## **Supplementary File 5: Table of characteristics of included studies (Qualitative and mixed methods only)**

| **Author/s (year)**  | **Study design and methods**  | **Participants** | **Interventions / aspect of service evaluated** | **Summary / purpose of paper** | **Quality assessment**  |
| --- | --- | --- | --- | --- | --- |
| Abbott et al (2014) | Qualitative, Interviews | 38 members of 22 families who had received support from the Disabled Children’s Access to Childcare (DCATCH) initiative. | Disabled Children’s Access to Childcare (DCATCH)  | To report on the experiences of 38 members of 22 families who were supported in accessing childcare by the Disabled Children’s Access to Childcare (DCATCH) pilot. | 8/10 JBI qualitative |
| Alderson et al (2022) | Qualitative, Case study | 41 participants. This included interviews with alcohol-misusing parents (n = 13), affected adult family members (n = 5), and children affected by Parental Alcohol Misuse (PAM; n = 9). Two focus groups and three one-to-one interviews were conducted with project workers (n = 7) and multi-agency service managers (n = 7). | An Independent Pilot Project that was designed to take a holistic, family-based approach to delivering bespoke interventions and supporting parents and children affected by PAM who often did not meet the eligibility criteria to access mainstream services.  | To report the qualitative findings from one funded project, which brought together health and social care services with the aim of providing a combined family approach to increase the identification of families experiencing parental alcohol misuse, provide early interventions, and improve support through reduced system fragmentation.   | 7/10 JBI qualitative |
| Ang and MacDougall (2022) | Qualitative, Interviews  | Phenomenological, semi-structured interviews. Parents of children diagnosed with Autism Spectrum Disorder (ASD) and currently undergoing Animal Assisted Therapy (AAT) and therapists providing AAT for children with ASD. Three therapists and four parents of children diagnosed with ASD and currently undergoing AAT. | Animal Assisted Therapy (AAT), a psychotherapy that incorporates animals as part of a formal therapeutic process. | To explore the phenomenon of AAT from the perspectives of therapists and parents to shed light on the possible positive components of AAT to better understand the process by which it works. | 7/10 JBI qualitative |
| Ani et al (2022) | Qualitative, Online survey (open questions)  | A total of 245 community paediatricians responded to the survey, which constituted 22% of the 1,120 membership of British Association for Community Child Health. | Community paediatricians’ experience of joint working with Child And Adolescent Mental Health Services (CAMHS). | To survey community paediatricians to seek their views on how much joint working they experienced with CAMHS, any hindrances to more collaborative working, and the impact on service users and service provision. | 6/10 JBI qualitative |
| Apanasionok et al (2021) | Mixed Methods, Pre- and post-test design, Interviews | 17 students (4 female and 13 male; 8 to 15 years) with autism were recruited across five different classes. 12 teaching staff (five class teachers and seven Teaching Assistants (TAs)) across five classes were trained to deliver the intervention. | The TEN-DD (Teaching Early Numeracy to children with Developmental Disabilities) programme in a large special school in the UK. | 1. To set up a system to implement the TEN-DD programme in a large special school in the UK using a school staff delivery model; 2. To evaluate the initial numeracy outcomes for the students; 3. To gather teachers’ and teaching assistants’ suggestions on improvements to the provided training and implementation of the TEN-DD programme. | 9/22 MMAT |
| Azorín et al (2016)  | Qualitative, Interviews | 3 schools: 1. Special Education Centre (CEE) 72 boys and girls (4-11 years old).
2. Early Childhood and Primary Education Centre (CEIP I) students (3-11 years old). 570 students.
3. Early Childhood and Primary Education Center (CEIP II) boys and girls (3-11 years old). 609 students.
 | Academy schools - independent centres that manage their budget and are free to innovate in the curriculum they teach. | To explore some of the impressions received by a Spanish researcher after visiting three English schools classified as Academies. | 6/10 JBI qualitative |
| Barlow and Coe (2013) | Qualitative, Interviews | Semi-structured interviews with stakeholders (including service users; n = 25) from Children’s Centres, Peers Early Education Partnership (PEEP) and The Health Visiting Service. | New model of partnership working between the statutory and voluntary sectors - PEEP and Health Visiting Service. | To explore stakeholder perceptions of a new model of partnership working between the statutory and voluntary sectors in terms of the difficulties and benefits that were encountered. | 8/10 JBI qualitative |
| Bason (2020)  | Qualitative, Case-study | Six pupil cases within one special school. Thematic analysis of non-participant observation of Person-Centred Reviews (PCRs), post-PCR questionnaires to professionals and interviews with the parents identified strengths. | PCRs for young people with special educational needs at post-16 transition. | To determine whether the PCRs led to more specific transition plans that identified future outcomes for young people, and whether the PCR addressed how future aspirations may be achieved. Also, to achieve further insight about the gains, barriers, and challenges relevant to effective PCRs. | 6/10 JBI qualitative |
| Beresford et al (2018) | Qualitative, Case study  | 109 people took part in the study. Therapists, service leads, paediatricians, education staff and parents participated. Thirty-eight individual interviews (including one joint interview) and 10 focus groups were carried out. | Current practice, approaches and schools of thought in relation to physiotherapy, occupational therapy and speech and language therapy for children with neurodisability. | To describe the current practice, approaches, decision-making, and schools of thought in relation to physiotherapy, occupational therapy and speech and language therapy for children with neurodisability, and investigate views on outcomes and the aspects of therapy that have an impact on outcomes. | 7/10 JBI qualitative |
| Beyer et al (2016) | Mixed Methods, Questionnaires, Interviews | For 297 placements over 24 months, employers completed a questionnaire about the support provided by the employment service, the performance of the worker, and some qualitative comment. A random sample of 24 workers and 25 related family members were interviewed to provide more detailed information on placements and their impact | Real Opportunities Project – A supported work experience project for young people with intellectual disabilities, their families and employers. | To establish the impact of the work experience and employment teams by describing the placements provided, any change in the skills of young people, and the responses to the placements by employers, young people and their families. | 6/17MMAT |
| Boesley and Crane (2018) | Qualitative, Interviews | Semi-structured telephone interviews with sixteen Special Educational Needs Coordinators (SENCOs) (15 females and 1 male) participated in the study: 12 worked within a mainstream primary setting (children of 5–11 years of age) and four within a mainstream secondary setting (children of 11–16 years old). | Education, Health and Care Plan (EHCP) process. | First, to understand SENCOs’ perspectives on the EHCP process by identifying areas of strength, current challenges, future outlook and potential improvements. Second, to investigate SENCOs’ views on working with parents and other professionals, including their success with multi-agency working and family-led planning. | 8/10 JBI qualitative |
| Bond and Hebron (2016) | Qualitative, Interviews  | A series of semi-structured interviews took place at three key points during the first year with a further follow up three years later. This resulted in 66 interviews (63 individual and three joint) for the initial evaluation and 21 (20 individual and one joint) for the follow-up. | Schools volunteered to become resource provision schools and, once approved, the local authority funded new buildings, resources and training. The local authority advised schools regarding issues such as staffing ratios, but the schools retained a high degree of autonomy in the development of their own provision (e.g. employing and deploying their staff).  | To report upon how schools adapted to support pupils with speech and language impairment and autism spectrum disorder, whilst recognising that developments were part of a broader school initiative. | 8/10 JBI qualitative |
| Botterill et al (2019) | Qualitative, Interviews | Semi-structured interviews with eight parents of a young person with an intellectual or developmental disability who had received family-based Positive Behaviour Support. | Family-based Positive Behaviour Support | To report on a novel piece of qualitative research analysis into experiences of family members of young people who have received family-based positive behaviour support. | 8/10 JBI qualitative |
| Bradley and Male (2017)  | Qualitative, Interviews | Semi-structured interviews with four male children (6 years 5 months to 8 years 11 months, their parents (mothers) and two educational professionals. All of the children had a primary diagnosis of Autism Spectrum Disorder (ASD) and additional severe learning difficulties. | Views of young children with ASD, parents and educational professionals about their Forest School experience – a way of supporting children to understand the natural world while learning academic and practical skills | To explore the views of young children with ASD, parents and educational professionals about their Forest School experience. | 8/10 JBI qualitative |
| Broadhurst et al (2012) | Mixed Methods, Analysis of routine data, Interviews | In total, 75 young people were involved in the project. Their ages ranged from 15 to 24. In total, 23 people were under the age of 18, 49 people were aged 18-21 and three people were aged 24. | My Way transition programme by MacIntyre Charity, which involves holistic, person-centred support planning, use of facilitators in a brokerage role, and a focus on outcomes, to support young people to make the transition from school to adult life. | To evaluate the effectiveness of the My Way transition programme. | 1/17 MMAT |
| Bunn and Boesley (2019) | Qualitative,Focus group and evaluations | A focus group of six pupils who had participated in these interventions.Secondary information consisting in brief evaluations of 15 (year 6) students who completed My New School | My New School pilot intervention supporting transition to high school for children with special educational needs. | To improve what was My New School pilot intervention, by using the opinions of Special Educational Needs Coordinators who implemented the intervention. | 7/10 JBI qualitative |
| Bunn et al (2017) | Mixed Methods, Focus groups with rating exercises  | Pupils with Special Educational Needs. A focus group of four year-7 pupils and a focus group of six year-6 pupils. | ‘My New School’ project - Booklet to aid transition between primary and secondary school. | To report the process and results of a junior school initiative from a local authority in the East of England, to ensure that vulnerable pupils in the school experience a successful transition to high school. | 17/17 MMAT |
| Burbach and Stiles (2021) | Mixed Methods, Case study  | A realist evaluation using clinical record data and open-ended question responses from a range of questionnaires. 9 cases seen. Of these, 6 were female and 3 were male, aged 8-15 years, with autism, Attention Deficit Hyperactivity Disorder and / or mental health issues. | The different elements of interconnected digital mental health and neurodevelopmental services of a well-established provider to the UK National Health Service (NHS). Web-based delivery of assessments and interventions foryoung people and their families. | To explore the different elements of interconnected digital mental health and neurodevelopmental services of a well-established provider to the UK NHS and how web-based delivery enables young people and their families to access high-quality assessments and interventions in a more timely, flexible, and person-centred manner than in-person delivery. | 16/17 MMAT |
| Cassidy et al (2018) | Mixed Methods, Pre- and post-test design, Interviews | Seventeen participants with Additional Support Needs engaged in Community of Philosophical Inquiry over a period of 10 weeks. Ten participants, aged between nine and twelve from School A. Seven pupils from School B, aged between nine and eleven. | The use of Community of Philosophical Inquiry with children who have emotional, behavioural needs or autism. | To examine the effectiveness of Community of Philosophical Inquiry as an inclusive pedagogical approach by which to support the communicative interaction and opportunities for collaborative dialogue for children with social, emotional, and behavioural needs in two mainstream classes. | 10/17 MMAT |
| Chambers and Sugden (2016) | Mixed Methods, Pre- and post-test design, Diaries  | 35 children with coordination difficulties, and a control group of 19 without.Figures of teachers and parents of children undertaking intervention, and teachers delivering intervention, completing diaries, not reported.  | Graded intervention programmes for children with coordination difficulties. | To examine the efficacy of graded intervention programmes for children with coordination difficulties. | 9/17 MMAT |
| Choudhury and Williams (2020) | Qualitative, Exploratory design | Semi-structured interviews. Three sample groups, totalling eight participants: 1) three young carers recruited from a local inner-city young carer project (Spurgeons) 2.) three project workers from the local young carers’ project (Spurgeons) 3.) Two student welfare officers employed at schools by the local authority. | Exploring the eco-systemic factors impacting on the educational inclusion of young carers (UK) and suggesting important factors at different systemic levels around the carer.  | To identify the systemic factors that strengthen the educational inclusion of young carers with additional needs. | 8/10 JBI qualitative |
| Cobbett (2016) | Mixed Methods, Pre- and post-test design, Interviews | 52 young people receiving an arts therapy and a control sample of 29 young people on a waiting list for an arts therapy. Six young people aged from 10-16 who had previously received an arts therapy at the schools were interviewed. | School-based arts therapies in two Social, Emotional and Behavioural Difficulties schools. | To examine the efficacy of school-based arts therapies.  | 14/17 MMAT |
| Collins and McCray (2012) | Qualitative, Interviews | Semi-structured interviews with a total of 20 education, health and social care practitioners, and operational managers. | Establishing new relationships, learning and team working in the context of the Common Assessment Framework (CAF) in UK children’s services.  | To report on education, health, and social care practitioners’ experiences of working across traditional boundaries and establishing new relationships in the context of the CAF in UK children’s services. | 8/10 JBI qualitative |
| Coopey and Johnson (2022) | Qualitative, Interviews  | Interpretive Phenomenological Approach. Semi-structured interviews with five young people (10-18 years) with either a diagnosis of Anorexia Nervosa, or a diagnosis largely characterised by features of Anorexia Nervosa, such as Other Specified Feeding and Eating Disorders. | Experience of young people receiving treatment for an eating disorder: family therapy for anorexia nervosa and multi-family therapy. | To explore young people’s experience of family therapy for anorexia nervosa and multi-family therapy to better understand the sense they make of the treatments provided and, from their perspective, treatment acceptability.  | 10/10 JBI qualitative |
| Corrigan (2014) | Mixed Methods, Questionnaire (closed and open questions) | Action Research approach. 2 questionnaires. Six young people (five male, one female) aged 5-15 years. 43 adults: parents, school/setting staff, multi-agency professionals, and educational psychologists, who support young people using Person Centred Planning (PCP). | The use of PCP in supporting young people’s transition and re-integration to mainstream education. | To explore all stakeholder views and experiences of PCP during its context of use; and reported outcomes over time for young people post-transition. | 13/17 MMAT |
| Cosma and Mulcare (2022) | Qualitative, Interviews | Seven semi-structured interviews with educational psychologists that had experienced working with a young person who had offended and who had been part of the Education, Health, and Care Plan (EHCP) assessment process. | Educational psychologists’ perceptions of the role of EHCPs in the educational inclusion of young people who have offended. | To explore educational psychologists’ perceptions of the role of EHCPs in the educational inclusion of young people who have offended. | 5/10 JBI qualitative |
| Crane et al (2022) | Mixed Methods, Questionnaire, Interviews | Twenty-one young people with autism participated in semi-structured interviews, either individually (n = 13, 62%) or as part of a focus group (n = 8, 38%). Of these, nine also took part in the online survey. | The impact of the Children and Families Act and associated SEND Code of Practice on autistic young people with autism. | To examine the impact of the Children and Families Act and associated SEND Code of Practice on young people with autism from the perspectives of young people themselves. | 12/17 MMAT |
| Crompton and Hardy (2018) | Mixed Methods, Case study | Of 15 nurses at the practice, 11 attended the training.Out of the 14 GP partners, 9 and 2 GP registrars attended.15 of the reception staff attended.A survey asking about the training was completed by 1 nurse and 7 GPs. | Improving access to treatment for young people with mental health problems presenting in a general practice setting. Developing a tool then delivering training. | To prepare staff so that they could improve access to treatment for young people with mental health problems presenting in a general practice setting. | 5/17 MMAT |
| Cross and Clarke (2022) | Mixed Methods, Case study | Focus group for Crisis Assessment and Intensive Support Team (6), and Mancroft Advise Project practitioners (9). Emergency Department attendance and re-attendance rates; self-harm frequency and severity, reduction of mental health difficulties, progress towards goals, and experience of service collected at baseline, mid-intervention, post-intervention and at 4-6-week follow-up for 61 referrals.  | Rapid response pathway united to reduce self-harm (RUSH). | To describe the RUSH pathway model, report Children and Young People’s clinical outcomes (including self-harm frequency, mental health outcomes and experience of service), share staff focus group outcomes, consider the learnings and reflections over the pilot year and implications for future practice. | 2/17 MMAT |
| Cunningham et al (2022) | Qualitative, Interviews  | Semi-structured interviews with eight participants from seven different schools across five English counties. | School staff’s experiences of supporting children with school attendance difficulties in primary school and school staff collaboration with families.  | To explore primary school staffs’ views and experiences of supporting children with attendance difficulties and of interventions aimed at reducing non-attendance. | 7/10 JBI qualitative |
| Curran (2019)  | Qualitative, Interviews | Semi-structured interviews focused on the Special Educational Needs Coordinators’ (SENCOs’) narration of the Special Educational Needs and Disabilities (SEND) reforms for the first academic year of implementation (n = 9). | How SENCos managed the introduction of the SEND reforms. | To apply the policy actor typology to explore the role of the SENCo as a policy implementer at a time of reform, one year after the introduction of the SEND reforms. | 9/10 JBI qualitative |
| Curran et al (2017)  | Mixed Methods, Questionnaire (open and closed questions) | The open and closed question responses from a questionnaire exploring Special Educational Needs Coordinators’ (SENCos’) perceptions of the changes from the 2014 Special Educational Needs and Disabilities (SEND) reforms, after six months. 74 SENCos, two-thirds from primary settings. | 2014 SEND reforms. | To explore the SENCos’ perspective of the SEND reforms, six months after implementation. | 14/17 MMAT |
| Dawson (2020) | Qualitative, Case study | A specialist Child and Adolescent Mental Health Services case within the learning disabilities team, with some aspects that were explored as part of the complex trauma pathway. | Formulation tool for use in Child Psychotherapy practice.  | To outline the development of a formulation tool for use in child psychotherapy practice and discuss the way that child psychotherapy can make a unique contribution in the treatment of a child, showing positive progressions in child well-being. | 6/10 JBI qualitative |
| Dillon and Pratt (2019) | Mixed Methods, Routine data analysis, Questionnaire (Open and closed questions)  | 55 members of the staff team rated the on-call service through online questionnaire.25 students offered their view through a feedback questionnaire.8 families offered their view through a feedback questionnaire. | Regular therapeutic input and an On-call Service provided by a therapeutic team that is integrated within an Educational Trust. Trust comprises a Social, Emotional and Mental Health secondary academy and an Alternative Provision academy (which includes Key Stage 3, Key stage 4 and a medical provision). | To evaluate the impact of an integrated multidisciplinary therapeutic team on the mental health and well-being of young people at an educational Trust. | 10/17 MMAT |
| Dunsmuir et al (2020) | Qualitative, Interviews | Telephone interviews. Participants were sixteen professionals and managers from three local authorities that had responsibility for education and social services in their areas. | Changes to planning and management of transitions to adulthood for young people with Special Educational Needs and Disabilities (SEND), following implementation of the Children and Families Act (2014). | To review perceived changes to planning and management of transitions to adulthood for young people with SEND in three local authorities in England, following implementation of the Children and Families Act (2014). | 7/10 JBI qualitative |
| Evans et al (2014) | Mixed Methods, Questionnaires (Open and closed questions) | Across the two ‘Lego Therapy’ Club groups, 16 children returned completed short questionnaires, with open and closed questions.Long questionnaire completed by 14 parents/carers across the two groups. | ‘Lego Therapy’ Club to improve social skills with peers. | To describe a ‘Lego Therapy’ club within a Child and Adolescent Mental Health Service setting. | 14/17 MMAT |
| Fenner and Kleve (2014) | Mixed Methods Pre- and post-test design, Questionnaires (Open and closed) | Examined 70 referrals of adolescents with eating problems during the calendar years 2007–9 and 16 cases with diagnosed eating disorder (ED), and clinical outcomes for discharged cases (39). Diagnoses were made according to DSM IV criteria. | An eating disorder service based in a community Child and Adolescent Mental Health Service (CAMHS).  | To provide a practice-based perspective, describing the organisation, outcome evaluation and user perspective of an ED service based in a community CAMHS. | 10/17 MMAT |
| Forbes et al (2019) | Qualitative, Case study | 33 face-to-face interviews with staff including headteachers, Special Educational Needs Coordinators (SENCos), teachers, teaching assistants, health visitors, educational psychologists, speech and language therapists. | School-based practitioners supporting children with speech, language and communication needs (SLCN).  | To examine how school-based practitioners supporting children with SLCN use particular social capital relations. | 7/10 JBI qualitative |
| Geiger et al (2015) | Qualitative, Observation, Interviews  | Participatory action research approach. Lessons and tutorials in each setting were observed. A range of teaching and support staff in further education within a local authority were interviewed. Figures not reported. | Further Education provision for young people aged 16+ with complex needs. | To report on using action research to develop quality further education provision for young people with complex needs. | 7/10 JBI qualitative |
| Green and Dicks (2012) | Qualitative, Case-study | One young man with a brain injury. | The collaborative practice between a social worker, case manager and private services. | To describe a model of successful collaborative delivery of a personalised service, and to demonstrate what can help or hinder professional relationships and client outcomes. | 5/10 JBI qualitative |
| Hebron and Bond (2017) | Qualitative, Interviews | Five primary and three secondary schools admitting pupils with Autism Spectrum Disorder (ASD) and a smaller number of pupils with Specific language impairment (SLI) participated.Semi-structured interviews with 16 parents/carers and 9 pupils (aged from 8–15 years). Two of these pupils were siblings, meaning that one parent was interviewed for two participating pupils. | Schools volunteered to become resource provision schools and once approved, the LA funded new buildings, resources and a tiered package of training for all staff. The LA commissioned each school to develop its provision and deliver a set number of places for pupils with ASD/SLI. The schools had a high degree of autonomy but there were also network meetings for the schools to share good practice. | To focus on the experiences of pupils with ASD (including a smaller number with SLI) and their parents/carers during the first year of admission to resource provision schools. | 8/10 JBI qualitative |
| Hellawell et al (2022) | Qualitative, Questionnaire (open questions) | Qualitative responses from an online questionnaire undertaken by the Special Educational Needs Policy Research Forum. 100 anonymous responses from parents/carers, Special Educational Needs Coordinators, school leaders, teachers, advising professionals and local authority officers. | Partnership working across the Special Educational Needs and Disabilities (SEND) system in England, and the role local policy actors occupy. | To consider implications for partnership working across the SEND system in England, and the role local policy actors occupy from questionnaire responses. | 7/10 JBI qualitative |
| Hodder et al (2020) | Mixed Methods, Case study | Both qualitative (collected through observations and feedback gathered from families and children) and quantitative data were collected for children and families using the Bradford positive behaviour support service. Figures not reported. | Bradford positive behaviour support (PBS) service model  | To evaluate the effectiveness of the Bradford PBS service model in terms of its aims to improve quality of life, develop skills and maintain children living with their families in their own homes. | 7/17 MMAT |
| Holland and Pell (2017) | Mixed Methods, Questionnaires (Open and closed questions) | 2 postal questionnaires, before (97 families responded) and after the Children and Families Act legislation came into force (187 families responded). Random sample of parents living in the Hull and East Riding of Yorkshire areas who had used services from the KIDS organisation for children and young people with Special Educational Needs and Disability (SEND) and their families.  | Effects of The Children and Families Act 2014 in relation to the experience of parents having children with SEND.  | To investigate the effects of The Children and Families Act 2014 in relation to the experience of parents having children with SEND. Stage one was carried out before the introduction of the 2014 Act, stage two after the Act came into force. | 13/17 MMAT |
| Holmes and McDermid (2016) | Mixed Methods, Exploratory design | 29 interviews with parents/carers that had been assessed using the Common Assessment Framework (CAF). 14 focus groups with a total of 81 workers who had either undertaken, or acted as lead professional on, a CAF assessment, or been part of a ‘Team Around the Child’. Questionnaire with 237 workers that had recently completed, or lead professional on, a CAF assessment. | Costs of impact of CAF. | To assess the costs and impact of the CAF, to examine the impact that the lead professional role had on families and work. | 13/17MMAT |
| Hoskin (2019) | Qualitative, Interviews | Semi-structured interviews. 6 children / young people aged 6-17 years, and 6 parents from self-referred families. 5 teaching staff from 5 primary and secondary schools. | 2014 Special Educational Needs and Disability (SEND) Code of Practice in supporting them to achieve the lives they want. | To explore the extent to which young people who have the life-limiting impairment Duchenne muscular dystrophy found the new SEND legislation helpful in supporting them to achieve the lives they want. | 9/10 JBI qualitative |
| Hutton and King (2018) | Qualitative, Interviews, Focus groups | Nine parents and primary carers of disabled children aged 18 years or younger from one region in the south of England who accessed at least two paediatric rehabilitation therapy services locally. | Parent/carer views on personal health budgets for disabled children who use rehabilitation therapy services (e.g., speech and language therapy, physiotherapy, and occupational therapy) | To explore parent/carer views on personal health budgets for disabled children who use rehabilitation therapy services | 7/10 JBI qualitative |
| Jago and Radford (2017) | Qualitative, Interviews | Ten qualified speech and language therapists (SLTs) undertook semi-structured interviews. | Current beliefs of SLTs’ about how prepared they are to work collaboratively, and to consider how universities can develop their roles in supporting the development of this competency. | To explore SLTs’ current beliefs about how prepared they are to work collaboratively, and to consider how universities can develop their roles in supporting the development of this competency. | 9/10 JBI qualitative |
| James, et al (2021) | Qualitative, Exploratory design | Eight staff working in two teams across Key Stage Three (children aged 11 to 14 years) and Key Stage Four (14 to 16 years), employed by the school either in teaching roles (teachers or teaching assistant roles) or in professions allied to health (occupational, physio or speech and language therapists). | A video-feedback intervention for staff teams in a special educational setting.  | To provide a rich description of the intervention and address the broad research question asking, how do staff's perspectives of themselves, the child and family change during the course of it. | 10/10 JBI qualitative |
| Janssens et al (2020) | Mixed Methods, Surveillance, Service Mapping, Interviews | Surveillance: 929 surveys completed by children’s clinicians. Service Mapping: 2,686 respondents to online surveys for patients and health workers and freedom of information requests to service providers and commissioners.Interviews: 144 semi-structured interviews with 64 Attention Deficit Hyperactivity Disorder (ADHD) patients, 28 parents and 52 health clinicians. | Transition from children's services to adult services for young people with ADHD. | To explore how many young people with attention deficit hyperactivity disorder are in need of services as an adult, what ADHD services are available and how service users experience transition from child to adult services. | 17/17MMAT |
| Jeffes (2016) | Mixed Methods, Quasi-experimental, Interviews | Intervention: 30 children (Year Groups 7-10) from two inner-London secondary schools with reading age 18 months or more behind their chronological age. Semi-structured interviews after intervention completed with 8 pupils, and 9 with Special Educational Needs Coordinators (SENCos) and Teaching Assistants. | Phonics-based reading intervention programme,Toe By Toe. | To quantitatively assess the efficacy of Toe By Toe as a wave three phonics-based reading intervention for secondary students with severe word reading difficulties. To provide qualitative information on the staff and students’ responses to Toe By Toe, and on how to ensure effective implementation of the programme. | 7/17MMAT |
| Kendall (2019) | Qualitative,Interviews | Semi-structured interviews about effective inclusion. 14 members of staff who work with pupils between the ages of 3 and 11. | Practitioner perspectives on effective inclusion within a school environment. | To explore practitioner perspectives on effective inclusion within a school environment. | 6/10 JBI qualitative |
| Kennedy (2015) | Mixed methods, Case study  | Semi-structured interviews, and scrutiny of goal scales and standardised screening assessment. Ten participants in total in the study: 8 children with Social, Emotional, and Mental Health Difficulties (SEMH) and 2 learning mentors. | Provision of learning mentor services for primary school children with SEMH. Approach based on partnerships between the children and staff in establishing and measuring change.  | To describe an approach to the provision of learning mentorservices for children with SEMH in a primary school based on partnerships between the children and staff in establishing and measuring change. | 7/17MMAT |
| Kennedy et al (2016) | Qualitative, Case study | Case study approach included stakeholder conference, auditing practice, questionnaires, and evaluative feedback from carers, families, staff, and Autism Champions. Figures not reported. | Recognising Autism Management Programme (RAMP) care pathway.  | To support anecdotal evidence and to improve the care pathway for children and young people with Autism. | 2/10 JBI qualitative |
| Kirk and Duschinsky (2017) | Qualitative,Interviews | Interpretive discourse analysis on interviews with social workers (13) and team managers (3). | Complex Child in Need (CCiN) Protocol. An approach to practice which divides levels of risk within the child in need category enabling adequate, coordinated support and oversight to be provided for children and families with complex needs. | To examine the discourse of social workers working cases under the CCiN protocol, which disrupted taken-for-granted assumptions about the assessment and management of risk-of-harm to children. | 8/10 JBI qualitative |
| Kolehmainen et al (2012) | Mixed methods, Case study | Interviews, focus groups, questionnaires (open question data), routine data, case notes and researcher observation. Three services, including 46 therapists and 558 children. | Use of Good Goals in one children’s therapy context, specifically children’s occupational therapy. | To investigate the use of Good Goals in one children’s therapy context, specifically children’s occupational therapy. | 15/17MMAT |
| Kourmoulaki (2013) | Qualitative,Interview study | Semi-structured interviews. Four Nurture Group (NG) staff and all current members of two NGs (7 and 5, respectively). 4 former NG members, the Support for Learning (SfL) auxiliary, 2 guidance teachers, the principal teacher (PT) SfL, 4 subject teachers and two school support workers. 8 teachers, and 6 parents/ carers of both current and former NG members.  | The purpose, features and value of two nurture groups in a Scottish secondary school. | To explore the purpose, features and value of two nurture groups in a Scottish secondary school through interviewing current and former nurture group members, parents/carers, nurture group staff and other school staff. | 7/10 JBI qualitative |
| Kwiatkowska et al (2021) | Mixed methods, Questionnaires, Interviews | 24 young people aged 12–16 alongside 21 ‘trainees’ who undertook training in Person Centred Planning approaches using multimedia advocacy undertook questionnaires and unstructured interviews. | Use of a multimedia advocacy tool - RIX Wiki - in a special needs secondary school. | To explore findings of a pilot study on the use of a multimedia advocacy tool, The RIX Wiki, in a special needs secondary school. | 8/17MMAT |
| Lawrence and Cahill (2014) | Qualitative,Interviews | Semi-structured interviews. Nine children (7-14 years) with School Action Plus or had Statements of Special Educational Needs, participated in dynamic assessment over six months. Seven teachers, and eight parents also interviewed. | Impact of dynamic assessment from the perspective of the network of individuals immediately concerned with the psychological assessment of children, the users of educational psychology service. | To consider the impact of dynamic assessment from the perspective of the network of individuals immediately concerned with the psychological assessment of children, the users of educational psychology service. | 9/10 JBI qualitative |
| Liao et al (2022) | Qualitative, Interviews | 18 participants from the UK. Semi-structured interviews with 11 professionals and 7 parents.  | Comparing autism-relevant policies, school involvement, Applied Behavior Analysis (ABA)-based interventions in China and UK.  | To explore the experiences of professionals and parents from the UK and China of autism-relevant policies, school involvement, and ABA-based interventions. | 7/10 JBI qualitative |
| Malkani (2021) | Mixed methods, Questionnaire, Interviews, Focus groups | 75 students completed a questionnaire.Face-to-face semi-structured interviews and focus groups were held with students with Special Educational Needs and Disabilities (SEND), parents/carers and key personnel. Figures not reported. | Identify and prioritise the council’s efforts to develop, co-ordinate and monitor services and support for young people with SEND in the city as they move into their adult lives. | To report research commissioned by a medium-sized City Council in the East of England that wished to initiate an evidence-based approach to help set and deliver the strategic direction for services supporting young people with SEND as they transition into adulthood. | 14/17MMAT |
| McCartney and Muir (2017) | Qualitative,Interviews | Semi-structured interviews.Five separately managed child and adult Speech and Language Therapy (SLT) teams were identified. Two teams worked with children in secondary schools run by eight local authority education authorities. Three adult SLT teams came from community health or health and care partnerships. Figures not reported. | SLTs’ views of factors inﬂuencing school-leavers’ transitions from child to adult SLT services. | To identify and analyse relevant SLTs’ views of factors inﬂuencing school-leavers’ transitions from child to adult SLT services, and to support the development of good practice. | 9/10 JBI qualitative |
| McKean et al (2017) | Qualitative,Case study | 33 professionals involved with services for children and young people with special educational needs and disabilities. | Co-practice in a local authority site. | To understand within co-practice in a local authority site: (1) the range of social capital relations extant in the site’s co-practice; (2) how these relations affected the abilities of the network to collaborate; (3) whether previously identiﬁed barriers to co-practice remain; (4) the nature of any new complexities that may have emerged; and (5) how inter-professional social capital might be fostered. | 8/10 JBI qualitative |
| Mengoni et al (2015) | Qualitative, Focus groups, Interviews | 9 focus groups and two semi-structed interviews across 4 key working sites. One young person, 22 parents, 17 key working practitioners and 15 managers.  | Experiences of key working for families of children and young people with Special Educational Needs and Disabilities (SEND). | To report an evaluation of key working in four sites in England, with a particular focus on the SEND policy reforms. | 7/10 JBI qualitative |
| Molteni et al (2013) | Mixed methods,Case study | 22 professionals from each department (7 care staff, 5 teachers, 4 teaching assistants, 4 therapists and 2 heads of department). 40 hours of direct observation, as well as videorecording and taking notes. 6 focus groups, 5 semi-structured interviews. 1 questionnaire with 22 respondents. | Professionals working together as a team with children on the autism spectrum to implement Social Communication, Emotional Regulation, Transactional Support (SCERTS) model, and the positive and challenging aspects of implementing SCERTS. | To answer research questions: 1. How do these professionals work together as a team with children on the autism spectrum? 2. How did the team implement SCERTS through teamwork? 3. How can working with children with autism be improved through using SCERTS as a framework? 4. What are the positive and challenging aspects of implementing SCERTS? | 17/17 MMAT |
| Morino (2019) | Qualitative,Interviews, Focus groups | 4 families (focus group), 3 therapists (interview)who were the carer/provider for children at least aged 8 years and diagnosed as a conduct disorder with or without Attention Deficit Hyperactivity Disorder consistent with the ICD-10 Classification of Mental and Behavioural Disorders. | The clients’ and therapists’ perspectives on the change process during systemic psychotherapy for children with conduct disorder in the Child and Adolescent Mental Health Services (CAMHS) setting. | To explore the clients’ and therapists’ perspectives on the change process during systemic psychotherapy for children with conduct disorder in the CAMHS setting in order to generate ideas for further therapeutic work. | 10/10 JBI qualitative |
| Mowat (2015) | Qualitative, Case study  | 37 semi-structured interviews, were conducted with six case study pupils (one from each cluster) and their related stakeholders - their parents, pastoral care teachers, Support Group leaders. Six focus groups that took place with SG leaders (32 participants). | Support groups, facilitated by teachers and other staff.  | To evaluate the efficacy of the approach through examination of pupil outcomes; to identify variables which had impacted upon pupil outcomes; to examine issues pertaining to pedagogy, transitions and inclusion; and to examine issues pertaining to change management and sustainability. | 9/10 JBI qualitative |
| O'Reilly et al (2013) | Qualitative,Interviews | 25 semi-structured interviews consisted of 12 families: 14 parents (12 mothers and two fathers) and 11 children aged 8 –12 (9 boys and 2 girls) recently referred to Child and Adolescent Mental Health Services (CAMHS) for mental health and educational problems. | Views from children, particularly of younger age, and their parents on what they expect and experience from schools and CAMHS, with speciﬁc reference to joint working. | To learn more from children, particularly of younger age, and their parents on what they expect and experience from schools and CAMHS, with speciﬁc reference to joint working. | 7/10 JBI qualitative |
| Parker (2017) | Qualitative, Case studies  | 3 case studies. Actor-network theory, Personalised Educational Plan (PEP) documents, and field notes and transcripts of PEP meetings for three looked-after children of school-age from one Local Authority (LA). | PEPs for Looked-After Children.  | To answer research questions 1) How is change enacted for LAC pupils in a PEP meeting? 2) Who, and what, are the key actors for change for LAC pupils in the PEP process? 3) Is the PEP process adopted by the LA in the current study fit for purpose? | 8/10 JBI qualitative |
| Payler and Georgeson (2013) | Qualitative, Case studies | 5 case studies comprise of 16 interviews with six early years graduate leaders. | Interprofessional practice  | To analyse practice to provide effective care and education for children, primarily those with special educational needs. | 5/10 JBI qualitative  |
| Pease et al (2021) | Qualitative, Interviews  | Grounded Theory approach. 9 interviews: 2 head teachers, 3 teachers who were Special Educational Needs Coordinators (SENCOs), and 4 teaching assistants with responsibility for working with children with Special Educational Needs and Disabilities (SEND), from 3 schools.  | Receiving and using external specialist advice for pupils with SEND.  | To understand the views of primary school staff about receiving and using external specialist advice for pupils with SEND.  | 7/10 JBI qualitative |
| Pinkard (2021) | Qualitative, Interviews | Semi-structured interviews with 10 children with Special Educational Needs (SEN) aged 10-11. | Teaching Assistant (TA) support in school.  | To explore the perspectives and experiences of pupils with SEN in mainstream primary schools regarding their individual TA support. | 7/10 JBI qualitative |
| Potterton et al (2021) | Qualitative, Questionnaire (open responses), Interviews | ‘Emerging adults’ presenting for their first specialist treatment with an Eating Disorder (ED) ofless than 3 years duration that had received treatment (when aged 16-25) through FREED (First Episode Rapid Early Intervention for EDs) at four specialist ED services. Realist semi-structured interviews, and questionnaire.Questionnaire = 92; interview = 6; both questionnaire and interview = 8. 106 total. | Emerging adults’ experiences of receiving treatment for their eating disorder through FREED, a service model and care pathway providing rapid access to developmentally-informed care for emerging adults with first-episode, recent-onset eating disorders. | To assess emerging adults’ experiences of receiving treatment for their eating disorder through FREED, a service model and care pathway providing rapid access to developmentally-informed care for emerging adults with first-episode, recent-onset eating disorder. | 8/10 JBI qualitative |
| Pratt et al (2012) | Qualitative, Interviews | 24 (20 staff and 4 families) ward staff / nursing staff | Children’s inpatient service | To describe the ﬁndings from the audit and change management process for this group of patients and how this improved patient experience.  | 4/10 JBI qualitative |
| Preece and Howley (2018) | Mixed methods, Case study | Focus group was held with Centre staff. 21 individual interviews: seven interviews with staff from the Centre, nine with family members, and seven with related professionals, or link staff from the schools at which students were on roll. 5 questionnaires: students aged 14–16 years.  | A centre for students with Autism Spectrum Disorder (ASD) and severe anxiety (identified due to prolonged non-attendance in schools and lack of engagement with formal education); managed within a service for students who cannot attend mainstream school due to a diagnosed complex medical and/or mental health condition.  | To address the following research questions: What was the impact of ‘the Centre’ on helping young people with ASD and high anxiety re-engage with formal education within the first year of its existence? To what extent has the project had an impact on these young people’s emotional wellbeing? and what impact indicators and practice methods can be identified to inform and support future practice? | 14/17 MMAT |
| Reed (2019) | Mixed methods, Questionnaire (Closed questions), Observation | Outreach observation visits across 3 schools. Figures not reported. Questionnaire completed by 11 teachers and learning support assistants, 1 Special Educational Needs Coordinators, and 1 Executive Head Teacher during summer term 2.  | A pilot outreach support programme to provide specialist advice and support from The Garden School; a highly specialist school for children aged 4 – 16 with autism and severe learning difficulties, to the New Wave Federation primary schools in London.  | To evaluate the pilot outreach programme.  | 4/17MMAT |
| Richards (2022) | Mixed methods, Repertory grids, Interviews, with quantitative descriptive  | 15 Special Educational Needs Coordinators (SENCos) completed work-lines, drawing a line on their chart which represented their positive and challenging experiences of Education, Health and Care Plan (EHCP) implementation, discussed in 1st narrative interview. 2nd interview individual repertory grid completed to analyse numerically relationships between constructs and elements, before participant ranked elements. | EHCP implementation.  | To explore what SENCos perceive to be the key positive and/or negative influences on the implementation of EHCPs. | 14/17 MMAT |
| Richardson et al (2017) | Qualitative,Interviews | 20 professionals (12 in 2004 and 8 in 2010). Physiotherapists, social workers, occupational therapists, doctors, speech and language therapists, teachers, and career advisors. | Perspectives of the professionals involved in multiagency transition meetings about legislative changes and their impact on post-school transition planning and practice and the participation of young people with additional special needs in the process. | To evaluate the ‘perspectives of the professionals who are involved in multiagency transition meetings about the legislative changes and their impact on post-school transition planning and practice, and to summarise evidence of inter-professional working and the participation of young people in the process. | 6/10 JBI qualitative |
| Rocks et al (2020) | Mixed Methods, Ethnography, Patient records | 80 hours of ethnographic observations: shadowing key staff; informal interviews with different stakeholders; and attending a range of team meetings. Also, 18 in-depth interviews of staff.Data from electronic patient records for referrals to and contacts with Child and Adolescent Mental Health Services (CAMHS). | CAMHS  | To evaluates the adoption of a Single Point of Access in CAMHS across a large region in England.  | 12/17 MMAT |
| Rose (2012) | Qualitative,Case study | Case-study visits to four schools. 19 interviews and focus groups with staff (including senior management, partnership co-ordinators, teachers and governors), and nine interviews and focus groups with students conducted during the four case-study visits. | Schools for those with Special Educational Needs and Disabilities. | To report research undertaken as part of a much larger longitudinal project, the Centre Research Study, which was funded by the Qualifications and Curriculum Development Agency to look at responses to policy reforms in the ﬁeld of 14–19 education in 52 schools, colleges and other centres in England. | 6/10 JBI qualitative |
| Rutherford and Lahood-Kullberg (2020) | Mixed methods, Questionnaire, Focus groups  | 109 pupils (61 female; 48 male) aged 6–12 years from two mainstream primary schools (School A: n = 62; and School B: n = 47) in 5 focus groups. | The perspectives of pupils aged 6 to 12 years on the use of visual supports in their mainstream classroom (visual timetables and environmental labels), and their usage. | To address three research questions: 1. How frequently do pupils make use of the visual supports in the classroom (visual timetables and environmental labels)? 2. Does the frequency of using visual supports differ according to pupil age, gender, presence of English as an Additional Language, or other types of Additional Support Needs? 3. What are the pupils’ views on visual supports, in relation to: pupil knowledge of symbols; benefits and challenges of using visual supports; pupil ownership? | 15/17MMAT |
| Sales and Vincent (2018) | Qualitative, Questionnaire (Open questions), Interviews, Focus group  | Individually tailored questionnaire (only open questions reported on) with 4 Children and Young People (10-17) with a range of communication, physical and learning difficulties. 11 semi-structured interviews with parents, independent parent support workers, Special Educational Needs Coordinators, medical professionals, social workers and educational psychologists, with experience of the Education, Health and Care Plan and the previous system. Five additional parents in one focus group. | The views of children and young people, their parents, and a range of health, education and social care professionals on the 2014 SEND reforms. | To evaluate the extent to which the 2014 SEND reforms achieve a better process and outcomes for children, young people and their families; what was working well and areas of concern.  | 8/10 JBI qualitative |
| Sharpe et al (2022) | Qualitative, Vlogs | 18 young people aged 11-18 with SEND who participated in the inclusive School Games competitions created vlogs (video logs), and after researcher-led workshop on video editing, edited these.  | Inclusive School Games.  | To report the findings from an innovative participatory research project which sought to engage young people in sharing their experiences of the School Games.  | 7/10 JBI qualitative |
| Spruin et al (2018) | Mixed methods, Questionnaires, Interviews | Semi-structured interviews with 11 adolescents (10-16 years old), with the majority of service users having a diagnosis of Autism (63%), followed by a Learning Disability (18%) and Cerebral Palsy. 7 parents (two males and seven female) undertook two questionnaires. | Service user and parental perspectives on a local short break scheme. | (1) To evaluate the benefits of a local short break scheme from both a service user and parental perspective, and (2) to highlight future recommendations to help develop all-inclusive and person-centred short break schemes, particularly for adolescents (aged 10–17) with complex needs. | 12/17 MMAT |
| Steven et al (2018) | Qualitative, Interviews, Questionnaire (open ended questions), Observation | 17 Health Visitor attendees of workshop, members of a wider multi-disciplinary team.Semi-structed telephone interviews were taken at two points (3 months post-, and 6-8 months post-workshop), a questionnaire, and observation over 8 months. | Participants’ immediate perceptions of the multi-disciplinary workshop for health visitors dealing with children with complex needs, including interaction, engagement and learning context, and short- and medium-term perceptions of value, relevance and application to practice. | To explore participants’ immediate perceptions of multi-disciplinary workshop for health visitors dealing with children with complex needs, including interaction, engagement and learning context, and short- and medium-term perceptions of value, relevance and application to practice. | 8/10 JBI qualitative |
| Stevens (2018) | Qualitative, Longitudinal  | In-depth interviews with 11 children and 10 mothers that had participated in the Helping Families Programme (HFP) pilot.Four data-collection points: pre-HFP baseline (2010–2011); post-HFP; first follow-up (2013–2014); and second follow-up (2015–2016). Interviews with 12 practitioners at the first follow-up and 9 at the second follow-up.Written feedback from schools. HFP case notes. | What aspects of schools’ support are helpful or unhelpful for children with difficult behaviour. | To investigate school-related influences on changes in the behaviour of at-risk children in high-need families over a period of 5 years.  | 6/10 JBI qualitative |
| Stiles (2013) | Mixed methods, Questionnaire, Interviews | 10 specialist teachers including the author (three males and seven females) and three specialist support assistants (all female). | Training that was delivered to the Social, Emotional and Behavioural Difficulties (SEBD) Team by the author on the links between SEBD and speech, language and communication difficulties (SLCD) and how to effectively detect and support children and young people with these. | To deliver, and evaluate the effectiveness of, an intervention designed to: (i) increase the SEBD Team’s knowledge and understanding of the links between SEBD and SLCD (ii) increase the SEBD Team’s effectiveness in detecting SLCD (iii) increase the SEBD Team’s effectiveness in supporting SLCD | 6/17 MMAT |
| Tovey et al (2012) | Mixed methods, Pre- and post-test design, Feedback forms | 22 adolescents aged 13-17 (inclusive) with mental health difficulties. Health of the Nation Outcome Scale for Children and Adolescents, Children’s Global Assessment ScaleStrengths and Difficulties Questionnaire were taken at admission and discharge. Qualitative data from feedback forms from 12 adolescents and 7 parents. | Characteristics of severely psychiatrically impaired adolescents requiring day hospital management and the effectiveness of the service using standardised outcome measures. | To describe the characteristics of severely psychiatrically impaired adolescents requiring day hospital management and the effectiveness of the service using standardised outcome measures. | 13/17 MMAT |
| Tysoe et al (2021) | Qualitative, Interviews  | 5 Special Educational Needs Coordinators (SENCOs) with 2-15yrs experience, working either fulltime (4) or part time (1).  | SENCOs’ views and experiences of implementing the Special Educational Needs and Disability (SEND) reforms. | To report on the views and experiences of the SENCOs in five schools and contributes to the emerging body of research on how the SEND reforms are being embedded in practice which has relevance both nationally and internationally.  | 7/10 JBI qualitative |
| Wall (2021) | Mixed methods, Case study | Ethnography – participant observation, semi-structured observations, analysis of Individual Education Plans (IEPs) and minutes of IEP meetings 2 case study pupils and their 2 key adults. Key adults’ reflective diaries. Key adult, parent and child interviews. How far IEP targets were met (as percentages) was analysed and Boxall Profile scores were compared pre and post intervention.  | Supporting teaching with a specific member of staff who is not the teacher (1:1), as an additional attachment figure - a ‘key figure’. | To examine how settings can support the inclusion of pupils with attachment difficulties, through employing a specific member of staff who is not the teacher (1:1), as an additional attachment figure; hereafter, termed a key adult. | 12/17 MMAT |
| Ward et al (2021) | Qualitative, Interviews | Critical realist approach. Semi-structured interviews. Nineteen UK primary school staff, with experience of teaching and supporting children with Attention Deficit Hyperactivity Disorder (ADHD), from 15 school, comprising leadership team members (head teachers, assistant and deputy head teachers), Special Educational Needs Coordinators, classroom teachers, and teaching assistants. | Views of primary school staff in the UK regarding what they considered to be important when teaching children with ADHD and their perspectives on the content and delivery of effective ADHD training. | Aimed to capture the views of primary school staff in the UK regarding what they considered to be important when teaching children with ADHD, and their perspectives on the content and delivery of effective ADHD training. | 7/10 JBI qualitative |
| White and Spencer (2018) | Qualitative, Interviews | Semi-structured interviews were carried out with 11 Special Educational Needs Coordinators (SENCos). | Schools’ experiences of, and motivations for purchasing additional language therapy assistants’ input.  | To investigate experiences of schools who had commissioned input from the local SLT service, in terms of a) describing how this was utilised and b) exploring perceptions of its value.  | 5/10 JBI qualitative |
| Willis et al (2021) | Qualitative,Focus groups | 37 eligible participants were identified, 21 from School A and 16 from School B. Inclusion criteria were pupils of any gender in years 5 and 6 (children aged 9-11 years). | Student perspectives on restrictive physical intervention (RPIs) with a better understanding and awareness of the effect RPIs have on teacher-child relationships (TCRs) at social, emotional and mental health (SEMH) schools. | To provide staff who perform restrictive physical intervention (RPIs) with a better understanding and awareness of the effect RPIs have on TCRs, and will inform policy and practice regarding the use of RPIs at SEMH schools. | 7/10 JBI qualitative |
| Wood-Downie (2021) | Qualitative,Interviews | Semi-structured interviews with six parents/carers, five nursery practitioners, six Educational Psychologists (EPs) and three school representatives, such as special educational needs and disability coordinators. | Use of Digital Stories being shown at the beginning of person-centred planning meetings to support the transition of young autistic children from nursery to primary school; and as a tool to support EPs conducting Education, Health, and Care Needs Assessments (EHCNAs) for pre-school children. | To explore the use of Digital Stories in two contexts for the first time: (1) being shown at the beginning of person-centred planning meetings to support the transition of young autistic children from nursery to primary school; and (2) as a tool to support EPs conducting EHCNAs for pre-school children during Covid-19, which contribute to EHCPs. | 8/10 JBI qualitative |
| Yates et al (2021) | Qualitative, Focus groups | Eight focus groups were conducted with 24 professionals six to nine months after being trained to deliver the Think Family-Whole Family Programme. | The Think Family-Whole Family Programme  | To report the qualitative evidence from professionals who applied the Think Family-Whole Family Programme with a family on their caseload to explore how they work with families prior to training, the impacts of the training on practice, and what was most effective in supporting families with parental mental illness. (Children of parents with mental illness are classified as those with SEND.) | 4/10 JBI qualitative |
| Zabel et al (2016) | Qualitative,Focus groups | Two focus groups for those who had attended Recovery Academy courses, or their family members or carers (9). Two focus groups for health professionals or staff members (14). 21 total. 2 participated in both groups. | Mental health recovery college service. | To explore subjective experiences of being involved with a Recovery College run by Greater Manchester West Mental Health NHS Foundation Trust. | 5/10 JBI qualitative |