**Supplementary File 3: Reasons for the exclusion at full text**

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| **Author/s** | **Year** | **Title** |
| **Date: Too early (published before 2012) \*\***note a year post-2012 is the year of electronic publication, but content not changed since earlier print publication | | |
| Allen, J. | 2018 | Working with families of dual sensory impaired children: A professional perspective |
| Bale, K. | 2018 | Managing to cope: Special needs in a large primary school |
| Barnes, P. | 2013 | Working with the young child who has special needs in the hospital setting |
| Barrett, M. | 2018 | Consultation to school subsystems by a teacher |
| Beveridge, S. | 2013 | Children families and schools: Developing partnerships for inclusive education |
| Bignell, L. | 2018 | The way ahead |
| Bovair, K. | 2018 | Introduction |
| Clark, C. and Easen, P. | 2018 | Turning the kaleidoscope: Working with teachers concerned about special educational needs |
| Closs, A. | 2013 | Resources to support education staff working with children with medical conditions |
| Coombes, LINDSEY and Allen, Debby and Humphrey, Deborah and Neale, JOANNE | 2009 | In-depth interviews |
| Cowen, Alison and Murray, Pippa and Duffy, Simon | 2011 | Personalised transition: a collaborative approach to funding individual budgets for young disabled people with complex needs leaving school |
| Davies, J. D. and Garner, P. and Lee, J. | 2018 | More than just managing |
| Davies, J. D. and Garner, P. and Lee, J. | 2018 | Managing special needs in mainstream schools: The role of the SENCO |
| Duckett, T. | 2018 | Spanning the divide: The SENCO and transition |
| Evans, R. and Docking, J. | 2018 | The impact of LEA policy on the role of the SENCO |
| Fieldhouse, J. and Pascal, C. and Bertram, A. and Gatiss, S. | 2013 | Research and practice: An evaluation of an education improvement strategy to support teachers and parents of young children with special educational needs |
| Garner, P. and Sandow, S. | 2018 | Advocacy, self-advocacy and special needs |
| Garner, P. and Sandow, S. | 2018 | The potential of advocacy and self-advocacy |
| Grant, S. | 2018 | Partnership in practice: Governors and SENCOs working together |
| Greco, V., Sloper, P., Webb, R., Beecham, J. | 2005 | An exploration of different models of multiagency partnerships in key worker services for disabled children: effectiveness and costs |
| Greco, Veronica and Sloper, Patricia and Webb, Rosemary and Beecham, Jennifer | 2007 | Key worker services for disabled children: the views of parents |
| Griffiths, F. | 2013 | Communication counts: Speech and language difficulties in the early years |
| Harris, N. and Riddell, S. | 2016 | Resolving Additional Support Needs Disputes in Scotland: Contesting Professionalism and Rights |
| Hawkins, E. and Derrick, J. | 2018 | Summer projects for children with language difficulties |
| Holubecki, M. | 2013 | Horse whispering for humans: A sensitive approach to behaviour difficulties |
| Hume, Sharon and Rutman, Deborah | 2007 | Key Worker and Parent to Parent Support Program |
| Jacobs, B. | 2013 | Externalising disorders: Conduct disorder and hyperkinetic disorder |
| Kirton, Derek | 2008 | Child social work policy & practice |
| Parker, Wendy and Gage, Heather and Sterr, Annette | 2011 | Services for Families with Disabled Children A Scoping Study: Summary Report |
| Roberts, L. | 2013 | The school as an integrated support system for pupils with pragmatic difficulties |
| Sayer, J. and Jones, N. | 2018 | Teacher training and special educational needs |
| Sloper, Patricia and Greco, Veronica and Beecham, Jennifer and Webb, Rosemary | 2006 | Key worker services for disabled children: what characteristics of services lead to better outcomes for children and families? |
| Smith, Mary and Tett, L. Y. N. | 2022 | NEW COMMUNITY SCHOOLS AND PUPILS WITH SOCIAL, EMOTIONAL AND BEHAVIOURAL DIFFICULTIES |
| Vulliamy, G. and Webb, R. | 2018 | Teacher research and special education needs |
| Ware, J. | 2018 | Educating children with profound and multiple learning difficulties |
| Wearmouth, J. and Soler, J. and Reid, G. | 2013 | Addressing difficulties in literacy development: Responses at family, school, pupil and teacher levels |
| Webb, Rosemary and Greco, Veronica and Sloper, Patricia and Beecham, Jennifer | 2008 | Key workers and schools: meeting the needs of children and young people with disabilities |
| Wzlkinson, A. | 2017 | Complicated lives: Students with special education needs in the inner city |
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| Allely, C. S. and Dubin, L. | 2018 | The contributory role of autism symptomology in child pornography offending: why there is an urgent need for empirical research in this area |
| Almqvist, Anna-Lena and Lassinantti, Kitty | 2018 | Social work practices for young people with complex needs: an integrative review |
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| Anderson, Joanna K. and Howarth, Emma and Vainre, Maris and Jones, Peter B. and Humphrey, Ayla | 2017 | A scoping literature review of service-level barriers for access and engagement with mental health services for children and young people |
| Anonymous | 2013 | Research: case studies. Baby steps to better practice |
| Anonymous | 2013 | Public mental health commissioning guidance: embedding mental health in local public health work |
| Baker, K. | 2013 | Conduct disorders in children and adolescents |
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| Cannon, J. E. and Kirby, S. | 2013 | Grammar structures and deaf and hard of hearing students: a review of past performance and a report of new findings |
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| Farr, J. | 2018 | Between a rock and a hard place: the impact of the professionalization of the role of the teaching assistant in mainstream school physical education in the United Kingdom |
| Fusar-Poli, P. | 2019 | Integrated Mental Health Services for the Developmental Period (0 to 25 Years): A Critical Review of the Evidence |
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| Hickey, Lyndal and et, al | 2021 | The engagement of children in out-of-home care with nursing and allied health professionals: a scoping review |
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| Vanegas, Sandra B. and Abdelrahim, Randa | 2016 | Characterizing the systems of support for families of children with disabilities: a review of the literature |
| Vickerman, Philip | 2012 | Including children with special educational needs in physical education: has entitlement and accessibility been realised? |
| Vyas, N. S. and Birchwood, M. and Singh, S. P. | 2014 | Youth services: Meeting the mental health needs of adolescents |
| Waid, Jeffrey and Kelly, Meredith | 2020 | Supporting family engagement with child and adolescent mental health services: A scoping review |
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| **Grey literature** | | |
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| Alba, Anca | 2014 | The role of emotion regulation in affective disturbance and psychotic-like experiences in adolescent inpatients |
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| Allardyce, S. and Dyer, F. | 2019 | Young people with additional support needs and harmful sexual behaviour: what does evidence tell us about best practice? |
| Allcock, Annelies | 2019 | Disability, poverty and transitional support: ESSS Outline |
| Allcock, Annelies and Smith, Lauren | 2018 | Impact of women specific interventions |
| Ambitious About, Autism and Centre For Research In, Autism and Education | 2017 | Know your normal: young people with autism's experience of mental health |
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| Andrea, R. and Darryl, M. and Michael, G. and Seeman, M. V. | 2015 | Parental psychiatric disorder: Distressed parents and their families, third edition |
| Anonymous | 2014 | Improving autism care: the NICE quality standard |
| Anonymous | 2014 | RCN CAMHS expert advises ministers |
| Anonymous | 2014 | RCM surveys find worrying flaws in postnatal mental health care |
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| Armstrong, D. | 2013 | Assessment and patterns of educational provision |
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| Ashworth, Emma | 2022 | Ask, Listen, Act: Working Together to Inform the Provision of SEND Support for Children after the COVID-19 Pandemic |
| Asquith, Lucy and Barker, Sarah | 2016 | Developing a regional dynamic purchasing system: research report |
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| Ballam, N. and Perry, B. and Garpelin, A. | 2017 | International Perspectives on the Pedagogies of Educational Transitions |
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| BASE project | 2013 | Benchmarking Autism Service Efficacy (BASE) Project: reports |
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| Bates, Keith and Davies, Jill and Burke, Christine and Mattingly, Molly and Foundation for People with Learning, Disabilities | 2014 | Facilitator's Handbook: Raising the Aspirations and Employment Prospects of Young People with Learning Disabilities |
| Bath Spa University | 2021 | National SENCO Workload survey |
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| Children'S Commissioner For, England | 2019 | Far less than they deserve: children with learning disabilities or autism living in mental health hospitals |
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| Colville, Tracey | 2012 | Cultural-historical activity theory and additional support needs decision-making processes in a Scottish local authority: partnership working as a learning zone intervention |
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| Corcoran, J. | 2016 | The lived experience of people with bipolar disorder |
| Cordis Bright Consulting | 2018 | Dynamic Wrexham. Evaluation of A Dynamic Future: final report. |
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| Coulter, S. and Kynman, L. and Morling, E. and Grayson, R. and Wing, J. | 2015 | Supporting children with dyspraxia and motor co-ordination difficulties, second edition |
| Council For Disabled, Children | 2012 | The VIPER project: what we found |
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| Council For Disabled, Children | 2012 | The VIPER project: how we did the qualitative research |
| Council For Disabled, Children | 2018 | 'Realistic positivity': understanding the additional needs of young children placed for adoption, and supporting families when needs are unexpected: practice briefing |
| Council For Disabled, Children | 2012 | The VIPER project: what we found from the survey |
| Council For Disabled, Children and Hamblin, Emily | 2018 | 'Realistic positivity': understanding the additional needs of young children placed for adoption, and supporting families when needs are unexpected |
| Council, O. C. | 2020 | Agenda for Education Scrutiny Committee on Wednesday, 23 September 2020, 1.00 pm |
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| Craston, Meera and et, al | 2013 | Impact evaluation of the SEND Pathfinder Programme: research report |
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| Crowe, Dan and Gash, Tom and Kippin, Henry | 2014 | Beyond big contracts: commissioning public services for better outcomes |
| Cullen, Mairi Ann and et, al | 2017 | Review of arrangements for disagreement resolution (SEND): research report |
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| Curran, H. | 2019 | How to Be a brilliant SENCO: Practical strategies for developing and leading inclusive provision |
| Curran, H. | 2021 | Developing SENCO resilience: Understanding and meeting the challenge of the role |
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| Curran, Helen | 2020 | Identifying special educational needs in the early years: perspectives from special educational needs coordinators |
| Dallimore, Sian | 2015 | An investigation of perceptions of ocd, caregiver burden, distress and accommodation |
| Dance, Cherilyn and Allnock, Debbie | 2013 | Building capacity and bridging the gaps: Strand 1: Social care practice with older people, people with learning disabilities and physically disabled people who use alcohol and other drugs: final report |
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| Darby, Simon and Stockwood, Gemma | 2012 | In it together: in practice |
| Davidson, Gavin and Bunting, Lisa and Webb, Mary Anne | 2012 | Families experiencing multiple adversities: a review of the international literature |
| Davies, Nathan | 2013 | The Children's Low Vision Project in Wales: Evaluation of a multi-disciplinary training programme & the provision of eye care services in special schools in Wales |
| Davis, B. | 2012 | Choice and achievement: Inclusion in Barnet |
| Davis, L. | 2012 | Protecting children's right to health and reducing barriers |
| Davis, M. E. A. | 2014 | Exploring transition for young people with special needs |
| Davis, T. and Pierson, D. and Bevan, A. and Barbancho, I. and Tardon, L. J. and Peinado, A. and Barbancho, A. M. and Applied Sciences, an Open Access Journal by Mdpi and Fast and Universidad de, Malaga and Vicerratorado de Investigacion y, Transferencia and et al. and Andallucia, Tech | 2019 | Increasing access to music in SEn settings |
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| Department for Education | 2012 | Exploring interventions CYP with SLCN 2012 |
| Department for Education | 2012 | Perspectives of children who have SLCN 2012 |
| Department for Education | 2012 | Preferred outcomes SLCN children 2012 |
| Department for Education | 2012 | Profiles of need and provision language impairments ASD 2012 |
| Department for Education | 2012 | SLCN ASD changing needs 2012 |
| Department for Education | 2012 | Understanding SLCN profiles of need and provision 2012 |
| Department for Education | 2012 | value for money SLCN 2012 |
| Department for Education | 2012 | What works CYP SLCN interventions 2012 |
| Department for Education | 2015 | 16 to 19 funding for students with additional needs 2015 |
| Department for Education | 2017 | DfE SEN Support Case studies 2017 |
| Department for Education | 2017 | DfE SEN Support Rapid Evidence Assessment 2017 |
| Department for Education | 2017 | DfE SEN Support Survey Report 2017 |
| Department for Education | 2012 | Evaluation extended individual budget pilot 2012 |
| Department for Education | 2019 | Evaluation of disabled students allowances 2019 |
| Department for Education | 2013 | Leadership of special schools issues and challenges 2013 |
| Department for Education | 2018 | Work experience report 2018 |
| Department for Education | 2017 | Good intentions good enough 2017 |
| Department for Education | 2017 | Inclusive Teaching and Learning in Higher Education as a route to excellence 2017 |
| Department for Education and Department of Health | 2015 | Special educational needs and disability code of practice: 0 to 25 years. |
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| Dowling, Sandra and Kelly, Berni and Winter, Karen | 2012 | Disabled children and young people who are looked after: a literature review |
| Drennan, V. | 2014 | Chapter 9: Adults with extra needs: People with learning disabilities |
| Driver Youth Trust | 2015 | Joining the dots: Have recent reforms worked for those with SEND? |
| Driver Youth Trust | 2013 | The fish in the tree: Why we are failing children with dyslexia |
| Dryer, R. and Kiernan, M. J. and Tyson, G. A. | 2012 | Do professions differ in their beliefs about the causes and treatment of attention-deficit hyperactivity disorder? |
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| Dunson, W. E. | 2021 | School success for kids with Dyslexia and other reading difficulties |
| Durcan, Graham and et, al | 2014 | The Bradley report five years on: an independent review of progress to date and priorities for further development |
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| Franklin, G. B. | 2012 | Special educational needs issues and ICT |
| Fraser, Mitchell | 2012 | Self-directed support and disabled young people in transition (part 1): Managing Community Care |
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| Giffen, Alicia Marion | 2017 | Exploring the educational experiences of children and young people with non-syndromic cleft lip and or palate in the west of Scotland |
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| Gillie, Sarah and Hancock, Roger | 2022 | Family Transitions and Home Education: Circumstances, Processes and Practices |
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| Gleeson, H. and McDonagh, J. E. | 2019 | Long-term care management of young people: Substance use and misuse by young people who have long-term conditions |
| Glendinning, C. | 2015 | Community Care in England |
| Goei, Sui Lin and Norwich, Brahm and Dudley, Peter | 2021 | Lesson Study for inclusive teaching in various settings |
| Goliath, Charlene | 2021 | An exploration of school strategies enabling teachers in mainstream schools to support learners with Asperger’s Syndrome |
| Gooch, D. and Vasalou, A. and Benton, L. | 2016 | Exploring the use of a gamification platform to support students with dyslexia |
| Gore, Helen | 2016 | 'Working together... it doesn't go far enough actually for what the relationship becomes'-An IPA study exploring the experiences of primary school SENCOs working with parents/carers through the EHCP process |
| Government, Welsh | 2018 | Learning disability improving lives programme |
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| Graham-Matheson, L. | 2014 | Essential theory for primary teachers: An introduction for busy trainees |
| Graham, Emma | 2019 | A study exploring parents' experiences of their young person's transition from specialist settings to post 19 provision |
| Graham, Julia | 2012 | Children with disabilities and their families: team working and the role of the key worker |
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| Gray, A. | 2016 | English as an additional language (EAL), special educational needs and dyslexia: The role of the 21st century SENCo |
| Gray, Peter and et, al | 2022 | High needs budgets: effective management in local authorities: research report |
| Great Britain. Department for Levelling Up, Housing and Communities | 2022 | Levelling up for families: annual report of the Supporting Families programme 2021-2022 |
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| Leonard, H. | 2020 | Children with complex health needs and personal health budgets |
| Lunt, Neil and Bainbridge, Laura and Rippon, Simon | 2021 | Strengths, assets and place ‚Äì The emergence of Local Area Coordination initiatives in England and Wales |
| Lynch, E. | 2015 | Helping vulnerable mothers |
| Maclachlan, M. and Khasnabis, C. and Mannan, H. | 2012 | Inclusive health |
| Maddern, K. | 2013 | A step change in SEN education |
| Mafuba, Kay | 2021 | Children with intellectual disabilities and/or complex needs |
| Meresman, S. and Drake, L. | 2016 | Are School Feeding Programs Prepared to Be Inclusive of Children with Disabilities? |
| Messent, Philip | 2019 | Test of time: 'Out of the mainstream’ helping the children of parents with a mental illness' |
| Mooney, H. | 2012 | Children with special educational needs: what's the agenda? |
| Motamedi, Maya | 2016 | 'Best-placed?' School nursing services' role in providing early mental health interventions |
| Mullin, C. and Angus, L. and Dunnett-revised, S. | 2013 | DF5534 Children and Young People with Additional Support Needs |
| National Children's Bureau | 2017 | Children with complex disabilities lost in fragmented care system |
| NHS Confederation | 2022 | Equitable care leads to improved health outcomes for people with learning disabilities |
| Northway, R. | 2018 | The right support for the best start |
| Oldknow, Helen and Cornish, Angela and Newman, David | 2012 | Communication and collaboration in person-centred care planning |
| Palmer, S. B. and Summers, J. A. | 2013 | Foundations for self-determination in early childhood: An inclusive model for children with disabilities |
| Parish, C. | 2014 | Care quality standard issued to improve autism services |
| Reeve, Malcolm | 2015 | Improving outcomes for children with SEND |
| Robinson, D. and Moore, N. and Hooley, T. | 2018 | A future for young people with special educational needs and disabilities (SEND): a critical examination of the impact of education, health and care plans in England |
| Roncaglia, I. | 2016 | A practitioner's perspective of multidisciplinary teams: analysis of potential barriers and key factors for success |
| Šaljić, Z. and Hebib, E. |  | THE FAMILY-SCHOOL PARTNERSHIP AS REGARDS PROVIDING STUDENTS WITH ADDITIONAL SUPPORT |
| Sayal, K. and Prasad, V. and Daley, D. and Ford, T. and Coghill, D. | 2018 | ADHD in children and young people: prevalence, care pathways, and service provision |
| Seith, E. | 2013 | Additional support needs-Working together in the wilderness |
| Shidhaye, R. and Lund, C. and Chisholm, D. | 2015 | Closing the treatment gap for mental, neurological and substance use disorders by strengthening existing health care platforms: Strategies for delivery and integration of evidence-based interventions |
| Solomon, Mike | 2019 | Becoming comfortable with chaos: making collaborative multi-agency working work |
| Stanley, Summer G. | 2012 | Children with Disabilities in Foster Care: The Role of the School Social Worker in the Context of Special Education |
| Taylor-Beirne, S. and Fear, N. T. | 2021 | UK military families with a dependent who has Special Education Needs and/or Disability (SEND): a forgotten sub-population? |
| Tryfona, C. and Oatley, G. and Calderon, A. and Thorne, S. and Antona, M. and Stephanidis, C. | 2016 | M-health solutions to support the national health service in the diagnosis and monitoring of autism spectrum disorders in young children |
| Webster, Rob and Bosanquet, Paula and Blatchford, Peter | 2020 | Preparing teaching assistants for including all learners |
| Wessely, S. | 2014 | The realities and needs of children living with ADHD |
| Wilby, N. and Chiu, B. | 2015 | Preventing paediatric continence services going down the pan |
| Williams, A. and Lewis, D. A. | 2015 | Models of transition of care for adolescents who require Special Care Dentistry |
| Williams, Lisa | 2014 | Mental health, resilience and partnership commissioning |
| Williams, R. | 2016 | Handover standards |
| Wilson, A. and Tuffrey, A. and McKenzie, C. and Street, C. | 2015 | After the flood: young people's perspectives on transition |
| Wilson, Rhonda and Armstrong, Marie | 2016 | International networks: using conferences and site visits to improve care of young people |
| Wright, Barry and Walker, Rob and Holwell, Andy and Gentili, Nicoletta and Barker, Mandy and Rhys-Jones, Sara and Leach, Valerie and Hindley, Peter and Gascon-Ramos, Maria and Moore, Kate | 2012 | A New Dedicated Mental Health Service for Deaf Children and Adolescents |
| Yeşilkaya, E. | 2021 | Using the Medical Research Council framework for developing a logic model to support children with visual impairments in their learning environments |
| Zarotti, N. and Dale, M. and Eccles, F. J. R. and Simpson, J. | 2022 | More than Just a Brain Disorder: A Five-Point Manifesto for Psychological Care for People with Huntington‚Äôs Disease |
| **Wrong Publication Type** | | |
| Amani, Sarah | 2012 | Mary Seacole Award: Improving the health and wellbeing of the Nepalese community in Hampshire: The Journal of the Health Visitors' Association |
| Anonymous | 2012 | Research Roundup |
| Anonymous | 2013 | Safeguarding: case studies. making it fast and to the point |
| Anonymous | 2020 | SLIPPING THROUGH THE NET |
| Anonymous | 2016 | Lack of CAMHS services capacity is 'biggest barrier to tackling mental health' in young people |
| Anonymous | 2017 | Scotland's children and young people |
| Anonymous | 2019 | HRH The Prince of Wales Award for Integrated Approaches to Care |
| Azzopardi-Lane, Claire | 2017 | Intimate relationships and persons with learning disability |
| Baker, John and Sanderson, Ana and Challen, Katharine and Price, Owen | 2014 | Acute inpatient care in the UK. Part 1: recovery-oriented wards |
| Balthazar, Catherine H. and Ebbels, Susan and Zwitserlood, Rob | 2020 | Explicit Grammatical Intervention for Developmental Language Disorder: Three Approaches |
| Baos, S. and Brigden, A. and Anderson, E. and Hollingworth, W. and Price, S. and Mills, N. and Beasant, L. and Gaunt, D. and Garfield, K. and Metcalfe, C. and Parslow, R. and Downing, H. and Kessler, D. and Macleod, J. and Stallard, P. and Knoop, H. and Van de Putte, E. and Nijhof, S. and Bleijenberg, G. and Crawley, E. | 2018 | Investigating the effectiveness and cost-effectiveness of FITNET-NHS (Fatigue In Teenagers on the interNET in the NHS) compared to Activity Management to treat paediatric chronic fatigue syndrome (CFS)/myalgic encephalomyelitis (ME): protocol for a randomised controlled trial |
| Belgutay, J. | 2012 | Need additional support for learning? Put your hands up |
| Bennett, Kathryn J. PhD and Gorman, Daniel A. M. D. and Duda, Stephanie J. MSc and Brouwers, Melissa PhD and Szatmari, Peter M. D. | 2016 | 4.30 PRACTICE GUIDELINE QUALITY IN CHILD AND YOUTH MENTAL HEALTH: DO GUIDELINE DEVELOPMENT METHODS ALIGN WITH INTERNATIONAL QUALITY STANDARDS? |
| Bharat, R. and Uzaina, U. and Yadav, T. and Niranjan, S. and Kurade, P. | 2022 | mHealth apps delivering early intervention to support parents of children with autism: A scoping review protocol |
| Birchwood, M. and Singh, S. P. | 2013 | Mental health services for young people: matching the service to the need |
| Bjornstad, G. and Wilkinson, K. and Cuffe-Fuller, B. and Fitzpatrick, K. and Borek, A. and Ukoumunne, O. C. and Hawton, A. and Tarrant, M. and Berry, V. and Lloyd, J. and McDonald, A. and Fredlund, M. and Rhodes, S. and Logan, S. and Morris, C. | 2019 | Healthy Parent Carers peer-led group-based health promotion intervention for parent carers of disabled children: Protocol for a feasibility study using a parallel group randomised controlled trial design |
| Blakemore, S. | 2013 | Co-ordination glitches affect care of life-limited children |
| Brown, A. | 2012 | Preventing drug and alcohol use by school children |
| Brown, A. and McClelland, J. and Boysen, E. and Mountford, V. and Glennon, D. and Schmidt, U. | 2018 | The FREED Project (first episode and rapid early intervention in eating disorders): service model, feasibility and acceptability |
| Buie, E. | 2012 | Special needs sector struggles with recruitment |
| C, Edwards and E, Lyle | 2017 | Getting over the bump: a collaborative project between maternal medicine midwives and occupational therapy, enabling increased independence in childcare roles for expectant mothers with physical and/or sensory impairments...RCOT (Royal College of Occupational Therapist) Annual Conference 2017 |
| Cantali, D. | 2017 | Primary to secondary school transitions for children with additional support needs: what the literature is telling us |
| Cantan, Caroline and Bolger, Barbara | 2017 | National policy on access to services for children with disability or developmental delay: Working together to support children and families |
| Carroll, Clare and Sixsmith, Jane | 2017 | A Conceptual Model to Support Integrated Early Intervention Practice for Children with Disabilities |
| Childs-Fegredo, J. and Burn, A. M. and Duschinsky, R. and Humphrey, A. and Ford, T. and Jones, P. B. and Howarth, E. | 2021 | Acceptability and Feasibility of Early Identification of Mental Health Difficulties in Primary Schools: A Qualitative Exploration of UK School Staff and Parents’ Perceptions |
| Coe, C. and Barlow, J. | 2013 | Supporting women with perinatal mental health problems: the role of the voluntary sector |
| Colver, A. F. and Merrick, H. and Deverill, M. and Le Couteur, A. and Parr, J. and Pearce, M. S. and Rapley, T. and Vale, L. and Watson, R. and McConachie, H. and Transition Collaborative, Group | 2013 | Study protocol: longitudinal study of the transition of young people with complex health needs from child to adult health services |
| Cooper, M. and Duncan, B. and Golden, S. and Toth, K. | 2021 | Systematic client feedback in therapy for children with psychological difficulties: pilot cluster randomised controlled trial |
| Crane, Laura and Davies, Jade and Fritz, Anne and Portman, Kerrie and O'Brien, Sarah and Worsley, Alison and Remington, Anna | 2021 | I can't say that anything has changed: Parents of autistic young people (16-25 years) discuss the impact of the Children and Families Act in England and Wales |
| Davie, E. | 2014 | Network |
| Department for Education |  | EHCP Journeys: Education HEalth & Care Plans for children |
| Dixon, J. |  | Final Report Innovation Grant, Forest Skills, Inclusion and Wellbeing Service |
| Dwyer, Gillian O. | 2017 | AIMPaediatric Spasticity and Orthopaedic Management for Children with Physical and Neuro-disability |
| Edbrooke-childs, Julian and Wolpert, Miranda and Deighton, Jessica | 2016 | Introduction to the Special Section on Implementing Feedback from Outcome Measures in Child and Adult Mental Health Services |
| Fitzpatrick, Joanne | 2012 | QNI Opening Doors Project -- improving health for homeless people and families |
| Ford, T. and Edwards, V. and Sharkey, S. and Ukoumunne, O. C. and Byford, S. and Norwich, B. and Logan, S. | 2012 | Supporting teachers and children in schools: the effectiveness and cost-effectiveness of the Incredible Years teacher classroom management programme in primary school children: a cluster randomised controlled trial, with parallel economic and process evaluations |
| Frith, Emily | 2016 | Missing out |
| Godson, Rosalind | 2014 | School Nurse 121 Campaign |
| Grant-Peterkin, H. and Schleicher, T. and Fazel, M. and Majid, S. and Robjant, K. and Smith, G. and Katona, C. | 2014 | Inadequate mental healthcare in immigration removal centres |
| Grant, A. and Rix, A. and Winter, P. and Mattick, K. and Jones, D. | 2015 | Support for medical students with mental health problems: a conceptual model |
| Griffiths, T. and Addison, A. | 2017 | Access to communication technology for children with cerebral palsy |
| Hawtin, Gemma | 2021 | Making stuff better to provide the best care possible |
| Hayes, L. and Timmermans, H. | 2016 | Sound, electronics and music: An evaluation of early embodied education |
| Henshaw, Pete | 2012 | Nine in ten deaf-blind children do not receive the professional support they need |
| Jaques, Helen | 2014 | Premature death in people with learning disabilities |
| Kennedy, R. and Binns, F. | 2014 | Communicating and managing children and young people with autism and extensive burn injury |
| Krause, Nihara | 2020 | Current context of children and young people's mental health services |
| Kuhn, K. and Albertowski, K. | 2021 | Of the necessary interplay of therapy and pedagogy in psychiatric hospitals for children with intellectual disability |
| Lawlor, Anne and Kerin, Lorna and Orr, David and Leahy, Ronan and Crotty, Fiona and Kelleher, Suzanne and Lynch, Sally Ann and Duggan, Laura and Molloy, Eleanor and Altman, Edel and O'Dwyer, Aisling and Cotter, Christina and Ward, Alana and McNicholas, Fiona | 2017 | Developing integrated care in the context of rare chromosomal conditions: 22q11 Deletion Syndrome; A parent/clinician collaboration |
| Leigh, E. and Creswell, C. and Stallard, P. and Waite, P. and Violato, M. and Pearcey, S. and Brooks, E. and Taylor, L. and Warnock-Parkes, E. and Clark, D. M. | 2021 | Delivering cognitive therapy for adolescent social anxiety disorder in NHS CAMHS: A clinical and cost analysis |
| Mall, Madan and King-Hill, Sophie and Holland, Paul | 2013 | Managing risk-taking behaviour in children and young people with ADHD |
| Martin, N. and Milton, D. E. M. and Krupa, J. and Brett, S. and Bulman, K. and Callow, D. and Copeland, F. and Cunningham, L. and Ellis, W. and Harvey, T. and Moranska, M. and Roach, R. and Wilmot, S. | 2019 | The sensory school: working with teachers, parents and pupils to create good sensory conditions |
| Mayor, S. | 2013 | Service design. Putting research solutions to the test |
| McCardle, L. | 2014 | Pathfinders to lead efforts to meet September SEN reforms deadline |
| McDevitt, Sara and Jennings, Rhona and Wrigley, Margo | 2017 | Development of an Integrated National Model of Care for Eating Disorder Services across Multiple Settings |
| McDevitt, Sara and McNicholas, Fiona and Whyte, Aileen and Jennings, Rhona | 2017 | Interprofessional education as a building block for collaborative and integrated eating disorder services |
| Mengoni, S. E. and Oates, J. | 2014 | A tool to record and support the early development of children including those with special educational needs or disabilities |
| Miller, H. and Juniper, T. and Reid, P. and Lloyd, C. and Goodson, A. | 2015 | G463 (P) Determining the health needs of children with special educational needs |
| Mitton, Catherine and McLoughlin, Helen and Mellor, Christine and Topping, Chris | 2012 | Improving the health of children with autistic spectrum disorder |
| Mooney, H. | 2012 | Children with special educational needs: what's the agenda? The English government's announcement in October that it would extend the special educational needs |
| Moss, Aidan and Miller, Robin | 2019 | Models of community based integrated care for people with a learning disability and/or autism: evaluation findings from a national implementation programme |
| Neale, A. and Kinnair, D. | 2017 | Early intervention in psychosis services |
| Pierags, D. | 2016 | A social communication, emotional regulation, transactional support framework for ASD |
| Pletser, Jayne | 2018 | Achievement for All in International Classrooms: Improving Outcomes for Children and Young People with Special Educational Needs and Disabilities |
| Schofield, J. | 2020 | The implementation of physiotherapy programmes in a secondary special school-a service evaluation |
| Wallace-Thompson, L. and Rose, J. | 2021 | Improving support for children with autism and their families using a 100 day challenge framework |
| Watson, B. | 2015 | Finding logical interventions |
| **Age group: 0-25 not separated** | | |
| Aimola, L. and Jasim, S. and Tripathi, N. and Bassett, P. and Quirk, A. and Worrall, A. and Tucker, S. and Holder, S. and Crawford, M. J. | 2018 | Impact of a peer-review network on the quality of inpatient low secure mental health services: cluster randomised control trial |
| Alderdice, F. and McNeill, J. and Lynn, F. | 2013 | A systematic review of systematic reviews of interventions to improve maternal mental health and well-being |
| Anslow, Katherine | 2014 | Systemic family therapy using the reflecting team: the experiences of adults with learning disabilities |
| Araten-Bergman, Tal and Shpigelman, Carmit-Noa | 2021 | Staying connected during COVID-19: family engagement with adults with developmental disabilities in supported accommodation |
| Ashworth, Sarah and Jansen, Krista and Bullock, Lydia and Mooney, Paul | 2017 | Mind Matters: a psychoeducation programme for individuals with intellectual disabilities and co-morbid diagnoses of mental disorder |
| Babb, C. and Brede, J. and Jones, C. R. G. and Elliott, M. and Zanker, C. and Tchanturia, K. and Serpell, L. and Mandy, W. and Fox, J. R. E. | 2021 | 'It's not that they don't want to access the support . . . it's the impact of the autism': The experience of eating disorder services from the perspective of autistic women, parents and healthcare professionals |
| Bainbridge, L. and Lunt, N. | 2021 | Place, Strengths and Assets: A Case Study of How Local Area Coordination is Supporting Individuals and Families under Conditions of Austerity |
| Bamford, Karen and Benton, Carl | 2015 | Gathering meaningful service user feedback regarding a community forensic service |
| Ban, S. and Baker, K. and Bradley, G. and Derbyshire, J. and Elliott, C. and Haskin, M. and MacKnight, J. and Rosengarten, L. | 2021 | Hello, my name is ...': an exploratory case study of inter-professional student experiences in practice |
| Barnett, P. and Steare, T. and Dedat, Z. and Pilling, S. and McCrone, P. and Knapp, M. and Cooke, E. and Lamirel, D. and Dawson, S. and Goldblatt, P. and Hatch, S. and Henderson, C. and Jenkins, R. and K, T. and Machin, K. and Simpson, A. and Shah, P. and Stevens, M. and Webber, M. and Johnson, S. and Lloyd-Evans, B. | 2022 | Interventions to improve social circumstances of people with mental health conditions: a rapid evidence synthesis |
| Barr, K. and Ormrod, J. and Dudley, R. | 2015 | An exploration of what service users value about early intervention in psychosis services |
| Barrett, B. and Waheed, W. and Farrelly, S. and Birchwood, M. and Dunn, G. and Flach, C. and Henderson, C. and Leese, M. and Lester, H. and Marshall, M. and Rose, D. and Sutherby, K. and Szmukler, G. and Thornicroft, G. and Byford, S. | 2013 | Randomised controlled trial of joint crisis plans to reduce compulsory treatment for people with psychosis: economic outcomes |
| Batchelor, R. and Gulshan, S. and Shritharan, H. and Williams, E. and Henderson, C. and Gillard, S. and Woodham, L. A. and Cornelius, V. and Elkes, J. and Sin, J. | 2022 | Perceived Acceptability and Experiences of a Digital Psychoeducation and Peer Support Intervention (COPe-support): Interview Study With Carers Supporting Individuals With Psychosis |
| Beake, Sarah and Clark, Louise L. and Turner, Toni and Bick, Debra | 2013 | A mixed methods study to develop and pilot a competency assessment tool to support midwifery care of women with intellectual disabilities |
| Bell, Richard | 2014 | A multi-agency evaluation of the Leeds Dual Diagnosis care co-ordination protocol |
| Bennett, A. M. D. and Yeo, J. C. L. and Rao, A. M. | 2015 | The effectiveness of a questionnaire in the triage and diagnosis of balance disorders |
| Berent, P. A. and Fujiyama, T. and Yoshida, N. | 2021 | Evaluating delivery of cycling activity and training programmes for disabled people in the UK |
| Berzins, Kathryn and Baker, John and Brown, Mark and Lawton, Rebecca | 2018 | A cross-sectional survey of mental health service users, carers‚ and professionals: priorities for patient safety in the United Kingdom |
| Bowring, Darren L. and et, al | 2020 | Outcomes from a community-based Positive Behavioural Support team for children and adults with developmental disabilities |
| Brown, Michael and Chouliara, ZoÃ« and MacArthur, Juliet and McKechanie, Andrew and Mack, Siobhan and Hayes, Matt and Fletcher, Joan | 2016 | The perspectives of stakeholders of intellectual disability liaison nurses: a model of compassionate, person-centred care |
| Brugha, T. S. and Taub, N. and Smith, J. and Morgan, Z. and Hill, T. and Meltzer, H. and Wright, C. and Burns, T. and Priebe, S. and Evans, J. and Fryers, T. | 2012 | Predicting outcome of assertive outreach across England |
| Buckingham, S. A. and Sein, K. and Anil, K. and Demain, S. and Gunn, H. and Jones, R. B. and Kent, B. and Logan, A. and Marsden, J. and Playford, E. D. and Freeman, J. | 2022 | Telerehabilitation for physical disabilities and movement impairment: A service evaluation in South West England |
| Bundock, K. E. and Hewitt, O. | 2017 | A review of social skills interventions for adults with autism and intellectual disability |
| Burns, T. and Rugkasa, J. and Molodynski, A. and Dawson, J. and Yeeles, K. and Vazquez-Montes, M. and Voysey, M. and Sinclair, J. and Priebe, S. | 2013 | Community treatment orders for patients with psychosis (OCTET): a randomised controlled trial |
| Callaghan, P. and Phillips, P. and Khalil, E. and Carter, T. | 2012 | Meeting the physical health-care needs of people with substance misuse problems: evaluation of a nurse-led blood-borne virus programme |
| Cameron, J. and Hart, A. and Brooker, S. and Neale, P. and Reardon, M. | 2018 | Collaboration in the design and delivery of a mental health Recovery College course: experiences of students and tutors |
| Campion, J. and Taylor, M. J. and McDaid, D. and Park, A. L. and Shiers, D. | 2019 | Applying economic models to estimate local economic benefits of improved coverage of early intervention for psychosis |
| Cassinello, Keeley and Bramley, Sally | 2012 | Keeley's journey: From service user to service provider |
| Castles, Amy and Anne Bailey, Carol and Gates, Bob and Sooben, Roja | 2012 | Role of liaison nurses in improving communication |
| Castles, Amy and Bailey, Carol and Gates, Bob and Sooben, Roja | 2014 | Experiences of the implementation of a learning disability nursing liaison service within an acute hospital setting: a service evaluation |
| Chauhan, N. and Leeming, D. and Wattis, J. | 2022 | "It's a Big Family Here." Becoming and Belonging in a Service Providing Employment-Related Support for People with Mental Health Problems: An Interpretative Phenomenological Analysis |
| Chiesa, Marco and Cirasola, Antonella and Fonagy, Peter | 2017 | Four years comparative follow-up evaluation of community-based, step-down, and residential specialist psychodynamic programmes for personality disorders |
| Chilton, J. and Crone, D. and Tyson, P. J. | 2018 | Clinical Outcomes From a 10-Week Follow-Up Psychoeducational Program for Dual Diagnosis |
| Chinn, Deborah | 2022 | 'I Have to Explain to him': How Companions Broker Mutual Understanding Between Patients with Intellectual Disabilities and Health Care Practitioners in Primary Care |
| Clare, I. C. H. and Wade, K. A. and Ranke, N. and Whitson, S. and Lillywhite, A. and Jones, E. and Broughton, S. and Wagner, A. and Holland, A. J. | 2019 | Specialist community teams for adults with learning disabilities: referrals to a countywide service in England |
| Clibbens, N. and Berzins, K. and Baker, J. | 2019 | Caregivers' experiences of service transitions in adult mental health: An integrative qualitative synthesis |
| Codling, M. | 2013 | 'Eye Know': Translating needs from annual health checks for people with learning disabilities to demand |
| Coleman, Anna and Glendinning, Caroline | 2015 | Going round in circles? Joint working between primary health and social care: Managing Community Care |
| Coleman, S. E. and Sharrock, E. | 2022 | An exploration of the Personal Relationship Advisory Group in a community learning disability service: A service development project |
| Cox, A. and Parsons, T. and Watkin, S. and Gallagher, A. | 2021 | Supporting the delivery of good maternity care for parents with learning disabilities |
| Curtis, S. and Gesler, W. and Wood, V. and Spencer, I. and Mason, J. and Close, H. and Reilly, J. | 2013 | Compassionate containment? Balancing technical safety and therapy in the design of psychiatric wards |
| Dalton, Catherine and Farrell, Rachel and De Souza, Annette and Wujanto, Evelyn and McKenna-Slade, Ann and Thompson, Sharmen and Liu, Clarence and Greenwood, Richard | 2012 | Patient inclusion in goal setting during early inpatient rehabilitation after acquired brain injury |
| Davys, Deborah and Mitchell, Duncan and Haigh, Carol | 2016 | Adult Siblings Consider the Future: Emergent Themes |
| Dodgson, G. and Ross, L. and Tiffin, P. and Mitford, E. and Brabban, A. | 2012 | Outcomes post-discharge from an early intervention in psychosis service |
| Doherty, A. J. and Jones, S. P. and Chauhan, U. and Gibson, J. M. E. and Doherty, A. J. and Jones, S. P. | 2020 | Eating well, living well and weight management: A co-produced semi-qualitative study of barriers and facilitators experienced by adults with intellectual disabilities |
| Dolan, Rachel and Shaw, Jenny and Hann, Mark | 2019 | Pregnancy in prison, Mother and Baby Unit admission and impacts on perinatal depression and 'quality of life' |
| Dolman, C. and Jones, I. and Howard, L. M. | 2013 | Pre-conception to parenting: a systematic review and meta-synthesis of the qualitative literature on motherhood for women with severe mental illness |
| Doody, O. and Slevin, E. and Taggart, L. | 2019 | A survey of nursing and multidisciplinary team members' perspectives on the perceived contribution of intellectual disability clinical nurse specialists |
| Doody, Owen | 2016 | VIP care in learning disability nursing |
| Doyle, M. and Logan, C. and Ludlow, A. and Holloway, J. | 2012 | Milestones to recovery: preliminary validation of a framework to promote recovery and map progress through the medium secure inpatient pathway |
| Dunn, Abby and Startup, Helen and Sam, Cartwright‚ÄêHatton | 2022 | Adult mental health service engagement with patients who are parents: Evidence from 15 English mental health trusts |
| Dunn, T. J. and Browne, A. and Haworth, S. and Wurie, F. and Campos-Matos, I. | 2021 | Service Evaluation of the English Refugee Health Information System: Considerations and Recommendations for Effective Resettlement |
| Durrant, A. | 2020 | Factors influencing the quality of care learning disabled patients receive in hospital |
| Edge, D. and Grey, P. | 2018 | An Assets-Based Approach to Co-Producing a Culturally Adapted Family Intervention (CaFI) with African Caribbeans Diagnosed with Schizophrenia and Their Families |
| Felce, D. and Perry, J. | 2012 | Diagnostic grouping among adults with intellectual disabilities and autistic spectrum disorders in staffed housing |
| Fish, R. and Morgan, H. | 2021 | ‘Them two are around when I need their help’: The importance of good relationships in supporting people with learning disabilities to be ‘a good space’ |
| Fuchs, K. and Ravoux, P. | 2019 | Transforming care: developing a community enhanced intervention service |
| Graham, S. and Sullivan, K. and Briggs, L. and Goodall, M. and Iraci Capucinello, R. | 2019 | A preliminary service evaluation of a personality disorder case management service |
| Greenwood, Paul Jon and Shiers, David Edward | 2016 | Don’t just screen intervene; a quality improvement initiative to improve physical health screening of young people experiencing severe mental illness |
| Hadden, J. M. and Thomas, S. and Jellicoe-Jones, L. and Marsh, Z. | 2016 | An exploration of staff and prisoner experiences of a newly commissioned personality disorder service within a category B male establishment |
| Hall, K. and Grundy, S. | 2014 | An analysis of Time 4U, a therapeutic group for women with postnatal depression |
| Hamilton-West, K. and Hotham, S. and Yang, W. and Hedayioglu, J. and Brigden, C. | 2017 | Evaluation of a pilot service to facilitate discharge of patients with stable long-term mental health needs from secondary to primary care: the role of Primary Care Mental Health Specialists |
| Hardy, S. and Gray, R. | 2012 | Is the use of an invitation letter effective in prompting patients with severe mental illness to attend a primary care physical health check? |
| Harrison, M. R. and McMillan, C. F. and Dickinson, T. | 2012 | Service innovation: a comparison of two approaches for physical screening of psychiatric inpatients |
| Hassiotis, A. and Poppe, M. and Strydom, A. and Vickerstaff, V. and Hall, I. and Crabtree, J. and Omar, R. and King, M. and Hunter, R. and Bosco, A. and Biswas, A. and Ratti, V. and Blickwedel, J. and Cooper, V. and Howie, W. and Crawford, M. | 2018 | Positive behaviour support training for staff for treating challenging behaviour in people with intellectual disabilities: a cluster RCT |
| Hassiotis, Angela and Poppe, Michaela and Strydom, Andre and Vickerstaff, Victoria and Hall, Ian S. and Crabtree, Jason and Omar, Rumana Z. and King, Michael and Hunter, Rachael and Biswas, Asit and Cooper, Viv and Howie, William and Crawford, Michael J. | 2018 | Clinical outcomes of staff training in positive behaviour support to reduce challenging behaviour in adults with intellectual disability: cluster randomised controlled trial |
| Hatchett, Richard and McLaren, Susan and Corrigan, Philomena and Filer, Lynda | 2015 | An evaluation of a specialist nursing service for adult patients with congenital heart disease |
| Hatton, V. A. and Lee, M. X. | 2021 | An evaluation of the online post-diagnostic groups facilitated by the autism spectrum condition service at Gloucestershire Health and Care NHS |
| Heppell, S. and Rose, J. | 2021 | Men with intellectual disabilities and sexual offending histories: an exploration of their experiences of living within a secure hospital setting |
| Heron, J. and Gilbert, N. and Dolman, C. and Shah, S. and Beare, I. and Dearden, S. and Muckelroy, N. and Jones, I. and Ives, J. | 2012 | Information and support needs during recovery from postpartum psychosis |
| Heslop, P. and Marriott, A. | 2015 | Making a difference - the impact of the Confidential Inquiry into premature deaths of people with learning disabilities |
| Hodge, Suzanne and Barr, Wally and Bowen, Louise and Leeven, Martina and Knox, Paul | 2013 | Exploring the role of an emotional support and counselling service for people with visual impairments |
| Hodgins, F. and Mulhern, S. and Abrahams, S. | 2020 | The clinical impact of the Edinburgh Cognitive and Behavioural ALS Screen (ECAS) and neuropsychological intervention in routine ALS care |
| Hollinghurst, S. and Carroll, F. E. and Abel, A. and Campbell, J. and Garland, A. and Jerrom, B. and Kessler, D. and Kuyken, W. and Morrison, J. and Ridgway, N. and Thomas, L. and Turner, K. and Williams, C. and Peters, T. J. and Lewis, G. and Wiles, N. | 2014 | Cost-effectiveness of cognitive-behavioural therapy as an adjunct to pharmacotherapy for treatment-resistant depression in primary care: economic evaluation of the CoBalT Trial |
| Holt, R. R. and Tearle, S. | 2018 | A community EQUIP treatment group |
| Javaid, A. and Hussain, M. and Michael, D. and Dasari, S. and Bailey, T. | 2020 | Stopping overmedication to manage challenging behaviour in LD - STOMP disability ‚Äì STOMP (pilot study) |
| Johnson, Chris F. and Liddell, Karen and Guerri, Claudio and Findlay, Paul and Thom, Alex | 2020 | Medicines reconciliation at the community mental health team general practice interface: quality improvement study |
| Kaehne, Axel | 2016 | Project SEARCH UK: evaluating its employment outcomes |
| Keown, P. and French, J. and Gibson, G. and Newton, E. and Cull, S. and Brown, P. and Parry, J. and Lyons, D. and McKinnon, I. | 2016 | Too much detention? Street Triage and detentions under Section 136 Mental Health Act in the North-East of England: a descriptive study of the effects of a Street Triage intervention |
| Kerfoot, Gemma and Bamford, Zandra and Jones, Sarah Amelia | 2012 | Evaluation of psychological provision into an acute inpatient unit |
| Laurance, J. and Henderson, S. and Howitt, P. J. and Matar, M. and Al Kuwari, H. and Edgman-Levitan, S. and Darzi, A. | 2014 | Patient engagement: four case studies that highlight the potential for improved health outcomes and reduced costs |
| Lewis, Nicola and Lewis, Karin and Davies, Bronwen | 2016 | 'I don't feel trapped anymore...I feel like a bird': People with Learning Disabilities' Experience of Psychological Therapy |
| McGilloway, Connie and Smith, David and Galvin, Rose | 2020 | Barriers faced by adults with intellectual disabilities who experience sexual assault: A systematic review and meta-synthesis |
| Mellor, C. and Blackman, J. and Barker, E. and Bhula, Z. and Sibanda, E. and Rawlings, E. and Harrington, D. and Combe, G. | 2020 | Wellbeing Wednesdays: nurse-led clinic for improving physical health care in a general adolescent inpatient unit |
| Menear, Matthew and et, al | 2020 | Strategies for engaging patients and families in collaborative care programs for depression and anxiety disorders: a systematic review |
| Meyer, Carly and Hickson, Louise | 2021 | Can eHealth Meet Needs of the Hearing Impaired? |
| Perez, J. and Jin, H. and Russo, D. A. and Stochl, J. and Painter, M. and Shelley, G. and Jackson, E. and Crane, C. and Graffy, J. P. and Croudace, T. J. and Byford, S. and Jones, P. B. | 2015 | Clinical effectiveness and cost-effectiveness of tailored intensive liaison between primary and secondary care to identify individuals at risk of a first psychotic illness (the LEGs study): a cluster-randomised controlled trial |
| Randall-James, J. and Coles, S. | 2018 | Questioning diagnoses in clinical practice: a thematic analysis of clinical psychologists' accounts of working beyond diagnosis in the United Kingdom |
| Stevens, M. and Harris, J. | 2017 | Social work support for employment of people with learning disabilities: Findings from the English Jobs First demonstration sites |
| Stroud, J. and Banks, L. and Doughty, K. | 2015 | Community treatment orders: learning from experiences of service users, practitioners and nearest relatives |
| Tarleton, B. and Turney, D. | 2020 | Understanding ‘Successful Practice’ with Parents with Learning Difficulties when there are Concerns about Child Neglect: the Contribution of Social Practice Theory |
| Wilson, C. and King, M. and Russell, J. | 2019 | A mixed-methods evaluation of a Recovery College in South East Essex for people with mental health difficulties |
| Wistow, G. and Perkins, M. and Knapp, M. and Bauer, A. and Bonin, E. M. | 2016 | Circles of Support and personalization: Exploring the economic case |
| Zala, D. and Brabban, A. and Stirzaker, A. and Kartha, M. R. and McCrone, P. | 2019 | The Cost-Effectiveness of the Improving Access to Psychological Therapies (IAPT) Programme in Severe Mental Illness: A Decision Analytical Model Using Routine Data |
| **Age group: not 0-25** | | |
| Bartle, J. and Crossland, T. and Hewitt, O. | 2016 | ‘Planning Live’: using a person-centred intervention to reduce admissions to and length of stay in learning disability inpatient facilities |
| Bayley, Amanda and Amoako, Annika and El-Tahir, Mohamed Omer | 2017 | Service evaluation of a Specialist Memory Clinic for adults with ID in South Wales |
| Besenius, C. and Beirne, K. and Grogan, S. and Clark-Carter, D. | 2013 | Cognitive behavioral therapy (CBT) in a depression/alcohol use disorder group: A qualitative study |
| Birdsey, N. | 2021 | CBT for Anxiety Related to Parenting a Child with a Life-Limiting Neuromuscular Condition: A Single Case Study |
| Enoch, J. and Dickinson, C. and Subramanian, A. | 2021 | What support do caregivers of people with visual impairment receive and require? An exploratory study of UK healthcare and charity professionals’ perspectives |
| Hassan, S. and Heinkel, S. and Burton, A. and Blackburn, R. and McCloud, T. and Ross, J. and Osborn, D. and Walters, K. | 2020 | A qualitative study exploring the barriers and facilitators of implementing a cardiovascular disease risk reducing intervention for people with severe mental illness into primary care contexts across England: the 'PRIMROSE' trial |
| Lawrence, J. | 2017 | Researching unheard voices: Parents caring for their adult children who have learning disabilities |
| **Intervention/exposure: not health/social care/education** | | |
| Alessandrini, A. and Cappelletti, A. and Zancanaro, M. | 2014 | Audio-augmented paper for therapy and educational intervention for children with autistic spectrum disorder |
| Aujla, I. J. | 2020 | ‘It’s my dream come true’: experiences and outcomes of an inclusive dance talent development programme |
| Barnes, J. | 2014 | Drama to promote social and personal well-being in six- and seven-year-olds with communication difficulties: The Speech Bubbles project |
| Botting, N. and Gaynor, M. and Tucker, K. and Orchard-Lisle, G. | 2016 | The importance of natural change in planning school-based intervention for children with Developmental Language Impairment (DLI) |
| Brelsford, V. L. and Dimolareva, M. and Rowan, E. and Gee, N. R. and Meints, K. | 2022 | Can dog-assisted and relaxation interventions boost spatial ability in children with and without special educational needs? A longitudinal, randomized controlled trial |
| Broomhead, K. E. | 2013 | ‘You cannot learn this from a book'; pre-service teachers developing empathy towards parents of children with Special Educational Needs (SEN) via parent stories |
| Buckland, Rosie and Desmier, Michelle | 2017 | Small STEPPS: the provision of, and changes to, an emotional regulation group for women in a community mental health setting in the UK |
| Cruice, M. and Woolf, C. and Caute, A. and Monnelly, K. and Wilson, S. and Marshall, J. | 2021 | Preliminary outcomes from a pilot study of personalised online supported conversation for participation intervention for people with Aphasia |
| Demery, R. and Thirlaway, K. and Mercer, J. | 2012 | The experiences of university students with a mood disorder |
| Dillenburger, K. and Coyle, C. | 2019 | Education for all: The Good Inclusion Game |
| Dimmick, D. | 2022 | Evaluation of teaching games to understand how to improve the motivation levels of children with special needs |
| Ebert, D. D. and Mortier, P. and Kaehlke, F. and Bruffaerts, R. and Baumeister, H. and Auerbach, R. P. and Alonso, J. and Vilagut, G. and Martinez, K. I. and Lochner, C. and Cuijpers, P. and Kuechler, A. M. and Green, J. and Hasking, P. and Lapsley, C. and Sampson, N. A. and Kessler, R. C. and collaborators, W. H. O. World Mental Health-International College Student Initiative | 2019 | Barriers of mental health treatment utilization among first-year college students: First cross-national results from the WHO World Mental Health International College Student Initiative |
| Ezzamel, Nadia and Bond, Caroline | 2017 | The use of a peer-mediated intervention for a pupil with autism spectrum disorder: Pupil, peer and staff perceptions |
| Hampton, L. and Ramoutar, L. and Muntzer, R. and Battistini, O. | 2019 | Investigating the use of video enhanced reflective practice (VERP) alongside the engagement profile and scale in a school for children with complex needs |
| Hoskin, Janet and Fawcett, Angela | 2014 | Improving the reading skills of young people with Duchenne muscular dystrophy in preparation for adulthood |
| Kaehne, Axel and Beyer, Stephen | 2013 | Supported employment for young people with intellectual disabilities facilitated through peer support: a pilot study |
| Levy, S. and Robb, A. J. and Jindal-Snape, D. | 2017 | Disability, personalisation and community arts: exploring the spatial dynamics of children with disabilities participating in inclusive music classes |
| Syrdal, D. S. and Dautenhahn, K. and Robins, B. and Karakosta, E. and Jones, N. C. | 2020 | Kaspar in the wild: Experiences from deploying a small humanoid robot in a nursery school for children with autism |
| **Intervention/exposure: wrong Exposure** | | |
| Pollard, Rachel and Hogan, Sarah | 2021 | Parental and Practitioner Views of Telepractice for Pediatric Auditory Verbal Habilitation at a Time of Global Pandemic |
| Spain, D. and Stewart, G. R. and Mason, D. and Milner, V. and Fairhurst, B. and Robinson, J. and Gillan, N. and Ensum, I. and Stark, E. and Happe, F. | 2022 | Telehealth Autism Diagnostic Assessments With Children, Young People, and Adults: Qualitative Interview Study With England-Wide Multidisciplinary Health Professionals |
| **Intervention/exposure: intervention ineffective** | | |
| Kaehne, A. and Catherall, C. | 2013 | User involvement in service integration and carers' views of co-locating children's services |
| Lendrum, A. and Humphrey, N. and Wigelsworth, M. | 2013 | Social and emotional aspects of learning (SEAL) for secondary schools: Implementation difficulties and their implications for school-based mental health promotion |
| **Intervention/exposure: intervention aimed at family, not child/young person** | | |
| Bjornstad, G. and Cuffe-Fuller, B. and Ukoumunne, O. C. and Fredlund, M. and McDonald, A. and Wilkinson, K. and Lloyd, J. and Hawton, A. and Berry, V. and Tarrant, M. and Borek, A. and Fitzpatrick, K. and Gillett, A. and Rhodes, S. and Logan, S. and Morris, C. | 2021 | Healthy Parent Carers: feasibility randomised controlled trial of a peer-led group-based health promotion intervention for parent carers of disabled children |
| Connolly, M. and Gersch, I. | 2013 | A support group for parents of children on a waiting list for an assessment for autism spectrum disorder |
| Gettings, S. and Franco, F. and Santosh, P. J. | 2015 | Facilitating support groups for siblings of children with neurodevelopmental disorders using audio-conferencing: A longitudinal feasibility study |
| Gore, Nick and Bradshaw, Jill and Hastings, Richard and Sweeney, Joanne and Austin, Debbie | 2022 | Early positive approaches to support (EPAtS): Qualitative experiences of a new support programme for family caregivers of young children with intellectual and developmental disabilities |
| Hall, Trevor A. and Mastel, Sarah and Nickel, Robert and Wainer, Allison | 2019 | Parents training parents: Lessons learned from a study of reciprocal imitation training in young children with autism spectrum disorder |
| Yesufu-Udechuku, A. and Harrison, B. and Mayo-Wilson, E. and Young, N. and Woodhams, P. and Shiers, D. and Kuipers, E. and Kendall, T. | 2015 | Interventions to improve the experience of caring for people with severe mental illness: systematic review and meta-analysis |
| **Not SEND** | | |
| Aldiss, S. and Baggott, C. and Gibson, F. and Mobbs, S. and Taylor, R. M. | 2015 | A critical review of the use of technology to provide psychosocial support for children and young people with long-term conditions |
| Bennett, S. D. and Au, C. and Byford, S. and Chorpita, B. and Coughtrey, A. E. and Cross, J. H. and Dalrymple, E. and Fonagy, P. and Ford, T. and Heyman, I. and Lewins, A. and Moss-Morris, R. and Reilly, C. and Xu, L. and Shafran, R. | 2021 | Feasibility of telephone-delivered therapy for common mental health difficulties embedded in pediatric epilepsy clinics |
| Beringer, A. J. and Heckford, E. J. | 2014 | Was there a plan? End-of-life care for children with life-limiting conditions: a review of multi-service healthcare records |
| Biddle, L. and Rifkin-Zybutz, R. and Derges, J. and Turner, N. and Bould, H. and Sedgewick, F. and Gooberman-Hill, R. and Moran, P. and Linton, M. J. | 2022 | Developing good practice indicators to assist mental health practitioners to converse with young people about their online activities and impact on mental health: a two-panel mixed-methods Delphi study |
| Bloyce, Jackie and Frederickson, Norah and Jackie, Bloyce and Norah, Frederickson | 2012 | Intervening to improve the transfer to secondary school |
| Brewer, R. | 2020 | Chicken Club: schools and their relationship with families |
| Camfield, P. R. and Andrade, D. and Camfield, C. S. and Carrizosa-Moog, J. and Appleton, R. and Baulac, M. and Brown, L. and Menachem, E. B. and Cross, H. and Desguerre, I. and Grant, C. and Hosny, H. and Jurasek, L. and Mula, M. and Pfafflin, M. and Rheims, S. and Ring, H. and Shellhaas, R. A. and Vinayan, K. P. and Wirrell, E. and Nabbout, R. | 2019 | How can transition to adult care be best orchestrated for adolescents with epilepsy? |
| Catanzano, M. and Bennett, S. D. and Kerry, E. and Liang, H. and Heyman, I. and Coughtrey, A. E. and Fifield, K. and Taylor, C. and Dalgleish, T. and Xu, L. and Shafran, R. | 2021 | Evaluation of a mental health drop-in centre offering brief transdiagnostic psychological assessment and treatment for children and adolescents with long-term physical conditions and their families: a single-arm, open, non-randomised trial |
| Colver, A. and Rapley, T. and Parr, J. R. and McConachie, H. and Dovey-Pearce, G. and Couteur, A. L. and McDonagh, J. E. and Bennett, C. and Maniatopoulos, G. and Pearce, M. S. and Reape, D. and Chater, N. and Gleeson, H. and Vale, L. | 2020 | Facilitating transition of young people with long-term health conditions from children's to adults' healthcare services - implications of a 5-year research programme |
| Colver, Allan and Rapley, Tim and Parr, Jeremy R. and McConachie, Helen and Dovey-Pearce, Gail and Le Couteur, Ann and McDonagh, Janet E. and Bennett, Caroline and Maniatopoulos, Gregory and Pearce, Mark S. and Reape, Debbie and Chater, Nichola and Gleeson, Helena and Vale, Luke | 2020 | Facilitating transition of young people with long-term health conditions from children's to adults' healthcare services -- implications of a 5-year research programme |
| Davidson, S. K. and Sanci, L. and de Nicolas Izquierdo, C. and Watson, C. J. and Baltag, V. and Sawyer, S. M. | 2022 | Best Practice During Teleconsultations With Adolescents: A Scoping Review |
| Fay, Bradley and Ashcroft, Darren M. and Crossley, Nick | 2018 | Negotiating inter-professional interaction: playing the general practitioner-pharmacist game |
| Hodgson, A. and Spours, K. and Smith, D. and Jeanes, J. | 2019 | Beyond employer engagement and skills supply: building conditions for partnership working and skills co-production in the English context |
| Hodgson, Eleanor and Stuart, Jenny Ruth and Train, Charlotte and Foster, Michael and Lloyd, Leon | 2019 | A Qualitative Study of an Employment Scheme for Mentors with Lived Experience of Offending Within a Multi-Agency Mental Health Project for Excluded Young People |
| Maniatopoulos, G. and Le Couteur, A. and Vale, L. and Colver, A. | 2018 | Falling through the gaps: exploring the role of integrated commissioning in improving transition from children's to adults' services for young people with long-term health conditions in England |
| Smith, Clare and Gibbard, Deborah and Higgins, Louise | 2017 | An Evaluation of an Integrated Model of Speech and Language Therapy in Public Health Practice for Early Language Development |
| Thompson, Talia and Stinnett, Nicole and Tartaglia, Nicole and Davis, Shanlee and Janusz, Jennifer | 2022 | 'I Wish the School Had a Better Understanding of the Diagnosis': parent perspectives on educational needs of students with sex chromosome aneuploidies |
| خطية, عدالله; (Khataybeh, A) | 2021 | الضغوط النفسية وعلاقتها بالتحصيل المهاري والمعرفي في الجمباز لدى طلبة قسم التربية البدنية بجامعة آل البيت (Psychological Stress and its Relationship to The Skill and Cognitive Achievement in ABSTRACT Gymnastics for Students of the Department of Physical Education at Al Al-Bayt University) |
| **SEND not separated** | | |
| Colver, A. and McConachie, H. and Le Couteur, A. and Dovey-Pearce, G. and Mann, K. D. and McDonagh, J. E. and Pearce, M. S. and Vale, L. and Merrick, H. and Parr, J. R. and Transition Collaborative, Group | 2018 | A longitudinal, observational study of the features of transitional healthcare associated with better outcomes for young people with long-term conditions |
| Cope, Stephanie | 2015 | Ensuring that 'hard to reach' young people agree to health assessments |
| Ward, J. and Crawford, S. and Solity, J. | 2017 | Applying assessment through teaching and instructional psychology: An alternative model of service delivery to raise attainment in primary schools |
| Williams-Brown, Z. and Jopling, M. | 2021 | ‘Measuring a plant doesn’t help it to grow’: teachers’ perspectives on the standards agenda in England |
| Wolpert, Miranda and Humphrey, Neil and Belsky, Jay and Deighton, Jessica | 2013 | Embedding mental health support in schools: learning from the Targeted Mental Health in Schools (TaMHS) national evaluation |
| **Date: Included UK studies published too early** | | |
| Asamoah, Edward and Tam, Cherry Hau-lin and Cudjoe, Ebenezer | 2021 | A systematic review of the roles of social workers in inclusive education for children with disabilities |
| Bartlett, Heather | 2015 | Can school nurses identify mental health needs early and provide effective advice and support? |
| Behan, C. and Masterson, S. and Clarke, M. | 2017 | Systematic review of the evidence for service models delivering early intervention in psychosis outside the stand-alone centre |
| Gwernan-Jones, R. and Moore, D. A. and Garside, R. and Richardson, M. and Thompson-Coon, J. and Rogers, M. and Cooper, P. and Stein, K. and Ford, T. | 2015 | ADHD, parent perspectives and parent-teacher relationships: Grounds for conflict |
| Koerting, J. and Smith, E. and Knowles, M. M. and Latter, S. and Elsey, H. and McCann, D. C. and Thompson, M. and Sonuga-Barke, E. J. | 2013 | Barriers to, and facilitators of, parenting programmes for childhood behaviour problems: a qualitative synthesis of studies of parents' and professionals' perceptions |
| Kwok, K. H. R. and Yuan, S. N. V. and Ougrin, D. | 2016 | Review: Alternatives to inpatient care for children and adolescents with mental health disorders |
| **Not UK: UK not separated** | | |
| Anderson, Joanna K. and Newloveâ€Delgado, Tamsin and Ford, Tamsin J. | 2022 | Annual Research Review: A systematic review of mental health services for emerging adults – moulding a precipice into a smooth passage |
| Beck, Gillian J. and Hazzard, Donna and McPhillips, TherÃ©se and Tiernan, Barbara and Casserly, Ann-Marie | 2017 | Dyslexia Policy and Practice: Cross-Professional and Parental Perspectives on the Northern Ireland Context |
| Beqiraj, Lorena and et, al | 2022 | Positive behavioural support for children and young people with developmental disabilities in special education settings: a systematic review |
| Byford, S. and Petkova, H. and Stuart, R. and Nicholls, D. and Simic, M. and Ford, T. and Macdonald, G. and Gowers, S. and Roberts, S. and Barrett, B. and Kelly, J. and Kelly, G. and Livingstone, N. and Joshi, K. and Smith, H. and Eisler, I. | 2019 | Alternative community-based models of care for young people with anorexia nervosa: the CostED national surveillance study |
| Cooper, M. and Evans, Y. and Pybis, J. | 2016 | Interagency collaboration in children and young people's mental health: a systematic review of outcomes, facilitating factors and inhibiting factors |
| Dillenburger, K. and Keenan, M. and Doherty, A. and Byrne, T. and Gallagher, S. | 2012 | ABA-Based Programs for Children Diagnosed With Autism Spectrum Disorder: Parental and Professional Experiences at School and at Home |
| Eke, H. and Hunt, H. and Ball, S. and Rogers, M. and Whear, R. and Allinson, A. and Melluish, J. and Lindsay, C. and Richardson, D. and Rogers, J. and Hutton, E. and Madden, N. and Wright, A. and Anderson, R. and Logan, S. and Thompson Coon, J. and Morris, C. | 2021 | Improving continence in children and young people with neurodisability: a systematic review and survey |
| French, B. and Sayal, K. and Daley, D. | 2019 | Barriers and facilitators to understanding of ADHD in primary care: a mixed-method systematic review |
| Gallagher, Aoife L. and Murphy, Carolâ€Anne and Conway, Paul and Perry, Alison | 2019 | Consequential differences in perspectives and practices concerning children with developmental language disorders: an integrative review |
| Gondek, D. and Edbrooke-Childs, J. and Velikonja, T. and Chapman, L. and Saunders, F. and Hayes, D. and Wolpert, M. | 2017 | Facilitators and Barriers to Person-centred Care in Child and Young People Mental Health Services: A Systematic Review |
| Hart, Angie and et, al | 2020 | Transitions into work for young people with complex needs: a systematic review of UK and Ireland studies to improve employability |
| Krikheli, Lillian and Erickson, Shane and Carey, Lindsay B. and Carey-Sargeant, Christa L. and Mathisen, Bernice A. | 2020 | Perspectives of Speech and Language Therapists in Paediatric Palliative Care: An International Exploratory Study |
| O'Dea, Aine and Robinson, Katie and Coote, Susan | 2020 | Effectiveness of interventions to improve participation outcomes for children with developmental coordination disorder: a systematic review |
| Shelemy, D. L. and Harvey, D. K. and Waite, D. P. | 2020 | Meta-analysis and systematic review of teacher-delivered mental health interventions for internalizing disorders in adolescents |
| Vusio, Frane and Thompson, Andrew and Birchwood, Max and Clarke, Latoya | 2016 | Experiences and satisfaction of children, young people and their parents with alternative mental health models to inpatient settings: a systematic review |
| Yee, J. S. R. and White, H. |  | The Goldilocks Conundrum: The ‘Just Right’ conditions for design to achieve impact in public and third sector projects |
| **Duplicates** |  |  |
| Beaton, Mhairi C and Codina, Geraldene N and Wharton, Julie C | 2021 | Decommissioning normal: COVID‚Äê19 as a disruptor of school norms for young people with learning disabilities |
| Boshoff, Kobie and Bowen‚ÄêSalter, Holly and Gibbs, Deanna and Phillips, Rebecca L. and Porter, Lisa and Wiles, Louise | 2021 | A meta-synthesis of how parents of children with autism describe their experience of accessing and using routine healthcare services for their children |
| COOMBES, LINDSEY and ALLEN, DEBBY and HUMPHREY, DEBORAH | 2020 | In-depth Interviews 16 |
| Hafidh, R. and Sharif, M. S. and Al-Bayatti, A. H. and Alfakeeh, A. S. | 2020 | An effective knowledge-based modeling approach towards a ‘Smart-School Care Coordination system’ for children and young people with special educational needs ‚Ä¶ |
| Hunter, C. and Maciver, D. and Howden, S. and Forsyth, K. and Adamson, A. | 2013 | Identification of a common language describing paediatric physiotherapy practice for children with additional support needs, to support communication with those ‚Ä¶ |
| Jones, Christine and Stalker, Kirsten and Franklin, Anita and Fry, Deborah and Cameron, Audrey and Taylor, Julie | 2017 | Enablers of help-seeking for deaf and disabled children following abuse and barriers to protection: a qualitative study |
| Kaehne, Axel and Beyer, Stephen | 2014 | Person-centred reviews as a mechanism for planning the post-school transition of young people with intellectual disability |
| Mengoni, Silvana E and Bardsley, Janet and Oates, John | 2016 | Document Version |
| Mowat, J. G. | 2015 | ‘Inclusion - - that word!’ examining some of the tensions in supporting pupils experiencing social, emotional and behavioural difficulties/needs |