</p> <p><b>physical</b> [12] 6/1 17/7 18/12 30/9 41/2 56/13 137/14 138/10 141/2 155/1 175/12 181/13</p> <p><b>physically</b> [2] 155/5 155/10</p> <p><b>physiotherapy</b> [3] 13/13 18/16 29/23</p> <p><b>pick</b> [5] 11/15 32/4 60/16 67/17 183/23</p> <p><b>picked</b> [2] 9/3 108/16</p> <p><b>picking</b> [2] 7/7 77/9</p> <p><b>picture</b> [5] 51/4 51/5 75/10 156/10 170/14</p> <p><b>piece</b> [8] 20/7 37/4 69/13 87/2 91/24 154/12 154/13 171/6</p> <p><b>pieces</b> [2] 32/4 147/9</p> <p><b>pilates</b> [1] 38/23</p> <p><b>PIMS</b> [1] 55/21</p> <p><b>pinging</b> [1] 136/23</p> <p><b>pivotal</b> [1] 150/12</p> <p><b>pivoted</b> [1] 147/3</p> <p><b>place</b> [35] 4/6 4/11 7/2 14/10 14/11 14/20 15/14 25/1 25/3 25/9 31/7 32/1 34/11 34/14 34/22 36/18 56/17 67/3 76/1 78/18 80/14 83/11 84/13 90/19 95/10 115/3 119/3 125/18 132/7 140/19 163/21 171/3 185/6 190/23 191/17</p> <p><b>placed</b> [5] 13/21 31/22 55/2 178/11</p>	<p>188/25</p> <p><b>places</b> [1] 85/3</p> <p><b>plan</b> [11] 15/3 19/6 19/10 21/8 21/20 23/12 23/13 24/4 27/21 27/25 189/7</p> <p><b>planning</b> [6] 13/16 14/23 30/19 34/8 34/21 189/12</p> <p><b>plans</b> [4] 10/23 24/13 29/5 32/21</p> <p><b>play</b> [3] 92/9 94/15 99/1</p> <p><b>played</b> [3] 25/16 90/11 178/12</p> <p><b>please</b> [19] 1/6 23/23 37/22 57/16 96/14 104/14 106/10 106/20 110/5 145/2 145/10 158/15 166/3 171/11 172/22 173/24 176/8 179/11 180/22</p> <p><b>plenty</b> [1] 130/4</p> <p><b>Plus</b> [1] 127/10</p> <p><b>pm</b> [5] 99/25 100/2 158/16 158/18 194/13</p> <p><b>point</b> [41] 19/3 31/14 56/5 56/7 63/13 63/15 77/16 80/4 80/6 83/10 88/2 102/5 108/11 109/16 113/15 114/4 116/8 116/11 121/1 128/24 128/25 138/4 143/25 150/12 152/4 153/5 153/13 159/1 162/5 163/7 168/15 169/4 170/11 170/16 171/14 171/15 174/6 176/17 178/8 183/10 191/1</p> <p><b>pointed</b> [3] 77/11 112/13 190/11</p> <p><b>points</b> [12] 38/3 114/2 141/19 151/11 153/8 153/9 153/16 154/22 155/7 179/10 186/23 190/12</p> <p><b>policies</b> [5] 58/10 66/12 67/2 70/3 95/20</p> <p><b>policy</b> [19] 14/7 18/23 19/1 19/1 19/4 23/9 24/4 36/20 53/4 65/16 66/4 76/3 76/9 76/15 99/15 146/11 179/16 179/19 180/1</p> <p><b>policymaking</b> [1] 98/23</p> <p><b>political</b> [1] 34/6</p> <p><b>politicised</b> [2] 132/25 133/3</p> <p><b>polling</b> [9] 147/10 147/17 154/6 154/13 154/15 154/18 155/13</p>
---	---	---	--	---

<p><b>P</b></p> <p><b>polling...</b> [2] 156/19 157/10</p> <p><b>poor</b> [3] 9/13 82/10 180/13</p> <p><b>poor-quality</b> [2] 9/13 82/10</p> <p><b>poorer</b> [1] 171/1</p> <p><b>poorest</b> [1] 156/2</p> <p><b>poorly</b> [1] 144/23</p> <p><b>population</b> [13] 7/20 12/1 19/12 19/21 32/13 147/15 148/3 148/6 156/12 173/17 175/2 175/5 176/24</p> <p><b>populations</b> [8] 7/18 8/6 8/10 8/17 16/6 147/11 148/7 155/22</p> <p><b>posed</b> [2] 101/14 134/24</p> <p><b>position</b> [7] 22/20 32/16 32/22 64/22 111/23 121/21 143/15</p> <p><b>positive</b> [5] 4/14 37/8 116/23 135/1 191/23</p> <p><b>possibility</b> [1] 130/9</p> <p><b>possible</b> [6] 31/17 46/21 113/25 148/6 186/7 192/25</p> <p><b>possibly</b> [2] 34/25 35/2</p> <p><b>post</b> [11] 11/2 29/8 40/25 50/8 51/23 55/16 58/6 58/7 150/13 166/6 171/24</p> <p><b>post-16</b> [2] 150/13 171/24</p> <p><b>post-acute</b> [1] 50/8</p> <p><b>post-COVID</b> [1] 58/6</p> <p><b>post-pandemic</b> [1] 29/8</p> <p><b>post-viral</b> [4] 40/25 51/23 55/16 58/7</p> <p><b>postcode</b> [1] 10/16</p> <p><b>posted</b> [1] 44/12</p> <p><b>potential</b> [5] 12/10 57/21 63/18 115/13 123/16</p> <p><b>potentially</b> [6] 46/19 102/20 110/15 164/4 174/24 191/18</p> <p><b>Pottle</b> [6] 21/20 30/15 38/14 47/2 47/10 100/3</p> <p><b>pounds</b> [1] 120/25</p> <p><b>poverty</b> [77] 7/15 7/16 11/4 11/6 65/16 65/20 65/22 65/24 65/25 66/2 66/24 67/1 67/4 67/6 67/7 67/19 67/22 67/24 67/25 68/4 68/5 68/15 68/17</p>	<p>68/20 68/25 69/8 69/16 69/18 69/25 69/25 70/3 70/4 70/9 70/10 70/12 70/14 70/16 70/22 71/3 71/7 71/10 71/16 71/24 72/14 73/4 73/11 73/14 73/15 73/17 73/20 73/22 75/1 75/12 75/17 75/22 75/23 76/9 76/13 77/10 77/14 77/20 77/21 80/20 83/7 83/20 86/12 86/13 90/6 90/24 91/1 91/3 91/12 92/1 93/8 93/10 99/4 99/12</p> <p><b>poverty-related</b> [2] 91/12 99/4</p> <p><b>powers</b> [1] 125/16</p> <p><b>PPE</b> [2] 31/12 37/10</p> <p><b>practical</b> [4] 93/8 128/2 128/3 188/16</p> <p><b>practicals</b> [1] 143/8</p> <p><b>practice</b> [4] 7/7 20/5 34/17 36/20</p> <p><b>practices</b> [1] 6/22</p> <p><b>pre</b> [9] 12/21 30/2 30/11 33/11 34/21 131/2 131/4 176/4 176/6</p> <p><b>pre-pandemic</b> [8] 12/21 30/2 33/11 34/21 131/2 131/4 176/4 176/6</p> <p><b>precarious</b> [1] 119/7</p> <p><b>precautionary</b> [5] 50/5 110/15 112/2 130/10 140/19</p> <p><b>precisely</b> [1] 153/2</p> <p><b>predictor</b> [2] 74/2 74/5</p> <p><b>predominantly</b> [3] 66/22 68/5 82/19</p> <p><b>prefer</b> [3] 5/4 36/6 69/3</p> <p><b>preferred</b> [3] 68/20 85/16 86/1</p> <p><b>pregnant</b> [1] 104/18</p> <p><b>prematurely</b> [1] 139/3</p> <p><b>premium</b> [1] 191/19</p> <p><b>preparation</b> [2] 12/12 14/1</p> <p><b>prepared</b> [6] 2/4 12/8 44/20 56/16 57/10 132/5</p> <p><b>preparedness</b> [1] 189/20</p> <p><b>presence</b> [1] 66/17</p> <p><b>present</b> [1] 97/9</p> <p><b>presentation</b> [3] 8/14 9/3 30/9</p>	<p><b>presented</b> [2] 89/13 97/10</p> <p><b>pressure</b> [14] 8/22 8/25 8/25 17/24 25/10 26/25 27/1 45/12 45/16 54/24 64/3 129/1 129/1 132/22</p> <p><b>pressured</b> [1] 127/6</p> <p><b>pressures</b> [1] 80/24</p> <p><b>pressuring</b> [1] 117/21</p> <p><b>pretty</b> [5] 41/12 71/14 124/22 126/17 154/2</p> <p><b>prevalence</b> [1] 58/4</p> <p><b>prevalent</b> [1] 41/22</p> <p><b>previous</b> [2] 115/10 157/17</p> <p><b>previously</b> [8] 48/4 109/16 111/6 111/18 115/25 120/12 121/16 191/6</p> <p><b>primarily</b> [2] 100/17 176/18</p> <p><b>primary</b> [6] 153/6 163/14 168/18 172/3 176/20 190/25</p> <p><b>primary-age</b> [1] 172/3</p> <p><b>principal</b> [2] 146/21 167/10</p> <p><b>principle</b> [2] 130/11 140/20</p> <p><b>principles</b> [1] 4/11</p> <p><b>printer</b> [1] 82/5</p> <p><b>printers</b> [1] 82/2</p> <p><b>prior</b> [19] 3/2 15/20 17/11 26/20 26/20 27/23 34/13 73/24 83/15 83/17 83/21 83/24 90/3 90/5 91/17 94/23 107/13 116/8 152/22</p> <p><b>prioritised</b> [3] 31/10 95/16 129/24</p> <p><b>priority</b> [6] 93/25 97/6 103/15 106/2 108/3 108/10</p> <p><b>private</b> [16] 17/11 17/22 61/14 64/15 92/4 127/11 148/7 153/20 154/5 155/20 155/24 161/16 162/25 163/2 164/8 175/24</p> <p><b>probably</b> [12] 108/1 113/15 132/19 143/20 144/13 144/14 148/16 149/3 152/12 158/12 164/3 182/8</p> <p><b>problem</b> [4] 19/9 62/6 77/8 107/24</p> <p><b>problematic</b> [1] 119/10</p> <p><b>problems</b> [2] 35/11</p>	<p>164/19</p> <p><b>process</b> [9] 2/13 5/9 14/7 24/15 26/13 34/15 117/17 127/7 190/10</p> <p><b>processes</b> [1] 6/23</p> <p><b>procurement</b> [1] 190/3</p> <p><b>produced</b> [3] 57/24 107/10 193/12</p> <p><b>producing</b> [1] 193/7</p> <p><b>product</b> [1] 20/19</p> <p><b>productive</b> [1] 3/16</p> <p><b>professional</b> [7] 38/21 38/22 61/18 100/16 101/2 127/21 137/7</p> <p><b>professionals</b> [3] 53/17 56/10 107/2</p> <p><b>Professor</b> [4] 50/13 50/24 51/17 109/17</p> <p><b>Professor Sir Chris Whitty</b> [3] 50/13 50/24 51/17</p> <p><b>Professor Snooks</b> [1] 109/17</p> <p><b>profile</b> [1] 71/2</p> <p><b>programme</b> [18] 96/18 98/6 128/17 143/3 182/23 183/2 183/7 183/9 183/14 184/19 185/15 186/22 190/19 190/21 191/11 191/18 192/16 193/9</p> <p><b>Programme's</b> [1] 185/12</p> <p><b>programmes</b> [1] 186/1</p> <p><b>progress</b> [12] 14/21 45/8 75/2 91/16 165/20 165/21 165/22 165/23 166/4 171/9 185/3 188/18</p> <p><b>progressed</b> [2] 10/23 31/4</p> <p><b>project</b> [1] 155/2</p> <p><b>projects</b> [1] 185/24</p> <p><b>promote</b> [1] 117/9</p> <p><b>properly</b> [2] 35/2 51/15</p> <p><b>proportion</b> [15] 4/2 6/3 6/6 24/9 41/17 41/19 44/8 79/5 80/9 83/16 102/7 102/16 147/3 155/16 162/10</p> <p><b>proposals</b> [1] 98/19</p> <p><b>prosecution</b> [3] 119/10 124/14 125/18</p> <p><b>prosecutions</b> [3] 117/21 119/7 132/14</p> <p><b>protect</b> [12] 33/25 49/25 52/5 52/7 90/14 93/9 94/23 94/25 95/1</p>	<p>112/5 130/12 140/7</p> <p><b>protected</b> [4] 15/15 31/24 79/11 94/25</p> <p><b>protecting</b> [1] 130/11</p> <p><b>protective</b> [2] 81/1 133/1</p> <p><b>protocols</b> [1] 117/20</p> <p><b>provide</b> [16] 10/25 15/9 23/1 31/20 32/9 49/21 53/25 58/15 65/19 81/1 81/7 81/13 149/9 187/4 187/6 193/18</p> <p><b>provided</b> [16] 1/17 23/4 38/17 40/1 57/12 84/4 100/9 104/1 116/2 116/5 116/7 132/7 135/17 187/2 191/13 193/7</p> <p><b>providers</b> [2] 13/2 16/9</p> <p><b>provides</b> [3] 95/18 125/24 126/18</p> <p><b>providing</b> [6] 1/13 9/24 58/23 93/13 170/19 185/24</p> <p><b>provision</b> [60] 2/3 4/25 5/3 5/6 5/9 5/15 5/22 6/1 6/20 6/23 9/4 10/12 10/13 10/19 10/21 14/11 15/12 15/18 16/19 17/12 18/4 19/15 19/25 25/8 25/21 25/24 27/4 27/20 27/25 28/15 28/17 29/6 29/11 29/11 29/19 29/20 29/25 31/17 32/4 32/5 33/16 37/4 37/11 48/15 65/10 77/25 81/7 84/13 85/8 88/12 90/19 94/13 97/18 153/20 153/20 160/13 162/25 185/5 186/18 186/19</p> <p><b>proxy</b> [1] 175/23</p> <p><b>psychological</b> [4] 63/18 177/16 179/8 179/25</p> <p><b>public</b> [14] 37/5 51/7 51/14 52/2 52/11 52/16 58/11 59/13 59/21 60/1 63/1 63/21 72/24 88/2</p> <p><b>publication</b> [1] 44/21</p> <p><b>publicly</b> [1] 27/10</p> <p><b>published</b> [6] 23/16 23/17 39/8 46/2 55/5 77/11</p> <p><b>pull</b> [10] 39/10 46/4 57/16 73/8 76/12 88/7 94/21 104/5 106/20 130/20</p>
--	---	--	---	---

<p><b>P</b></p> <p><b>pulled [2]</b> 70/3 168/16</p> <p><b>punitive [1]</b> 53/14</p> <p><b>pupil [3]</b> 98/7 98/7 191/19</p> <p><b>pupils [12]</b> 46/13 48/5 53/6 53/11 56/18 96/21 131/12 154/20 155/11 156/21 166/19 185/1</p> <p><b>purchase [1]</b> 84/18</p> <p><b>purpose [2]</b> 34/22 101/11</p> <p><b>pursue [1]</b> 96/8</p> <p><b>pushed [1]</b> 55/25</p> <p><b>put [25]</b> 4/11 14/10 14/11 25/8 27/1 31/7 31/25 34/11 34/21 64/2 67/3 76/1 76/20 83/11 84/12 95/10 108/4 113/13 127/5 140/19 143/14 152/8 163/21 185/6 192/15</p> <p><b>puts [2]</b> 75/17 137/16</p> <p><b>putting [3]</b> 4/6 71/20 191/17</p>	<p><b>quicker [2]</b> 147/10 166/6</p> <p><b>quickly [10]</b> 26/11 26/20 56/25 61/2 81/16 84/18 84/19 100/17 154/9 190/6</p> <p><b>quiet [4]</b> 82/11 165/2 165/4 188/12</p> <p><b>quit [1]</b> 115/13</p> <p><b>quite [30]</b> 6/16 21/21 43/5 73/15 85/5 100/23 102/22 118/14 118/19 128/18 131/4 131/23 132/25 135/23 143/23 149/20 151/17 154/9 158/14 161/11 170/5 175/22 176/17 186/19 186/22 187/7 187/10 187/21 187/22 188/22</p> <p><b>quote [1]</b> 46/4</p>	<p>79/12 93/20 93/25 94/11 94/11 95/23 97/18 99/19 112/6 115/8 116/13 117/12 119/7 119/10 120/10 124/1 124/10 134/4 134/19 136/8 137/6 144/2 147/3 147/11 149/5 149/20 150/11 150/12 151/15 157/5 163/8 168/15 168/16 171/3 172/4 172/8 173/15 174/6 174/24 177/12 184/16 184/23 186/18 189/6 191/4 192/14</p> <p><b>reason [12]</b> 69/3 69/12 79/3 122/15 122/19 122/24 123/6 150/10 151/6 173/1 173/8 181/12</p> <p><b>reasonable [8]</b> 19/14 19/22 27/12 28/17 28/21 32/24 33/8 127/19</p> <p><b>reasons [7]</b> 78/2 78/4 78/10 115/15 122/17 182/5 184/6</p> <p><b>reassurance [2]</b> 49/23 132/8</p> <p><b>reassure [5]</b> 49/18 49/20 52/10 52/17 136/15</p> <p><b>Rebecca [4]</b> 145/2 145/3 145/11 195/17</p> <p><b>recall [1]</b> 162/23</p> <p><b>receive [5]</b> 19/22 26/7 44/3 105/21 143/10</p> <p><b>received [6]</b> 19/5 19/9 41/7 44/4 57/25 114/20</p> <p><b>receiving [4]</b> 23/11 85/17 89/21 105/23</p> <p><b>recent [1]</b> 70/20</p> <p><b>recipients [2]</b> 50/20 104/12</p> <p><b>recognise [2]</b> 76/2 108/10</p> <p><b>recognised [10]</b> 97/3 107/16 107/19 109/19 127/8 130/13 134/18 135/15 136/7 141/8</p> <p><b>recommendation [1]</b> 94/10</p> <p><b>recommendations [8]</b> 36/11 37/16 38/1 93/5 93/12 94/18 96/17 191/8</p> <p><b>recommended [3]</b> 98/5 190/22 191/10</p> <p><b>record [4]</b> 40/23 77/13 114/8 118/22</p>	<p><b>recorded [1]</b> 126/3</p> <p><b>recourse [1]</b> 72/23</p> <p><b>recover [3]</b> 42/5 42/11 98/15</p> <p><b>recovered [2]</b> 18/22 30/10</p> <p><b>recovering [1]</b> 61/5</p> <p><b>recovery [15]</b> 93/1 93/2 94/2 94/3 94/12 96/7 96/16 96/18 96/23 97/2 97/6 97/7 97/24 98/3 166/5</p> <p><b>recreation [1]</b> 79/8</p> <p><b>recruited [1]</b> 44/11</p> <p><b>redacted [1]</b> 50/19</p> <p><b>redressing [1]</b> 35/11</p> <p><b>reduce [4]</b> 56/23 57/2 57/4 57/6</p> <p><b>reduced [6]</b> 17/18 28/23 29/6 78/12 98/12 132/10</p> <p><b>reduction [4]</b> 17/5 28/3 29/16 139/18</p> <p><b>reductions [1]</b> 15/24</p> <p><b>redundancies [1]</b> 78/12</p> <p><b>refer [12]</b> 4/18 5/2 9/10 26/1 28/13 55/4 96/17 106/4 106/23 123/9 124/4 138/25</p> <p><b>reference [12]</b> 1/16 38/18 40/23 47/22 47/24 57/14 68/1 122/12 169/12 175/16 181/21 182/22</p> <p><b>referrals [1]</b> 117/24</p> <p><b>referred [5]</b> 45/20 46/1 107/5 160/25 180/16</p> <p><b>referring [2]</b> 7/12 107/7</p> <p><b>refers [4]</b> 5/9 7/10 58/23 62/21</p> <p><b>reflect [1]</b> 26/14</p> <p><b>reflecting [2]</b> 90/1 188/15</p> <p><b>reflection [2]</b> 169/5 183/1</p> <p><b>reflects [2]</b> 4/23 170/12</p> <p><b>reflux [1]</b> 109/7</p> <p><b>refused [1]</b> 142/18</p> <p><b>regard [5]</b> 12/9 50/6 151/9 162/9 188/14</p> <p><b>regarded [2]</b> 149/10 162/8</p> <p><b>regarding [3]</b> 28/24 50/14 140/23</p> <p><b>regards [1]</b> 149/7</p> <p><b>region [4]</b> 6/14 6/21 7/4 10/16</p> <p><b>registered [3]</b> 89/7 115/17 134/6</p>	<p><b>regression [6]</b> 3/8 13/9 15/15 28/7 29/25 30/8</p> <p><b>regular [2]</b> 47/5 158/13</p> <p><b>regularly [1]</b> 114/7</p> <p><b>reinstate [1]</b> 35/7</p> <p><b>reinstated [2]</b> 33/10 34/21</p> <p><b>reinstatement [1]</b> 34/18</p> <p><b>reintegration [1]</b> 94/7</p> <p><b>rejected [1]</b> 98/2</p> <p><b>relate [3]</b> 35/22 42/24 160/13</p> <p><b>related [5]</b> 11/21 25/11 75/1 91/12 99/4</p> <p><b>relates [1]</b> 122/13</p> <p><b>relating [1]</b> 122/20</p> <p><b>relation [5]</b> 16/25 25/24 27/8 32/21 110/17</p> <p><b>relationship [1]</b> 160/5</p> <p><b>relationships [1]</b> 69/21</p> <p><b>relative [5]</b> 68/2 68/21 69/3 69/6 71/7</p> <p><b>relatively [4]</b> 20/18 123/23 156/14 158/6</p> <p><b>release [1]</b> 153/25</p> <p><b>released [2]</b> 154/12 181/16</p> <p><b>relevant [2]</b> 69/11 73/24</p> <p><b>reliably [1]</b> 62/21</p> <p><b>reliant [2]</b> 7/17 8/8</p> <p><b>reluctant [2]</b> 54/4 184/12</p> <p><b>rely [2]</b> 7/21 155/9</p> <p><b>remain [9]</b> 11/3 16/15 32/13 105/12 112/14 112/20 125/4 125/18 132/18</p> <p><b>remained [4]</b> 13/22 80/14 114/9 166/22</p> <p><b>remains [2]</b> 67/7 98/17</p> <p><b>remember [13]</b> 7/23 25/6 112/12 114/22 142/16 153/11 156/15 157/19 164/20 172/9 184/5 186/8 189/2</p> <p><b>Remembering [1]</b> 106/15</p> <p><b>remembers [1]</b> 121/16</p> <p><b>remote [20]</b> 9/5 12/19 19/25 20/4 23/3 23/5 32/9 37/11 116/2 116/5 116/7 116/20 116/22 117/5 126/6 141/18 141/23 142/1</p>
--	--	---	---	---

<b>R</b>	<b>requirements [1]</b> 5/13 <b>requiring [3]</b> 5/21 127/15 135/19 <b>research [26]</b> 39/18 43/12 47/21 48/14 51/19 63/11 66/11 66/20 79/15 81/21 85/9 86/16 91/24 92/11 93/21 99/14 138/18 138/22 146/11 146/13 146/22 147/2 154/10 173/14 188/23 189/14 <b>researched [1]</b> 51/15 <b>residence [1]</b> 74/6 <b>residential [7]</b> 3/18 17/4 17/8 17/14 17/20 17/22 17/24 <b>resigned [1]</b> 191/14 <b>resources [7]</b> 68/1 75/17 79/17 82/6 88/17 127/25 162/2 <b>respect [6]</b> 9/19 14/8 26/13 26/17 96/23 177/5 <b>respiratory [1]</b> 104/14 <b>responded [1]</b> 36/20 <b>respondents [5]</b> 44/22 45/1 45/3 45/6 45/9 <b>responds [1]</b> 51/18 <b>response [10]</b> 36/12 48/19 51/11 54/17 76/22 80/16 80/17 93/1 98/1 190/18 <b>responses [4]</b> 44/2 44/4 44/7 148/19 <b>responsibilities [5]</b> 78/13 114/8 135/14 136/1 136/3 <b>responsibility [3]</b> 90/13 95/23 135/8 <b>responsible [2]</b> 50/1 96/2 <b>rest [2]</b> 12/1 188/25 <b>restrained [1]</b> 3/19 <b>restraints [2]</b> 3/19 17/7 <b>restrictions [3]</b> 16/16 18/1 88/3 <b>result [12]</b> 3/6 3/22 26/24 35/18 49/14 55/1 76/8 80/20 130/16 130/25 174/4 191/15 <b>resulted [1]</b> 32/12 <b>results [6]</b> 44/20 46/22 151/15 151/19 151/22 153/23 <b>return [17]</b> 47/6 49/4 52/12 58/10 78/22	96/15 99/24 111/3 111/19 112/15 113/14 113/24 116/3 119/17 127/16 132/11 194/12 <b>returned [3]</b> 30/2 111/17 116/10 <b>returning [3]</b> 100/24 133/14 137/21 <b>reversal [1]</b> 166/1 <b>reviewed [1]</b> 110/17 <b>rewidened [1]</b> 166/14 <b>Rhian [2]</b> 2/5 2/10 <b>Rhian Davies [2]</b> 2/5 2/10 <b>right [114]</b> 1/4 1/18 2/18 9/14 11/22 12/1 14/5 15/5 18/14 21/13 23/17 25/3 27/15 27/21 27/25 28/6 28/18 29/1 34/17 36/16 39/3 39/14 39/20 39/21 42/4 42/9 42/13 42/14 42/21 42/22 44/13 44/14 55/6 55/7 55/9 55/10 55/12 56/18 56/19 60/22 64/18 68/3 69/23 70/9 73/12 74/6 74/19 74/23 74/24 86/12 99/22 100/13 100/14 100/18 101/14 102/1 105/16 107/3 111/14 111/21 113/5 115/25 122/20 126/14 131/1 131/13 132/20 140/17 144/1 144/12 146/6 146/19 146/23 146/24 147/2 147/21 148/1 150/22 151/16 151/21 153/8 154/11 154/17 155/15 156/22 157/21 157/23 158/10 160/1 161/18 162/12 162/17 165/12 167/12 169/9 171/5 171/18 172/21 173/21 173/23 174/5 174/18 175/8 175/11 175/13 176/7 178/22 179/3 180/2 182/20 182/24 183/12 184/16 184/20 <b>right-hand [1]</b> 175/11 <b>rights [18]</b> 1/23 1/24 2/11 17/16 27/13 28/8 29/7 33/1 33/9 33/11 33/25 36/13 66/5 95/10 95/15 95/17 95/19 96/4 <b>rights-based [1]</b> 1/23 <b>ring [1]</b> 137/22 <b>rise [1]</b> 91/4 <b>risen [3]</b> 73/14 73/15 163/3	<b>rises [1]</b> 84/2 <b>rising [4]</b> 67/10 67/13 67/19 90/6 <b>risk [77]</b> 9/9 11/20 11/22 16/2 17/3 23/13 24/10 24/15 24/25 25/1 25/4 26/12 27/5 31/23 35/17 46/17 56/23 57/2 57/4 57/6 57/15 71/23 73/4 101/9 104/17 105/12 106/24 107/20 108/2 108/5 108/8 109/19 110/1 110/2 110/3 110/22 112/4 115/2 115/4 115/4 115/18 115/19 115/20 124/13 125/7 126/21 126/25 127/9 128/5 128/6 128/9 128/16 128/20 129/4 129/12 129/17 129/22 129/23 129/25 130/1 130/3 130/7 130/13 132/9 132/10 132/19 133/13 133/18 134/7 134/24 137/17 139/9 139/25 140/1 140/2 140/7 141/3 <b>risks [27]</b> 16/1 17/1 17/3 35/16 48/22 48/23 49/5 49/10 58/4 105/13 108/7 109/14 109/22 112/10 114/24 115/1 115/18 116/13 116/15 124/19 129/3 134/8 134/13 136/6 138/4 138/5 141/17 <b>robust [4]</b> 58/8 97/24 149/7 149/10 <b>role [1]</b> 65/17 <b>roll [3]</b> 118/12 118/18 126/8 <b>rolled [3]</b> 76/5 107/18 129/5 <b>rolling [2]</b> 118/15 118/17 <b>rollout [1]</b> 189/24 <b>rose [1]</b> 162/19 <b>rough [1]</b> 102/7 <b>roughly [4]</b> 6/6 41/22 67/7 104/25 <b>round [4]</b> 88/10 94/4 96/4 97/25 <b>route [3]</b> 58/15 130/9 187/10 <b>routine [5]</b> 3/5 3/12 8/10 9/3 55/8 <b>routinely [1]</b> 9/17 <b>Royal [1]</b> 50/22 <b>rules [1]</b> 114/4 <b>run [4]</b> 1/22 34/7 186/7 193/8 <b>run-up [1]</b> 34/7	<b>running [1]</b> 35/14 <b>rushed [1]</b> 14/4 <b>Russell [1]</b> 50/21
			<b>S</b>	
			<b>safe [4]</b> 121/22 124/3 132/24 134/18 <b>safeguard [2]</b> 36/13 141/13 <b>safeguarding [6]</b> 16/1 17/1 102/20 117/23 133/6 190/4 <b>safely [6]</b> 31/21 32/1 33/16 123/24 140/9 141/16 <b>safer [2]</b> 85/18 132/9 <b>safety [3]</b> 122/6 132/4 140/16 <b>said [40]</b> 9/9 11/15 14/2 17/5 24/25 35/18 35/21 37/23 49/5 49/16 54/9 66/14 71/6 72/7 74/1 78/14 80/2 84/1 84/16 86/2 88/12 106/2 109/17 116/12 125/5 128/19 136/11 138/21 143/24 149/6 149/22 156/24 158/24 165/21 174/13 174/17 174/21 175/3 175/4 185/19 <b>sake [1]</b> 47/5 <b>same [21]</b> 63/9 75/8 78/19 93/17 97/16 115/14 127/1 128/3 134/3 149/5 150/21 155/12 163/6 166/23 172/12 174/14 177/20 177/21 177/24 188/9 188/10 <b>Sammie [3]</b> 38/10 38/12 195/6 <b>sample [4]</b> 147/19 147/23 148/16 149/11 <b>sampled [1]</b> 148/6 <b>sampling [1]</b> 148/4 <b>sanctioned [1]</b> 113/22 <b>sanctions [1]</b> 114/10 <b>SARS [2]</b> 44/23 56/23 <b>SARS-CoV-2 [2]</b> 44/23 56/23 <b>sat [3]</b> 149/25 150/14 151/25 <b>satisfied [1]</b> 181/25 <b>save [4]</b> 79/24 80/6 119/2 119/4 <b>savings [3]</b> 71/17 79/10 80/3 <b>saw [11]</b> 27/14 28/7 29/7 77/19 89/3 89/4 89/6 89/7 97/18 148/25 157/16	

<p><b>S</b></p> <p><b>say [78]</b> 4/22 5/18 11/19 21/21 21/25 30/17 33/3 42/16 50/20 51/13 63/25 64/14 68/7 69/3 69/10 69/17 69/18 70/2 71/15 74/8 74/20 75/8 75/13 75/25 76/15 77/1 78/10 80/7 81/1 87/1 87/19 91/4 98/7 98/12 98/25 101/23 105/10 116/10 121/25 122/21 124/24 128/22 134/16 135/6 139/7 143/12 147/25 148/15 148/24 150/4 150/8 151/18 151/22 152/4 152/21 154/1 156/12 159/9 161/6 163/12 165/19 166/3 167/15 170/3 170/14 170/18 170/19 172/3 172/17 175/15 175/22 182/2 182/5 183/5 183/19 184/16 188/21 190/25</p> <p><b>saying [13]</b> 30/24 30/25 45/7 51/12 51/18 62/3 72/11 122/7 136/24 148/11 166/22 176/25 189/4</p> <p><b>says [13]</b> 51/2 57/19 63/25 104/7 104/19 110/13 113/19 120/7 126/18 126/20 126/22 129/20 160/4</p> <p><b>scale [1]</b> 97/8</p> <p><b>scaled [1]</b> 44/25</p> <p><b>scanned [2]</b> 20/13 20/14</p> <p><b>scary [1]</b> 114/21</p> <p><b>scenery [1]</b> 136/22</p> <p><b>scheme [4]</b> 25/19 86/2 187/24 188/9</p> <p><b>school [181]</b> 10/18 10/19 10/21 13/12 15/24 18/4 19/2 19/7 19/11 19/12 19/15 21/9 22/18 23/12 23/13 23/19 24/2 24/10 24/17 24/19 26/5 26/6 26/21 45/4 45/9 45/13 45/16 48/2 48/5 49/8 52/12 53/5 53/10 56/15 56/16 56/21 58/10 58/10 58/21 59/3 68/11 74/3 74/10 74/17 74/20 74/21 74/24 75/5 75/6 75/9 75/11 75/19 77/25 80/21 80/23 81/5 81/7 83/16 83/20</p>	<p>84/3 84/6 85/10 86/10 86/11 88/1 89/7 89/18 89/19 89/21 91/19 91/21 91/25 93/14 93/24 94/8 94/13 96/16 97/11 97/19 97/21 99/7 100/25 111/1 111/3 111/15 111/17 111/19 112/1 112/14 112/15 112/20 113/24 114/5 114/7 115/16 115/17 115/18 116/1 116/3 116/6 116/12 116/20 118/3 118/5 118/11 118/13 118/18 118/19 118/24 119/14 119/17 119/25 120/12 120/18 120/23 120/24 125/25 126/9 127/11 127/16 127/20 129/9 129/12 129/15 129/18 130/25 131/19 131/21 131/23 132/11 132/14 133/2 133/14 133/17 133/17 133/19 133/23 136/6 136/10 136/14 136/25 141/23 142/2 142/15 143/10 152/23 153/6 153/7 153/21 154/9 154/16 155/8 155/9 155/9 159/14 162/1 162/2 162/10 162/11 162/20 163/17 163/20 169/15 170/19 170/25 175/16 175/18 175/22 176/3 182/4 183/9 185/3 187/2 187/4 187/9 187/17 189/15 189/17 190/24 190/25 191/8</p> <p><b>school-based [1]</b> 187/9</p> <p><b>schooling [4]</b> 120/10 120/15 121/2 136/2</p> <p><b>schools [116]</b> 12/9 12/13 13/1 14/1 14/9 18/11 18/14 26/2 26/3 26/10 26/11 26/14 26/20 26/23 27/2 39/17 45/12 48/5 49/4 51/7 53/3 53/13 53/16 53/21 54/1 54/3 54/8 56/17 57/2 57/12 58/1 58/3 58/9 58/18 62/25 74/16 81/1 81/11 84/4 84/11 84/12 85/24 89/22 92/4 92/19 96/20 96/24 99/14 100/23 112/11 113/19 114/23 114/25 116/10 116/21 117/1 117/11 117/17 118/10 118/14 118/17 118/20 119/2</p>	<p>119/4 119/22 120/11 123/10 123/19 130/19 132/7 132/10 132/24 134/6 134/7 141/13 142/1 148/7 149/14 153/20 153/21 153/24 154/3 154/23 155/10 155/21 155/25 156/2 156/2 159/19 159/20 161/1 161/4 161/8 161/22 161/23 162/4 162/7 162/24 163/2 163/5 163/9 163/18 164/8 169/24 171/22 175/25 183/2 183/5 185/25 186/6 186/20 187/1 187/5 191/19 193/7 193/16</p> <p><b>schools' [1]</b> 114/8</p> <p><b>schoolwork [2]</b> 159/25 188/10</p> <p><b>science [5]</b> 112/10 127/25 128/1 133/3 143/6</p> <p><b>scientific [4]</b> 101/3 109/11 188/24 189/10</p> <p><b>scores [3]</b> 46/10 46/12 46/14</p> <p><b>Scotland [11]</b> 6/7 6/12 6/17 7/1 39/24 42/1 44/1 66/22 67/1 67/3 85/11</p> <p><b>Scottish [2]</b> 57/24 67/4</p> <p><b>screen [4]</b> 40/22 57/18 62/20 181/5</p> <p><b>screens [2]</b> 23/17 62/16</p> <p><b>scribed [1]</b> 109/20</p> <p><b>scroll [5]</b> 51/10 51/16 63/9 104/13 120/4</p> <p><b>se [1]</b> 162/12</p> <p><b>second [16]</b> 101/18 136/18 136/18 145/19 147/17 151/5 159/14 160/10 163/17 169/15 169/23 171/15 176/9 178/19 180/5 181/7</p> <p><b>secondary [2]</b> 120/12 153/7</p> <p><b>seconded [1]</b> 185/13</p> <p><b>Secretary [1]</b> 63/6</p> <p><b>section [2]</b> 119/18 119/21</p> <p><b>sector [5]</b> 153/22 154/4 155/20 157/7 162/15</p> <p><b>sectors [1]</b> 154/5</p> <p><b>secure [5]</b> 27/24 28/15 28/17 114/6 149/20</p> <p><b>security [6]</b> 67/15 71/13 72/7 90/8 95/3</p>	<p>95/6</p> <p><b>see [78]</b> 5/16 5/23 6/3 7/6 8/23 9/9 9/10 9/16 10/4 11/15 14/23 15/23 16/25 19/24 20/15 21/7 21/18 23/7 23/18 23/20 23/25 24/20 30/1 30/12 32/25 33/10 33/11 34/19 35/8 43/16 45/18 50/3 50/10 51/1 51/11 51/16 52/9 53/3 54/14 62/18 62/22 63/3 63/10 74/15 74/25 75/2 76/8 85/10 93/20 93/21 95/7 104/6 108/18 108/18 109/6 111/10 111/15 111/15 115/22 122/16 124/4 130/23 131/2 131/4 131/10 133/8 160/21 167/22 170/1 170/8 172/13 175/11 175/20 176/4 178/1 192/5 192/8 192/19</p> <p><b>seeing [10]</b> 15/17 15/17 35/10 92/14 92/20 92/24 99/2 154/20 184/9 191/2</p> <p><b>seeking [2]</b> 50/4 88/25</p> <p><b>seem [3]</b> 124/1 166/14 178/7</p> <p><b>seems [1]</b> 23/20</p> <p><b>seen [15]</b> 3/12 11/4 61/21 91/20 112/9 133/6 139/10 139/25 140/16 165/25 169/18 169/25 176/20 184/12 189/1</p> <p><b>seizures [1]</b> 61/11</p> <p><b>selected [1]</b> 148/16</p> <p><b>self [4]</b> 174/11 174/15 174/19 174/23</p> <p><b>self-assessment [1]</b> 174/23</p> <p><b>self-reported [2]</b> 174/15 174/19</p> <p><b>self-reporting [1]</b> 174/11</p> <p><b>SEN [1]</b> 23/11</p> <p><b>send [3]</b> 45/12 54/24 115/21</p> <p><b>sending [3]</b> 24/16 29/14 155/1</p> <p><b>senior [1]</b> 192/11</p> <p><b>sense [8]</b> 41/17 41/19 75/8 91/11 156/20 163/6 166/7 169/6</p> <p><b>sensory [6]</b> 13/12 22/14 22/24 29/24 32/9 37/11</p>	<p><b>separate [4]</b> 18/9 124/8 153/10 175/2</p> <p><b>September [10]</b> 22/18 23/17 39/3 52/12 111/3 111/16 111/17 111/19 112/1 116/19</p> <p><b>September 2020 [5]</b> 23/17 111/16 111/17 111/19 112/1</p> <p><b>September of [1]</b> 22/18</p> <p><b>sequelae [2]</b> 50/8 51/24</p> <p><b>series [1]</b> 191/7</p> <p><b>serious [8]</b> 32/12 33/5 43/6 120/22 121/20 128/8 143/5 143/24</p> <p><b>seriously [2]</b> 11/18 179/4</p> <p><b>serve [1]</b> 155/22</p> <p><b>service [12]</b> 3/15 15/18 15/18 16/9 18/4 22/14 22/25 29/20 30/5 33/15 37/4 48/14</p> <p><b>services [23]</b> 2/1 3/2 3/5 3/21 8/21 10/13 10/14 13/15 15/9 15/14 16/19 16/20 25/7 29/23 33/10 36/24 37/6 81/9 81/10 117/23 122/11 132/15 176/11</p> <p><b>set [38]</b> 22/12 27/20 27/25 39/2 39/5 43/1 43/7 43/21 60/20 68/13 69/5 69/16 81/19 84/15 101/11 130/19 140/11 151/2 154/21 159/14 159/22 160/12 161/12 163/17 165/8 166/17 167/1 167/20 169/15 169/16 169/24 170/3 174/16 178/19 178/19 180/14 181/24 185/15</p> <p><b>set-up [1]</b> 161/12</p> <p><b>sets [9]</b> 48/22 51/8 51/21 70/14 119/21 135/4 150/23 174/12 177/14</p> <p><b>setting [7]</b> 3/18 17/12 19/13 38/21 75/5 90/18 154/24</p> <p><b>settings [8]</b> 17/4 17/5 17/6 17/8 17/9 17/15 17/20 18/8</p> <p><b>seven [1]</b> 73/16</p> <p><b>several [1]</b> 40/13</p> <p><b>severe [24]</b> 7/16 11/6 40/24 43/10 43/12 46/8 46/10 46/13</p>
---	--	---	--	---

<p><b>S</b></p> <p><b>severe... [16]</b> 46/16 46/20 52/18 61/12 70/25 104/14 104/15 109/6 110/4 131/10 131/20 132/17 175/2 177/1 178/22 178/24</p> <p><b>severely [3]</b> 124/12 124/25 175/4</p> <p><b>severity [3]</b> 46/7 51/9 70/9</p> <p><b>sexual [1]</b> 11/12</p> <p><b>shall [3]</b> 47/6 99/23 158/14</p> <p><b>shameful [1]</b> 10/2</p> <p><b>Shamez [2]</b> 63/2 63/10</p> <p><b>share [3]</b> 13/3 66/12 159/13</p> <p><b>shared [3]</b> 56/24 57/6 60/14</p> <p><b>sharing [5]</b> 40/9 127/10 159/2 159/6 159/7</p> <p><b>sharper [2]</b> 178/3 178/7</p> <p><b>she [43]</b> 30/10 39/9 53/1 53/1 61/3 61/5 61/6 61/7 61/8 61/8 61/9 61/11 61/11 61/13 61/22 61/22 61/25 61/25 62/2 62/7 62/7 64/16 64/18 109/17 142/15 142/17 142/17 142/17 142/18 142/19 142/19 142/21 142/21 142/22 142/23 142/25 143/6 143/10 143/11 143/13 143/14 143/14 173/19</p> <p><b>She'll [1]</b> 64/17</p> <p><b>she's [3]</b> 64/17 143/1 143/13</p> <p><b>shield [4]</b> 103/25 104/10 110/25 178/25</p> <p><b>shielded [1]</b> 116/14</p> <p><b>shielding [5]</b> 104/11 105/1 111/18 116/2 116/11</p> <p><b>shift [2]</b> 114/18 125/5</p> <p><b>shin [1]</b> 133/2</p> <p><b>shock [3]</b> 71/21 90/11 90/21</p> <p><b>shocking [3]</b> 8/7 8/18 10/9</p> <p><b>shocks [1]</b> 84/1</p> <p><b>Shona [1]</b> 110/9</p> <p><b>shop [3]</b> 85/18 85/19 85/21</p> <p><b>shops [1]</b> 135/21</p> <p><b>short [4]</b> 47/8 100/1 158/17 185/11</p>	<p><b>shorter [1]</b> 169/2</p> <p><b>shortly [4]</b> 62/15 63/14 150/18 172/9</p> <p><b>should [50]</b> 1/14 3/8 3/12 14/7 30/25 31/10 31/14 32/17 32/23 35/21 38/19 48/15 49/19 51/5 57/17 62/20 63/16 63/24 94/11 100/10 108/11 111/24 115/7 126/3 126/6 126/9 127/12 132/12 136/15 140/16 140/17 140/18 140/20 141/11 141/12 141/20 143/14 148/10 149/25 149/25 150/8 161/25 162/5 167/15 171/14 177/6 186/12 186/12 186/15 194/11</p> <p><b>shouldn't [3]</b> 127/6 186/14 194/10</p> <p><b>show [6]</b> 6/9 18/16 24/1 46/12 74/8 77/12</p> <p><b>shown [1]</b> 76/13</p> <p><b>shows [5]</b> 24/23 92/25 122/17 130/22 139/15</p> <p><b>sibling [1]</b> 126/2</p> <p><b>siblings [3]</b> 82/12 136/2 159/8</p> <p><b>sic [1]</b> 181/1</p> <p><b>sick [8]</b> 39/7 40/8 45/4 54/22 54/23 62/4 62/8 64/8</p> <p><b>sicknesses [1]</b> 117/4</p> <p><b>side [2]</b> 167/23 175/11</p> <p><b>sign [1]</b> 144/10</p> <p><b>signed [3]</b> 65/13 145/16 145/22</p> <p><b>significant [9]</b> 22/23 37/2 76/3 79/2 84/10 104/18 110/24 139/18 184/2</p> <p><b>significantly [7]</b> 72/2 73/15 83/25 90/6 94/8 104/17 116/15</p> <p><b>similar [5]</b> 56/9 166/13 172/2 177/20 192/21</p> <p><b>similarly [2]</b> 174/12 177/12</p> <p><b>simple [5]</b> 20/16 20/25 21/22 31/19 32/6</p> <p><b>simply [4]</b> 11/1 73/19 81/19 90/22</p> <p><b>Simpson [1]</b> 39/3</p> <p><b>since [7]</b> 2/16 65/17 67/13 77/17 92/1 130/18 165/18</p> <p><b>single [2]</b> 8/22 45/14</p>	<p><b>Sir [7]</b> 50/13 50/24 51/17 96/17 97/7 98/5 158/1</p> <p><b>Sir Gavin Williamson's [1]</b> 158/1</p> <p><b>sit [4]</b> 33/2 56/6 69/15 150/9</p> <p><b>situation [11]</b> 2/14 77/2 115/11 117/17 134/2 134/21 135/7 141/24 185/22 189/9 189/22</p> <p><b>situations [2]</b> 16/15 144/17</p> <p><b>six [1]</b> 48/5</p> <p><b>size [2]</b> 9/21 149/11</p> <p><b>skin [1]</b> 61/7</p> <p><b>sleeping [1]</b> 9/24</p> <p><b>slightly [5]</b> 51/5 66/25 162/25 169/18 181/6</p> <p><b>slippery [1]</b> 103/20</p> <p><b>slow [4]</b> 35/9 70/5 87/24 165/22</p> <p><b>slowly [2]</b> 153/1 166/5</p> <p><b>small [3]</b> 44/8 176/23 184/25</p> <p><b>small-group [1]</b> 184/25</p> <p><b>smaller [4]</b> 92/4 98/4 105/3 147/10</p> <p><b>Snooks [1]</b> 109/17</p> <p><b>so [444]</b></p> <p><b>social [34]</b> 4/4 4/5 4/17 4/22 8/9 8/12 10/12 10/13 18/1 26/22 28/24 31/12 31/21 44/12 47/18 47/19 48/1 67/15 69/21 71/13 72/7 87/1 90/7 92/13 95/3 95/6 146/14 149/3 149/18 157/18 167/5 170/8 170/17 170/21</p> <p><b>social-economic [6]</b> 149/3 149/18 157/18 170/8 170/17 170/21</p> <p><b>socialise [1]</b> 94/15</p> <p><b>socialising [1]</b> 97/22</p> <p><b>societal [3]</b> 26/25 83/13 178/9</p> <p><b>society [12]</b> 4/5 4/9 4/13 4/23 7/19 11/2 30/8 60/12 68/3 68/8 69/2 70/15</p> <p><b>socioeconomic [9]</b> 8/3 48/12 165/16 168/17 175/23 176/1 185/2 190/17 191/21</p> <p><b>software [2]</b> 20/13 190/4</p>	<p><b>sold [2]</b> 9/1 11/11</p> <p><b>solely [1]</b> 49/8</p> <p><b>solid [1]</b> 104/12</p> <p><b>solution [2]</b> 97/9 142/2</p> <p><b>solutions [4]</b> 22/5 31/9 34/2 66/2</p> <p><b>some [99]</b> 5/3 7/10 7/13 9/11 11/2 17/6 19/1 20/3 20/22 22/5 27/2 27/11 30/3 30/3 40/16 41/5 43/6 44/23 50/10 50/19 55/19 58/5 67/3 67/11 67/14 67/14 72/13 72/24 73/10 73/23 79/23 80/22 83/3 85/2 87/4 92/23 93/2 93/11 94/18 97/13 98/7 99/2 102/21 102/24 103/14 103/21 108/1 109/1 109/22 110/1 117/11 118/11 119/2 119/16 121/25 127/11 128/6 133/17 135/3 135/4 135/23 139/4 141/14 142/6 142/8 143/25 146/19 147/9 151/11 153/17 154/10 155/4 155/8 155/10 159/4 159/17 160/9 160/12 164/23 166/16 167/3 167/18 169/1 169/19 170/1 170/2 178/17 180/24 181/16 182/22 183/5 187/8 187/12 187/14 187/15 192/5 193/13 193/14 193/16</p> <p><b>somebody [6]</b> 95/24 96/2 117/4 128/15 130/2 137/14</p> <p><b>someone [7]</b> 9/6 20/12 73/18 115/3 121/13 136/20 165/1</p> <p><b>someone's [3]</b> 88/10 133/23 174/23</p> <p><b>something [27]</b> 11/15 12/25 17/21 21/25 30/25 70/12 86/16 93/18 98/15 102/15 109/16 112/5 122/6 135/11 135/22 141/23 144/15 155/2 161/10 179/15 179/25 183/9 185/9 189/19 190/8 190/22 192/21</p> <p><b>sometimes [9]</b> 31/11 82/15 89/17 103/11 121/20 133/6 155/6 163/11 170/8</p> <p><b>somewhat [6]</b> 46/24 51/3 52/20 103/12 103/13 109/18</p>	<p><b>somewhere [5]</b> 82/11 82/11 151/2 165/4 192/4</p> <p><b>sorry [33]</b> 1/3 1/4 13/24 21/19 22/8 23/8 24/21 24/22 27/16 30/13 32/19 53/7 53/8 59/15 76/17 77/5 106/7 111/11 111/12 112/25 116/16 116/17 129/13 142/16 145/6 151/17 158/13 168/8 179/19 180/4 180/7 180/15 181/4</p> <p><b>sort [31]</b> 51/8 52/3 53/14 56/7 66/4 67/9 68/15 71/25 73/20 74/9 75/12 78/17 90/8 90/17 91/23 92/13 93/1 97/9 101/3 106/4 107/10 108/6 120/11 141/9 141/9 163/7 163/15 169/5 172/24 185/5 185/7</p> <p><b>sorting [1]</b> 163/23</p> <p><b>sorts [8]</b> 158/2 160/13 163/19 163/21 164/14 186/1 188/13 190/6</p> <p><b>sought [1]</b> 158/1</p> <p><b>sound [2]</b> 42/8 42/21</p> <p><b>sounds [2]</b> 160/20 160/23</p> <p><b>space [5]</b> 9/13 9/24 119/5 165/2 188/13</p> <p><b>speak [6]</b> 2/14 15/20 61/17 96/10 117/12 118/21</p> <p><b>speaking [3]</b> 66/23 127/21 163/25</p> <p><b>special [26]</b> 4/19 4/21 4/24 5/7 5/8 5/8 5/15 5/17 5/21 5/25 5/25 6/4 6/7 7/2 7/8 10/19 10/21 12/11 19/5 24/24 26/1 26/10 27/20 27/24 28/4 28/24</p> <p><b>specialising [1]</b> 38/24</p> <p><b>specialist [1]</b> 54/19</p> <p><b>specific [7]</b> 27/8 80/19 104/13 110/24 152/3 180/8 187/19</p> <p><b>specifically [11]</b> 12/6 16/25 25/25 50/4 86/9 91/10 102/18 122/20 153/11 157/25 178/23</p> <p><b>speech [5]</b> 13/13 15/22 18/17 29/24 30/8</p> <p><b>speedy [1]</b> 147/11</p> <p><b>spend [8]</b> 79/5 79/16</p>
--	---	---	--	---

<p><b>S</b></p> <p><b>spend...</b> [6] 99/11 160/7 163/11 163/22 165/4 168/23</p> <p><b>spent</b> [6] 18/7 79/7 85/1 159/25 160/3 189/23</p> <p><b>sphere</b> [1] 172/24</p> <p><b>split</b> [1] 161/15</p> <p><b>splits</b> [1] 149/16</p> <p><b>spoke</b> [2] 23/10 124/18</p> <p><b>sport</b> [1] 176/3</p> <p><b>spread</b> [1] 57/21</p> <p><b>stability</b> [1] 33/15</p> <p><b>stable</b> [1] 32/6</p> <p><b>staff</b> [7] 10/25 17/6 30/20 30/20 91/25 187/4 187/6</p> <p><b>stage</b> [8] 34/8 104/24 105/1 114/10 116/4 150/7 166/18 181/6</p> <p><b>stages</b> [2] 14/19 106/11</p> <p><b>stairs</b> [1] 9/21</p> <p><b>stakeholder</b> [3] 62/19 63/6 63/6</p> <p><b>standard</b> [4] 46/11 68/2 70/11 135/15</p> <p><b>standards</b> [2] 29/18 69/7</p> <p><b>standing</b> [1] 140/12</p> <p><b>stark</b> [2] 10/11 14/16</p> <p><b>start</b> [13] 24/3 44/17 50/17 73/17 137/6 167/1 167/4 171/3 185/10 187/3 189/6 189/21 192/14</p> <p><b>started</b> [3] 38/23 71/5 166/8</p> <p><b>starting</b> [1] 31/14</p> <p><b>state</b> [26] 48/2 71/15 80/3 94/23 153/20 153/21 153/24 154/3 154/4 154/5 155/20 155/21 156/2 156/2 157/1 157/7 159/18 161/4 161/8 161/16 161/22 161/23 162/15 163/5 163/9 182/7</p> <p><b>stated</b> [1] 97/5</p> <p><b>statement</b> [93] 1/14 1/17 2/4 2/16 4/18 5/11 7/10 7/13 9/10 11/19 14/2 17/2 18/16 18/25 19/3 19/16 22/13 26/1 26/9 28/14 29/12 37/14 37/24 38/18 40/1 41/22 42/4 42/15 43/16 43/21 44/17 45/20 46/1 46/5 47/17 47/23 48/22</p>	<p>48/25 49/1 49/3 49/9 49/12 49/16 52/9 52/10 52/13 52/13 55/4 60/21 65/11 66/16 73/25 77/10 83/6 83/10 88/13 88/21 89/2 96/15 100/10 101/11 101/21 102/5 103/24 104/1 105/10 106/23 107/5 110/8 110/11 114/17 117/8 121/10 123/9 124/4 135/4 137/3 138/13 140/11 145/16 145/20 145/22 145/24 146/2 151/13 152/12 153/17 156/6 158/23 160/12 165/9 166/17 167/19</p> <p><b>statements</b> [2] 24/14 145/13</p> <p><b>states</b> [6] 42/6 42/12 125/10 125/11 125/16 128/14</p> <p><b>stating</b> [2] 125/25 126/19</p> <p><b>stationery</b> [1] 82/2</p> <p><b>statistical</b> [2] 74/2 182/14</p> <p><b>statistics</b> [6] 36/2 41/24 42/15 43/1 43/10 166/16</p> <p><b>status</b> [1] 44/22</p> <p><b>statute</b> [1] 34/17</p> <p><b>statutory</b> [9] 27/23 28/6 29/6 32/4 32/5 32/16 32/21 32/23 95/17</p> <p><b>stay</b> [5] 86/14 87/3 113/9 132/24 134/18</p> <p><b>stayed</b> [2] 166/13 190/23</p> <p><b>steadily</b> [1] 67/10</p> <p><b>stenographer</b> [2] 47/6 87/25</p> <p><b>step</b> [5] 12/25 32/3 32/3 36/15 107/12</p> <p><b>stepped</b> [2] 32/3 118/20</p> <p><b>Stepping</b> [1] 88/1</p> <p><b>steps</b> [2] 13/16 177/23</p> <p><b>stigma</b> [2] 64/4 89/20</p> <p><b>still</b> [25] 15/17 15/17 35/10 45/14 61/13 82/20 93/21 111/8 111/12 111/24 125/6 127/10 129/3 132/18 136/14 156/14 161/12 164/4 170/13 181/8 181/9 183/19 185/8 190/11 190/24</p> <p><b>stimming</b> [1] 3/22</p>	<p><b>stims</b> [1] 30/10</p> <p><b>stood</b> [1] 59/7</p> <p><b>stop</b> [4] 64/5 76/17 77/5 77/7</p> <p><b>stopped</b> [1] 91/13</p> <p><b>Story</b> [1] 136/16</p> <p><b>strain</b> [1] 186/21</p> <p><b>strategic</b> [1] 66/6</p> <p><b>street</b> [1] 11/11</p> <p><b>stress</b> [3] 75/17 87/16 163/8</p> <p><b>stressed</b> [1] 86/20</p> <p><b>strictly</b> [1] 117/6</p> <p><b>strike</b> [1] 87/25</p> <p><b>strong</b> [2] 74/4 86/24</p> <p><b>strongest</b> [2] 74/1 74/9</p> <p><b>strongly</b> [4] 79/15 83/4 83/15 86/17</p> <p><b>structural</b> [1] 48/14</p> <p><b>structures</b> [2] 4/8 14/20</p> <p><b>struggle</b> [1] 84/8</p> <p><b>struggled</b> [4] 82/14 82/22 87/20 185/10</p> <p><b>struggling</b> [6] 55/2 76/3 84/5 92/21 92/21 144/22</p> <p><b>students</b> [16] 48/3 133/19 149/2 152/22 155/25 170/2 180/12 182/5 182/7 183/7 186/13 186/14 189/25 190/11 190/15 191/20</p> <p><b>students'</b> [2] 155/5 182/12</p> <p><b>studies</b> [4] 140/11 173/3 173/7 177/18</p> <p><b>study</b> [36] 42/5 45/21 45/22 46/4 46/22 47/13 47/24 48/6 60/21 138/25 147/6 147/14 147/16 147/18 147/25 148/23 148/25 149/7 150/9 151/3 151/6 152/19 156/11 156/13 156/24 167/11 169/7 172/2 172/12 173/5 174/1 175/11 177/5 177/13 177/16 185/21</p> <p><b>studying</b> [1] 147/4</p> <p><b>stuff</b> [1] 173/17</p> <p><b>subjective</b> [1] 182/15</p> <p><b>subjects</b> [1] 142/19</p> <p><b>subscribed</b> [1] 22/25</p> <p><b>subsequent</b> [2] 147/14 172/15</p> <p><b>subsequently</b> [5] 77/21 171/21 187/9 190/18 191/14</p> <p><b>successful</b> [2] 186/4 187/10</p>	<p><b>such</b> [11] 14/20 15/1 32/2 35/2 35/3 36/6 94/22 107/20 116/14 125/17 162/5</p> <p><b>suddenly</b> [8] 107/18 107/21 123/4 124/20 134/21 134/22 135/16 135/25</p> <p><b>suffer</b> [6] 42/19 43/7 46/15 58/5 83/25 141/7</p> <p><b>suffered</b> [4] 19/19 56/18 92/4 97/5</p> <p><b>suffering</b> [1] 43/3</p> <p><b>sufficient</b> [2] 90/15 115/7</p> <p><b>sufficiently</b> [2] 91/5 128/18</p> <p><b>suggest</b> [1] 129/22</p> <p><b>suitable</b> [1] 157/3</p> <p><b>suited</b> [1] 122/3</p> <p><b>summer</b> [1] 150/1</p> <p><b>supermarkets</b> [1] 84/25</p> <p><b>support</b> [70] 9/1 13/2 19/6 19/10 19/20 21/7 23/11 26/7 28/3 48/13 49/14 53/6 53/11 53/12 53/18 53/21 54/1 54/7 64/21 66/6 75/18 76/22 76/24 77/18 77/24 81/5 81/9 82/16 82/21 84/3 84/4 84/13 85/17 88/4 88/8 88/13 89/14 90/16 90/19 91/8 93/13 93/17 94/22 95/4 95/13 97/13 97/14 97/21 101/12 112/13 112/24 113/10 115/3 126/22 127/3 127/22 128/25 130/4 134/5 135/17 136/2 140/6 140/9 143/2 143/3 143/9 143/10 170/22 171/8 191/9</p> <p><b>supported</b> [8] 25/20 94/6 112/19 124/15 128/23 132/23 132/24 141/7</p> <p><b>supporting</b> [3] 97/22 129/2 134/14</p> <p><b>supports</b> [3] 39/12 39/19 94/16</p> <p><b>suppose</b> [12] 32/15 66/7 71/22 80/11 84/9 86/18 87/12 88/16 91/10 98/17 115/22 157/9</p> <p><b>supression</b> [1] 110/4</p> <p><b>sure</b> [22] 38/2 76/19 90/15 90/20 93/19 94/12 95/3 95/10</p>	<p>95/15 95/16 96/10 97/12 137/6 142/16 143/1 148/25 151/17 157/15 164/5 173/12 184/6 184/15</p> <p><b>surgery</b> [1] 61/20</p> <p><b>surprised</b> [3] 157/16 157/20 189/5</p> <p><b>surprising</b> [2] 157/12 159/24</p> <p><b>survey</b> [16] 24/24 43/19 43/22 44/3 44/10 44/16 44/20 45/1 66/20 85/15 122/10 122/13 122/17 130/18 131/1 149/13</p> <p><b>susceptible</b> [1] 8/16</p> <p><b>suspended</b> [1] 75/7</p> <p><b>Sutton</b> [28] 146/6 146/17 146/21 147/8 151/14 154/7 154/9 157/11 157/24 164/13 165/15 166/2 166/4 167/14 168/7 168/14 168/18 172/23 176/8 177/10 180/1 184/20 187/13 192/22 193/2 193/17 194/3 194/6</p> <p><b>Sutton Trust</b> [1] 168/14</p> <p><b>sworn</b> [2] 38/12 195/6</p> <p><b>symptomatic</b> [1] 134/23</p> <p><b>symptoms</b> [13] 39/14 42/19 43/4 43/5 43/6 43/12 56/13 58/6 58/7 61/3 61/6 61/13 61/21</p> <p><b>syndrome</b> [7] 15/19 50/15 50/25 51/9 51/23 56/3 116/14</p> <p><b>system</b> [22] 5/2 21/3 25/10 27/2 53/19 67/15 71/13 72/7 73/1 73/2 74/21 84/16 84/20 84/23 90/8 95/3 95/6 109/5 121/2 121/23 165/25 190/25</p> <p><b>systems</b> [3] 12/21 129/1 163/20</p> <p><b>T</b></p> <p><b>tab</b> [4] 167/7 172/22 177/6 180/23</p> <p><b>tab 11</b> [1] 180/23</p> <p><b>Tab 6</b> [1] 167/7</p> <p><b>tab 9</b> [1] 172/22</p> <p><b>table</b> [3] 122/16 129/22 130/23</p> <p><b>tablet</b> [1] 168/3</p> <p><b>tackle</b> [1] 165/23</p> <p><b>tail</b> [1] 30/21</p> <p><b>take</b> [48] 16/22 22/15</p>
--	---	--	---	--

<p><b>T</b></p> <p><b>take... [46]</b> 23/14 25/1 25/2 47/4 50/10 51/25 55/13 68/7 68/10 78/13 93/19 94/15 100/16 105/7 106/8 106/19 107/12 108/23 110/5 110/8 111/4 114/13 119/18 121/5 122/9 123/8 125/2 128/1 133/9 134/20 136/1 138/16 143/8 143/17 143/19 143/20 152/16 157/10 158/13 159/10 171/5 183/25 184/13 184/14 187/18 190/23</p> <p><b>taken [14]</b> 12/22 13/16 50/6 68/23 69/15 90/7 91/7 118/12 133/20 135/14 180/10 182/25 186/14 191/17</p> <p><b>takes [1]</b> 18/23</p> <p><b>taking [3]</b> 13/1 118/23 128/13</p> <p><b>talk [14]</b> 5/16 56/6 56/12 62/3 66/11 70/15 72/21 77/24 89/2 109/15 130/5 164/22 178/11 189/1</p> <p><b>talked [3]</b> 57/1 97/16 193/6</p> <p><b>talking [21]</b> 13/25 18/6 20/7 20/21 28/12 32/20 68/4 68/5 74/16 89/11 96/7 112/25 112/25 113/4 121/20 137/9 137/9 137/18 137/19 137/20 168/23</p> <p><b>Tapp [2]</b> 154/19 157/10</p> <p><b>targeted [4]</b> 11/9 48/13 140/4 191/9</p> <p><b>taught [2]</b> 132/16 142/18</p> <p><b>tax [1]</b> 76/5</p> <p><b>teach [3]</b> 142/23 142/24 187/3</p> <p><b>teacher [12]</b> 46/12 127/21 143/9 154/19 157/10 162/17 162/19 163/25 164/1 164/9 181/20 181/25</p> <p><b>teacher-assessed [3]</b> 46/12 181/20 181/25</p> <p><b>teachers [14]</b> 62/24 86/23 87/6 87/7 117/13 154/18 155/4 155/4 155/16 155/24 156/19 157/14 164/6 184/7</p>	<p><b>teachers' [1]</b> 163/13</p> <p><b>teaching [9]</b> 101/2 102/20 119/12 121/17 127/25 128/1 128/3 142/22 161/9</p> <p><b>team [2]</b> 173/14 173/18</p> <p><b>technical [2]</b> 68/15 103/25</p> <p><b>technique [1]</b> 148/2</p> <p><b>technologies [1]</b> 22/3</p> <p><b>technology [19]</b> 12/18 12/24 15/12 15/13 20/1 20/4 20/7 21/10 21/23 22/16 22/17 23/2 23/3 32/8 32/8 155/14 155/18 164/13 190/8</p> <p><b>teenagers [2]</b> 49/7 86/25</p> <p><b>tell [21]</b> 6/5 7/13 29/3 29/14 41/22 44/6 47/21 60/5 60/24 62/17 62/21 83/12 102/7 102/10 102/16 117/9 118/9 118/23 121/11 135/7 152/2</p> <p><b>template [1]</b> 107/10</p> <p><b>temporarily [1]</b> 45/4</p> <p><b>ten [2]</b> 26/10 73/16</p> <p><b>tens [1]</b> 42/17</p> <p><b>tenth [1]</b> 191/14</p> <p><b>term [22]</b> 4/25 36/7 46/18 49/4 49/7 63/18 67/22 73/23 90/25 92/15 92/24 107/13 107/16 113/25 118/15 128/9 134/10 144/3 151/7 152/1 163/24 172/16</p> <p><b>termed [1]</b> 5/14</p> <p><b>terminology [2]</b> 36/2 139/7</p> <p><b>terms [66]</b> 4/20 5/18 6/2 6/19 8/2 8/13 9/20 10/10 11/12 12/13 13/15 15/18 16/16 17/8 17/22 18/3 21/17 22/23 31/3 32/24 35/11 36/2 54/17 66/19 67/24 69/16 71/17 73/22 79/10 80/16 81/9 82/7 83/8 84/21 84/22 85/5 85/16 86/19 88/16 88/18 92/10 94/6 97/2 97/14 99/3 103/6 106/1 111/15 115/20 135/9 152/10 157/9 167/21 169/11 170/14 170/22 176/25 177/11 178/18 179/24 181/17</p>	<p>182/25 183/12 185/23 188/11 190/2</p> <p><b>terribly [1]</b> 21/22</p> <p><b>terrified [1]</b> 62/1</p> <p><b>test [5]</b> 44/16 101/19 134/21 134/25 174/4</p> <p><b>tested [3]</b> 78/6 78/16 135/1</p> <p><b>testing [1]</b> 174/10</p> <p><b>text [2]</b> 20/14 50/19</p> <p><b>than [47]</b> 5/6 7/18 8/6 8/10 8/16 12/1 16/6 24/13 24/17 26/18 33/18 36/7 41/11 42/20 43/4 46/14 53/14 74/4 74/10 74/22 89/22 91/17 92/5 98/4 98/8 99/22 105/3 109/8 109/22 130/3 131/11 134/13 137/24 139/16 142/3 152/15 154/24 162/25 163/14 166/6 169/1 169/18 170/5 181/5 182/15 192/24 193/13</p> <p><b>thank [91]</b> 1/9 1/11 1/12 35/13 38/5 38/6 38/8 38/9 38/16 39/2 40/16 41/18 44/19 47/2 47/24 48/17 55/15 59/19 62/9 64/9 64/10 64/20 64/21 64/23 64/24 64/24 65/1 65/8 65/10 66/13 67/20 70/7 71/1 73/7 75/20 80/18 83/5 86/8 88/20 89/25 93/3 96/5 96/7 99/8 99/9 99/10 99/11 99/17 99/20 99/21 99/21 100/7 100/8 101/20 110/5 110/12 119/20 120/5 123/8 130/14 138/8 144/4 144/5 144/8 144/18 144/19 144/25 145/8 145/9 145/12 152/20 158/20 159/12 165/6 175/7 177/4 179/11 180/14 180/22 180/25 181/18 185/23 187/11 188/14 191/25 192/1 192/10 193/24 193/25 194/4 194/11</p> <p><b>thanks [1]</b> 194/5</p> <p><b>that [1310]</b></p> <p><b>that I [8]</b> 37/25 38/25 66/5 69/16 108/11 134/19 157/16 189/3 <b>that's [95]</b> 1/19 2/19 11/23 12/2 14/6 18/15 19/21 19/24 25/4 27/21 27/22 28/1 28/6 29/2 37/1 39/21 42/14</p>	<p>42/22 43/11 44/14 48/25 55/7 55/9 55/12 56/19 61/15 62/14 63/23 66/4 66/18 67/2 68/9 68/12 68/22 69/10 69/11 69/15 69/16 69/20 71/6 73/21 74/23 75/1 76/10 76/23 79/3 81/4 81/23 86/16 88/9 88/11 89/25 91/22 93/24 95/14 98/20 100/14 100/19 102/2 102/14 105/25 108/12 113/5 113/17 120/11 122/1 134/5 139/7 142/3 145/16 150/2 151/19 153/2 153/13 153/14 153/24 154/25 156/3 156/4 157/5 157/13 158/4 158/11 161/5 162/5 162/23 168/11 174/6 175/9 175/14 183/10 185/9 190/8 190/22 193/3</p> <p><b>their [163]</b> 3/3 9/23 9/23 13/22 16/3 16/11 17/19 18/11 18/13 19/17 19/18 22/15 23/1 24/16 25/3 27/8 27/15 30/17 30/21 41/1 41/6 44/11 44/22 45/6 45/7 45/11 45/11 45/12 46/14 46/20 47/15 48/24 52/5 52/7 52/21 53/22 54/21 54/22 54/24 56/12 56/13 56/23 57/8 70/1 70/1 71/18 73/17 73/18 74/5 74/23 78/6 78/12 79/5 80/9 81/17 85/14 86/14 86/15 86/23 86/24 89/14 89/15 90/16 92/12 92/21 94/6 95/4 95/5 96/4 98/23 99/6 102/25 112/4 112/5 113/22 114/6 115/9 115/19 115/21 116/20 117/5 118/13 119/12 119/15 119/15 119/16 119/16 119/16 119/23 119/25 120/1 120/17 121/14 121/17 121/22 123/4 124/18 127/4 128/11 128/16 129/3 130/7 130/10 130/11 131/19 131/20 131/21 133/19 133/25 134/1 134/6 134/18 135/2 136/2 138/6 141/8 141/16 142/10 143/17 146/23 146/23 149/24</p>	<p>150/1 150/4 150/17 152/3 154/20 155/9 155/17 155/17 155/25 156/15 156/17 156/20 156/21 159/6 159/25 159/25 164/15 164/19 165/4 165/17 170/22 171/24 172/6 172/10 172/16 172/19 173/6 174/8 174/8 174/17 178/6 181/25 182/8 184/7 184/8 184/10 186/9 186/21 187/25 188/2 188/3</p> <p><b>them [75]</b> 9/24 13/5 24/16 50/2 53/2 54/25 55/3 57/3 70/4 73/19 84/17 85/19 88/8 89/22 94/4 94/24 94/25 95/1 97/19 98/16 102/22 105/21 106/2 108/1 108/5 110/1 113/10 115/3 115/8 115/9 117/15 117/22 118/21 118/23 119/13 119/13 120/13 121/25 122/3 126/22 132/23 134/14 136/11 136/15 136/20 136/21 137/16 140/7 140/9 140/13 141/15 141/16 143/4 143/4 145/13 150/13 152/10 152/16 152/19 155/2 155/11 163/15 170/24 171/2 172/20 174/9 184/13 184/14 184/25 190/1 190/5 191/12 191/21 193/1 193/8</p> <p><b>themselves [7]</b> 64/4 103/4 107/21 118/7 139/23 156/17 187/6</p> <p><b>then [104]</b> 4/12 5/12 5/13 6/3 6/24 11/9 17/20 19/19 19/23 20/13 21/10 23/21 27/2 29/7 36/5 43/2 51/10 52/21 55/23 58/13 61/4 62/25 71/2 73/5 77/3 84/15 86/9 88/1 90/23 91/6 93/4 95/22 99/15 105/8 114/2 114/2 115/18 115/20 120/16 121/2 124/1 125/15 126/19 126/21 128/22 131/8 132/22 133/21 136/5 141/17 146/19 147/5 147/12 147/13 147/14 149/24 150/7 150/20 150/21 151/4 151/11 152/20 153/13 154/6</p>
--	---	---	---	---

<p><b>T</b></p> <p><b>then... [37]</b> 154/6 156/5 156/9 156/11 156/20 157/24 159/22 160/10 160/18 163/21 165/7 166/25 167/3 172/14 172/20 174/12 175/3 176/2 177/4 178/2 178/23 179/1 179/6 180/14 180/22 180/24 181/23 182/8 182/13 184/13 184/19 185/23 187/12 188/14 189/21 190/14 191/14</p> <p><b>therapies [2]</b> 18/13 18/17</p> <p><b>therapist [1]</b> 56/8</p> <p><b>therapy [3]</b> 13/13 15/22 29/23</p> <p><b>there [222]</b></p> <p><b>there's [28]</b> 16/20 20/20 22/13 40/15 41/25 49/23 72/17 72/19 73/3 74/7 74/7 74/13 81/11 101/23 105/17 118/15 125/5 127/10 129/25 132/19 133/21 140/24 142/13 144/10 184/23 189/12 189/16 190/14</p> <p><b>therefore [11]</b> 14/9 15/9 17/17 46/17 71/19 72/19 78/14 78/24 87/10 88/15 98/22</p> <p><b>thereof [1]</b> 65/12</p> <p><b>these [62]</b> 6/2 20/23 22/3 22/5 22/5 27/23 28/8 29/13 29/15 30/16 41/9 45/22 48/10 58/6 59/14 59/22 62/18 85/2 86/5 89/9 89/23 103/8 103/24 104/19 105/11 107/7 107/17 108/2 108/3 108/6 122/4 124/15 127/8 131/9 131/22 132/15 133/14 134/12 136/6 137/13 140/6 140/8 142/3 143/5 144/1 149/21 153/19 155/8 158/2 160/13 162/6 163/4 167/9 167/9 169/5 172/19 180/18 182/3 185/24 190/15 190/24 191/22</p> <p><b>they [299]</b></p> <p><b>they will [1]</b> 108/16</p> <p><b>they'd [6]</b> 92/14 97/5 121/23 134/22 134/23 150/11</p>	<p><b>they're [34]</b> 21/8 21/10 36/25 43/14 50/3 51/8 52/8 70/22 72/9 73/2 73/3 75/5 75/7 75/11 79/24 79/25 109/4 110/1 110/1 112/6 118/16 132/23 132/24 137/9 137/9 137/18 137/20 149/22 152/3 152/5 162/8 171/23 171/25 182/9</p> <p><b>they've [2]</b> 108/7 137/7</p> <p><b>thing [9]</b> 7/19 86/6 95/8 117/22 127/2 134/19 151/16 163/15 172/4</p> <p><b>things [59]</b> 15/11 30/22 31/19 31/25 67/4 68/7 68/8 76/7 79/8 79/14 79/16 79/19 80/11 80/12 81/11 81/12 82/2 82/7 83/14 87/22 88/11 89/3 89/16 89/21 91/19 93/8 97/13 99/2 108/14 110/4 118/21 120/11 123/14 123/18 123/20 123/23 124/2 124/22 130/6 131/16 133/3 133/16 135/13 135/25 136/24 140/19 152/21 163/21 170/24 171/8 174/24 176/8 182/10 183/23 186/11 188/13 188/21 191/23 194/10</p> <p><b>think [195]</b> 7/18 8/7 9/10 10/1 11/19 13/6 13/14 14/1 16/12 17/5 18/10 26/14 29/12 33/10 34/4 36/1 36/15 36/21 37/3 37/17 43/11 46/25 47/2 49/16 49/18 52/1 52/14 52/20 65/17 68/12 69/4 69/18 70/9 71/6 71/24 71/25 72/11 72/21 73/9 73/24 74/7 74/15 75/3 75/10 75/13 75/25 76/10 77/16 80/21 80/25 81/14 81/25 82/17 82/24 83/6 86/12 86/15 87/8 89/2 89/10 89/16 90/5 90/13 90/18 92/2 92/8 92/19 92/24 94/1 94/24 95/9 95/23 96/8 98/24 99/22 102/11 108/23 112/3 113/15 117/11 121/14 121/16</p>	<p>122/3 123/3 124/11 124/21 126/17 127/12 129/25 131/8 133/22 134/19 135/6 136/8 139/8 140/12 140/16 145/1 145/12 145/16 145/19 146/8 146/13 146/20 147/1 147/18 148/10 149/21 150/9 150/20 150/25 151/2 151/14 151/18 152/5 152/11 152/20 153/5 153/13 153/16 154/8 154/14 154/15 155/23 157/14 157/15 157/23 157/25 158/10 159/1 159/9 160/9 160/11 161/14 161/17 161/20 161/21 163/2 163/3 163/8 163/17 164/3 164/7 164/23 165/7 165/8 166/16 166/17 167/19 167/22 168/15 169/4 169/9 169/14 170/10 170/16 171/3 171/11 171/25 173/7 173/23 174/6 174/16 175/3 175/7 175/15 175/20 176/7 176/9 177/1 177/14 178/12 178/18 179/10 181/3 181/7 182/10 182/18 183/10 183/11 188/15 188/22 189/12 189/16 190/3 190/8 191/1 191/16 191/22 192/2 192/23 193/14 193/18 194/3 194/9</p> <p><b>think's [1]</b> 152/10</p> <p><b>thinking [6]</b> 21/15 68/14 91/10 94/4 94/5 189/2</p> <p><b>thinks [1]</b> 51/19</p> <p><b>third [1]</b> 112/8</p> <p><b>this [220]</b></p> <p><b>thorough [1]</b> 86/17</p> <p><b>those [176]</b> 4/14 5/18 7/13 8/3 10/22 11/7 12/10 13/15 17/6 19/4 19/21 20/25 21/19 21/20 23/12 24/5 26/11 29/22 30/23 31/4 31/11 31/13 31/23 32/6 32/17 32/22 33/11 41/4 42/2 42/24 44/6 48/6 48/8 55/19 55/20 61/13 72/13 72/23 76/6 78/10 78/15 79/8 79/10 79/12 79/19 80/7 80/22 81/3 81/12 83/3 83/24 84/9 84/24 87/21 88/6 88/24 89/1</p>	<p>89/16 90/1 90/12 92/3 92/3 92/5 92/18 92/23 93/2 94/18 97/1 98/19 98/24 101/13 105/3 105/13 107/20 107/21 107/22 108/8 109/2 109/14 110/23 111/17 111/25 112/19 115/3 115/18 116/2 116/14 117/14 118/6 119/5 127/12 129/2 129/3 129/19 130/6 130/12 131/16 131/18 131/20 132/2 132/8 132/16 132/17 132/21 133/3 136/4 139/11 139/19 140/19 141/3 141/4 141/7 141/11 141/13 142/6 143/8 143/18 144/2 148/4 149/3 149/13 149/20 149/23 150/6 150/7 150/10 151/8 155/6 156/6 157/1 157/9 159/18 160/9 161/15 162/3 163/10 163/18 163/19 163/20 163/23 164/22 164/23 167/24 168/2 168/2 168/19 170/1 170/12 170/24 171/1 171/20 173/9 174/16 174/19 176/5 178/1 178/17 178/21 178/24 179/2 182/4 183/17 185/1 186/1 187/16 187/19 188/11 188/13 189/7 190/5 190/6 190/12 190/15 191/20 191/22 193/14</p> <p><b>though [7]</b> 61/21 81/12 88/13 107/9 148/24 156/14 189/9</p> <p><b>thought [12]</b> 45/9 51/5 60/15 148/8 155/25 156/20 165/10 173/2 174/21 176/8 179/15 184/8</p> <p><b>thousands [1]</b> 42/17</p> <p><b>threads [1]</b> 73/8</p> <p><b>threat [1]</b> 101/14</p> <p><b>threatened [4]</b> 115/12 119/6 120/23 124/13</p> <p><b>three [6]</b> 41/9 72/12 72/15 72/17 83/19 170/5</p> <p><b>threshold [1]</b> 83/21</p> <p><b>through [26]</b> 3/14 27/10 31/18 37/23 69/23 74/8 74/24 81/21 83/14 84/16 85/15 88/8 91/1 93/1 100/16 106/16 121/23</p>	<p>126/2 126/21 127/2 144/17 147/15 154/18 183/8 186/9 186/25</p> <p><b>throughout [11]</b> 2/12 34/22 34/22 34/23 36/22 39/22 40/9 88/23 164/5 165/25 189/23</p> <p><b>throwing [1]</b> 182/14</p> <p><b>thus [1]</b> 164/12</p> <p><b>tightly [1]</b> 101/8</p> <p><b>time [83]</b> 2/25 7/5 14/20 14/24 15/22 16/23 19/8 23/15 25/6 26/15 27/11 27/18 29/3 34/11 34/21 35/14 50/12 54/22 61/15 61/17 77/24 78/9 78/19 82/24 92/5 92/25 97/16 98/25 99/12 100/24 102/2 102/5 103/22 109/9 112/12 114/21 115/2 116/19 127/6 128/24 128/25 129/5 129/7 130/10 131/19 131/20 131/21 131/24 132/7 134/17 143/22 152/4 155/12 156/19 158/6 158/10 158/11 159/25 160/6 163/7 163/12 163/13 163/19 163/22 163/22 165/5 167/10 168/23 171/21 171/22 171/23 172/5 176/16 178/5 181/13 184/6 185/11 185/13 187/22 187/24 189/23 190/3 191/5</p> <p><b>timeframes [1]</b> 6/23</p> <p><b>timeline [1]</b> 31/3</p> <p><b>times [11]</b> 11/25 16/5 24/12 29/9 35/19 74/4 88/7 90/14 92/17 135/13 168/22</p> <p><b>timescale [1]</b> 35/12</p> <p><b>timetable [1]</b> 54/6</p> <p><b>timing [2]</b> 34/4 158/14</p> <p><b>tipped [1]</b> 135/18</p> <p><b>tips [2]</b> 173/21 193/16</p> <p><b>titled [1]</b> 23/15</p> <p><b>today [11]</b> 1/13 33/2 37/18 38/17 65/10 65/15 69/6 77/1 93/21 105/17 125/6</p> <p><b>today's [1]</b> 69/6</p> <p><b>together [7]</b> 2/7 2/12 22/1 39/10 63/12 87/22 147/13</p> <p><b>toilet [2]</b> 61/10 61/10</p> <p><b>toileting [1]</b> 9/25</p>
--	---	--	---	---

<p><b>T</b></p> <p><b>toilets [1]</b> 133/16</p> <p><b>told [7]</b> 61/20 61/25 81/22 98/19 135/6 135/24 174/3</p> <p><b>Toman [10]</b> 1/5 1/7 1/9 1/12 2/8 2/21 4/1 37/17 37/22 195/3</p> <p><b>tomorrow [1]</b> 194/12</p> <p><b>tone [1]</b> 114/18</p> <p><b>too [8]</b> 26/2 45/5 65/6 83/19 110/4 141/17 144/13 153/5</p> <p><b>took [8]</b> 31/13 97/24 119/15 134/25 142/15 169/7 176/18 181/13</p> <p><b>top [8]</b> 23/25 51/18 55/3 82/7 82/13 102/3 153/12 154/2</p> <p><b>topic [4]</b> 18/9 48/18 110/7 130/14</p> <p><b>total [2]</b> 45/1 77/12</p> <p><b>totally [2]</b> 30/18 169/3</p> <p><b>touch [8]</b> 41/20 80/12 83/9 86/14 87/3 103/5 147/17 164/9</p> <p><b>touched [10]</b> 80/22 83/6 90/9 93/12 94/20 96/16 97/13 99/2 133/16 164/11</p> <p><b>touching [4]</b> 2/17 47/13 53/4 133/15</p> <p><b>tough [1]</b> 78/9</p> <p><b>towards [4]</b> 10/21 19/23 25/17 27/12</p> <p><b>track [1]</b> 64/19</p> <p><b>training [2]</b> 188/5 188/7</p> <p><b>trans [1]</b> 180/11</p> <p><b>transferable [1]</b> 168/21</p> <p><b>transfers [1]</b> 85/13</p> <p><b>transition [3]</b> 19/23 101/5 150/12</p> <p><b>translucent [2]</b> 61/7 61/7</p> <p><b>transmissible [1]</b> 108/5</p> <p><b>transmission [8]</b> 58/9 101/6 101/9 126/3 126/21 128/16 132/9 135/24</p> <p><b>transplant [1]</b> 104/12</p> <p><b>transport [2]</b> 2/2 133/17</p> <p><b>trauma [2]</b> 3/20 30/9</p> <p><b>travel [1]</b> 79/25</p> <p><b>Treanor [1]</b> 65/2</p> <p><b>treated [3]</b> 28/16 60/11 106/5</p> <p><b>treatment [1]</b> 55/17</p>	<p><b>tremendous [1]</b> 21/16</p> <p><b>trend [1]</b> 178/5</p> <p><b>trends [3]</b> 73/24 178/10 178/17</p> <p><b>tried [9]</b> 34/24 53/25 58/22 59/5 59/24 60/3 61/17 61/24 84/15</p> <p><b>triggered [2]</b> 100/21 133/15</p> <p><b>trips [1]</b> 68/11</p> <p><b>true [5]</b> 102/6 122/1 137/23 138/7 146/2</p> <p><b>trust [29]</b> 10/12 146/6 146/9 146/17 146/21 147/8 151/14 154/7 154/9 157/11 157/24 164/13 165/15 166/2 166/4 167/14 168/7 168/14 172/23 176/8 177/10 180/1 184/20 187/14 192/22 193/2 193/17 194/4 194/6</p> <p><b>Trust's [1]</b> 168/18</p> <p><b>trust-based [1]</b> 10/12</p> <p><b>trusts [1]</b> 28/24</p> <p><b>truth [2]</b> 59/8 65/13</p> <p><b>try [15]</b> 36/4 54/25 56/6 56/22 57/2 57/7 81/17 84/12 89/14 109/13 117/19 147/11 151/7 154/19 192/20</p> <p><b>trying [16]</b> 13/3 30/21 39/10 67/9 82/20 86/7 92/22 107/22 109/12 117/14 121/4 134/15 134/18 188/17 188/19 189/24</p> <p><b>tsar [2]</b> 97/7 191/6</p> <p><b>tuition [1]</b> 185/4</p> <p><b>turn [7]</b> 55/23 71/2 91/9 96/14 125/8 151/11 179/11</p> <p><b>turnaround [1]</b> 147/10</p> <p><b>turned [2]</b> 124/18 131/3</p> <p><b>turning [2]</b> 6/3 105/8</p> <p><b>tutoring [28]</b> 98/6 143/3 182/23 183/2 183/5 183/8 183/9 183/13 183/25 184/3 184/19 184/21 184/25 185/7 185/12 185/15 185/17 185/24 186/3 186/7 186/15 187/4 187/7 190/19 191/18 192/16 193/8 193/15</p> <p><b>twice [1]</b> 152/23</p> <p><b>two [16]</b> 36/10 37/6 67/17 72/14 75/14 78/10 79/19 80/13</p>	<p>109/18 137/24 143/1 145/12 150/23 154/14 169/19 178/2</p> <p><b>two-child [3]</b> 67/17 72/14 80/13</p> <p><b>type [7]</b> 88/13 98/21 112/7 175/16 175/22 177/21 189/13</p> <p><b>types [3]</b> 7/25 169/6 182/4</p> <p><b>U</b></p> <p><b>UCL [2]</b> 147/13 167/14</p> <p><b>UK [32]</b> 2/9 2/11 2/18 2/23 4/3 6/11 6/22 7/11 9/16 12/8 14/6 26/16 39/22 42/17 60/7 65/23 66/15 66/18 66/19 66/24 67/13 71/3 71/7 77/13 85/9 85/23 96/23 98/8 104/8 105/24 110/23 112/8</p> <p><b>UK Government [1]</b> 12/8</p> <p><b>UK Government's [1]</b> 96/23</p> <p><b>UK's [1]</b> 49/2</p> <p><b>UKHSA [1]</b> 110/10</p> <p><b>ultimately [3]</b> 29/25 117/17 165/15</p> <p><b>unable [9]</b> 43/13 53/2 62/3 64/2 73/2 142/7 142/8 143/17 155/17</p> <p><b>unaddressed [1]</b> 134/8</p> <p><b>unavoidable [1]</b> 69/13</p> <p><b>uncertain [1]</b> 55/18</p> <p><b>unclear [1]</b> 98/17</p> <p><b>unconsidered [1]</b> 14/14</p> <p><b>UNCRC [1]</b> 95/14</p> <p><b>under [13]</b> 6/11 8/22 11/3 63/1 63/13 106/24 132/22 140/25 141/6 147/24 149/12 168/11 186/20</p> <p><b>underfunded [1]</b> 12/21</p> <p><b>undergrad [1]</b> 189/3</p> <p><b>underinvestment [1]</b> 10/11</p> <p><b>underline [1]</b> 142/9</p> <p><b>underlying [1]</b> 164/24</p> <p><b>understand [28]</b> 30/16 30/18 30/23 38/2 47/4 64/7 65/25 66/9 67/25 69/14 88/25 89/25 95/20 97/8 98/14 107/22</p>	<p>107/25 108/23 109/12 112/4 138/3 149/6 151/7 154/19 172/1 172/5 172/16 174/25</p> <p><b>understanding [12]</b> 13/7 31/10 45/10 53/13 56/10 85/6 90/24 109/11 135/15 152/10 173/9 176/17</p> <p><b>understood [8]</b> 3/25 95/19 101/5 101/5 132/8 134/14 136/9 173/13</p> <p><b>undertake [1]</b> 154/10</p> <p><b>undetected [1]</b> 9/5</p> <p><b>unequal [3]</b> 47/17 47/22 48/10</p> <p><b>unfortunately [7]</b> 8/25 10/22 32/11 50/19 70/18 102/10 140/4</p> <p><b>unheard [1]</b> 13/23</p> <p><b>uniform [1]</b> 74/19</p> <p><b>unions [1]</b> 62/24</p> <p><b>unique [1]</b> 188/22</p> <p><b>United [3]</b> 42/12 148/13 148/17</p> <p><b>universal [7]</b> 4/11 5/5 5/5 76/4 89/8 169/5 170/14</p> <p><b>universities [1]</b> 20/23</p> <p><b>University [1]</b> 43/19</p> <p><b>unless [2]</b> 118/16 125/12</p> <p><b>unlikely [1]</b> 49/13</p> <p><b>unmitigated [1]</b> 14/13</p> <p><b>unnecessary [1]</b> 127/8</p> <p><b>unpick [1]</b> 137/3</p> <p><b>unprotected [1]</b> 78/17</p> <p><b>unrecognisable [1]</b> 41/13</p> <p><b>unrepresentative [1]</b> 42/3</p> <p><b>unsafe [1]</b> 138/14</p> <p><b>unshielded [1]</b> 116/11</p> <p><b>unsupported [1]</b> 119/25</p> <p><b>unsurprising [1]</b> 82/25</p> <p><b>unthinkable [1]</b> 130/8</p> <p><b>until [8]</b> 9/5 24/3 55/11 128/17 145/6 146/23 190/20 194/14</p> <p><b>unwell [4]</b> 45/5 45/14 45/16 133/19</p> <p><b>unwilling [1]</b> 121/24</p> <p><b>up [71]</b> 7/7 9/3 11/15 22/14 23/16 23/21</p>	<p>25/2 32/4 34/7 34/17 38/21 39/2 39/5 40/22 42/7 44/25 46/4 49/15 50/16 51/10 51/16 51/16 57/1 57/16 60/16 62/17 65/24 71/11 74/11 77/9 77/21 81/17 81/19 82/4 84/15 86/22 90/8 96/25 97/20 104/5 106/20 108/16 113/16 114/9 114/22 124/18 130/20 136/16 146/23 150/15 151/6 161/12 163/5 166/16 169/24 170/3 171/22 172/6 177/22 182/25 183/3 183/23 183/25 184/13 184/14 185/15 187/18 191/6 191/11 191/13 191/21</p> <p><b>update [1]</b> 51/3</p> <p><b>updated [1]</b> 56/24</p> <p><b>upgrading [2]</b> 10/18 10/21</p> <p><b>upheld [1]</b> 33/12</p> <p><b>uphold [1]</b> 1/24</p> <p><b>uplift [2]</b> 76/4 77/19</p> <p><b>upon [2]</b> 27/2 83/6</p> <p><b>upright [1]</b> 61/10</p> <p><b>us [61]</b> 1/10 2/21 6/5 7/13 7/19 9/16 10/1 17/8 18/23 20/5 29/3 29/14 31/8 31/14 36/5 36/5 40/3 40/6 41/17 41/19 41/22 42/5 42/11 42/23 43/9 44/6 47/21 56/20 60/5 60/24 62/5 63/12 65/19 69/14 81/22 83/12 88/25 92/10 94/10 101/16 102/7 102/16 115/10 117/9 118/9 120/23 121/12 122/22 127/2 133/7 134/11 135/6 135/7 140/16 173/19 181/13 181/17 184/5 185/13 192/24 193/13</p> <p><b>US RECOVER [2]</b> 42/5 42/11</p> <p><b>USA [1]</b> 98/10</p> <p><b>use [11]</b> 17/6 36/7 41/4 68/17 69/17 85/25 86/1 117/9 175/22 186/17 187/6</p> <p><b>used [8]</b> 28/17 68/21 69/10 72/6 96/21 134/10 160/7 163/24</p> <p><b>useful [4]</b> 152/11 152/13 152/16 176/10</p> <p><b>users [3]</b> 3/15 15/19 30/6</p>
---	---	---	--	--

<p><b>U</b></p> <p><b>using [7]</b> 78/25 85/22 107/9 133/16 133/17 154/23 159/6</p> <p><b>usual [2]</b> 114/4 125/16</p> <p><b>utterly [1]</b> 30/18</p>	<p>84/19 85/3 85/15 85/21 86/17 86/19 86/21 86/24 87/19 88/9 89/14 89/25 90/5 91/16 91/25 92/7 92/10 93/11 93/15 94/2 94/19 94/24 95/11 95/24 96/5 97/3 97/17 98/5 98/11 98/12 99/8 99/10 99/11 99/17 101/1 101/7 110/5 110/12 112/10 114/24 117/6 119/11 119/20 120/5 121/8 121/20 123/8 124/11 127/11 128/2 132/22 132/23 138/7 139/22 140/3 142/17 142/23 143/22 144/4 144/8 144/19 147/7 149/8 152/3 152/20 153/1 154/12 154/13 154/18 157/13 163/10 164/12 165/22 165/24 166/5 167/22 170/17 173/4 177/20 180/12 180/12 182/11 182/22 184/4 185/9 186/24 187/23 188/2 189/2 189/10 189/22 190/2 190/9 190/15 192/10 193/24 193/25 194/11</p>	<p>84/24</p> <p><b>vulnerabilities [2]</b> 119/23 120/20</p> <p><b>vulnerability [5]</b> 129/21 137/11 137/12 139/1 140/23</p> <p><b>vulnerable [75]</b> 18/23 18/25 23/9 72/10 72/22 76/24 90/10 100/13 102/8 102/9 103/2 103/3 103/4 103/5 103/7 103/7 103/15 103/23 104/9 105/2 105/4 105/8 105/9 105/15 105/19 105/21 106/1 107/6 107/11 107/13 107/15 108/17 108/22 109/2 111/7 111/12 111/21 112/13 112/21 112/22 113/4 113/8 114/15 114/16 116/1 116/24 116/25 118/2 118/7 118/7 125/3 125/13 125/14 126/23 126/23 126/25 127/1 128/7 131/5 131/6 133/4 133/4 133/5 134/24 135/9 136/12 136/13 137/20 138/24 138/25 139/5 139/6 139/23 139/24 140/14</p>	<p><b>was [413]</b></p> <p><b>wasn't [25]</b> 9/2 23/5 40/13 54/2 54/2 54/9 59/9 73/19 84/20 90/22 91/5 94/23 107/13 116/4 120/10 129/7 134/9 143/11 183/21 187/23 189/6 189/25 191/15 191/16 193/2</p> <p><b>watching [1]</b> 128/2</p> <p><b>wave [7]</b> 46/2 132/20 151/3 151/5 181/8 181/9 181/14</p> <p><b>waves [1]</b> 172/15</p> <p><b>way [25]</b> 4/9 8/9 23/5 33/1 44/23 65/19 74/24 88/15 91/22 93/15 95/14 102/25 113/14 123/1 129/6 134/3 141/9 150/16 173/21 184/21 186/7 186/9 188/9 192/15 193/4</p> <p><b>ways [11]</b> 32/9 54/6 57/1 65/24 75/4 80/23 88/5 92/23 123/20 135/12 148/21</p> <p><b>we [377]</b></p> <p><b>we'd [3]</b> 95/6 173/16 176/20</p> <p><b>we'll [11]</b> 47/2 50/12 50/16 54/12 71/2 106/11 115/24 119/2 148/25 153/18 160/9</p> <p><b>we're [37]</b> 3/14 11/2 12/20 13/25 14/14 15/17 20/6 21/14 22/2 28/12 28/12 32/15 32/20 46/25 52/11 57/17 67/8 68/4 68/5 68/14 68/22 70/16 74/16 90/17 92/19 94/24 99/2 107/1 117/15 133/10 138/19 140/21 140/21 153/17 158/14 172/14 191/2</p> <p><b>we've [17]</b> 20/3 59/24 60/3 61/14 68/13 90/1 91/20 93/6 99/22 149/22 152/7 164/11 165/25 168/16 169/18 172/8 186/20</p> <p><b>weakness [1]</b> 25/9</p> <p><b>weaknesses [1]</b> 36/22</p> <p><b>wear [5]</b> 3/19 133/1 133/2 133/2 133/5</p> <p><b>wearing [1]</b> 132/25</p> <p><b>website [1]</b> 20/10</p> <p><b>Wednesday [1]</b> 1/1</p> <p><b>week [9]</b> 44/25 64/17 154/14 154/16 162/21</p>	<p>164/9 167/25 168/6 168/11</p> <p><b>weeks [6]</b> 42/20 43/4 61/4 110/10 120/17 121/19</p> <p><b>weighing [1]</b> 86/6</p> <p><b>weight [2]</b> 139/3 139/9</p> <p><b>weighted [1]</b> 74/12</p> <p><b>welcome [1]</b> 81/8</p> <p><b>welfare [2]</b> 66/5 155/7</p> <p><b>well [91]</b> 9/11 10/10 17/18 20/14 21/24 29/16 37/3 37/14 41/24 49/21 50/7 53/24 54/20 58/11 64/18 66/6 69/23 70/4 73/16 74/2 74/10 75/18 75/19 77/23 79/14 80/15 81/8 81/25 84/20 87/7 91/19 95/2 95/12 98/6 99/16 101/19 106/6 111/16 112/2 120/24 121/1 124/10 126/15 128/10 130/6 134/11 139/8 139/12 143/22 144/3 144/4 146/19 149/8 149/14 153/2 153/5 153/22 154/4 155/15 156/1 157/21 158/14 159/7 161/23 162/16 165/5 165/14 166/11 167/16 168/12 169/9 169/12 171/23 172/1 173/11 174/1 175/7 175/8 175/13 175/21 177/10 179/1 180/9 180/18 180/20 185/21 188/10 189/1 189/16 191/3 193/3</p> <p><b>well-established [1]</b> 50/7</p> <p><b>well-evidenced [1]</b> 191/3</p> <p><b>well-off [1]</b> 156/1</p> <p><b>wellbeing [8]</b> 8/13 69/21 86/11 86/19 92/13 92/22 94/7 99/5</p> <p><b>Welsh [1]</b> 60/1</p> <p><b>went [11]</b> 9/5 13/15 14/13 14/18 71/9 83/23 83/23 91/6 128/8 164/7 165/10</p> <p><b>were [363]</b></p> <p><b>weren't [18]</b> 19/10 22/5 23/11 52/24 85/6 115/25 116/5 116/13 116/20 116/22 119/12 120/24 128/24 129/2 140/8 144/9 148/22 192/22</p>
<p><b>V</b></p> <p><b>vaccination [5]</b> 39/18 111/9 111/13 125/4 128/17</p> <p><b>vaccinations [2]</b> 125/6 129/24</p> <p><b>vaccine [5]</b> 103/15 106/2 108/3 108/10 129/6</p> <p><b>vaccines [7]</b> 105/13 105/22 105/23 107/2 107/10 129/4 137/13</p> <p><b>validate [1]</b> 39/9</p> <p><b>Vallance [2]</b> 50/24 51/11</p> <p><b>variable [1]</b> 186/20</p> <p><b>variables [2]</b> 46/16 103/21</p> <p><b>variation [1]</b> 6/16</p> <p><b>variations [1]</b> 6/25</p> <p><b>varied [1]</b> 117/11</p> <p><b>various [2]</b> 93/6 155/7</p> <p><b>vary [3]</b> 10/16 48/1 66/25</p> <p><b>varying [1]</b> 190/16</p> <p><b>vast [3]</b> 24/5 73/1 183/4</p> <p><b>vehicles [1]</b> 94/4</p> <p><b>verbal [1]</b> 15/21</p> <p><b>verify [1]</b> 174/10</p> <p><b>version [1]</b> 150/16</p> <p><b>versus [2]</b> 48/9 185/17</p> <p><b>very [165]</b> 3/14 3/15 3/17 3/23 7/16 8/7 8/18 10/3 11/12 11/13 11/13 16/10 18/20 22/2 23/16 24/9 25/20 27/1 27/10 30/6 32/13 35/7 35/7 37/15 38/1 38/6 40/7 40/22 49/6 51/14 51/17 55/1 55/15 61/2 61/5 63/14 64/10 64/12 64/24 66/8 66/25 69/24 71/17 71/18 72/12 72/20 72/22 72/22 74/17 75/1 75/13 79/15 79/21 80/3 81/8 81/12 81/14 81/14 81/16 82/24 83/4 83/14 83/17 84/3 84/14 84/18 84/18</p>	<p>84/19 85/3 85/15 85/21 86/17 86/19 86/21 86/24 87/19 88/9 89/14 89/25 90/5 91/16 91/25 92/7 92/10 93/11 93/15 94/2 94/19 94/24 95/11 95/24 96/5 97/3 97/17 98/5 98/11 98/12 99/8 99/10 99/11 99/17 101/1 101/7 110/5 110/12 112/10 114/24 117/6 119/11 119/20 120/5 121/8 121/20 123/8 124/11 127/11 128/2 132/22 132/23 138/7 139/22 140/3 142/17 142/23 143/22 144/4 144/8 144/19 147/7 149/8 152/3 152/20 153/1 154/12 154/13 154/18 157/13 163/10 164/12 165/22 165/24 166/5 167/22 170/17 173/4 177/20 180/12 180/12 182/11 182/22 184/4 185/9 186/24 187/23 188/2 189/2 189/10 189/22 190/2 190/9 190/15 192/10 193/24 193/25 194/11</p> <p><b>via [2]</b> 58/17 117/23</p> <p><b>video [1]</b> 128/3</p> <p><b>view [6]</b> 49/9 49/19 97/1 98/12 155/17 171/6</p> <p><b>views [4]</b> 96/22 137/1 173/20 182/15</p> <p><b>Viner [1]</b> 50/21</p> <p><b>viral [5]</b> 40/25 50/8 51/23 55/16 58/7</p> <p><b>virus [5]</b> 35/18 110/22 115/13 132/9 134/21</p> <p><b>visibility [1]</b> 30/1</p> <p><b>visible [1]</b> 9/7</p> <p><b>visibly [1]</b> 17/13</p> <p><b>visitation [1]</b> 17/16</p> <p><b>visits [2]</b> 10/7 164/5</p> <p><b>visualise [1]</b> 67/9</p> <p><b>visually [1]</b> 20/12</p> <p><b>vital [1]</b> 113/23</p> <p><b>voice [4]</b> 33/6 36/16 36/18 55/14</p> <p><b>voices [5]</b> 13/22 40/19 43/7 119/19 133/10</p> <p><b>volunteer [2]</b> 39/18 100/17</p> <p><b>voucher [3]</b> 85/22 86/2 163/20</p> <p><b>vouchers [2]</b> 84/17</p>	<p><b>W</b></p> <p><b>wage [2]</b> 187/23 188/1</p> <p><b>wages [3]</b> 187/22 187/25 188/2</p> <p><b>Wagner [1]</b> 142/13</p> <p><b>wait [1]</b> 103/18</p> <p><b>waiting [3]</b> 29/8 65/6 145/6</p> <p><b>wake [1]</b> 82/4</p> <p><b>Wales [7]</b> 2/10 6/7 6/12 6/16 44/1 66/22 85/11</p> <p><b>walk [1]</b> 41/10</p> <p><b>want [17]</b> 11/15 20/19 49/24 56/12 59/8 64/6 73/23 90/23 109/15 117/11 126/17 127/22 133/22 143/12 157/21 177/4 187/12</p> <p><b>wanted [17]</b> 35/25 53/16 56/1 60/13 64/5 85/19 85/20 117/4 143/6 153/2 158/23 173/12 174/24 180/23 181/18 182/21 183/23</p> <p><b>ward [1]</b> 30/7</p> <p><b>warm [1]</b> 70/24</p> <p><b>warning [1]</b> 125/17</p> <p><b>wary [1]</b> 56/7</p>	<p><b>was [413]</b></p> <p><b>wasn't [25]</b> 9/2 23/5 40/13 54/2 54/2 54/9 59/9 73/19 84/20 90/22 91/5 94/23 107/13 116/4 120/10 129/7 134/9 143/11 183/21 187/23 189/6 189/25 191/15 191/16 193/2</p> <p><b>watching [1]</b> 128/2</p> <p><b>wave [7]</b> 46/2 132/20 151/3 151/5 181/8 181/9 181/14</p> <p><b>waves [1]</b> 172/15</p> <p><b>way [25]</b> 4/9 8/9 23/5 33/1 44/23 65/19 74/24 88/15 91/22 93/15 95/14 102/25 113/14 123/1 129/6 134/3 141/9 150/16 173/21 184/21 186/7 186/9 188/9 192/15 193/4</p> <p><b>ways [11]</b> 32/9 54/6 57/1 65/24 75/4 80/23 88/5 92/23 123/20 135/12 148/21</p> <p><b>we [377]</b></p> <p><b>we'd [3]</b> 95/6 173/16 176/20</p> <p><b>we'll [11]</b> 47/2 50/12 50/16 54/12 71/2 106/11 115/24 119/2 148/25 153/18 160/9</p> <p><b>we're [37]</b> 3/14 11/2 12/20 13/25 14/14 15/17 20/6 21/14 22/2 28/12 28/12 32/15 32/20 46/25 52/11 57/17 67/8 68/4 68/5 68/14 68/22 70/16 74/16 90/17 92/19 94/24 99/2 107/1 117/15 133/10 138/19 140/21 140/21 153/17 158/14 172/14 191/2</p> <p><b>we've [17]</b> 20/3 59/24 60/3 61/14 68/13 90/1 91/20 93/6 99/22 149/22 152/7 164/11 165/25 168/16 169/18 172/8 186/20</p> <p><b>weakness [1]</b> 25/9</p> <p><b>weaknesses [1]</b> 36/22</p> <p><b>wear [5]</b> 3/19 133/1 133/2 133/2 133/5</p> <p><b>wearing [1]</b> 132/25</p> <p><b>website [1]</b> 20/10</p> <p><b>Wednesday [1]</b> 1/1</p> <p><b>week [9]</b> 44/25 64/17 154/14 154/16 162/21</p>	<p>164/9 167/25 168/6 168/11</p> <p><b>weeks [6]</b> 42/20 43/4 61/4 110/10 120/17 121/19</p> <p><b>weighing [1]</b> 86/6</p> <p><b>weight [2]</b> 139/3 139/9</p> <p><b>weighted [1]</b> 74/12</p> <p><b>welcome [1]</b> 81/8</p> <p><b>welfare [2]</b> 66/5 155/7</p> <p><b>well [91]</b> 9/11 10/10 17/18 20/14 21/24 29/16 37/3 37/14 41/24 49/21 50/7 53/24 54/20 58/11 64/18 66/6 69/23 70/4 73/16 74/2 74/10 75/18 75/19 77/23 79/14 80/15 81/8 81/25 84/20 87/7 91/19 95/2 95/12 98/6 99/16 101/19 106/6 111/16 112/2 120/24 121/1 124/10 126/15 128/10 130/6 134/11 139/8 139/12 143/22 144/3 144/4 146/19 149/8 149/14 153/2 153/5 153/22 154/4 155/15 156/1 157/21 158/14 159/7 161/23 162/16 165/5 165/14 166/11 167/16 168/12 169/9 169/12 171/23 172/1 173/11 174/1 175/7 175/8 175/13 175/21 177/10 179/1 180/9 180/18 180/20 185/21 188/10 189/1 189/16 191/3 193/3</p> <p><b>well-established [1]</b> 50/7</p> <p><b>well-evidenced [1]</b> 191/3</p> <p><b>well-off [1]</b> 156/1</p> <p><b>wellbeing [8]</b> 8/13 69/21 86/11 86/19 92/13 92/22 94/7 99/5</p> <p><b>Welsh [1]</b> 60/1</p> <p><b>went [11]</b> 9/5 13/15 14/13 14/18 71/9 83/23 83/23 91/6 128/8 164/7 165/10</p> <p><b>were [363]</b></p> <p><b>weren't [18]</b> 19/10 22/5 23/11 52/24 85/6 115/25 116/5 116/13 116/20 116/22 119/12 120/24 128/24 129/2 140/8 144/9 148/22 192/22</p>

<p><b>W</b></p> <p><b>what [163]</b> 1/20 2/21 4/4 4/20 5/14 6/6 7/13 11/4 13/18 13/21 20/5 21/19 21/20 22/19 23/4 24/18 26/13 26/15 26/17 26/18 27/14 28/7 29/7 29/14 30/22 30/23 31/1 31/10 31/14 33/18 34/2 34/16 35/18 35/21 36/11 38/22 41/24 44/16 49/18 50/9 52/1 52/22 53/5 53/10 53/21 54/9 54/18 56/2 56/3 58/19 60/12 60/17 60/24 63/20 63/20 65/25 66/1 67/22 68/2 69/11 69/23 76/25 77/1 79/17 85/12 87/8 88/17 88/23 90/2 95/20 96/25 98/14 98/20 99/1 100/21 102/7 107/23 107/25 116/18 119/13 121/12 122/6 122/15 123/12 128/4 129/21 131/16 132/1 134/14 135/10 135/16 136/10 137/7 140/2 140/5 140/12 140/12 142/3 147/11 149/6 150/15 151/8 151/17 151/20 151/23 153/2 153/12 153/24 154/20 154/21 155/16 155/23 156/9 156/18 156/20 156/23 157/11 158/23 159/9 159/22 162/2 162/19 163/7 164/1 164/7 166/22 168/20 168/25 169/2 169/9 169/14 169/18 170/15 170/15 170/19 171/25 172/9 172/13 172/16 172/20 173/23 174/3 174/16 174/25 177/14 178/18 181/24 182/8 182/15 182/21 183/12 183/16 184/6 185/19 185/25 186/3 186/13 189/12 189/19 190/17 191/13 191/16 192/17</p> <p><b>what's [1]</b> 147/5 <b>whatever [5]</b> 115/6 123/23 135/20 137/16 194/8</p> <p><b>wheelchair [2]</b> 41/4 41/12</p> <p><b>when [85]</b> 2/25 5/16 10/2 16/10 16/21</p>	<p>18/21 26/23 28/12 31/4 36/1 37/5 44/25 45/13 46/7 46/15 52/21 56/5 59/2 59/6 60/14 60/14 61/22 63/23 67/8 68/4 68/12 68/14 70/15 71/24 71/25 72/19 73/14 74/23 75/25 76/19 76/21 79/21 81/15 83/23 84/11 84/11 86/7 89/21 90/20 92/2 92/11 93/13 95/25 102/5 107/5 107/17 110/16 111/16 113/14 113/20 116/4 116/9 116/11 117/12 119/22 120/8 120/11 120/13 120/14 123/12 124/24 129/5 132/21 132/22 133/14 135/24 148/11 148/20 150/8 150/23 153/7 153/17 157/15 162/6 170/9 173/20 177/18 178/2 186/8 193/5</p> <p><b>where [43]</b> 3/21 11/2 12/16 16/14 19/24 21/25 26/7 31/5 31/16 36/4 68/22 69/1 69/15 70/21 73/11 74/11 76/23 77/19 80/4 85/18 96/15 101/8 109/17 109/20 118/17 121/1 121/22 126/18 126/22 128/25 129/20 132/25 137/9 140/22 141/5 141/17 141/25 159/4 163/3 171/23 177/19 181/19 192/14</p> <p><b>whereas [5]</b> 79/6 79/11 138/1 152/17 163/17</p> <p><b>whereby [3]</b> 5/9 98/3 123/20</p> <p><b>whether [37]</b> 17/11 42/24 43/9 44/6 53/1 57/25 59/25 68/9 69/20 74/23 75/23 81/4 81/23 85/5 88/9 88/11 88/25 93/24 137/7 148/15 157/9 157/10 157/12 160/7 161/8 161/19 162/23 162/24 164/25 173/20 174/22 181/20 182/9 188/6 189/18 192/17 192/19</p> <p><b>which [100]</b> 1/14 2/5 2/9 6/13 6/15 7/4 8/21 8/23 9/22 9/24 10/16 11/7 14/11 18/24 18/24 20/16 23/5 24/4</p>	<p>28/13 29/9 29/25 34/13 35/15 36/16 38/18 38/19 39/8 40/20 45/21 46/4 47/25 48/18 49/5 50/14 51/3 51/18 51/23 53/16 55/2 55/5 57/11 58/16 63/1 65/11 67/12 72/7 73/24 75/4 77/6 81/8 86/2 88/5 88/15 91/23 92/23 96/20 100/21 103/9 105/19 106/22 109/1 109/8 115/8 115/24 118/6 118/15 122/18 124/7 124/21 128/13 128/14 128/19 130/15 131/9 133/6 138/15 141/18 142/16 142/20 148/21 163/6 165/8 165/24 166/10 167/5 167/6 167/13 175/11 177/23 177/24 179/17 179/21 181/15 181/16 184/24 191/11 191/23 192/14 192/15 193/7</p> <p><b>while [12]</b> 10/24 22/25 25/19 33/2 34/24 66/18 79/13 82/16 82/21 110/14 176/23 193/6</p> <p><b>whilst [2]</b> 58/5 170/2</p> <p><b>Whitty [3]</b> 50/13 50/24 51/17</p> <p><b>who [169]</b> 1/24 3/15 6/4 7/17 11/16 11/17 15/10 15/19 17/17 18/6 19/5 19/9 19/17 19/17 20/12 21/7 21/19 21/20 23/11 23/12 23/13 24/10 30/6 30/17 31/9 31/23 34/14 38/2 39/13 40/5 40/24 41/5 43/12 46/14 47/14 48/3 50/21 55/20 56/18 64/25 65/23 73/10 73/16 78/5 82/18 85/7 89/6 95/25 96/2 97/8 102/17 103/2 103/4 103/24 104/10 104/18 105/1 105/3 105/11 105/20 107/6 107/7 107/19 108/15 108/22 108/24 109/21 109/21 110/9 110/21 111/6 111/18 111/20 112/3 112/13 112/20 112/21 114/14 115/25 116/5 116/10 116/13 116/15 116/19 116/23 116/24 117/2 117/4 117/4</p>	<p>117/14 118/1 118/4 119/3 119/6 119/7 119/22 121/20 121/21 122/2 124/18 126/25 127/1 127/2 127/3 127/5 129/2 129/10 129/16 130/2 131/18 131/21 132/8 132/17 132/18 134/7 134/17 135/5 135/8 135/13 135/17 136/2 136/6 137/6 137/8 137/9 137/13 137/14 137/18 137/19 139/2 139/3 139/4 139/22 140/7 142/5 143/17 143/21 147/20 149/23 150/6 153/6 159/6 162/11 162/24 164/8 170/12 170/25 171/20 173/18 174/19 175/1 176/22 178/17 178/20 178/21 179/2 179/7 180/8 180/15 180/20 182/25 184/8 185/2 187/1 187/16 188/12 190/24 191/6 193/12</p> <p><b>who's [1]</b> 40/7 <b>who've [1]</b> 99/18 <b>whole [11]</b> 2/16 2/18 53/19 81/11 87/13 116/6 148/5 148/12 152/16 175/6 176/25</p> <p><b>wholeheartedly [1]</b> 77/6</p> <p><b>whom [3]</b> 50/12 104/3 129/3</p> <p><b>whose [2]</b> 7/21 180/15</p> <p><b>why [12]</b> 19/9 75/13 91/3 98/17 102/2 129/23 130/9 130/11 134/5 140/8 149/10 184/11</p> <p><b>wide [1]</b> 66/18 <b>widely [2]</b> 68/21 158/6</p> <p><b>widened [1]</b> 165/17 <b>widening [1]</b> 91/13 <b>wider [18]</b> 13/9 16/9 17/14 17/25 26/21 26/25 55/3 81/9 83/13 88/2 91/14 96/18 97/14 111/23 170/23 172/19 173/9 173/18</p> <p><b>will [62]</b> 2/17 5/21 38/2 44/24 45/21 49/7 50/2 51/13 62/15 62/18 63/13 68/25 72/24 73/11 74/2 74/10 88/7 92/8 92/8 95/20 98/7 102/5 104/3 105/21 105/23</p>	<p>106/13 108/15 108/16 108/16 108/20 110/9 112/3 112/5 114/5 117/19 124/7 127/24 139/4 143/13 143/14 148/20 148/21 148/22 148/24 153/23 156/12 163/3 165/1 165/19 170/1 170/2 170/18 170/21 171/21 175/25 178/17 182/7 183/5 183/13 188/11 188/25 194/12</p> <p><b>Williamson [1]</b> 158/8 <b>Williamson's [1]</b> 158/1</p> <p><b>willing [3]</b> 120/12 120/24 128/24</p> <p><b>winter [1]</b> 31/4 <b>wiped [1]</b> 165/21 <b>wish [2]</b> 124/23 126/13</p> <p><b>withdrawal [6]</b> 3/11 13/7 13/11 14/12 18/1 19/19</p> <p><b>withdrawn [3]</b> 25/7 121/1 126/11</p> <p><b>within [29]</b> 6/14 10/8 16/13 17/19 19/16 24/14 25/9 25/20 26/19 34/20 36/20 61/4 66/3 66/7 68/19 87/11 110/15 117/1 135/15 139/13 148/4 153/21 154/4 157/2 157/5 157/6 162/13 167/11 187/4</p> <p><b>without [16]</b> 9/18 21/3 25/4 26/22 26/23 28/8 29/10 29/11 33/1 33/8 33/8 52/6 54/8 64/1 152/23 167/24</p> <p><b>withstand [1]</b> 90/21 <b>witness [31]</b> 1/14 11/19 14/2 17/2 22/13 38/17 41/21 43/16 43/21 46/5 47/17 47/23 52/10 55/4 60/21 65/3 65/11 77/15 100/9 103/23 104/1 105/10 110/8 114/17 117/8 144/7 145/1 145/7 145/12 145/19 145/23</p> <p><b>woman [1]</b> 30/6 <b>women [1]</b> 104/17 <b>women's [1]</b> 38/24 <b>won't [3]</b> 118/15 168/21 178/14 <b>wonder [1]</b> 64/5 <b>Wong [11]</b> 100/4 100/5 100/9 104/5 106/18 110/8 111/1</p>
--	---	--	---	---

<p><b>W</b></p> <p><b>Wong... [4]</b> 116/16 121/6 144/8 195/14</p> <p><b>words [2]</b> 9/8 70/10</p> <p><b>work [56]</b> 2/7 3/14 22/3 31/8 39/10 65/20 65/22 65/25 66/4 66/5 66/6 66/6 66/8 66/14 66/20 66/20 73/5 73/12 73/15 73/18 73/19 74/15 75/13 78/14 82/20 83/15 85/15 87/16 89/11 91/2 94/17 99/19 136/23 137/21 146/20 146/21 147/2 147/4 147/5 147/15 153/10 154/24 155/19 159/7 159/25 160/3 167/10 167/13 168/25 170/23 171/16 172/24 173/20 181/13 186/1 192/20</p> <p><b>worked [6]</b> 2/12 33/24 38/25 67/5 167/24 191/6</p> <p><b>workers [1]</b> 78/5</p> <p><b>workforce [1]</b> 172/20</p> <p><b>working [14]</b> 22/1 24/8 33/13 72/25 76/5 84/20 89/14 124/2 165/5 168/6 168/11 168/24 176/19 188/23</p> <p><b>worksheets [4]</b> 82/4 154/23 155/6 155/11</p> <p><b>world [2]</b> 3/17 17/25</p> <p><b>worried [4]</b> 84/8 86/21 135/23 187/7</p> <p><b>worries [4]</b> 87/10 112/19 144/24 188/9</p> <p><b>worry [5]</b> 37/22 106/13 133/7 153/13 157/17</p> <p><b>worrying [1]</b> 163/12</p> <p><b>worse [10]</b> 11/12 53/13 70/1 70/22 74/22 75/5 76/8 78/18 92/1 171/3</p> <p><b>worsening [1]</b> 178/6</p> <p><b>worth [2]</b> 72/11 192/25</p> <p><b>would [146]</b> 4/13 4/15 5/4 5/10 5/17 6/4 6/24 9/21 12/24 13/8 15/2 15/3 15/11 17/15 18/6 18/13 19/17 21/4 21/16 21/21 21/24 22/1 24/19 25/14 25/17 26/4 26/5 26/7 33/17 34/6 35/4 36/10 36/11 38/3 39/9 43/4 50/1 51/19 52/18 53/7 58/1 59/15 59/17</p>	<p>60/15 60/16 60/16 61/9 61/11 61/22 76/3 76/7 83/7 83/10 83/12 87/19 90/3 93/18 95/13 96/20 97/6 98/12 102/20 104/10 105/2 105/3 107/19 107/21 108/10 108/22 108/25 109/3 112/2 112/9 112/9 112/24 113/21 115/4 118/21 118/22 118/23 122/21 123/25 124/22 125/4 125/6 126/1 126/13 126/20 128/4 128/15 128/15 128/18 128/22 129/19 130/9 131/22 132/4 132/10 134/16 134/19 134/23 135/14 139/7 140/25 141/13 141/22 144/2 149/2 149/23 150/3 150/6 150/14 155/6 155/9 155/10 155/25 157/11 158/6 163/18 164/21 164/21 168/6 168/12 168/20 169/2 170/12 172/4 172/15 172/15 172/23 173/19 176/10 181/15 182/2 183/19 184/9 184/11 185/20 188/8 189/11 190/9 191/4 191/11 191/23 192/25 193/21</p> <p><b>wouldn't [8]</b> 102/10 107/14 107/15 118/20 124/16 152/4 168/19 183/7</p> <p><b>wrap [1]</b> 29/20</p> <p><b>wrap-around [1]</b> 29/20</p> <p><b>wraparound [3]</b> 10/14 94/10 97/17</p> <p><b>write [2]</b> 82/4 118/21</p> <p><b>writing [2]</b> 23/25 40/9</p> <p><b>written [1]</b> 37/24</p> <p><b>wrong [3]</b> 17/21 179/23 181/4</p> <p><b>wrote [2]</b> 40/14 102/5</p> <p><b>Y</b></p> <p><b>yeah [27]</b> 15/7 41/12 66/18 68/4 70/6 73/13 74/7 75/12 75/25 77/4 79/19 82/24 86/17 86/23 87/1 88/19 89/2 89/23 92/23 106/8 108/21 110/2 118/9 150/19 153/15 156/8 167/8</p> <p><b>year [18]</b> 22/18 45/2 62/22 69/2 74/3 96/25 122/13 130/2 130/25</p>	<p>131/24 139/17 142/15 142/16 150/11 166/5 166/13 171/18 190/20</p> <p><b>years [14]</b> 41/8 41/10 44/5 55/24 70/20 106/25 120/7 139/2 142/6 143/18 146/23 165/19 165/20 165/24</p> <p><b>yep [2]</b> 120/15 145/15</p> <p><b>yes [228]</b></p> <p><b>yesterday [1]</b> 51/3</p> <p><b>yet [6]</b> 13/22 30/1 33/10 62/3 62/7 128/24</p> <p><b>you [634]</b></p> <p><b>you'd [1]</b> 73/9</p> <p><b>you'll [2]</b> 50/21 150/25</p> <p><b>you're [31]</b> 2/15 18/5 18/5 20/21 26/11 30/14 30/24 65/15 72/18 79/6 85/22 87/20 107/9 115/13 118/23 118/24 118/24 118/25 121/19 122/7 132/19 136/21 146/5 146/16 148/11 152/17 166/22 168/24 170/9 181/19 194/8</p> <p><b>you've [47]</b> 14/1 18/9 33/19 37/14 37/23 38/17 45/20 46/1 46/5 49/16 64/12 64/14 64/21 65/17 66/16 71/6 74/1 77/11 78/3 80/21 83/6 88/20 99/16 99/18 135/6 145/22 149/6 149/15 152/13 156/16 158/12 163/24 165/8 165/12 166/2 166/17 167/18 169/4 169/24 170/19 174/16 175/3 178/19 181/24 193/3 194/3 194/10</p> <p><b>young [168]</b> 2/22 2/25 3/1 3/4 3/10 3/24 4/2 4/7 4/13 4/16 5/4 5/13 6/10 7/20 7/24 8/2 8/14 8/15 8/19 9/8 9/8 9/12 10/5 10/15 11/7 11/17 11/20 11/25 12/5 12/15 12/16 12/23 13/4 13/8 13/10 14/13 15/16 15/19 16/4 16/11 16/14 16/21 17/18 18/11 18/21 19/5 19/17 20/1 25/5 25/15 25/18 25/22 28/4 29/10 29/18 30/2 30/4 30/6 31/5 31/15 31/23</p>	<p>33/4 33/6 34/1 35/17 35/20 35/23 36/13 36/17 36/18 36/19 37/8 39/13 40/13 40/18 40/19 40/21 40/24 41/20 41/25 42/12 42/17 43/7 43/7 43/17 43/25 44/4 45/11 45/13 45/25 46/17 46/19 47/14 47/19 48/1 48/11 48/19 48/24 49/5 49/11 49/13 52/16 53/4 53/22 55/14 55/16 56/12 64/3 65/23 74/16 86/18 87/9 87/17 91/11 98/15 98/20 99/1 118/1 119/19 119/24 123/11 130/16 133/10 133/12 133/18 134/16 136/19 136/23 137/2 137/10 138/10 138/24 146/22 147/12 147/20 147/23 149/12 149/13 149/23 150/2 150/6 150/21 152/2 152/17 156/14 156/17 156/22 156/23 159/12 160/2 170/20 172/18 176/22 177/15 177/19 178/5 178/18 179/7 181/15 187/16 187/20 188/6 188/11 189/8 190/5 191/9 191/12 192/12</p> <p><b>younger [3]</b> 123/19 171/16 172/2</p> <p><b>your [158]</b> 1/12 2/4 2/20 4/18 7/10 7/12 9/10 11/19 14/2 15/2 17/1 18/25 19/3 21/5 22/21 24/7 26/1 26/9 28/14 29/12 33/23 37/14 37/23 38/6 38/16 38/20 38/22 41/15 41/21 42/4 42/15 43/16 43/21 44/17 45/20 46/1 46/5 46/23 47/17 47/22 47/23 48/22 48/25 49/9 49/16 49/19 49/19 52/10 53/5 53/10 54/12 54/18 55/4 56/9 57/17 60/5 60/20 60/21 60/22 60/24 60/25 62/20 63/20 64/15 64/22 64/25 65/11 65/13 65/15 65/15 66/14 66/15 67/21 73/10 73/25 73/25 77/10 78/21 79/7 83/6 83/9 86/16 88/21 91/1 93/4</p>	<p>93/7 96/15 97/1 99/12 99/17 99/18 100/16 101/11 101/21 102/7 103/23 105/10 106/13 106/23 107/5 111/23 114/17 115/12 115/13 115/14 115/16 117/8 118/23 119/2 119/9 120/21 120/22 121/7 121/10 123/9 123/21 124/4 126/13 127/11 132/13 135/4 137/1 138/13 140/11 143/9 143/19 143/20 143/20 143/22 144/11 144/20 145/9 146/2 146/19 147/17 147/25 151/12 152/11 153/17 156/5 156/23 158/13 158/22 160/11 160/12 160/25 165/9 166/16 167/1 167/19 168/23 171/5 172/22 179/23 192/18 194/4 194/6 194/11</p> <p><b>yourself [2]</b> 56/4 142/24</p> <p><b>YouTube [1]</b> 128/2</p> <p><b>Z</b></p> <p><b>zoom [1]</b> 23/23</p> <p><b>zoomed [1]</b> 63/14</p>
--	--	--	---	---