



# **SEND and intersectionality in children and young people under 25**

## **Evidence search report**

**Completed: 18th November, 2024**

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Evidence search: SEND and intersectionality in children and young people under 25. Frankie Marcelline. 18th November, 2024. BRIGHTON, UK: Sussex Health Knowledge and Libraries.

## **Summary**

This is the first of three separate evidence searches for each of SEND/LD/ND categories PLUS intersectionality OR each of the 4 agreed categories of disadvantage - limited to ages 0-25 and the last 10 years. This evidence search focusses on database research and grey literature on Special Educational Needs and Disabilities which include intersectionality (ethnicity, sexual orientation, deprivation and care experienced children). Key works include Liasidou's, systematic literature review of intersectionality and disability in education, and works by Steve Strand.

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15. Educational Psychology in Practice, Eastern European parents' experiences of parenting a child with SEN in England.
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25. Journal of applied research in intellectual disabilities, Factors influencing access to early intervention for families of children with developmental disabilities: A narrative review.
26. International Journal of Inclusive Education, Intersections of social class and special educational needs in a DEIS post-primary school: school choice and identity.
27. Keys to engagement: A case study exploring the participation of autistic pupils in educational decision-making at school.
28. European Journal of Special Needs Education, Migrant children with special educational needs in European schools – a review of current issues and approaches.
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31. Research in developmental disabilities, Evaluating the quality of outcomes defined for children with Education Health and Care plans in England: A local picture with global implications.

32. University of Oxford, Ethnic disproportionality in the identification of Special Educational Needs (SEN) in England: Extent, causes and consequences.
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36. UK Parliament Education Committee, Written evidence from Kathryn Kashyap, PhD candidate at the Institute of Education, University College London.
37. Autism, Cumulative risk effects in the bullying of children and young people with autism spectrum conditions.
38. British Journal of Sociology of Education, Migration, disability and education: reflections from a special school in the east of England.
39. Psychological Well-being Trajectories of Individuals with Dyslexia Aged 3-11 Years.
40. British journal of educational psychology, Risk factors in the development of behaviour difficulties among students with special educational needs and disabilities: A multilevel analysis.
41. The voice of a gifted Black male with dyslexia represented through poetry: an auto-ethnographic account.
42. Education, Citizenship and Social Justice, Ethnicity, gender, deprivation and low educational attainment in England: Political arithmetic, ideological stances and the deficient society.
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44. Research in developmental disabilities, Cumulative risk effects for the development of behaviour difficulties in children and adolescents with special educational needs and disabilities.
45. Qualitative Inquiry, Intersectionality, Critical Race Theory, and the Primacy of Racism: Race, Class, Gender, and Disability in Education.
46. Which children and young people are excluded from school? Findings from the Avon Longitudinal Study of Parents and Children (ALSPAC).
47. CORE Open Access Research Collection, Reconceptualising inclusion: an intersectional approach to understanding the needs of black and minority ethnic children with special education needs.

### **iii. SEND + intersectionality and sexual orientation and gender identity**

1. House of Commons Library, Equality of access and outcomes in higher education in England.
2. Genspect, The Importance of Special Educational Needs Assessment Concerning Trans-Identifying Children in UK Schools: The Role of Educational & Child Psychologists.
3. Organisation for Economic Co-operation and Development (OECD), Intersectionality in education: Rationale and practices to address the needs of students' intersecting identities.
4. Educational and Child Psychology, What are the experiences and practices of educational psychologists when working with and supporting autistic, gender-diverse children and young people?
5. Education, Citizenship and Social Justice, Ethnicity, gender, deprivation and low educational attainment in England: Political arithmetic, ideological stances and the deficient society.
6. Qualitative Inquiry, Intersectionality, Critical Race Theory, and the Primacy of Racism: Race, Class, Gender, and Disability in Education.

### **iv. SEND + intersectionality and deprivation**

1. Access to primary care for children and young people (CYP) in the UK: a scoping review of CYP's, caregivers' and healthcare professionals' views and experiences of facilitators and barriers
2. House of Commons Library, Equality of access and outcomes in higher education in England.
3. European child & adolescent psychiatry, Is neighbourhood deprivation in primary school-aged children associated with their mental health and does this association change over 30 months?.
4. Disability and rehabilitation, Livelihood support for caregivers of children with developmental disabilities: findings from a scoping review and stakeholder survey.

5. Predictors of Access to Early Support in Families of Children with Suspected or Diagnosed Developmental Disabilities in the United Kingdom.
6. Risk of not being in employment, education or training (NEET) in late adolescence is signalled by school readiness measures at 4-5 years.
7. Child oral health and preventive dental service access among children with intellectual disabilities, autism and other educational additional support needs: A population-based record linkage cohort study.
8. Sociology, Disability, Social Class and Stigma: An Intersectional Analysis of Disabled Young People's School Experiences.
9. Organisation for Economic Co-operation and Development (OECD), Intersectionality in education: Rationale and practices to address the needs of students' intersecting identities.
10. Special Needs Jungle, Intersectionality in SEND: Families experiences in schools.
11. International journal of methods in psychiatric research, The importance of definitions in the measurement of long-term health conditions in childhood. Variations in prevalence of long-term health conditions in the UK using data from the Millennium Cohort Study, 2004-2015.
12. Association of Race/Ethnicity and Social Disadvantage With Autism Prevalence in 7 Million School Children in England.
13. Educational inclusion of children who are deaf or hard of hearing and from migrant Roma families: Implications for multi-professional working.
14. Journal of applied research in intellectual disabilities, Factors influencing access to early intervention for families of children with developmental disabilities: A narrative review.
15. Prevalence of fetal alcohol spectrum disorder in Greater Manchester, UK: An active case ascertainment study.
16. Is socioeconomic inequality in postnatal depression an early-life root of disadvantage for children?
17. Native Language and Risk Factors in the Identification of English Language Learners With Disabilities: An Exploratory Study.
18. The identification of speech and language problems in elementary school: Diagnosis and co-occurring needs.
19. Which children and young people are excluded from school? Findings from a large British birth cohort study, the Avon Longitudinal Study of Parents and Children (ALSPAC).
20. Education, Citizenship and Social Justice, Ethnicity, gender, deprivation and low educational attainment in England: Political arithmetic, ideological stances and the deficient society.
21. Inattention in very preterm children: implications for screening and detection.

#### **v. SEND + intersectionality and care experienced**

1. Organisation for Economic Co-operation and Development (OECD), Intersectionality in education: Rationale and practices to address the needs of students' intersecting identities.
2. Risk of school exclusion among adolescents receiving social care or special educational needs services: A whole-population administrative data cohort study.
3. Evaluation of pushing out of children from all English state schools: Administrative data cohort study of children receiving social care and their peers
4. Predicting out-of-school suspensions among youth in care in England: A national cohort study.
5. Working together: A review of cross-sector collaborative practices in provision for children with special educational needs and disabilities.
6. Educational and health outcomes of schoolchildren in local authority care in Scotland: A retrospective record linkage study.
7. Adoption & Fostering, Exploring the educational experiences of children and young people adopted from care: Using the voices of children and parents to inform practice.
8. Special educational needs, social care and health.
9. Educational trajectories of children in care across the early education and primary school years: A national cohort study in England.
10. Teachers' perceptions of Restricted and Repetitive Behaviours (RRBs) in children with ASD: Attributions, confidence and emotional response.
11. Which children and young people are excluded from school? Findings from a large British birth cohort study, the Avon Longitudinal Study of Parents and Children (ALSPAC).

12. Educational attainment of children and young people in the looked--after care system.

## D. Search strategy

## E. Disclaimer

## A. Search terms and notes

For database search strategies, please see the end of this report.

**Google search terms:** (Limits used: country UK and last 10 years: 2015-2024)

(special educational needs) AND (intersectional) AND (disability OR ethnicity OR race OR "gender identity" OR lgb\* OR povrty OR deprivation OR disadvantage OR "care leavers" OR "looked after children")

E.g. Age 0-25 **AND** (within last 10 years) **AND** (all the "SEND" terms as OR ) **AND** Intersection\* **OR** (all the Care experienced terms) **OR** (all the deprivation terms) **OR** (all the ethnicity and race terms) **OR** (all the sexual orientation & gender identity terms)

### Agreed terms for SEND:

SEN/ Special Educational Need(s)

SEND/ Special Educational Need(s) and Disability

### Equalities groups terms for literature review

[Includes range of terms no longer generally used to capture relevant historic results]

Protected characteristic/equality group	Synonyms/inclusions for search terms
Intersectionality	Intersection*
Ethnicity/Race	Ethnicity Race Gypsy, Roma, Travellers Black and racially minoritised Black and global majority BAME Black, Asian and Minority Ethnic Ethnic minority/minorities
Sexual orientation and gender identity	Sexual Orientation Gender identity LGBT

	LGBTQ LGBTQIA+ Trans Transgender
Deprivation	Deprivation Socioeconomic/socio-economic Socioeconomic/socio-economic status/disadvantage Poverty
Care experienced	Looked after children Care leavers Care/fostering experienced Care-experienced

**Sources searched (number of results in brackets):**

CINAHL Ultimate (5)  
 EBSCOhost (2)  
 ERIC (5)  
 Google (22)  
 Google Scholar (10)  
 MEDLINE® (34)  
 NHS Hub (4)  
 PMC PubMed Central (9)  
 Special Needs Jungle (2)

**Date range:** 2015-2024

**Limits:** Country: UK and date

For full search strategy see Section D below.

Please acknowledge this work in any resulting paper or presentation as:

Evidence search: SEND and intersectionality in children and young people under 25. Frankie Marcelline. 18th November, 2024. BRIGHTON, UK: Sussex Health Knowledge and Libraries.

## B. How to access full content

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You can then access the papers by simply entering your username and password. If you do not have easy access to the internet to gain access, please let us know and we can download the papers for you.

## C. Search results

### i. SEND + intersectionality

1. **A systematic literature review of intersectionality and disability in education.**

Liasidou, A., & Gregoriou, A. British Journal of Sociology of Education, 2024

This systematic literature review synthesizes empirical analyses and applications of intersectionality in discussing disability in education. Even though intersectional methodologies have gained increased attention during the last decade, disability has rarely featured in these multi-axial analyses. The systematic review explores intersections of disability with other axes of identity and social disadvantage concerning perceptions and understandings of disability in education, experiences of ex/inclusion and educational dis/advantage. The review addresses the following questions: What intersectional dimensions of disability experience are explored? In what ways do students with disabilities experience intersectional forms of discrimination and oppression? What intersectionality-based education policy and practice implications are discussed in these articles? The review's findings provide empirically tested insights into how the experience of disability is interwoven with and compounded by other markers of difference, while discussing implications for developing intersectionality-based policies and education research.

Keywords: Intersectionality, disability, education, special educational needs, inclusion

[Available online at this link](#)

2. **Safeguarding d/Deaf and disabled children and young people: Taking an intersectional approach.**

National Society for the Prevention of Cruelty to Children (NSPCC), 2024

d/Deaf children and children who have disabilities, like all children, have diverse identities. As well as experiencing prejudice or bias related to their disability, they might experience challenges relating to other parts of their identity, such as: ethnicity, sexuality, gender, mental health, having been in care, where they live, how much money they have and how much access they have to education. The way these challenges interact is known as intersectionality. It can be difficult for children to cope with this, and it can have a negative impact on their welfare.

[Available online at this link](#)

3. **Safeguarding of disabled children and young people in an intersectional world - everyone's job, not just a specialist issue.**

Anita Franklin, Sarah Goff. Association of Child Protection Professionals, 2024

This new Special Interest Group will address Institutional harm and abuse, online and relationship safety, modern slavery; across a whole range of disabilities, children and young people growing up face greater risks and poorer responses. This new multi-agency Special Interest Group will address the challenges of safeguarding and protecting disabled children in all areas of their lives at home, in institutions and in peer groups and online. From a social model approach to tackling ablism, it will include practice with those with special needs, those undiagnosed or neurodiverse, with hidden disabilities right through to those with complex needs. It will seek to hear the voices of children, parents/carers and professionals as we strive together to improve practice and tackle disablism, isolation and marginalisation, and to bring together learning about good practice and recent research about contextual issues, increased risks, service gaps and learning from safeguarding practice reviews.

[Available online at this link](#)

4. **Special educational needs: analysis and summary of data sources.**

Department for Education (DfE), 2024

Analysis and links to data sources on children and young people with special educational needs (SEN) or a disability in England.

[Available online at this link](#)

5. **The participatory experiences of pupils with vision impairment in education.**

O'Connor, U., McClelland, J. F., Shannon, C., Saunders, K. J., & Little, J.-A. *British Journal of Visual Impairment*, 2024

While there has been a long-term commitment to inclusion in mainstream schools for pupils with special educational needs, including vision impairment (VI), the position of these pupils in an inclusive school environment, and the extent to which their educational, social, and emotional needs are met, continues to be problematic. This study investigates the experience of children and young people with VI accessing the curriculum and education, through evaluating the perceived quality of their participation in terms of rights, efficiency, and development. The methodology employed a qualitative approach, comprising face-to-face focus group interviews with pupils with VI. Three focus group sessions took place with 13 pupils with VI aged 8-18 years from primary and post-primary schools. Regarding pupils' participatory rights, many reported challenges experienced in terms of equal access to education. In some instances, obstacles emerged due to lack of proper engagement with the pupil, or teachers' actions were seen to reinforce pupil difference, undermining opportunities for more inclusive practice. In terms of development, this was chiefly evidenced by frequent descriptions of 'missing out', particularly on the social and peer engagement aspects of school life. Pupils unanimously reported that participation could be more efficient if there was increased awareness of their lived experiences with VI, and positive aspects of empowerment emerged when pupils felt included in decision-making about their needs. This study highlights key challenges for pupils with VI regarding how they access education in Northern Ireland, including issues surrounding their inclusion, everyday discrimination, and a lack of awareness of VI. Although these children and young people demonstrated appeasement and understanding, when insensitivities arose, pupils with VI, while resilient and generally positive about their experience, are faced with challenges that diminish their access, participation, and enjoyment of education.

[Available online at this link](#)

6. **Access to higher education for people from less advantaged backgrounds in Scotland and the rest of the UK.**

Riddell, Sheila; Hunter Blackburn, Lucy; Kadar-Satat, Gitit; Weedon, Elisabet. University of Edinburgh, 2016

The Scottish Government has made clear its commitment to social justice principles and recognises the need for firmer action to tackle the social class gap in higher education participation. In a recent policy statement, Angela Constance, Cabinet Secretary for Education and Lifelong Learning, stated: '... a child born today in one of our most deprived communities should have no less a chance of entering higher education than a child born in one of our least deprived. We want every child - whatever their background - to have an equal chance of attending university'. In order to identify the action needed to ensure that 20% of higher education students are drawn from the most socially disadvantaged neighbourhoods, a Commission on Widening Access chaired by Dame Ruth Silver was set up by the Scottish Government in 2015, reporting in 2016. A similar commitment to widen participation of people from disadvantaged backgrounds has been made by the Minister of State for Universities and Science in England (BIS, 2015), and social justice is one of the guiding principles of the Diamond Committee which is currently reviewing the provision of higher education in Wales.

This research, which builds on earlier analysis of higher education across the UK (Riddell et al, 2015), provides an analysis of:

- Higher education initial participation rates (HEIPR) in Scotland and the rest of the UK by neighbourhood deprivation;

- Participation in different types of university by neighbourhood deprivation, social class (measured by parental occupation) and type of school attended;
- Changes in HEIPR and in the social profile of different types of institution over time;
- The social profile of comparable institutions using HESA benchmarks; and
- The current state of play with regard to widening access activity in Scottish higher education institutions, particularly the ancient universities.

[Available online at this link](#)

## 7. **Special educational needs and ethnicity: Issues of over- and under-representation. In Department for Education and Skills Research Report.**

Strand, S., Lindsay, G., & Pather, S. Department for Education and Skills, 2006

There have been concerns for some time about the attainment and progress of children from minority ethnic groups in the UK. One specific concern has been about their overrepresentation among pupils identified as having special educational needs (SEN). This report addresses that issue but adopts a wider perspective. Because the majority of pupils are White British (about four in five pupils) they also form the majority in absolute numbers for SEN. We have therefore investigated the evidence for both over- and underrepresentation of different categories of SEN (defined as receiving support at School Action Plus or through a Statement of SEN) among different minority ethnic groups compared with the prevalence among White British pupils, the general term for which is disproportionality.

Analysis of the 2005 Pupil Level Annual School Census (PLASC) data on 6.5 million pupils in maintained schools shows clear evidence of over- and under-representation of some minority ethnic groups among the SEN group in general and among certain categories of SEN. A literature review enabled us to identify possible reasons for these disproportionalities. A survey of Local Authorities and two focus groups with survey respondents provided further perspectives, including local factors impacting on disproportionality.

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## ii. **SEND + intersectionality and ethnicity/ race**

### 1. **Equality of access and outcomes in higher education in England.**

Paul Bolton, Joe Lewis. House of Commons Library, 2024

How likely are different groups of young people to go to higher education? When they get there how likely are they to continue to the end of their course and get 'top' grades? How do earnings and employment vary between these groups?

Intersectional analysis shows that White males eligible for free school meals are less likely to go to higher education than any other groups when analysed by gender, free school meal eligibility, and broad ethnic groups. White males who were not eligible for free meals (and hence from more advantaged backgrounds) are also less likely than average to go to higher education.

Drop-out rates are higher among minority ethnic groups (combined) than for White students and this does not change based on the level of deprivation in the local areas they come from. The gap in drop-out rates between male and female students was greater for those from more deprived areas, with male students from more deprived areas more likely to drop out.

White students from the lowest POLAR groups have a higher level of attainment at university than students from minority ethnic groups. This is true even for those from the top three POLAR groups (combined). The gap between male and female students was greater for those from less deprived areas.

IFS analysis of earnings data concluded:

...among students from different socio-economic or ethnic groups but with the same prior attainment and other background characteristics, university education can help level the playing field in the labour market. However, substantial unexplained differences remain even for graduates. In particular, graduate men from all ethnic minority groups have lower earnings than male White British graduates even after controlling for prior attainment and a host of other background characteristics.

[Available online at this link](#)

2. **Lived Experience of Black/Global Majority Disabled Pupils and their Families in Mainstream Education.**

ALLFIE, 2024

This research is about the lived experiences of Black/Global Majority Disabled pupils, aged 11-16 and their parents about schooling. It explores experiences of mainstream school placement, participation, support and attitudes of school staff.

The research found that there is inadequate support for Black/Global Majority Disabled pupils and their families in terms of advocacy, peer support to share information and provide clarity on entitlement, help to empower them and protect children's right to mainstream education.

[Available online at this link](#)

3. **Predictors of Access to Early Support in Families of Children with Suspected or Diagnosed Developmental Disabilities in the United Kingdom.**

Sapiets Suzi J. Hastings Richard P. Totsika Vasiliki. *Journal of autism and developmental disorders* 2024;54(4): 1628-1641.

[Available online at this link](#)

[Available online at this link](#)

This study examined predictors of access to early support amongst families of 0-6-year-old children with suspected or diagnosed developmental disabilities in the United Kingdom. Using survey data from 673 families, multiple regression models were fitted for three outcomes: intervention access, access to early support sources, and unmet need for early support sources. Developmental disability diagnosis and caregiver educational level were associated with intervention access and early support access. Early support access was also associated with child physical health, adaptive skills, caregiver ethnicity, informal support, and statutory statement of special educational needs. Unmet need for early support was associated with economic deprivation, the number of household caregivers, and informal support. Multiple factors influence access to early support. Key implications include enhancing processes for formal identification of need, addressing socioeconomic disparities (e.g., reducing inequalities, increasing funding for services), and providing more accessible services (e.g., coordinating support across services, flexible service provision).

4. **The experiences of Black African parents on partnership: Working with education professionals in the English special education needs and disability system.**

Nnalue, C., & Mahmud, A. *Equity in Education & Society*, 2024

Reforms to special education policy in England have emphasised the importance of parents being involved in decision-making about their child's education and greater control over their child's support. This study's research questions investigated four Black African parents of children with special educational needs and disability (SEND) living in England and their experiences of working in partnership with education professionals to support their children, as well as exploring the barriers to effective partnership between Black African parents and education professionals. A critical approach was taken to understand how issues of power such as race and socio-economic status, combined with the parents own African culture, affected their interactions with education professionals who hold an entirely different contextual disposition. The parents took part in semi-

structured interviews which were thematically analysed. Three overarching themes were identified: *Communication* (which focused on issues such as language, articulation and communication styles); *cultural barriers* (which encompassed the cultural differences between the parents and the education professionals); and *the parent-professional relationship* (which was key for the parents to navigate the SEND system). Recommendations for practice such as professionals building more trust with parents, engaging more with cultural competency training and evaluating the accessibility of their current services are discussed.

[Available online at this link](#)

5. **The inequity of education, health and care plan provision for children and young people with intellectual and developmental disabilities.**

Lee I. O Wolstencroft J. Housby H. van den Bree M. B M. Chawner S. J R. A Hall J. IMAGINE ID Consortium Skuse D. H. Journal of intellectual disability research : JIDR 2024;

[Available online at this link](#)

[Available online at this link](#)

**BACKGROUND**Children and young people (CYP) with intellectual and developmental disabilities (IDDs) have significant additional educational needs compared with the general population. In England, the government has established a system of education, health and care plans (EHCPs) to support children with special educational needs and disabilities, but disparities exist between the degree of need and the availability of support. We conducted a prospective UK national cohort study (IMAGINE) of children with rare pathogenic genomic variants, all of which are associated with IDD, to investigate associated neuropsychiatric risk. Subsequently, we obtained information from the UK's National Pupil Database on their educational progress through the state school system. We aimed to identify whether they had received EHCP provision and whether that support was associated with their family's socioeconomic status, region of domicile, ethnicity, sex, primary special educational needs (SEN) type, academic performance and mental health well-being.**METHODS**We recruited 2738 CYP from England into the IMAGINE study between 2014 and 2019. The educational histories of the participants (6-28 years old, mean  $\pm$  standard deviation =  $14 \pm 4$  years, 56% male) were obtained from the Department for Education's National Pupil Database in 2021. Educational data included attainment scores from the Early Year Foundation Stage (<5 years) to key stage 4 (15-16 years). Each family was assigned an index of multiple deprivation (IMD) score based on their home address postcode. Parents or carers rated their child's emotional and behavioural adjustment on the Strengths and Difficulties Questionnaire (SDQ). The association between receiving an EHCP and the child's IMD score, eligibility for free school meals, English region of domicile, ethnicity, sex, primary SEN type, academic attainment and SDQ score was investigated.**RESULTS**In this cohort, 78% of participants had received an EHCP. CYP living in the most deprived IMD deciles were substantially less likely to receive EHCP support than those in the least deprived decile, irrespective of their degree of intellectual developmental disability, academic performance or associated mental health problems. There were no sex differences. Children of Asian heritage were more likely to have been granted an EHCP than White children from equivalent IMD deciles. There were striking regional disparities. Participants living in London were significantly more likely to have been awarded an EHCP than participants living anywhere else in England, regardless of their IMD decile; those in the least deprived decile had almost 100% EHCP provision.**CONCLUSIONS**This study found evidence for nationwide regional inconsistencies in the awarding of EHCP to CYP with significant intellectual impairments of known genetic aetiology. Disparities in funds available to education authorities could be a contributory factor. EHCP support was potentially influenced by how strongly a parent advocates for their child.

6. **The Intersection of Systemic, Child, and Evaluation Factors in the Prediction of Autism Special Education Eligibility; Examining the Role of Race and Ethnicity**

Young Kelsey Harris Bryn Hall-Lande Jennifer Esler Amy. Journal of autism and developmental disorders 2024;54(9): 3274-3289.

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Though there is evidence autism identification has been inequitable for populations who are culturally and linguistically minoritized, there is limited research that explains the issue of disproportionality and factors contributing to its occurrence, especially within an educational setting. To explore contributors to racial/ethnic disparities in autism special education eligibility, the current investigation evaluated child and evaluation characteristics as they relate to the absence of autism eligibility. Data were obtained from the Autism and Developmental Disabilities Monitoring (ADDM) Network Study and included children with behavioral characteristics consistent with autism and educational evaluation records. Despite documented characteristics consistent with autism, only 72% of the sample received educational services under autism eligibility. To characterize children without autism eligibility, hierarchical logistic regression was used to evaluate factors documented in evaluation records predicting the absence of autism eligibility. Factors influencing autism eligibility included behavioral characteristics documented, evaluation components completed, intellectual ability, and clinical diagnoses present. There was no unique contribution of race/ethnicity in predicting the absence of autism eligibility when accounting for these previous predictors, but many of these predictors differed by racial/ethnic group. Disproportionality in autism may be the manifestation of inequitable evaluation experiences, including experiencing less comprehensive evaluations, and not receiving an autism specific assessment. Though race/ethnicity did not uniquely contribute to the absence of autism eligibility above and beyond those combined factors, it is important to evaluate and reduce inequities experienced within the autism identification process for populations who are culturally and linguistically minoritized. Though there is evidence autism identification has been inequitable for populations who are culturally and linguistically minoritized, there is limited research that explains the issue of disproportionality and factors contributing to its occurrence, especially within an educational setting. To explore contributors to racial/ethnic disparities in autism special education eligibility, the current investigation evaluated child and evaluation characteristics as they relate to the absence of autism eligibility. Data were obtained from the Autism and Developmental Disabilities Monitoring (ADDM) Network Study and included children with behavioral characteristics consistent with autism and educational evaluation records. Despite documented characteristics consistent with autism, only 72% of the sample received educational services under autism eligibility. To characterize children without autism eligibility, hierarchical logistic regression was used to evaluate factors documented in evaluation records predicting the absence of autism eligibility. Factors influencing autism eligibility included behavioral characteristics documented, evaluation components completed, intellectual ability, and clinical diagnoses present. There was no unique contribution of race/ethnicity in predicting the absence of autism eligibility when accounting for these previous predictors, but many of these predictors differed by racial/ethnic group. Disproportionality in autism may be the manifestation of inequitable evaluation experiences, including experiencing less comprehensive evaluations, and not receiving an autism specific assessment. Though race/ethnicity did not uniquely contribute to the absence of autism eligibility above and beyond those combined factors, it is important to evaluate and reduce inequities experienced within the autism identification process for populations who are culturally and linguistically minoritized.

7. **The relationship between 'school readiness' and later persistent absenteeism**

Wood Megan L. Gunning Lydia Mon-Williams Mark. Royal Society open science 2024;11(6): 240272.

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Post-pandemic school absence is an increasing concern for governments worldwide. Absence is associated with poor academic outcomes and long-term illness (physical and mental). Absenteeism increases the risk of financial difficulties in adulthood and involvement in the criminal justice system. We hypothesized that early childhood problems might be an antecedent of absenteeism. We tested this hypothesis by investigating the pre-pandemic association between school readiness and persistent absenteeism using a population-linked dataset. Analyses included 62,598 children

aged 5-13 years from the Connected Bradford database (spanning academic years 2012/13 to 2019/20). Special educational needs status, English as an Additional Language status, socioeconomic status, sex and ethnicity were covariates significantly associated with persistent absenteeism. Children who were not 'school ready' had increased odds of being persistently absent later in their education journey after controlling for these covariates. School readiness was associated with even greater odds of being persistently absent over two or more years. These findings show (i) the seeds of absenteeism are sown early in childhood; (ii) absenteeism shows the hallmark of structural inequities; and (iii) the potential of 'school readiness' measures to identify children at risk of long-term disengagement from the education system. Post-pandemic school absence is an increasing concern for governments worldwide. Absence is associated with poor academic outcomes and long-term illness (physical and mental). Absenteeism increases the risk of financial difficulties in adulthood and involvement in the criminal justice system. We hypothesized that early childhood problems might be an antecedent of absenteeism. We tested this hypothesis by investigating the pre-pandemic association between school readiness and persistent absenteeism using a population-linked dataset. Analyses included 62,598 children aged 5-13 years from the Connected Bradford database (spanning academic years 2012/13 to 2019/20). Special educational needs status, English as an Additional Language status, socioeconomic status, sex and ethnicity were covariates significantly associated with persistent absenteeism. Children who were not 'school ready' had increased odds of being persistently absent later in their education journey after controlling for these covariates. School readiness was associated with even greater odds of being persistently absent over two or more years. These findings show (i) the seeds of absenteeism are sown early in childhood; (ii) absenteeism shows the hallmark of structural inequities; and (iii) the potential of 'school readiness' measures to identify children at risk of long-term disengagement from the education system.

8. **"You're black, I'm black": art therapy, race, autism, and domestic abuse.**

Nevers-Ashton Nyamka. *International Journal of Art Therapy*: Inscape 2023;28(1/2): 20-27.

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This paper explores how making art alongside clients supported a relational intersectional approach and aided the development of an attuned therapeutic relationship with Matthieu (pseudonym), a Black-British autistic adolescent who experienced domestic violence. The art therapy intervention took place at a Special Educational Needs (SEN) secondary school. Authenticity and capacity for consent were carefully considered not to compromise safety and trust in the therapeutic relationship. Consent was given via Matthieu's primary caregiver: this was in line with the therapy organisation's confidentiality framework. A relational intersectional approach examines the impacts of domestic abuse, structural violence, autism, and race in the therapeutic alliance to illuminate how chronic experiences of systemic harm and domestic violence may weigh on a black autistic young boy. Making art with clients, also termed 'Working alongside', has been shown to support mentalising process, attunement and support relationship building with autistic young people. The therapeutic relationship became accessible, and a shared racial identity encounter strengthened therapeutic rapport. Working alongside supported a relational intersectional approach and was pivotal to Matthieu's engagement in art therapy. Art therapy literature exploring the impact of shared ethnicity in the therapeutic encounter is an area needing further research. Therapist images made during a session with their client are generally termed 'working alongside'. Working alongside can encourage empathy, understanding and relationship-building with autistic young people with complex social-emotional needs and histories of domestic abuse. This practice paper highlights a journey of working alongside in art therapy practice with Matthieu, a Black-British autistic adolescent who had experienced domestic violence. A sensitive social, cultural, and political analysis aims to explore the intersection of race, gender and ability by enhancing discussions around the impact of shared racial identity on the therapeutic relationship.

9. **Autism and intersectionality: Considerations for school-based practitioners.**

Sassu, Kari A.; Volkmar, Fred R. *Psychology in the Schools*, 2023

The purpose of this article is to explore the intersectionality of autism and sociocultural factors as well as discuss the complexities associated with appropriate assessment, diagnosis, and intervention. Based on a review of the literature, the authors present a brief history of the emergence of the term autism and highlight factors that have contributed to current concerns about failures to appropriately recognize autism within diverse populations. Referencing extant research as well as professional practice standards, this article examines aspects of autism and intersectionality, and explores some of the associated challenges related to assessment, diagnosis, and intervention. Further, the authors reflect on the critical importance of carefully considering all aspects of a child's identity when engaging in autism assessment and intervention within the school setting. School-based practitioners are provided with guidance for addressing the needs of diverse populations of students with autism.

Keywords: autism, ethnicity, intersectionality, race, SES

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10. **Intersectionality in education Rationale and practices to address the needs of students' intersecting identities.**

Samo Varsik, Julia Gorochovskij. Organisation for Economic Co-operation and Development (OECD), 2023

Intersectionality highlights that different aspects of individuals' identities are not independent of each other. Instead, they interact to create unique identities and experiences, which cannot be understood by analysing each identity dimension separately or in isolation from their social and historical contexts. Intersectional approaches in this way question the common classification of individuals into groups (male vs. female, immigrant vs. native etc.), which raises important implications for the policy-making process. In education, analyses with an intersectional lens have the potential to lead to better tailored and more effective policies and interventions related to participation, learning outcomes, students' attitudes towards the future, identification of needs, and socio-emotional well-being. Consequently, as elaborated in this paper, some countries have adjusted their policies in the areas of governance, resourcing, developing capacity, promoting school-level interventions and monitoring, to account for intersectionality. Gaps and challenges related to intersectional approaches are also highlighted.

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11. **Intersectionality of disability and cultural/linguistic diversity in the UK: a literature review.**

Gamze Kaplan, Pinar Celik. Frontiers in Education, 2023

This article explores the intersectionality of cultural and linguistic diversity and having a child with a disability, highlighting the unique challenges faced by parents from a minority ethnic background at this intersection. With increasing globalization, diverse and multicultural populations have become more prevalent, necessitating inclusive systems that address the unique needs of minority ethnic groups. Understanding the experiences of parents at the intersection of cultural and linguistic diversity and having a child with a disability is crucial for providing equitable access to education and support. This paper provides an overview of studies conducted in the UK, focusing on the challenges faced by culturally and linguistically diverse families from a minority ethnic background with children with disabilities and emphasizing factors such as religion, cultural beliefs, language barriers, and unique insights into specific populations. The findings emphasize the need for a comprehensive understanding of the intersectionality of cultural and linguistic diversity and disability to create inclusive educational environments that empower all children, irrespective of their cultural background or abilities.

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12. **Potential for England's statutory school entry assessment to identify special educational needs and reveal structural inequalities: a population-based study**

Wood Megan L. Gunning Lydia Relins Sam Sohal Kuldeep Wright John Mon-Williams Mark Atkinson Amy L. Archives of disease in childhood 2023;109(1): 52-57.

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To investigate at a population level whether England's universal assessment of 'school readiness' is associated with later identification of special educational needs (SEN). Also, whether ethnic differences exist in SEN identification (white British versus ethnic minority) and whether this varies as a function of school readiness. OBJECTIVE To investigate at a population level whether England's universal assessment of 'school readiness' is associated with later identification of special educational needs (SEN). Also, whether ethnic differences exist in SEN identification (white British versus ethnic minority) and whether this varies as a function of school readiness. Analysis included 53 229 individuals aged 5-12 years from the Connected Bradford Database (2012/2013-2019/2020). Logistic regression analyses examined: (1) whether reaching a 'good level of development' on England's 'school readiness' assessment was associated with later SEN identification; and (2) whether interactions exist between school readiness and ethnicity. METHOD Analysis included 53 229 individuals aged 5-12 years from the Connected Bradford Database (2012/2013-2019/2020). Logistic regression analyses examined: (1) whether reaching a 'good level of development' on England's 'school readiness' assessment was associated with later SEN identification; and (2) whether interactions exist between school readiness and ethnicity. 32 515 of 53 229 children reached a good level of development, of which 3036 (9.3%) were identified as having SEN. In contrast, 10 171 of 20 714 (49.1%) of children who did not reach a good level of development were later identified as having SEN. Children not reaching a good level of development had increased odds of being later identified as having SEN after controlling for covariates (OR: 8.50, 95% CI: 8.10 to 8.91). In children who did not reach a good level of development, white British children had higher odds of being identified as having SEN compared with ethnic minority peers (OR: 1.22, 95% CI: 1.11 to 1.34). No ethnic differences of having SEN were observed in children reaching a good level of development (OR: 1.04, 95% CI: 0.93 to 1.16). RESULTS 32 515 of 53 229 children reached a good level of development, of which 3036 (9.3%) were identified as having SEN. In contrast, 10 171 of 20 714 (49.1%) of children who did not reach a good level of development were later identified as having SEN. Children not reaching a good level of development had increased odds of being later identified as having SEN after controlling for covariates (OR: 8.50, 95% CI: 8.10 to 8.91). In children who did not reach a good level of development, white British children had higher odds of being identified as having SEN compared with ethnic minority peers (OR: 1.22, 95% CI: 1.11 to 1.34). No ethnic differences of having SEN were observed in children reaching a good level of development (OR: 1.04, 95% CI: 0.93 to 1.16). School readiness assessments are associated with later SEN identification. Structural inequalities may exist in SEN identification in children not entering formal education 'school ready'. Such assessments could facilitate earlier identification of SEN and reduce structural inequalities in its identification. CONCLUSION School readiness assessments are associated with later SEN identification. Structural inequalities may exist in SEN identification in children not entering formal education 'school ready'. Such assessments could facilitate earlier identification of SEN and reduce structural inequalities in its identification.

13. **We deserve better: Ethnic Minorities with a Learning Disability and Access to Healthcare.**

NHS Race and Health Observatory (RHO), 2023

Commissioned by the NHS Race and Health Observatory, this comprehensive recommendations review: 'We deserve better: Ethnic minorities with a learning disability and access to healthcare' has been undertaken by the University of Central Lancashire, in collaboration with Manchester Metropolitan University, Learning Disability England and the Race Equality Foundation.

The review spans the last two decades and gives a deep insight using mixed research methods into the access and experiences of healthcare services for people with a learning disability from Black, South Asian (Indian, Pakistani or Bangladeshi heritage) and minority ethnic backgrounds.

Supported by NHS England, the review was launched via an online webinar on 25 July 2023, with an array of experts including those who have, or care for someone with a learning disability. It explores why, in 2023, there are still discriminatory barriers preventing equitable healthcare treatment. Presently, this is resulting in shorter life expectancy triggered by poorer healthcare access, experience and outcomes.

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**14. Creating possible spaces with possible learners: Exploring how refugee young people negotiate 'educational help'.**

Kathryn Kashyap. The Chartered College of Teaching, 2022

My research question set out to consider how a group of Somali young people who had recently migrated and who might be considered to require 'educational help' (DfE and DoH, 2015) negotiated their learner identities at home and at school. To understand their lived experiences, I wanted to approach the issue of identifying need and accessing support from young people's perspectives. I chose to conduct the research with Somali young people as I had most experience with this group regarding notions of special educational needs (SEND) and I had close relationships with Somali professionals, who were key in guiding me. At the time of the research, I was leading a volunteer learning mentor programme for children and young people from refugee backgrounds. Previously, as a teacher, I had led the work with English as an additional language (EAL) and refugee pupils in a large multicultural secondary school in inner London.

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**15. Eastern European parents' experiences of parenting a child with SEN in England.**

Marku, B., Niolaki, G., Terzopoulos, A., & Wood, C. Educational Psychology in Practice, 2022

Parenting a child with Special Educational Needs (SEN) presents numerous challenges for families. For immigrant parents, these challenges can be particularly difficult to overcome when faced with structural, cultural and linguistic barriers. This qualitative study explored the lived experiences of eight Eastern European immigrants parenting a child with SEN in England. Semi-structured interviews were conducted, and a data-driven thematic analysis of a series of interviews was carried out. The study identified two key themes: (a) embarking on an unpredicted journey and (b) navigating through challenges. The analyses highlight discrepancies in partnership working between parents and educators and shortcomings in advice that professionals provided to these parents, potentially placing pupils and their families at a disadvantage. The implications for educational psychologists (EPs) and other professionals working with Eastern European parents raising a child with SEN are also discussed.

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**16. Fostering equity in education and academic outcomes in children with sickle cell disease.**

Miller Meghan Landsman Rachel Scott J. Paul Heffelfinger Amy K. The Clinical neuropsychologist 2022;36(2): 245-263.

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ObjectiveChildren with Sickle Cell Disease (SCD), who are predominantly Black, face academic disparities in part because of the impact of longstanding racially biased education systems. Adverse systemic factors in addition to neurologic complications put children with SCD at risk for poor

academic outcomes. Providing caregivers with information on how to select quality schools and advocate for their child's specific educational needs may influence academic outcomes and reduce educational disparities. We aimed to provide information to caregivers of children with SCD on school selection/quality, enrollment, and special education options. Methods Forty-six caregivers of children with SCD between the ages of 2 and 5:11 years participated in a structured informational session. Caregivers' sense of empowerment regarding educational options for their child was assessed via survey before and after the structured informational session. Results Caregivers reported feeling more informed and empowered following their participation in an informational session on school selection/quality, enrollment, and special education options for their child than before the informational session. Conclusions It is essential that families of children with SCD have the knowledge, skills, and sense of empowerment to access quality schools beginning in early childhood. Future research will determine if this intervention will improve children's access to academic support and academic outcomes. We theorize improvements in academic outcomes along with addressing systemic disparities may ultimately create a positive impact on vocational and quality of life outcomes in the lives of children with SCD.

**17. Intersectionality in SEND: Families experiences in schools.**

Tania Tirraoro, Renata Blower, Marguerite Haye, Mala Thapar, Pooja Sharma. *Special Needs Jungle*, 2022

Special Needs Jungle has long recognised that distinct issues, concepts, values, and practices come together to create the context in which ethnic and marginalised communities experience the SEND system. It is also SNJ's position that experiences, other than those of white families, are seldom given the space and platform to enable transparent, solution-focused conversations to be held. The aim of this survey is to offer a snapshot of families' experiences that are seldom heard by the decision makers. In the short time it has been active, the survey has already received 138 submissions. It's clear from the information shared that many families experience overt and covert racism and racial discrimination on a daily basis, and that this coexists with and exacerbates the issues that thread through the SEND system.

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**18. Predicting out-of-school suspensions among youth in care in England: A national cohort study.**

Melkman Eran P. *Journal of school psychology* 2022;93 63-78.

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Previous research has indicated that youth in care are at a disproportionately high risk of being suspended from school. Yet, research on this topic is scarce despite the detrimental effects such disciplinary actions can have on the educational development of this vulnerable group. Therefore, the goal of this study was to explore a longitudinal path model of factors associated with the risk of being suspended from secondary school among a national cohort of 3699 children placed in care in England. Using data from the National Pupil Database and the Children Looked after Database, children were tracked from School Year 2 through School Year 9 in order to test the direct and mediated effects of individual factors (i.e., gender, eligibility for free school meals, special educational needs, and belonging to an ethnic minority background), care factors (i.e., age of entry into care, reason for out-of-home placement, placement type and length of time in care) and educational factors (i.e., school type, achievements, absences and suspensions in Year 6 and school type in Year 9) on the risk of suspension in Year 9. Results indicated that approximately 1 in 5 children in care in England (19.4%) are suspended at least once during their secondary School Year 9; these proportions markedly exceed those previously found among their general population peers. Children found to be most at risk for out-of-school suspensions were (a) males; (b) late entrants into care; (c) children who had behavioral, emotional, or social difficulties; and (d) children with a history of suspensions. Surprisingly, being eligible for free school meals and having lower academic achievement was related to a decreased risk of being suspended. These findings are

discussed in consideration of the interrelationships among variables and the mediating pathways found. Implications for schools and educators catering for youth in care are also discussed.

**19. Race, higher education and special educational needs and disabilities.**

Denise Miller. British Educational Research Association, 2022

Drawing on survey data of 224 students at a London-based university, this study brings attention to 'ecological niches' that combine to produce contexts that are likely to have an effect on the access, participation and graduate outcomes of Black, Asian and Minority Ethnic (BAME) students with special educational needs and disabilities (SEND). While the results suggest dissonance between students' and academics' attitudes and actions relating to equality, diversity and inclusion, the findings provide the groundwork for larger-scale research and scholarly activities. They also present an opportunity for strategic development linked to United Nations Sustainable Development Goals 4 (quality education); 10 (reduced inequalities); and 16 (peace, justice and strong institutions).

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**20. SEND Perspective: Why is it important to introduce intersectionality conversations in UK schools? Exploring seven top tips to address it..**

Dilma de Araujo. Diverse Educators, 2022

The Special Education Needs field involves a broad spectrum, where intersectional topics and issues such as gender, race and socioeconomic status are susceptible to emerge and often become a matter of great concern if the appropriate support and awareness initiatives are not in place. Hence, reflecting in the above statement by Hawkins (2019), it suggests that there are some significant points concerning financial, social and academic disadvantage and vulnerability indicators that should be addressed differently in our schools and educational institutions, raising awareness and incorporating a culture of dialogue, involving parents, carers and local communities actively in dynamic and creative activities in which different participants and agencies work in constructive partnership and collaboration (e.g. mental health and wellbeing practitioners; Local Authorities representatives, teachers, special education needs coordinators, local and national community activists and artists) aiming to improve not only black students, but all the multicultural and non-multicultural spectrum of school.

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**21. Association of Race/Ethnicity and Social Disadvantage With Autism Prevalence in 7 Million School Children in England.**

Roman-Urrestarazu Andres van Kessel Robin Allison Carrie Matthews Fiona E. Brayne Carol Baron-Cohen Simon. JAMA pediatrics 2021;175(6): 1.

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**Importance**The global prevalence of autism spectrum disorder (ASD) has been reported to be between 1% and 2% of the population, with little research in Black, Asian, and other racial/ethnic minority groups. Accurate estimates of ASD prevalence are vital to planning diagnostic, educational, health, and social care services and may detect possible access barriers to diagnostic pathways and services and inequalities based on social determinants of health.**Objective**To evaluate whether socioeconomic disadvantage is associated with ASD prevalence and the likelihood of accessing ASD services in racial/ethnic minority and disadvantaged groups in England.**Design, Setting, and Participants**This case-control prevalence cohort study used the Spring School Census 2017 from the Pupil Level Annual Schools Census of the National Pupil Database, which is a total population sample that includes all English children, adolescents, and young adults aged 2 to 21 years in state-funded education. Data were collected on January 17, 2017, and analyzed from August 2, 2018, to January 28, 2020.**Exposures**Age and sex were treated as a priori confounders while assessing correlates of ASD status according to (1) race/ethnicity, (2) social

disadvantage, (3) first language spoken, (4) Education, Health and Care Plan or ASD Special Educational Needs and Disability support status, and (5) mediation analysis to assess how social disadvantage and language might affect ASD status. Main Outcomes and Measures Sex- and age-standardized ASD prevalence by race/ethnicity and 326 English local authority districts in pupils aged 5 to 19 years. Results The final population sample consisted of 7 047 238 pupils (50.99% male; mean [SD] age, 10.18 [3.47] years) and included 119 821 pupils with ASD, of whom 21 660 also had learning difficulties (18.08%). The standardized prevalence of ASD was 1.76% (95% CI, 1.75%-1.77%), with male pupils showing a prevalence of 2.81% (95% CI, 2.79%-2.83%) and female pupils a prevalence of 0.65% (95% CI, 0.64%-0.66%), for a male-to-female ratio (MFR) of 4.32:1. Standardized prevalence was highest in Black pupils (2.11% [95% CI, 2.06%-2.16%]; MFR, 4.68:1) and lowest in Roma/Irish Travelers (0.85% [95% CI, 0.67%-1.03%]; MFR, 2.84:1). Pupils with ASD were more likely to face social disadvantage (adjusted prevalence ratio, 1.61; 95% CI, 1.59-1.63) and to speak English as an additional language (adjusted prevalence ratio, 0.64; 95% CI, 0.63-0.65). The effect of race/ethnicity on ASD status was mediated mostly through social disadvantage, with Black pupils having the largest effect (standardized mediation coefficient, 0.018;  $P < .001$ ) and 12.41% of indirect effects through this way. Conclusions and Relevance These findings suggest that significant differences in ASD prevalence exist across racial/ethnic groups and geographic areas and local authority districts, indicating possible differential phenotypic prevalence or differences in detection or referral for racial/ethnic minority groups.

**22. Conceptualising the social networks of vulnerable children and young people: a systematic review and narrative synthesis.**

Nevard Imogen Green Chloe Bell Vicky Gellatly Judith Brooks Helen Bee Penny. *Social psychiatry and psychiatric epidemiology* 2021;56(2): 169-182.

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**PURPOSE** The relationship between social networks and health and wellbeing is increasingly demonstrated in vulnerable adult populations. This relationship for vulnerable children and young people has not hitherto been systematically reviewed. This narrative synthesis aims to consolidate research to provide a foundational basis for future health-related social network research and interventions for children and young people. **METHODS** This mixed methods systematic review synthesises research investigating whole, egocentric social networks of 32 vulnerable child groups with a mean age below 18. There were no setting, language or date restrictions. The quality was assessed using the Mixed Methods Appraisal Tool. Of 6360 search results, 49 were included for narrative synthesis. **RESULTS** The majority of pertinent research originates from the USA; the most frequently investigated vulnerabilities were minority ethnic status, homelessness and the presence of special educational needs. Research aims and methodologies varied significantly between studies. Key findings included (i) vulnerable (excluding minority ethnic) children and young people have impoverished networks (ii) access to networks is a protective factor against negative outcomes (iii) social ties, primarily immediate family, provide access to personal resources and (iv) network ties are to a degree substitutable. **CONCLUSIONS** Networks are associated with wellbeing and vulnerable children and young people commonly have impoverished networks, excluding cases where vulnerability classification relates to minority ethnic status. Network embeddedness is associated with positive outcomes, particularly for homeless children. Family are typically primary providers of support, but ties are substitutable when networks are restricted. Egocentric social network research is currently limited for vulnerable child populations. Further research could inform interventions that harness networks to improve health, wellbeing and functional outcomes for these child groups.

**23. Educational inclusion of children who are deaf or hard of hearing and from migrant Roma families: Implications for multi-professional working.**

Swanwick R. Elmore J. Salter J. *Deafness & Education International* 2021;23(1): 25-42.

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This research examined the educational inclusion of children who are deaf or hard of hearing (DHH) and from Roma families who have migrated to England. The study was co-developed with practitioners in the field and involved: a demographic survey of deaf education services; five institutional case studies of local authority services and four individual case studies of children who are DHH and from Roma families. An intersectional approach to the analysis of the data revealed the different vulnerabilities associated with being a child who is DHH and being from a migrant Roma family in England. The study provides the first estimate of the numbers of children who are DHH and from Roma families in England. It also documents an overview of the support offered to Roma children by local authority services and offers insights into the experiences of families and children. In conclusion, it considers the implications for multi-professional practice.

24. **Ethnic Disproportionality in the Identification of High-Incidence Special Educational Needs: A National Longitudinal Study Ages 5 to 11.**

Strand, S., & Lindorff, A. *Exceptional Children*, 2021

We used pupil-level data from the National Pupil Database in England to conduct a longitudinal analysis of the identification of moderate learning difficulties (MLD) and social, emotional, and mental health difficulties (SEMH) among 550,000 pupils ages 5 to 11 years. Survival analysis was used to determine the hazard ratios (HRs) for time to first identification, controlling for prior attainment and social-emotional development at age 5 as well as socioeconomic variables. For MLD, the overrepresentation of Black Caribbean and Pakistani pupils compared with White British pupils was eliminated following age 5 controls, and the predominant picture was of ethnic-minority underrepresentation. For SEMH, Black Caribbean and mixed White and Black Caribbean (MWBC) pupils continued to be overrepresented even after age 5 controls (HR = 1.36 and 1.44, respectively), although this was not true for the larger group of Black African pupils, who were underrepresented in the adjusted analyses (HR = 0.62), as were most other ethnic-minority groups. The results indicate most ethnic-minority groups are underrepresented for special educational needs after adjusting for pupil characteristics on entry to school, though this varies by ethnic group and type of need.

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25. **Factors influencing access to early intervention for families of children with developmental disabilities: A narrative review.**

Sapiets, S. J., Totsika, V., & Hastings, R. P. *Journal of applied research in intellectual disabilities*, 2021

**Background:** Early intervention (EI) can improve a range of outcomes for families of children with developmental disabilities. However, research indicates the level of access does not always match the level of need. To address disparities, it is essential to identify factors influencing access.

**Method:** We propose a framework where access to EI is conceptualised as a process that includes three main phases. A narrative review examined potential barriers, facilitators and modifiers of access for each phase.

**Results:** The process of access to EI includes the following: 1) recognition of need, 2) identification or diagnosis and 3) EI provision or receipt. Several factors affecting access to EI for each phase were identified, related to the family, services, the intersection between family and services, and the context.

**Conclusion:** A broad range of factors appear to influence the process of access to EI for this population. Our framework can be used in future research investigating access. Broad implications for policy, practice and future research to improve access to EI are discussed.

**Keywords:** autism; developmental disabilities; disparities; early intervention; intellectual disabilities; service utilization.

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26. **Intersections of social class and special educational needs in a DEIS post-primary school: school choice and identity.**

Cahill, K. *International Journal of Inclusive Education*, 2021

This paper explores how special educational needs (SEN) and social class can become intertwined in post-primary school choice in Ireland. The paper draws on data generated during a three-year ethnographic study of a DEIS school. Data are analysed using Holland et al.'s (1998. *Identity and Agency in Cultural Worlds*. Boston, MA: Harvard University Press) positional identities, authored selves and figured worlds in order to examine how learner identities and school choice processes can become informed by emergent school cultures being formed and re-formed by neoliberal marketisation of education and how these actions are taken up in the identity work of young people and their families. Soft barriers and their contribution to aspects of school stratification by social class and SEN in this setting are explored. Finally, the paper calls for recognition of the responsibilities of every school to own diversity in their own settings.

KEYWORDS: School choice, special educational needs, inclusive education, educational disadvantage in Ireland, school and identity, social class and education

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27. **Keys to engagement: A case study exploring the participation of autistic pupils in educational decision-making at school.**

Zilli Chantelle Parsons Sarah Kovshoff Hanna. *The British journal of educational psychology* 2020;90(3): 770-789.

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BACKGROUND The UNCR (1989) established the importance of listening to children's views globally. In England, seeking the views of pupils with special educational needs and disability about their education, and involving them in decision-making, has been mandatory since 2015. Autistic children's views and experiences are particularly underrepresented in this context. AIM To provide a detailed exploratory analysis of practices that enable autistic pupils to participate in educational decision-making, and to generate new knowledge about pupil participation in a school context, using the Framework for Participation (Black-Hawkins, 2010) as an analytical frame. SAMPLE Four male pupils aged 11-15, with autism spectrum diagnoses, and 11 staff members from a specialist, independent school took part in this case study. METHODS Observations were made of pupils in lessons, and pupils completed a photo-voice activity focusing on where they felt 'most listened to' in the school. Staff members participated in semi-structured interviews. RESULTS A range of practices supported pupils' participation in everyday decision-making, underpinned by a respectful and positive culture led by the senior management team. The focus was on what learners can do and how they make decisions to facilitate achievement. Pupils and staff developed mutually respectful relationships, within which boundaries were negotiated and compromises offered. Flexibility through decision-making was provided within the timetabling and content of the curriculum. Pupils' special interests and expertise were valued as 'keys' to supporting their engagement. CONCLUSION These insights provide a tool for reflection by educators and educational psychologists for considering how they might promote the participation of autistic pupils in different educational contexts.

28. **Migrant children with special educational needs in European schools – a review of current issues and approaches.**

Jørgensen, C. R., Dobson, G., & Perry, T. *European Journal of Special Needs Education*, 2020

This paper presents findings from an exploratory review of the literature on school approaches and current issues within European schools in relation to migrant children with Special Educational

Needs (SEN). 13 papers were identified and analysed and three key 'journeys' reflecting the developing and negotiated nature of family and school experiences and practices were identified: the family journey, the school journey and the journey into SEN. The findings emphasise the importance of professionals acknowledging cultural and individual diversity, not only by considering the cultural backgrounds of migrants, but also by critically understanding their own cultural framework and how they use it in their work with families. The review provides a useful reference for future research in this area and for professionals working with diverse communities, by highlighting common practices to be aware of, and by providing evidence that more training is needed of school staff in how to manage and understand migration and diversity in relation to children with SEN.

KEYWORDS: Special educational needs, migrant children, diversity, school approaches, Europe

[Available online at this link](#)

29. **Navigating neoliberal school spaces: Parent and school staff perspectives on racially disproportional school exclusions in England.**

Joseph, A. International Social Work, 2020

This article uses phenomenology and critical race theory to explore educators', parents', and education social workers' experiences with policies and discipline practices in English schools. Critical race theory was used to center the significance of race and neoliberal school reforms on disparities, while phenomenological principles were applied to understand participant lived experiences in these settings. Participant perspectives were captured using semi-structured interviews and focus groups. Findings indicate that pressurized school environments and racial bias fostered racialized neoliberalism and hindered how education social workers and pastoral carer workers advocated for students at risk of school exclusion.

[Available online at this link](#)

30. **Negotiating narratives: exploring the complexities of Somali boys' and girls' learner identities around notions of "educational help" at home and at school.**

Kathryn Kashyap. UCL Discovery, 2020

This study explores how a group of Somali boys and girls who migrated to the UK as refugees and who may require "educational help" negotiated their identities as "possible" learners at home and at school. Lived experiences of educational inequality at the intersection of refugee, gender and Special Educational Needs and Disability (SEND) are not often considered within research. However, in practice this is found to be a pressing area of concern, including in communication between schools and families. The study takes an in-depth focus and draws on post structuralist, post-colonial, feminist understandings of identities to explore notions of subjectivity, marginalisation, agency and belonging. Using ethical, young-person-centred approaches, I conducted interviews with eighteen young people, six family members and three teachers who were nominated by the young people and I observed a range of lessons chosen by the young people. Narratives co-constructed through these methods are analysed as sites of identity performance and meaning making. The study argues that in order to explore refugee young people's negotiations of notions of SEND, the ways that these learner identities interwine with English as an Additional Language (EAL), underachievement and disadvantage need to be understood within racialised, classed and gendered discourses about what it means to be a learner. Reflecting on the difficulties of considering this wide range of social and learner categories, the analysis demonstrates that these are nevertheless important processes to understand. Family, religious and school notions of success and failure are shown to collide, conflict and converge, challenging prevailing assumptions about Somali families as resisting "educational help" and highlighting the need for appropriate engagement strategies from schools with families. An exploration of im/possible spaces at home and at school, rather than considering learners as im/possible, is presented as a fruitful way to understand the complexity of these young people's negotiations.

[Available online at this link](#)

31. **Evaluating the quality of outcomes defined for children with Education Health and Care plans in England: A local picture with global implications.**

Castro, S., Grande, C., & Palikara, O. Research in developmental disabilities, 2019

Recently, the Children and Families Act 2014 was introduced in England to regulate provision for children with disabilities. According to this policy, statements of special educational needs were replaced with education, health and care plans, which should include high-quality, holistic and participation-focused outcomes to regulate provision; this change aligns with international recommendations regarding provision for children with disabilities. This study aimed to evaluate the outcomes defined for children with education, health and care plans in England. 236 Education Health and Care plans were included in the analysis, providing 2813 outcomes to be examined, which came from 11 local authorities and 42 schools and belong to 69 girls and 167 boys from 4 to 21 years of age. The outcomes were independently rated by two experienced researchers using a Goal Functionality Scale. Inter-rater agreement was calculated for 10% of the outcomes. Most outcomes were considered not to be functional or high-quality; differences in quality were found between local authorities, types of school, type of outcome, and the children's main need. There are important quality concerns regarding the outcomes that have been designed for children with disabilities in England, which should be addressed through standardised training and guidelines on procedures.

**Keywords:** Disability; EHC plans; Education health and social care; SEND; Special education.

[Available online at this link](#)

32. **Ethnic disproportionality in the identification of Special Educational Needs (SEN) in England: Extent, causes and consequences.**

Steve Strand, Ariel Lindorff. University of Oxford, 2018

In England there have been only two nationally representative studies on disproportionality in the last 25 years (Strand & Lindsay, 2009; 2012) but these also revealed the odds for Black Caribbean and Pakistani pupils being identified with Moderate Learning Difficulties (MLD) were 1.5 times higher than for White British pupils, and the odds for Black Caribbean and Mixed White and Black Caribbean (MWBC) pupils being identified with Social, Emotional and Mental Health (SEMH1) Needs were twice those for White British pupils. In sum, there are positive outcomes of being identified with SEN, such as access to specialist resources and additional support. However, there are also possible negative outcomes, particularly for needs such as MLD and SEMH, which might include an inappropriate or narrowed curriculum, restriction of opportunities because of lowered expectations, or feelings of stigmatisation/labelling on the part of identified pupils. There is a danger that ethnic disproportionality, if not addressed, may through inadequate or inappropriate provision perpetuate the same unequal outcomes in the future. This issue is increasingly salient as the minority ethnic population in England continues to grow. In the 2016 National School Census ethnic minority groups accounted for almost one-third (30%) of pupils of compulsory school age (aged 5-16) in England, more than double the 14.2% recorded in 2003 (DFE, 2016).

[Available online at this link](#)

33. **Native Language and Risk Factors in the Identification of English Language Learners With Disabilities: An Exploratory Study.**

Villaruel Chachula Desiree. Native Language & Risk Factors in the Identification of English Language Learners With Disabilities: An Exploratory Study 2018; 1-1.

[Available online at this link](#)

The disproportionate representation of English Language Learners (ELL) to special education is widely attributed to the difficulty in identifying a disability through a language in development. This language acquisition or language disorder question has manifested in paradoxical

disproportionality patterns for the ELL population. Some disproportionality research has suggested that ELLs are in aggregate underrepresented in special education (Sullivan & Bal, 2013; Morgan et al., 2015) while some research has suggested large overrepresentation in certain contexts (Klingner & Artiles, 2006; Sullivan, 2011). To date, research has investigated ELLs as a homogenous student population with no attention paid to any sub-demographic variables within the group. Within-group heterogeneity is especially important for this population as cross-linguistic transference theory suggests that language based demographic considerations unique to ELLs may influence the ease, order and duration of English language acquisition potentially influencing ability determination. This secondary analysis of the nationally representative restricted-use NAEP dataset examined the differential risks of ELLs in special education by native language, English language and literacy proficiency, language programming, and grade. Controlling for known covariates of race, socio-economic status, and school context, this dissertation found significant risk to special education placement of ELLs by certain native language groups that were not consistent with cross-linguistic transference effects. Further, English language and literacy proficiency in both receptive and productive domains were found to be associated with special education placement. This study also confirmed that risk to disability placement increases over time for ELLs, and contradicts previous research that suggests higher percentages of ELLs enrolled in ESL programs may be a protective factor for risk to disability. This dissertation indicates that while there are some language-based interactions of ability construction for ELLs, language difference and language distance in themselves are not sufficient to account for amplified risk to disability of certain native language groups. This dissertation concludes with support for intersectional and multiply-determined investigations of language minority and vulnerable students, and adds an applied linguistic account to interdisciplinary representations of equity for the heterogeneous and quickly growing ELL population.

**34. School readiness in children with special educational needs and disabilities: Psychometric findings from a new screening tool, the Brief Early Skills, and Support Index.**

Hughes Claire Foley Sarah White Naomi Devine Rory T. The British journal of educational psychology 2018;88(4): 606-627.

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**BACKGROUND**There is an urgent need to accelerate the detection of special educational needs and disabilities (SEND). A recent brief questionnaire designed for teachers and nursery staff, the Brief Early Skills and Support Index (BESSI), shows promising psychometric properties (Hughes, Daly, Foley, White, & Devine, . British Journal of Educational Psychology, 85(3), 332-356.), but has yet to be evaluated as a tool for detecting children who may have SEND.**AIMS**Addressing this gap, this study aimed to assess whether BESSI scores (i) show measurement invariance across SEND status; (ii) show unique associations with SEND status; and (iii) are sensitive and specific to SEND status.**SAMPLE**Eighty-four teachers and nursery staff completed BESSI ratings for 2106 British children aged 2.5-5.5 years (48.9% male, 20% ethnic minority, 9.3% with a statement of SEND).**METHOD**We applied multilevel confirmatory factor analyses, regression analyses, and ROC analyses to examine each of the study questions, using the BESSI subscales (Behavioural Adjustment, Language and Cognition, Daily Living Skills, and Family Support) as dependent variables.**RESULT**The four BESSI subscales were reliable and showed measurement invariance across SEND status. Over and above effects of age, gender, family income, ethnicity, and family size, SEND status predicted substantial unique variance in BESSI scores. ROC analyses showed that in detecting children identified as having SEND, a cut-off score of 8.50 on the BESSI total score produced good levels of sensitivity and specificity; gender-specific analyses indicated a lower cut-off score of 6.50 for girls.**CONCLUSION**The BESSI appears to be a useful tool in screening children for more detailed assessment of SEND.

**35. Which children and young people are excluded from school? Findings from a large British birth cohort study, the Avon Longitudinal Study of Parents and Children (ALSPAC).**

Paget A. Parker C. Heron J. Logan S. Henley W. Emond A. Ford T. Child: care, health and development 2018;44(2): 285-296.

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**BACKGROUND**Exclusion from school is increasingly recognized as pertinent to child health. National educational data reveal that boys, children who are looked-after, living in poverty, have special educational needs, or from certain ethnic minorities, are disproportionately excluded from school. As population-based data on the wider characteristics of excluded children are scarce, we aimed to describe predictors of school exclusion in the Avon Longitudinal Study of Parents and Children.**METHOD**Avon Longitudinal Study of Parents and Children, a prospective U.K. population-based birth cohort study, collected parent reports of permanent school exclusions by 8 years and parent and self-reports of permanent and fixed-term exclusions in the preceding 12 months at 16 years. Potential risk factors were examined for associations with exclusion using logistic regression, with a focus on child mental health and neurodevelopment.**RESULTS**Analyses were based on all available data on 53/8,245 (0.6%) pupils excluded from school by 8 years and 390/4,482 (8.7%) at 16 years. Key factors associated with exclusion at both time points included male gender, lower socio-economic status, maternal psychopathology, mental health and behavioural difficulties, psychiatric disorder, social communication difficulties, language difficulties, antisocial activities, bullying/being bullied, lower parental engagement with education, low school engagement, poor relationship with teacher, low educational attainment, and special educational needs (all  $p < .05$ ).**CONCLUSION**Exclusion from school was associated with child, family and school-related factors identifiable at, or prior to, primary school age. Child health professionals have an important role in the holistic, multidisciplinary assessment of children who are at risk of exclusion from school. Mental health and neurodevelopmental difficulties should be recognized and supported, to improve the health and educational outcomes among this vulnerable group.

**36. Written evidence from Kathryn Kashyap, PhD candidate at the Institute of Education, University College London.**

UK Parliament Education Committee, 2018

Key messages: • My research focuses on continuing concerns about how SEND identification processes for refugee, EAL and BAME young people are conducted around racialised, classed, gendered notions of underachievement and inability, thus denying vulnerable young people the right to appropriate support. • The study concludes that the social model of disability needs to be consistently used to counter the convergence of prevailing school and migrant family discourses around innate ability. • This opens up opportunities for families to engage with SEND processes as support for achievement, rather than rejecting this as stigmatising their children as medically or mentally deficient. • The term “educational help” is instrumental in this process as it refutes medicalised terminology. • There is a need for national, specific, clear instructions and training for schools in BAME, EAL, refugee and SEND processes, with statutory guidance on the use of interpreters and advocates specified in the Code of Practice.

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**37. Cumulative risk effects in the bullying of children and young people with autism spectrum conditions.**

Hebron, J., Oldfield, J., & Humphrey, N. Autism, 2017

Students with autism are more likely to be bullied than their typically developing peers. However, several studies have shown that their likelihood of being bullied increases in the context of exposure to certain risk factors (e.g. behaviour difficulties and poor peer relationships). This study explores vulnerability to bullying from a cumulative risk perspective, where the number of risks rather than their nature is considered. A total of 722 teachers and 119 parents of young people with autism spectrum conditions participated in the study. Established risk factors were summed to form a cumulative risk score in teacher and parent models. There was evidence of a cumulative risk

effect in both models, suggesting that as the number of risks increased, so did exposure to bullying. A quadratic effect was found in the teacher model, indicating that there was a disproportionate increase in the likelihood of being bullied in relation to the number of risk factors to which a young person was exposed. In light of these findings, it is proposed that more attention needs to be given to the number of risks to which children and young people with autism spectrum conditions are exposed when planning interventions and providing a suitable educational environment.

**Keywords:** autism; bullying; cumulative risk; risk factors; school.

[Available online at this link](#)

38. **Migration, disability and education: reflections from a special school in the east of England.**

Oliver, C., & Singal, N. *British Journal of Sociology of Education*, 2017

Studies of migrant pupils in schools have paid little attention to people with special educational needs and/or disabilities, reflecting a broader normative ableism of existing scholarship. This article, based on a case study of a special school in the east of England, explores the perspectives of staff and new migrants on their experiences. The article exposes how migrant families' interactions with schools were shaped both by their previous migration histories and current broader processes of 'integration'. Teachers were empathetic and supportive, but it was the extended remit of the work of migrant and minority staff (including translation and wider caring roles) that proved particularly vital for families. We employ an intersectional approach to interpret these encounters, exposing the tensions and dilemmas arising. Further research is needed to develop understanding and critical engagement with the challenges facing these families, arising from the specific intersections of disability, migration, social class and gender.

**Keywords:** Migration, disability, integration, intersectionality, schools, special educational needs

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39. **Psychological Well-being Trajectories of Individuals with Dyslexia Aged 3-11 Years.**

Jordan Julie-Ann Dyer Kevin. *Dyslexia* (Chichester, England) 2017;23(2): 161-180.

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Dyslexia has been associated with a range of psychological well-being issues in childhood. However, it is unclear if these difficulties stem from coping with academic struggles at school, or from other pre-existing diagnoses that sometimes co-occur with dyslexia. Using UK Millennium Cohort Study data (n = 7224) from 2003 to 2011, the present study compared psychological well-being development from ages 3-11 years for children with (1) dyslexia only; (2) special educational needs excluding dyslexia; (3) comorbid dyslexia and other special educational needs; and (4) no special educational needs. Growth curve modelling results controlling for race, gender, age and family income suggested that with the exception of conduct difficulties, psychological well-being issues related to dyslexia do not occur preschool; rather, they commence upon starting school. Copyright © 2017 John Wiley & Sons, Ltd.

40. **Risk factors in the development of behaviour difficulties among students with special educational needs and disabilities: A multilevel analysis.**

Oldfield, J., Humphrey, N., & Hebron, J. *British journal of educational psychology*, 2017

**Background:** Students with special educational needs and disabilities (SEND) are more likely to exhibit behaviour difficulties than their typically developing peers.

**Aim:** The aim of this study was to identify specific risk factors that influence variability in behaviour difficulties among individuals with SEND.

**Sample:** The study sample comprised 4,228 students with SEND, aged 5-15, drawn from 305 primary and secondary schools across England.

**Method:** Explanatory variables were measured at the individual and school levels at baseline, along with a teacher-reported measure of behaviour difficulties (assessed at baseline and at 18-month follow-up).

**Results:** Hierarchical linear modelling of data revealed that differences between schools accounted for between 13% (secondary) and 15.4% (primary) of the total variance in the development of students' behaviour difficulties, with the remainder attributable to individual differences. Statistically significant risk markers for these problems across both phases of education were being male, eligibility for free school meals, being identified as a bully, and lower academic achievement. Additional risk markers specific to each phase of education at the individual and school levels are also acknowledged.

**Conclusion:** Behaviour difficulties are affected by risks across multiple ecological levels. Addressing any one of these potential influences is therefore likely to contribute to the reduction in the problems displayed.

**Keywords:** behaviour difficulties; risk factors; special educational needs and disabilities.

[Available online at this link](#)

41. **The voice of a gifted Black male with dyslexia represented through poetry: an auto-ethnographic account.**

Robinson Shawn Anthony. *Journal of Poetry Therapy* 2017;30(2): 113-119.

[Available online at this link](#)

Literature from the perspective of Western philosophy remains to be embedded in a “deficit” opinion that points at “fixing” Black males in special education rather than valuing the individuality of each pupil. Furthermore, educators must look at the “toughest-at-risk” pupil with the notion that he has extraordinary abilities. Consequently, the current body of scholarship on the intersectionality of race, dyslexia, and giftedness is limited in scope. Thus, this auto-ethnographic account epitomizes the voice of a gifted Black male with dyslexia represented through poetry. I utilized auto-ethnographic and critical disability theory as a way to learn, and become more conscious of my academic and social journey, and identity development. The overall purpose is to offer a personal account of my lived experiences as a means to further advance the ongoing examination of the intersectionality with the hope that my story will resonate with readers, scholars, parents, teachers, and students.

42. **Ethnicity, gender, deprivation and low educational attainment in England: Political arithmetic, ideological stances and the deficient society.**

Parsons, C. *Education, Citizenship and Social Justice*, 2016

Attainment data on England's school pupils are more extensive in coverage, detail, quantity, accessibility and of higher quality than monitoring statistics routinely available in other European countries. These data facilitate investigation of low attainment in England's schools and its relationship to ethnicity, gender and poverty. This article reviews longitudinal sample studies and extends this with simpler presentations of England's national attainment statistics for education over 5 years up to 2014. The analyses show recurrent correlations of low attainment with specific ethnic minority groups, with gender and most strongly with low-income sections of society. There is a strong case, from these data and other research, that these inequalities are rooted in social and economic factors *outside the school*, created and sustained by neoliberal economic practices and elitist structures. It is argued that reducing the proportion of children growing up in poverty will have a bigger impact on raising average attainment levels than focusing on in-school factors.

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43. **Comparing service use and costs among adolescents with autism spectrum disorders, special needs and typical development.**

Barrett Barbara Mosweu Iris Jones Catherine Rg Charman Tony Baird Gillian Simonoff Emily Pickles Andrew Happé Francesca Byford Sarah. *Autism : the international journal of research and practice* 2015;19(5): 562-569.

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Autism spectrum disorder is a complex condition that requires specialised care. Knowledge of the costs of autism spectrum disorder, especially in comparison with other conditions, may be useful to galvanise policymakers and leverage investment in education and intervention to mitigate aspects of autism spectrum disorder that negatively impact individuals with the disorder and their families. This article describes the services and associated costs for four groups of individuals: adolescents with autistic disorder, adolescents with other autism spectrum disorders, adolescents with other special educational needs and typically developing adolescents using data from a large, well-characterised cohort assessed as part of the UK Special Needs and Autism Project at the age of 12 years. Average total costs per participant over 6 months were highest in the autistic disorder group (£11,029), followed by the special educational needs group (£9268), the broader autism spectrum disorder group (£8968) and the typically developing group (£2954). Specialised day or residential schooling accounted for the vast majority of costs. In regression analysis, lower age and lower adaptive functioning were associated with higher costs in the groups with an autism spectrum disorder. Sex, ethnicity, number of International Classification of Diseases (10th revision) symptoms, autism spectrum disorder symptom scores and levels of mental health difficulties were not associated with cost.

44. **Cumulative risk effects for the development of behaviour difficulties in children and adolescents with special educational needs and disabilities.**

Oldfield, J., Humphrey, N., & Hebron, J. *Research in developmental disabilities*, 2015

Research has identified multiple risk factors for the development of behaviour difficulties. What have been less explored are the cumulative effects of exposure to multiple risks on behavioural outcomes, with no study specifically investigating these effects within a population of young people with special educational needs and disabilities (SEND). Furthermore, it is unclear whether a threshold or linear risk model better fits the data for this population. The sample included 2660 children and 1628 adolescents with SEND. Risk factors associated with increases in behaviour difficulties over an 18-month period were summed to create a cumulative risk score, with this explanatory variable being added into a multi-level model. A quadratic term was then added to test the threshold model. There was evidence of a cumulative risk effect, suggesting that exposure to higher numbers of risk factors, regardless of their exact nature, resulted in increased behaviour difficulties. The relationship between risk and behaviour difficulties was non-linear, with exposure to increasing risk having a disproportionate and detrimental impact on behaviour difficulties in child and adolescent models. Interventions aimed at reducing behaviour difficulties need to consider the impact of multiple risk variables. Tailoring interventions towards those exposed to large numbers of risks would be advantageous.

**Keywords:** Behaviour difficulties; Cumulative risk; Risk factors.; Special educational needs and disabilities.

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45. **Intersectionality, Critical Race Theory, and the Primacy of Racism: Race, Class, Gender, and Disability in Education.**

Gillborn, D. *Qualitative Inquiry*, 2015

The article explores the utility of intersectionality as an aspect of critical race theory (CRT) in education. Drawing on research with Black middle-class parents in England, the article explores the

intersecting roles of race, class, and gender in the construction and deployment of dis/ability in education. The author concludes that intersectionality is a vital aspect of understanding race inequity but that racism retains a primacy for critical race scholars in three key ways: namely, *empirical primacy* (as a central axis of oppression in the everyday reality of schools), *personal/autobiographical primacy* (as a vital component in how critical race scholars view themselves and their experience of the world), and *political primacy* (as a point of group coherence and activism).

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**46. Which children and young people are excluded from school? Findings from the Avon Longitudinal Study of Parents and Children (ALSPAC).**

Paget Amelia Parker Claire Henley William Heron Jon Ford Tamsin Emond Alan. *Lancet* (London, England) 2015;385 Suppl 1 1.

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**BACKGROUND**School exclusion is a disciplinary method used to remove a child from the school environment. It is known to affect certain groups disproportionately, including boys, some ethnic minorities, children in care, children in poverty, and children with special educational needs. Population-based studies on wider characteristics of excluded pupils are scarce. The aim of this study was to describe factors associated with school exclusion in the Avon Longitudinal Study of Parents and Children (ALSPAC), focussing on neurodevelopment and mental health.  
**METHODS**ALSPAC is a prospective population-based British birth cohort study, with the initial sample consisting of 14 541 pregnancies. The study has data for whether a child has been permanently excluded from school up to the age of 8 years as reported by parents and also permanent and fixed period exclusions in the preceding 12 months as reported by parents and young people at age 16 years. Upstream risk factors were assessed for associations with exclusion on univariable analysis. The association with social communication difficulties was investigated with multivariable logistic regression.  
**FINDINGS**Data for exclusions up to the age of 8 years were available for 8245 ALSPAC participants and 4482 participants for exclusion at age 16 years. 53 pupils (0.6%) were excluded from school by age 8 years, and 390 (8.7%) at age 16 years. The odds of exclusion by 8 years and at 16 years were increased with male sex ( $p=0.001$  and  $p<0.0001$ , respectively), low family income ( $p=0.014$  and  $p<0.0001$ ), family adversity ( $p<0.0001$  for both), maternal psychopathology ( $p=0.013$  and  $p=0.004$ ), low intelligence quotient ( $p=0.041$  and  $p<0.0001$ ), mental health difficulties ( $p<0.0001$  for both), psychiatric disorder ( $p<0.0001$  for both), social communication difficulties ( $p<0.0001$  for both), antisocial activities ( $p=0.004$  and  $p<0.0001$ ), bullying or being bullied ( $p=0.005$  and  $p<0.0001$ ), low educational attainment ( $p<0.0001$  for both), and increased special educational needs ( $p<0.0001$  for both). On multivariable analysis, having social communication difficulties above a clinical threshold on the Social Communication Disorders Checklist was strongly associated with exclusion by 8 years (odds ratio 7.4, 95% CI 3.6-15.4) and at 16 years (2.3, 1.5-3.5), after adjustment for relevant confounders.  
**INTERPRETATION**Although cohort attrition and small numbers of exclusions at 8 years are limitations, this study suggests that school exclusion is associated with numerous risk factors identifiable at or before primary school entry. Child health professionals have an important role in the holistic assessment of children who are excluded, or who are at risk of school exclusion. There is particular need to ensure that mental health and neurodevelopmental difficulties are appropriately recognised and supported.  
**FUNDING**National Institute for Health Research Academic Clinical Fellowship.

**47. Reconceptualising inclusion: an intersectional approach to understanding the needs of black and minority ethnic children with special education needs.**

Justina Chinwe Ilochi. CORE Open Access Research Collection, 2013

Inclusion is an international buzz word which has attracted a lot of attention because of its strong emphasis on the rights of every child to education appropriate to their needs. However, educational inclusion with its links to category based special education needs has typically ignored the social inclusion/exclusion agenda which leaned more towards New Labour government's (1997-2010) "race" equality and community cohesion policy agendas in schools. Researchers and education practitioners have emerged from these seemingly disparate notions of inclusion and this might be affecting the achievement of children from black and minority ethnic (BME) backgrounds who have special education needs (SEN) - children who are on the intersection of two inequalities - "race" and disability. This study uses a documentary research approach to explore the effect of the intersection of "race" and special education needs on BME students with SEN in a secondary school judged to be outstanding by Ofsted. Results show that intersections of "race" and disability had an impact on the achievement of these students. The study concludes that there is a need for policy direction to extend the boundaries of inclusion to embrace BME children on the intersections of two or more inequality strands.

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### iii. SEND + intersectionality and sexual orientation and gender identity

#### 1. Equality of access and outcomes in higher education in England.

Paul Bolton, Joe Lewis. House of Commons Library, 2024

How likely are different groups of young people to go to higher education? When they get there how likely are they to continue to the end of their course and get 'top' grades? How do earnings and employment vary between these groups?

Intersectional analysis shows that White males eligible for free school meals are less likely to go to higher education than any other groups when analysed by gender, free school meal eligibility, and broad ethnic groups. White males who were not eligible for free meals (and hence from more advantaged backgrounds) are also less likely than average to go to higher education.

Drop-out rates are higher among minority ethnic groups (combined) than for White students and this does not change based on the level of deprivation in the local areas they come from. The gap in drop-out rates between male and female students was greater for those from more deprived areas, with male students from more deprived areas more likely to drop out.

White students from the lowest POLAR groups have a higher level of attainment at university than students from minority ethnic groups. This is true even for those from the top three POLAR groups (combined). The gap between male and female students was greater for those from less deprived areas.

IFS analysis of earnings data concluded:

...among students from different socio-economic or ethnic groups but with the same prior attainment and other background characteristics, university education can help level the playing field in the labour market. However, substantial unexplained differences remain even for graduates. In particular, graduate men from all ethnic minority groups have lower earnings than male White British graduates even after controlling for prior attainment and a host of other background characteristics.

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#### 2. The Importance of Special Educational Needs Assessment Concerning Trans-Identifying Children in UK Schools: The Role of Educational & Child Psychologists.

David Buck. Genspect, 2024

The aim of this paper is to promote the relevance of Special Educational Needs (SEN) assessment to gender-distressed children as a means of accommodating this group in UK schools. It is also to compare this open process to the unaccountable influence of Gender Ideology (GI) charities

currently operating within the UK educational system. UK educationalists have raised concerns regarding the dominance of critical social justice theory (CSJT) applied by GI charities. An examination is offered of whether this tends to overwhelm the significance of SEN in the gender-distressed educational population that approaches such as the NHS' 'watchful waiting' might better reveal.

[Available online at this link](#)

3. **Intersectionality in education: Rationale and practices to address the needs of students' intersecting identities.**

Samo Varsik, Julia Gorochovskij. Organisation for Economic Co-operation and Development (OECD), 2023

Intersectionality highlights that different aspects of individuals' identities are not independent of each other. Instead, they interact to create unique identities and experiences, which cannot be understood by analysing each identity dimension separately or in isolation from their social and historical contexts. Intersectional approaches in this way question the common classification of individuals into groups (male vs. female, immigrant vs. native etc.), which raises important implications for the policy-making process. In education, analyses with an intersectional lens have the potential to lead to better tailored and more effective policies and interventions related to participation, learning outcomes, students' attitudes towards the future, identification of needs, and socio-emotional well-being. Consequently, as elaborated in this paper, some countries have adjusted their policies in the areas of governance, resourcing, developing capacity, promoting school-level interventions and monitoring, to account for intersectionality. Gaps and challenges related to intersectional approaches are also highlighted.

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4. **What are the experiences and practices of educational psychologists when working with and supporting autistic, gender-diverse children and young people?**

Allen-Biddell, Dean; Bond, Caroline. Educational and Child Psychology, 2022

Research into the nature of educational psychologist (EP) practice when supporting autistic, gender-diverse children and young people (CYP) is within its infancy. This study explores the experiences and practices of five EPs with applied knowledge of work in this emerging area. Semi-structured interviews were conducted and a reflexive thematic analysis carried out to develop themes. Findings highlight distinct areas of practice and challenges faced by participants. In particular, this study highlights the uncertainty and complexity of work in this area with a specific focus upon the intersectionality of autism and gender diversity. The nature of direct work with CYP and support for inclusive schooling practices are also explored alongside current gaps in educational psychology practice in this area. Given the aim of this study to provide an exploratory entry point into the practices of EPs working with this population of young people, the researchers did not aim for representativeness. Therefore, subjective participant experiences cannot be assumed to reflect those of all EPs with applied knowledge in this area. Implications for research and practice are discussed including the development of resources and guidance within educational psychology services to support practitioners in their work in this area. A discussion of the need for EPs to utilise their knowledge of intersectionality when working with the uncertainty of dual identity casework is provided alongside reflections about the nature of EP work in supporting schools to further develop their inclusive practices.

[Available online at this link](#)

5. **Ethnicity, gender, deprivation and low educational attainment in England: Political arithmetic, ideological stances and the deficient society.**

Parsons, C. Education, Citizenship and Social Justice, 2016

Attainment data on England's school pupils are more extensive in coverage, detail, quantity, accessibility and of higher quality than monitoring statistics routinely available in other European countries. These data facilitate investigation of low attainment in England's schools and its relationship to ethnicity, gender and poverty. This article reviews longitudinal sample studies and extends this with simpler presentations of England's national attainment statistics for education over 5 years up to 2014. The analyses show recurrent correlations of low attainment with specific ethnic minority groups, with gender and most strongly with low-income sections of society. There is a strong case, from these data and other research, that these inequalities are rooted in social and economic factors *outside the school*, created and sustained by neoliberal economic practices and elitist structures. It is argued that reducing the proportion of children growing up in poverty will have a bigger impact on raising average attainment levels than focusing on in-school factors.

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6. **Intersectionality, Critical Race Theory, and the Primacy of Racism: Race, Class, Gender, and Disability in Education.**

Gillborn, D. Qualitative Inquiry, 2015

The article explores the utility of intersectionality as an aspect of critical race theory (CRT) in education. Drawing on research with Black middle-class parents in England, the article explores the intersecting roles of race, class, and gender in the construction and deployment of dis/ability in education. The author concludes that intersectionality is a vital aspect of understanding race inequity but that racism retains a primacy for critical race scholars in three key ways: namely, *empirical primacy* (as a central axis of oppression in the everyday reality of schools), *personal/autobiographical primacy* (as a vital component in how critical race scholars view themselves and their experience of the world), and *political primacy* (as a point of group coherence and activism).

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#### iv. SEND + intersectionality and deprivation

1. Herlitz Lauren Ashford Emily Powell Claire Herbert Kevin Morris Stephen Woodman Jenny. BMJ open 2024;14(5):

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To examine children and young people's (CYP), caregivers' and healthcare professionals' (HCPs) views or experiences of facilitators and barriers to CYP access to UK primary care services to better understand healthcare inequity. To explore differences across CYP subpopulations with greater health needs from deprived areas, identifying as ethnic minorities, with experiences of state care, special educational needs or disabilities, chronic conditions or mental health problems. OBJECTIVES To examine children and young people's (CYP), caregivers' and healthcare professionals' (HCPs) views or experiences of facilitators and barriers to CYP access to UK primary care services to better understand healthcare inequity. To explore differences across CYP subpopulations with greater health needs from deprived areas, identifying as ethnic minorities, with experiences of state care, special educational needs or disabilities, chronic conditions or mental health problems. Scoping review. DESIGN Scoping review. Included studies were in English, published 2012-2022 and reported: the views/experiences of CYP (0-25 years), caregivers or HCPs about accessing UK primary care; using quantitative or qualitative empirical methods. ELIGIBILITY CRITERIA Included studies were in English, published 2012-2022 and reported: the views/experiences of CYP (0-25 years), caregivers or HCPs about accessing UK primary care; using quantitative or qualitative empirical methods. PubMed, CINAHL, Web of Science, PsycINFO and Scopus. DATA SOURCES PubMed, CINAHL, Web of Science, PsycINFO and Scopus. We included 47 reports (46 studies). CYP/caregivers' decision to access care was facilitated by CYP/caregivers' or their family/friends' ability to identify a health issue as warranting healthcare attention. Barriers to

accessing care included perceived stigma (eg, being seen as a bad parent), embarrassment and discrimination experiences. CYP and caregivers believed longer opening hours could facilitate more timely access to care. Caregivers and HCPs reported that delayed or rejected referrals to secondary or adult care were a barrier to having needs met, especially for CYP with poor mental health. CYP and caregivers in numerous studies emphasised the importance of communication and trust with HCPs, including taking their concerns seriously, being knowledgeable and providing continuity of care for CYP. Common barriers reported across high-need subpopulations were caregivers needing knowledge and confidence to advocate for their child, gaps in HCP's knowledge and a lack of connectedness between primary and secondary care. RESULTS We included 47 reports (46 studies). CYP/caregivers' decision to access care was facilitated by CYP/caregivers' or their family/friends' ability to identify a health issue as warranting healthcare attention. Barriers to accessing care included perceived stigma (eg, being seen as a bad parent), embarrassment and discrimination experiences. CYP and caregivers believed longer opening hours could facilitate more timely access to care. Caregivers and HCPs reported that delayed or rejected referrals to secondary or adult care were a barrier to having needs met, especially for CYP with poor mental health. CYP and caregivers in numerous studies emphasised the importance of communication and trust with HCPs, including taking their concerns seriously, being knowledgeable and providing continuity of care for CYP. Common barriers reported across high-need subpopulations were caregivers needing knowledge and confidence to advocate for their child, gaps in HCP's knowledge and a lack of connectedness between primary and secondary care. Connecting general practices and community health workers/services, improving CYP/caregivers' understanding of common childhood conditions, addressing HCP's knowledge gaps in paediatric care and integrated approaches between primary and secondary care may reduce inequity in access. CONCLUSIONS Connecting general practices and community health workers/services, improving CYP/caregivers' understanding of common childhood conditions, addressing HCP's knowledge gaps in paediatric care and integrated approaches between primary and secondary care may reduce inequity in access.

## 2. **Equality of access and outcomes in higher education in England.**

Paul Bolton, Joe Lewis. House of Commons Library, 2024

How likely are different groups of young people to go to higher education? When they get there how likely are they to continue to the end of their course and get 'top' grades? How do earnings and employment vary between these groups?

Intersectional analysis shows that White males eligible for free school meals are less likely to go to higher education than any other groups when analysed by gender, free school meal eligibility, and broad ethnic groups. White males who were not eligible for free meals (and hence from more advantaged backgrounds) are also less likely than average to go to higher education.

Drop-out rates are higher among minority ethnic groups (combined) than for White students and this does not change based on the level of deprivation in the local areas they come from. The gap in drop-out rates between male and female students was greater for those from more deprived areas, with male students from more deprived areas more likely to drop out.

White students from the lowest POLAR groups have a higher level of attainment at university than students from minority ethnic groups. This is true even for those from the top three POLAR groups (combined). The gap between male and female students was greater for those from less deprived areas.

IFS analysis of earnings data concluded:

...among students from different socio-economic or ethnic groups but with the same prior attainment and other background characteristics, university education can help level the playing field in the labour market. However, substantial unexplained differences remain even for graduates. In particular, graduate men from all ethnic minority groups have lower earnings than male White British graduates even after controlling for prior attainment and a host of other background characteristics.

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3. **Is neighbourhood deprivation in primary school-aged children associated with their mental health and does this association change over 30 months?.**

Finning, K., Haeffner, A., Patel, S., Longdon, B., Hayes, R., Ukoumunne, O. C., & Ford, T. *European child & adolescent psychiatry*, 2024

As both socioeconomic deprivation and the prevalence of childhood mental health difficulties continue to increase, exploring the relationship between them is important to guide policy. We aimed to replicate the finding of a mental health gap that widened with age between those living in the most and least deprived areas among primary school pupils. We used data from 2075 children aged 4-9 years in the South West of England recruited to the STARS (Supporting Teachers and childRen in Schools) trial, which collected teacher- and parent-reported Strength and Difficulties Questionnaire (SDQ) at baseline, 18-month and 30-month follow-up. We fitted multilevel regression models to explore the relationship between Index of Multiple Deprivation (IMD) quintile and SDQ total difficulties score and an algorithm-generated "probable disorder" variable that combined SDQ data from teachers and parents. Teacher- and parent-reported SDQ total difficulties scores indicated worse mental health in children living in more deprived neighbourhoods, which was attenuated by controlling for special educational needs and disabilities but remained significant by parent report, and there was no interaction year group status (age) at baseline. We did not detect an association between probable disorder and IMD although an interaction with time was evident ( $p = 0.003$ ). Analysis by study wave revealed associations at baseline (odds ratio 1.94, 95% confidence interval 0.97-3.89) and 18 months (1.96, 1.07-3.59) but not 30 months (0.94, 0.54-1.57). These findings augment the existing, highly compelling evidence demonstrating worse mental health in children exposed to socioeconomic deprivation.

**Keywords:** Child health; Deprivation; Life course epidemiology; Mental health; Social determinants.

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4. **Livelihood support for caregivers of children with developmental disabilities: findings from a scoping review and stakeholder survey.**

Loucaides, E. M., Zuurmond, M., Nemerimana, M., Kirk, C. M., Lassman, R., Ndayisaba, A., Smythe, T., Baganizi, E., & Tann, C. J. *Disability and rehabilitation*, 2024

**Purpose:** Poverty amongst families with a child with disability adversely impacts child and family quality of life. We aimed to identify existing approaches to livelihood support for caregivers of children with developmental disabilities in low- and middle-income countries.

**Methods:** This mixed-method study incorporated a scoping literature review and online stakeholder survey. We utilised the World Health Organization community-based rehabilitation (CBR) matrix as a guiding framework for knowledge synthesis and descriptively analysed the included articles and survey responses.

**Results:** We included 11 peer-reviewed publications, 6 grey literature articles, and 49 survey responses from stakeholders working in 22 countries. Identified programmes reported direct and indirect strategies for livelihood support targeting multiple elements of the CBR matrix; particularly skills development, access to social protection measures, and self-employment; frequently in collaboration with specialist partners, and as one component of a wider intervention. Self-help groups were also common. No publications examined effectiveness of livelihood support approaches in mitigating poverty, with most describing observational studies at small scale.

**Conclusion:** Whilst stakeholders describe a variety of direct and indirect approaches to livelihood support for caregivers of children with disabilities, there is a lack of published literature on content, process, and impact to inform future programme development and delivery.

**Keywords:** Livelihood; caregiver; child disability; intervention; low- and middle-income countries.

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5. **Predictors of Access to Early Support in Families of Children with Suspected or Diagnosed Developmental Disabilities in the United Kingdom.**

Sapiets Suzi J. Hastings Richard P. Totsika Vasiliki. Journal of autism and developmental disorders 2024;54(4): 1628-1641.

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This study examined predictors of access to early support amongst families of 0-6-year-old children with suspected or diagnosed developmental disabilities in the United Kingdom. Using survey data from 673 families, multiple regression models were fitted for three outcomes: intervention access, access to early support sources, and unmet need for early support sources. Developmental disability diagnosis and caregiver educational level were associated with intervention access and early support access. Early support access was also associated with child physical health, adaptive skills, caregiver ethnicity, informal support, and statutory statement of special educational needs. Unmet need for early support was associated with economic deprivation, the number of household caregivers, and informal support. Multiple factors influence access to early support. Key implications include enhancing processes for formal identification of need, addressing socioeconomic disparities (e.g., reducing inequalities, increasing funding for services), and providing more accessible services (e.g., coordinating support across services, flexible service provision).

6. **Risk of not being in employment, education or training (NEET) in late adolescence is signalled by school readiness measures at 4-5 years.**

Warburton Matthew Wood Megan L. Sohal Kuldeep Wright John Mon-Williams Mark Atkinson Amy L. BMC public health 2024;24(1): 1375.

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**BACKGROUND**Not being in employment, education, or training (NEET) is associated with poor health (physical and mental) and social exclusion. We investigated whether England's statutory school readiness measure conducted at 4-5 years provides a risk signal for NEET in late adolescence.**METHODS**We identified 8,118 individuals with school readiness measures at 4-5 years and NEET records at 16-17 years using Connected Bradford, a bank of linked routinely collected datasets. Children were categorised as 'school ready' if they reached a 'Good Level of Development' on the Early Years Foundation Stage Profile. We used probit regression and structural equation modelling to investigate the relationship between school readiness and NEET status and whether it primarily relates to academic attainment.**RESULTS**School readiness was significantly associated with NEET status. A larger proportion of young people who were not school ready were later NEET (11%) compared to those who were school ready (4%). Most of this effect was attributable to shared relationships with academic attainment, but there was also a direct effect. Measures of deprivation and Special Educational Needs were also strong predictors of NEET status.**CONCLUSIONS**NEET risk factors occur early in life. School readiness measures could be used as early indicators of risk, with interventions targeted to prevent the long-term physical and mental health problems associated with NEET, especially in disadvantaged areas. Primary schools are therefore well placed to be public health partners in early intervention strategies.

7. **Child oral health and preventive dental service access among children with intellectual disabilities, autism and other educational additional support needs: A population-based record linkage cohort study.**

Sherriff Andrea Stewart Ryan Macpherson Lorna M. D. Kidd Jamie B. R. Henderson Angela Cairns Deborah Conway David I. Community Dentistry & Oral Epidemiology 2023;51(3): 494-502.

[Available online at this link](#)

**Objective:** Inequalities in child oral health are a global challenge and the intersection of socioeconomic factors with educational additional support needs (ASN), including children with intellectual disabilities or autism, have thus far received limited attention in relatively small clinical studies. We aimed to address this evidence gap by investigating oral health and access to preventive dental services among children with ASN compared to the general child population. **Methods:** Cohort study linking data from six Scotland-wide health and education databases compared: dental caries experience and tooth extraction via general anaesthetic; receipt of school-based dental inspection; access to primary care and hospital dental services; and access to the Childsmile national oral health improvement programme between children with a range of ASN (intellectual disabilities, autism, social and other) and their peers for the school years 2016/17–2018/19 (n = 166 781). **Results:** Children with any ASN had higher rates of caries experience than those with no ASN, however, after adjustment for socioeconomic deprivation, sex, year, and school type only those with a social or other ASN remained at increased risk. Rates of tooth extraction under general anaesthesia in hospital were higher among children with intellectual disabilities (aRR = 1.67;95% CI = [1.16–2.37]). School-based dental inspection access improved for children with intellectual disability and/or autism from 2016/17 onwards, although higher rates of child refusal on the day were observed in these groups (no ASN refusal: 5.4%; intellectual disability: 35.8%; autism: 40.3%). Children with any ASN were less likely to attend primary dental-care regularly, and in those who attended, children with intellectual disability or autism were less likely than their peers to receive prevention (fluoride varnish, oral-hygiene instruction, or dietary advice). Childsmile nursery-supervised toothbrushing programme access among children with any ASN was similar to children with no ASN and children with intellectual disability (aRR = 1.27;95% CI = [1.12–1.45]) or autism (aRR = 1.32;95% CI = [1.19–1.45]) were more likely to receive support from Childsmile dental health support worker. **Conclusions:** We have identified inequalities in oral health and dental care for children with different ASN in Scotland with both a greater burden of disease among some groups and higher complexity of care; compounded by reduced and variable access to preventive dental services. Further efforts are needed to develop and improve preventive care pathways for children with ASN and integrate oral health to wider healthcare systems for these children to mitigate against oral health inequalities.

8. **Disability, Social Class and Stigma: An Intersectional Analysis of Disabled Young People’s School Experiences.**

Chatzitheochari, S., & Butler-Rees, A. *Sociology*, 2023

Recent decades have witnessed a renewed interest in stigma and its effects on life-course trajectories of disabled people. However, sociological narratives largely adopt monolithic understandings of disability, neglecting contextual meanings of different impairments and conditions and their intersections with other ascriptive inequalities, which may be consequential for exposure to stigma. Our article provides an intersectional analysis of disabled young people’s lived experiences of stigma in mainstream school settings. Drawing on semi-structured interviews with 35 autistic, dyslexic and/or physically disabled students, we show that stigmatisation is contingent on social class background, which affects students’ location within the school. We also find substantial variation in experiences of stigma between and within sub-categories of conditions/impairments, as a consequence of the perceived distance from normative ideals of skills and behaviour attached to individuals in school settings. Our findings highlight the importance of intersectional analyses of stigma, challenging universalised views about stigmatised disabled people.

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9. **Intersectionality in education: Rationale and practices to address the needs of students’ intersecting identities.**

Samo Varsik, Julia Gorochovskij. Organisation for Economic Co-operation and Development (OECD), 2023

Intersectionality highlights that different aspects of individuals’ identities are not independent of each other. Instead, they interact to create unique identities and experiences, which cannot be

understood by analysing each identity dimension separately or in isolation from their social and historical contexts. Intersectional approaches in this way question the common classification of individuals into groups (male vs. female, immigrant vs. native etc.), which raises important implications for the policy-making process. In education, analyses with an intersectional lens have the potential to lead to better tailored and more effective policies and interventions related to participation, learning outcomes, students' attitudes towards the future, identification of needs, and socio-emotional well-being. Consequently, as elaborated in this paper, some countries have adjusted their policies in the areas of governance, resourcing, developing capacity, promoting school-level interventions and monitoring, to account for intersectionality. Gaps and challenges related to intersectional approaches are also highlighted.

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10. **Intersectionality in SEND: Families experiences in schools.**

Tania Tirraoro, Renata Blower, Marguerite Haye, Mala Thapar, Pooja Sharma. Special Needs Jungle, 2022

Special Needs Jungle has long recognised that distinct issues, concepts, values, and practices come together to create the context in which ethnic and marginalised communities experience the SEND system. It is also SNJ's position that experiences, other than those of white families, are seldom given the space and platform to enable transparent, solution-focused conversations to be held. The aim of this survey is to offer a snapshot of families' experiences that are seldom heard by the decision makers. In the short time it has been active, the survey has already received 138 submissions. It's clear from the information shared that many families experience overt and covert racism and racial discrimination on a daily basis, and that this coexists with and exacerbates the issues that thread through the SEND system.

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11. **The importance of definitions in the measurement of long-term health conditions in childhood. Variations in prevalence of long-term health conditions in the UK using data from the Millennium Cohort Study, 2004-2015.**

Panagi, L., White, S. R., Patel, S., Bennett, S., Shafran, R., & Ford, T. International journal of methods in psychiatric research, 2022

**Objectives:** To explore the impact of various measurements of long-term health conditions (LTCs) on the resulting prevalence estimates using data from a nationally representative dataset.

**Methods:** Children and young people in the Millennium Cohort Study were followed at ages 3, 5, 7, 11, and 14 years (N = 15,631). We estimated the weighted prevalence of LTCs at each time point and examined the degree to which estimates agreed with alternate health indicators (special educational needs and disability [SEND], specific chronic conditions, and common chronicity criteria) using descriptive analyses, Cohen's kappa statistic, and percentage agreement.

**Results:** The estimated weighted prevalence of LTCs peaked at 5 years old (20%). Despite high percentage agreement, we observed at best moderate chance-corrected agreement between the type of LTC and reasons for SEND (kappas from 0.02 to 0.56, percentage agreement from 97% to 99%) or specified chronic conditions (kappas from 0.002 to 0.02, percentage agreement from 73% to 97%). Applying chronicity criteria decreased the estimated weighted prevalence of LTCs (3%).

**Conclusion:** How long-term conditions are defined drastically alters the estimated weighted prevalence of LTCs. Improved clarity and consistency in the definition and measurement of LTCs is urgently needed to underpin policy and commissioning of services.

**Keywords:** childhood; definitions; long-term conditions; measurement.

[Available online at this link](#)

12. **Association of Race/Ethnicity and Social Disadvantage With Autism Prevalence in 7 Million School Children in England.**

Roman-Urrestarazu Andres van Kessel Robin Allison Carrie Matthews Fiona E. Brayne Carol Baron-Cohen Simon. *JAMA pediatrics* 2021;175(6): 1.

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**Importance**The global prevalence of autism spectrum disorder (ASD) has been reported to be between 1% and 2% of the population, with little research in Black, Asian, and other racial/ethnic minority groups. Accurate estimates of ASD prevalence are vital to planning diagnostic, educational, health, and social care services and may detect possible access barriers to diagnostic pathways and services and inequalities based on social determinants of health.**Objective**To evaluate whether socioeconomic disadvantage is associated with ASD prevalence and the likelihood of accessing ASD services in racial/ethnic minority and disadvantaged groups in England.**Design, Setting, and Participants**This case-control prevalence cohort study used the Spring School Census 2017 from the Pupil Level Annual Schools Census of the National Pupil Database, which is a total population sample that includes all English children, adolescents, and young adults aged 2 to 21 years in state-funded education. Data were collected on January 17, 2017, and analyzed from August 2, 2018, to January 28, 2020.**Exposures**Age and sex were treated as a priori confounders while assessing correlates of ASD status according to (1) race/ethnicity, (2) social disadvantage, (3) first language spoken, (4) Education, Health and Care Plan or ASD Special Educational Needs and Disability support status, and (5) mediation analysis to assess how social disadvantage and language might affect ASD status.**Main Outcomes and Measures**Sex- and age-standardized ASD prevalence by race/ethnicity and 326 English local authority districts in pupils aged 5 to 19 years.**Results**The final population sample consisted of 7 047 238 pupils (50.99% male; mean [SD] age, 10.18 [3.47] years) and included 119 821 pupils with ASD, of whom 21 660 also had learning difficulties (18.08%). The standardized prevalence of ASD was 1.76% (95% CI, 1.75%-1.77%), with male pupils showing a prevalence of 2.81% (95% CI, 2.79%-2.83%) and female pupils a prevalence of 0.65% (95% CI, 0.64%-0.66%), for a male-to-female ratio (MFR) of 4.32:1. Standardized prevalence was highest in Black pupils (2.11% [95% CI, 2.06%-2.16%]; MFR, 4.68:1) and lowest in Roma/Irish Travelers (0.85% [95% CI, 0.67%-1.03%]; MFR, 2.84:1). Pupils with ASD were more likely to face social disadvantage (adjusted prevalence ratio, 1.61; 95% CI, 1.59-1.63) and to speak English as an additional language (adjusted prevalence ratio, 0.64; 95% CI, 0.63-0.65). The effect of race/ethnicity on ASD status was mediated mostly through social disadvantage, with Black pupils having the largest effect (standardized mediation coefficient, 0.018;  $P < .001$ ) and 12.41% of indirect effects through this way.**Conclusions and Relevance**These findings suggest that significant differences in ASD prevalence exist across racial/ethnic groups and geographic areas and local authority districts, indicating possible differential phenotypic prevalence or differences in detection or referral for racial/ethnic minority groups.

13. **Educational inclusion of children who are deaf or hard of hearing and from migrant Roma families: Implications for multi-professional working.**

Swanwick R. Elmore J. Salter J. *Deafness & Education International* 2021;23(1): 25-42.

[Available online at this link](#)

This research examined the educational inclusion of children who are deaf or hard of hearing (DHH) and from Roma families who have migrated to England. The study was co-developed with practitioners in the field and involved: a demographic survey of deaf education services; five institutional case studies of local authority services and four individual case studies of children who are DHH and from Roma families. An intersectional approach to the analysis of the data revealed the different vulnerabilities associated with being a child who is DHH and being from a migrant Roma family in England. The study provides the first estimate of the numbers of children who are DHH and from Roma families in England. It also documents an overview of the support offered to

Roma children by local authority services and offers insights into the experiences of families and children. In conclusion, it considers the implications for multi-professional practice.

14. **Factors influencing access to early intervention for families of children with developmental disabilities: A narrative review.**

Sapiets, S. J., Totsika, V., & Hastings, R. P. *Journal of applied research in intellectual disabilities*, 2021

**Background:** Early intervention (EI) can improve a range of outcomes for families of children with developmental disabilities. However, research indicates the level of access does not always match the level of need. To address disparities, it is essential to identify factors influencing access.

**Method:** We propose a framework where access to EI is conceptualised as a process that includes three main phases. A narrative review examined potential barriers, facilitators and modifiers of access for each phase.

**Results:** The process of access to EI includes the following: 1) recognition of need, 2) identification or diagnosis and 3) EI provision or receipt. Several factors affecting access to EI for each phase were identified, related to the family, services, the intersection between family and services, and the context.

**Conclusion:** A broad range of factors appear to influence the process of access to EI for this population. Our framework can be used in future research investigating access. Broad implications for policy, practice and future research to improve access to EI are discussed.

**Keywords:** autism; developmental disabilities; disparities; early intervention; intellectual disabilities; service utilization.

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15. **Prevalence of fetal alcohol spectrum disorder in Greater Manchester, UK: An active case ascertainment study.**

McCarthy Robyn Mukherjee Raja A. S Fleming Kate M. Green Jonathan Clayton-Smith Jill Price Alan D. Allely Clare S. Cook Penny A. *Alcoholism, clinical and experimental research* 2021;45(11): 2271-2281.

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**BACKGROUND** Despite high levels of prenatal alcohol exposure in the UK, evidence on the prevalence of fetal alcohol spectrum disorders (FASD) is lacking. This paper reports on FASD prevalence in a small sample of children in primary school. **METHODS** A 2-phase active case ascertainment study was conducted in 3 mainstream primary schools in Greater Manchester, UK. Schools were located in areas that ranged from relatively deprived to relatively affluent. Initial screening of children aged 8-9 years used prespecified criteria for elevated FASD risk (small for age; special educational needs; currently/previously in care; significant social/emotional/mental health symptoms). Screen-positive children were invited for detailed ascertainment of FASD using gold standard measures that included medical history, facial dysmorphology, neurological impairment, executive function, and behavioral difficulties. **RESULTS** Of 220 eligible children, 50 (23%) screened positive and 12% (26/220) proceeded to Phase 2 assessment. Twenty had a developmental disorder, of whom 4 had FASD and 4 were assessed as possible FASD. The crude prevalence rate of FASD in these schools was 1.8% (95% CI: 1.0%, 3.4%) and when including possible cases was 3.6% (2.1%, 6.3%). None of these children had previously been identified with a developmental diagnosis. **CONCLUSIONS** FASD was found to be common in these schools and most of these children's needs had not previously been identified. A larger, more definitive study that uses a random sampling technique stratified by deprivation level to select schools is needed to make inferences regarding the population prevalence of FASD.

16. **Is socioeconomic inequality in postnatal depression an early-life root of disadvantage for children?**

Ride Jemimah. The European journal of health economics : HEPAC : health economics in prevention and care 2019;20(7): 1013-1027.

[Available online at this link](#)

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This paper investigates the role that socioeconomic inequality in postnatal depression might play in intergenerational transmission of inequality. Infants' development is thought to be particularly sensitive to mothers' mental health at this time, suggesting that greater early-life exposure to maternal depression among disadvantaged groups might be a root of later socioeconomic inequalities. Heightened contact with health services during this period presents opportunities for intervention, but higher unmet need for treatment of postnatal depression among the disadvantaged might be widening inequalities. The aim of this study is to quantify the potential contribution of postnatal depression to socioeconomic inequalities in adverse childhood health and development outcomes. Regression-based decomposition of the concentration index is used to explore the association between income inequality in postnatal depressive symptoms and income inequality in children's outcomes. Four problems of early adolescence are explored: emotional and conduct problems, special educational needs, and low self-assessed health. Data are taken from the UK Millennium Cohort Study, with a sample of 4359 mothers and children with complete data on outcomes and covariates, and a second sample of 5441 when missing covariates are filled using multiple imputation. The key finding is that socioeconomic inequality in maternal postnatal depression is a significant contributor to inequalities in special educational needs, emotional problems, and low self-assessed health for children at age 11 years, even after accounting for a range of other factors that might explain such associations. These findings highlight the importance of understanding the impact of postnatal depression interventions on inequalities, and the downstream influence on children's outcomes. Addressing inequalities in mothers' postnatal depression might be an avenue for reducing early-life disadvantage for children.

17. **Native Language and Risk Factors in the Identification of English Language Learners With Disabilities: An Exploratory Study.**

Villarroel Chachula Desiree. Native Language & Risk Factors in the Identification of English Language Learners With Disabilities: An Exploratory Study 2018; 1-1.

[Available online at this link](#)

The disproportionate representation of English Language Learners (ELL) to special education is widely attributed to the difficulty in identifying a disability through a language in development. This language acquisition or language disorder question has manifested in paradoxical disproportionality patterns for the ELL population. Some disproportionality research has suggested that ELLs are in aggregate underrepresented in special education (Sullivan & Bal, 2013; Morgan et al., 2015) while some research has suggested large overrepresentation in certain contexts (Klingner & Artiles, 2006; Sullivan, 2011). To date, research has investigated ELLs as a homogenous student population with no attention paid to any sub-demographic variables within the group. Within-group heterogeneity is especially important for this population as cross-linguistic transference theory suggests that language based demographic considerations unique to ELLs may influence the ease, order and duration of English language acquisition potentially influencing ability determination. This secondary analysis of the nationally representative restricted-use NAEP dataset examined the differential risks of ELLs in special education by native language, English language and literacy proficiency, language programming, and grade. Controlling for known covariates of race, socio-economic status, and school context, this dissertation found significant risk to special education placement of ELLs by certain native language groups that were not consistent with cross-linguistic transference effects. Further, English language and literacy proficiency in both receptive and productive domains were found to be associated with special education placement. This study also confirmed that risk to disability placement increases over time for ELLs, and contradicts

previous research that suggests higher percentages of ELLs enrolled in ESL programs may be a protective factor for risk to disability. This dissertation indicates that while there are some language-based interactions of ability construction for ELLs, language difference and language distance in themselves are not sufficient to account for amplified risk to disability of certain native language groups. This dissertation concludes with support for intersectional and multiply-determined investigations of language minority and vulnerable students, and adds an applied linguistic account to interdisciplinary representations of equity for the heterogeneous and quickly growing ELL population.

**18. The identification of speech and language problems in elementary school: Diagnosis and co-occurring needs.**

Dockrell Julie E. Hurry Jane. *Research in developmental disabilities* 2018;81 52-64.

[Available online at this link](#)

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**BACKGROUND** Oral language skills are the foundation for success at school and in employment. A significant minority of children experience difficulties in the acquisition of oral language resulting in speech and language needs (SLN). There are disjunctures between clinical studies using standardised assessment and educational studies. The current study examines teacher reported SLN alongside assessments of language and cognitive skills to explore children's profiles of needs, developmental trajectories and risk factors. **PROCEDURE** Data from the UK Millennium Cohort Study were used to examine teacher identification of SLN at seven (n = 8658) and 11 years (n = 7275). **RESULTS** There were high levels of co-occurrence between SLN and other special educational needs at seven and 11 years, with SLN being less common at 11. Vocabulary levels and parental concerns at three and five and educational attainment at seven were highly predictive of SLN at seven, slightly less so at 11. However, a significant proportion of parents of children who scored in the bottom 2nd centile on vocabulary measures did not report their child as experiencing a language problem. Gender and disadvantage were also predictive of SLN but were mediated by the cognitive and behavioural variables. **IMPLICATIONS** These results raise questions about whether children's language needs at age 11 are recognised in schools. The extent of co-occurrence challenges the way diagnostic categories should be used and supports the value of profiling of dimensions of need.

**19. Which children and young people are excluded from school? Findings from a large British birth cohort study, the Avon Longitudinal Study of Parents and Children (ALSPAC).**

Paget A. Parker C. Heron J. Logan S. Henley W. Emond A. Ford T. *Child: care, health and development* 2018;44(2): 285-296.

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**BACKGROUND** Exclusion from school is increasingly recognized as pertinent to child health. National educational data reveal that boys, children who are looked-after, living in poverty, have special educational needs, or from certain ethnic minorities, are disproportionately excluded from school. As population-based data on the wider characteristics of excluded children are scarce, we aimed to describe predictors of school exclusion in the Avon Longitudinal Study of Parents and Children. **METHOD** Avon Longitudinal Study of Parents and Children, a prospective U.K. population-based birth cohort study, collected parent reports of permanent school exclusions by 8 years and parent and self-reports of permanent and fixed-term exclusions in the preceding 12 months at 16 years. Potential risk factors were examined for associations with exclusion using logistic regression, with a focus on child mental health and neurodevelopment. **RESULTS** Analyses were based on all available data on 53/8,245 (0.6%) pupils excluded from school by 8 years and 390/4,482 (8.7%) at 16 years. Key factors associated with exclusion at both time points included male gender, lower socio-economic status, maternal psychopathology, mental health and behavioural difficulties, psychiatric disorder, social communication difficulties, language difficulties,

antisocial activities, bullying/being bullied, lower parental engagement with education, low school engagement, poor relationship with teacher, low educational attainment, and special educational needs (all  $p < .05$ ). **CONCLUSION** Exclusion from school was associated with child, family and school-related factors identifiable at, or prior to, primary school age. Child health professionals have an important role in the holistic, multidisciplinary assessment of children who are at risk of exclusion from school. Mental health and neurodevelopmental difficulties should be recognized and supported, to improve the health and educational outcomes among this vulnerable group.

20. **Ethnicity, gender, deprivation and low educational attainment in England: Political arithmetic, ideological stances and the deficient society.**

Parsons, C. Education, Citizenship and Social Justice, 2016

Attainment data on England's school pupils are more extensive in coverage, detail, quantity, accessibility and of higher quality than monitoring statistics routinely available in other European countries. These data facilitate investigation of low attainment in England's schools and its relationship to ethnicity, gender and poverty. This article reviews longitudinal sample studies and extends this with simpler presentations of England's national attainment statistics for education over 5 years up to 2014. The analyses show recurrent correlations of low attainment with specific ethnic minority groups, with gender and most strongly with low-income sections of society. There is a strong case, from these data and other research, that these inequalities are rooted in social and economic factors *outside the school*, created and sustained by neoliberal economic practices and elitist structures. It is argued that reducing the proportion of children growing up in poverty will have a bigger impact on raising average attainment levels than focusing on in-school factors.

[Available online at this link](#)

21. **Inattention in very preterm children: implications for screening and detection.**

Brogan Ellen Cragg Lucy Gilmore Camilla Marlow Neil Simms Victoria Johnson Samantha. Archives of disease in childhood 2014;99(9): 834-839.

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**OBJECTIVE** Children born very preterm (VP; <32 weeks) are at risk for attention deficit/hyperactivity disorders (ADHD). ADHD in VP children have a different clinical presentation to ADHD in the general population, and therefore VP children with difficulties may not come to the teacher's attention in school. We have assessed ADHD symptoms to determine whether VP children's difficulties may go undetected in the classroom. **DESIGN** Parents and teachers of 117 VP and 77 term-born children completed the Strengths and Difficulties Questionnaire to assess hyperactivity/inattention, emotional, conduct and peer problems, and the Du Paul ADHD Rating Scale-IV to assess inattention and hyperactivity/impulsivity symptoms. Special Educational Needs (SEN) were assessed using teacher report. Group differences in outcomes were adjusted for socio-economic deprivation. **RESULT** Parents and teachers rated VP children with significantly higher mean Strengths and Difficulties Questionnaire hyperactivity/inattention scores, and parents rated them with more clinically significant hyperactivity/inattention difficulties than term-born controls (Relative Risk (RR) 4.0; 95% CI 1.4 to 11.4). Examining ADHD dimensions, parents and teachers rated VP children with significantly more inattention symptoms than controls, and parents rated them with more clinically significant inattention (RR 4.8; 95% CI 1.4 to 16.0); in contrast, there was no excess of hyperactivity/impulsivity. After excluding children with SEN, VP children still had significantly higher inattention scores than controls but there was no excess of hyperactivity/impulsivity. **CONCLUSIONS** VP children are at greater risk for symptoms of inattention than hyperactivity/impulsivity. Inattention was significantly increased among VP children without identified SEN suggesting that these problems may be difficult to detect in school. Raising teachers' awareness of inattention problems may be advantageous in enabling them to identify VP children who may benefit from intervention.

**v. SEND + intersectionality and care experienced**

1. **Intersectionality in education: Rationale and practices to address the needs of students' intersecting identities.**

Samo Varsik, Julia Gorochovskij. Organisation for Economic Co-operation and Development (OECD), 2023

Intersectionality highlights that different aspects of individuals' identities are not independent of each other. Instead, they interact to create unique identities and experiences, which cannot be understood by analysing each identity dimension separately or in isolation from their social and historical contexts. Intersectional approaches in this way question the common classification of individuals into groups (male vs. female, immigrant vs. native etc.), which raises important implications for the policy-making process. In education, analyses with an intersectional lens have the potential to lead to better tailored and more effective policies and interventions related to participation, learning outcomes, students' attitudes towards the future, identification of needs, and socio-emotional well-being. Consequently, as elaborated in this paper, some countries have adjusted their policies in the areas of governance, resourcing, developing capacity, promoting school-level interventions and monitoring, to account for intersectionality. Gaps and challenges related to intersectional approaches are also highlighted.

[Available online at this link](#)

2. **Risk of school exclusion among adolescents receiving social care or special educational needs services: A whole-population administrative data cohort study.**

Jay Matthew A. Grath-Lone Louise Mc De Stavola Bianca Gilbert Ruth. Child abuse & neglect 2023;144 106325.

[Available online at this link](#)

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**BACKGROUND**Exclusion from school is associated with health, well-being and social detriments and disproportionately affects vulnerable children. No study in England has examined the total cumulative risk of exclusion across secondary school among children with a history of children's social care (CSC) or special educational needs (SEN). **OBJECTIVE**To assess the risk of any secondary school exclusion among adolescents receiving CSC or SEN services compared with their peers. **METHODS**An administrative data cohort study comparing children in English state schools (n = 1,031,500) with no history of CSC or SEN provision with children who had received different levels of CSC and SEN in combination. Outcomes were proportions of students with any fixed-term or permanent exclusion in years 7 to 9 (age 11 to 14) and years 10 to 11 (age 14 to 16). **RESULTS**Overall, 13 % of children were excluded at least once across years 7 to 11. CSC exposure was associated with exclusion risk: 32 % of children in need (or formerly in need) and 40 % of current or former children looked after and those subject to child protection plans were excluded at least once across years 7 to 11, compared to 12 % of the non-exposed group. After adjusting for confounders, children with SEN history were more at risk of exclusion, regardless of CSC exposure category (except for exclusions among children looked after during years 10 to 11). Rates of exclusion varied significantly between local authorities. **CONCLUSIONS**Large inequalities in school exclusion rates between CSC-exposed and unexposed children were observed, with even higher rates observed for children with SEN history. These inequalities undermine the right to education of these vulnerable groups of children.

3. **Evaluation of pushing out of children from all English state schools: Administrative data cohort study of children receiving social care and their peers**

Jay Matthew A. Grath-Lone Louise Mc De Stavola Bianca Gilbert Ruth. Child abuse & neglect 2022;127 105582.

[Available online at this link](#)

[Available online at this link](#)

Pushing out (off-rolling) occurs where pupils are illegally excluded from school. Those receiving children's social care (CSC) services (children in need (CiN), on child protection plans (CPPs) or looked after (CLA)) are thought to be at increased risk, but limited evidence inhibits understanding of this phenomenon. The extent of pushing out can be inferred from non-enrolment in administrative data.

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**To estimate proportions of children not enrolled across secondary school (aged 11-16, up to year 11) and to explore the association between CSC history and non-enrolment in year 10/11.**

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**>1 M pupils in year 7 (aged 11/12) in English state schools, 2011/12 and 2012/13.**

**PARTICIPANTS AND SETTING** >1 M pupils in year 7 (aged 11/12) in English state schools, 2011/12 and 2012/13.

We estimated the proportion of children not enrolled across years 8 to 11, disaggregated by CSC history. We assessed with regression modelling the association between CSC history and non-enrolment in years 10/11.

**METHODS** We estimated the proportion of children not enrolled across years 8 to 11, disaggregated by CSC history. We assessed with regression modelling the association between CSC history and non-enrolment in years 10/11.

Of children without CSC history, 3.8% had  $\geq 1$  year not enrolled by year 11. This was higher in those with a history CiN (8.1%), CPP (9.4%) or CLA (10.4%) status. The odds of non-enrolment in years 10/11 were higher among those with CLA history vs non-exposed peers (OR 4.76, 95% CI 4.49-5.05) as well as in those with CPP history (3.60, 3.39-3.81) and CiN history (2.53, 2.49-2.58). History of special educational needs further increased non-enrolment odds, including after confounder adjustment.

**RESULTS** Of children without CSC history, 3.8% had  $\geq 1$  year not enrolled by year 11. This was higher in those with a history CiN (8.1%), CPP (9.4%) or CLA (10.4%) status. The odds of non-enrolment in years 10/11 were higher among those with CLA history vs non-exposed peers (OR 4.76, 95% CI 4.49-5.05) as well as in those with CPP history (3.60, 3.39-3.81) and CiN history (2.53, 2.49-2.58). History of special educational needs further increased non-enrolment odds, including after confounder adjustment.

Findings imply that children with CSC history are more likely to be pushed out from school than children without, especially those with special educational needs.

**CONCLUSIONS** Findings imply that children with CSC history are more likely to be pushed out from school than children without, especially those with special educational needs.

4. **Predicting out-of-school suspensions among youth in care in England: A national cohort study.** Melkman Eran P. *Journal of school psychology* 2022;93 63-78.

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Previous research has indicated that youth in care are at a disproportionately high risk of being suspended from school. Yet, research on this topic is scarce despite the detrimental effects such disciplinary actions can have on the educational development of this vulnerable group. Therefore, the goal of this study was to explore a longitudinal path model of factors associated with the risk of being suspended from secondary school among a national cohort of 3699 children placed in care in England. Using data from the National Pupil Database and the Children Looked after Database, children were tracked from School Year 2 through School Year 9 in order to test the direct and mediated effects of individual factors (i.e., gender, eligibility for free school meals, special educational needs, and belonging to an ethnic minority background), care factors (i.e., age of entry into care, reason for out-of-home placement, placement type and length of time in care) and educational factors (i.e., school type, achievements, absences and suspensions in Year 6 and school type in Year 9) on the risk of suspension in Year 9. Results indicated that approximately 1 in 5 children in care in England (19.4%) are suspended at least once during their secondary School Year 9; these proportions markedly exceed those previously found among their general population peers. Children found to be most at risk for out-of-school suspensions were (a) males; (b) late

entrants into care; (c) children who had behavioral, emotional, or social difficulties; and (d) children with a history of suspensions. Surprisingly, being eligible for free school meals and having lower academic achievement was related to a decreased risk of being suspended. These findings are discussed in consideration of the interrelationships among variables and the mediating pathways found. Implications for schools and educators catering for youth in care are also discussed.

5. **Working together: A review of cross-sector collaborative practices in provision for children with special educational needs and disabilities.**

Castro-Kemp Susana Samuels Alecia. *Research in developmental disabilities* 2022;120 104127.

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It is widely recognised that cross-sector partnerships are key to improve outcomes for children with special educational needs and disabilities (SEND). However, evidence-based strategies fostering these partnerships have not been systematically identified, and terms designating different forms of collaboration are used interchangeably. This study aims to contribute to systematically identify practices for cross-sector collaboration for children with SEND, critically positioning these within collaborative traditions (multidisciplinarity, interdisciplinarity and transdisciplinarity). A scoping review of the international literature of the past 10 years was conducted, following Arksey and O'Malley's methodology and considering type of SEND studied, country of origin, approach to collaboration portrayed and study design. Only papers describing empirical applications of collaborative strategies were included in the final review (n = 8). Practices identified ranged from multidisciplinary to transdisciplinary and included: partnerships between higher education and healthcare organisations, implementation of school clinics, schools as interdisciplinary hubs, management's own partnerships and networks, assessment in person with the whole team, videoconferencing, periodic meetings with key professionals, informal on-site discussions and transdisciplinary play-based assessment. Implications for practice are considered, in particular the need to examine how these strategies are implemented in a variety of settings and the need to develop the skills that elicit transdisciplinary work.

6. **Educational and health outcomes of schoolchildren in local authority care in Scotland: A retrospective record linkage study.**

Fleming Michael McLay James S. Clark David King Albert Mackay Daniel F. Minnis Helen Pell Jill P. *PLoS medicine* 2021;18(11): 1.

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**BACKGROUND** Looked after children are defined as children who are in the care of their local authority. Previous studies have reported that looked after children have poorer mental and physical health, increased behavioural problems, and increased self-harm and mortality compared to peers. They also experience poorer educational outcomes, yet population-wide research into the latter is lacking, particularly in the United Kingdom. Education and health share a bidirectional relationship; therefore, it is important to dually investigate both outcomes. Our study aimed to compare educational and health outcomes for looked after children with peers, adjusting for sociodemographic, maternity, and comorbidity confounders. **METHODS AND FINDINGS** Linkage of 9 Scotland-wide databases, covering dispensed prescriptions, hospital admissions, maternity records, death certificates, annual pupil census, examinations, school absences/exclusions, unemployment, and looked after children provided retrospective data on 715,111 children attending Scottish schools between 2009 and 2012 (13,898 [1.9%] looked after). Compared to peers, 13,898 (1.9%) looked after children were more likely to be absent (adjusted incidence rate ratio [AIRR] 1.27, 95% confidence interval [CI] 1.24 to 1.30) and excluded (AIRR 4.09, 95% CI 3.86 to 4.33) from school, have special educational need (SEN; adjusted odds ratio [AOR] 3.48, 95% CI 3.35 to 3.62) and neurodevelopmental multimorbidity (AOR 2.45, 95% CI 2.34 to 2.57), achieve the lowest level of academic attainment (AOR 5.92, 95% CI 5.17 to 6.78), and be unemployed after leaving school

(AOR 2.12, 95% CI 1.96 to 2.29). They were more likely to require treatment for epilepsy (AOR 1.50, 95% CI 1.27 to 1.78), attention deficit hyperactivity disorder (ADHD; AOR 3.01, 95% CI 2.76 to 3.27), and depression (AOR 1.90, 95% CI 1.62 to 2.22), be hospitalised overall (adjusted hazard ratio [AHR] 1.23, 95% CI 1.19 to 1.28) for injury (AHR 1.80, 95% CI 1.69 to 1.91) and self-harm (AHR 5.19, 95% CI 4.66 to 5.78), and die prematurely (AHR 3.21, 95% CI 2.16 to 4.77). Compared to children looked after at home, children looked after away from home had less absenteeism (AIRR 0.35, 95% CI 0.33 to 0.36), less exclusion (AIRR 0.63, 95% CI 0.56 to 0.71), less unemployment (AOR 0.53, 95% CI 0.46 to 0.62), and better attainment (AIRR 0.31, 95% CI 0.23 to 0.40). Therefore, among those in care, being cared for away from home appeared to be a protective factor resulting in better educational outcomes. The main limitations of this study were lack of data on local authority care preschool or before 2009, total time spent in care, and age of first contact with social care. CONCLUSIONS Looked after children had poorer health and educational outcomes than peers independent of increased neurodevelopmental conditions and SEN. Further work is required to understand whether poorer outcomes relate to reasons for entering care, including maltreatment and adverse childhood events, neurodevelopmental vulnerabilities, or characteristics of the care system.

**7. Exploring the educational experiences of children and young people adopted from care: Using the voices of children and parents to inform practice.**

Best, R., Cameron, C., & Hill, V. Adoption & Fostering, 2021

National monitoring data and research suggest that British adopted children achieve poorer educational outcomes and experience higher levels of emotional, social and learning difficulties in school, compared to the general population. However, few studies have elicited the perspectives of adopted children and adoptive parents in relation to school experiences. The current study used a qualitative design to explore the lived educational experiences of adopted children through semi-structured interviews with 11 secondary-aged adoptees and a focus group with six adopters. Thematic analysis identified five themes within the narratives of the adoptees and adopters: inner turmoil; social disconnection; unsupportive school contexts; relational repair; and misperceptions and prejudice. These findings were presented to 20 Designated Teachers (DTs) within a workshop to explore how the experiences of the adoptees and adopters can be used to inform their role. Three themes were found, which illustrate broad implications for DTs' practice with adopted children and adoptive parents in schools: raising awareness; developing relationships; and supporting emotional needs. Key implications for schools, post-adoption support services and policymakers are discussed.

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**8. Special educational needs, social care and health.**

Jay Matthew A. Gilbert Ruth. Archives of disease in childhood 2021;106(1): 83-85.

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Better understanding of the proportion of children who ever receive special educational needs (SEN) provision or social care services during school years is highly relevant for healthcare as reductions in one or more of these services could impact on healthcare. Using the National Pupil Database linked to the all-of-England children looked after return and children in need census, we estimated the cumulative incidence of SEN status among (1) children ever in care during school, (2) children in need but not care, and (3) neither. We observed a very high proportion of children who were in care or need during school years had SEN provision at some point (83% and 65%, respectively), and that a high proportion of children in neither of these groups did so, too (37%). Healthcare, SEN provision and social care services focus on a similar population of children. Better integration of these services could lead to synergies and cost-efficiencies and better support for these children and their families.

9. **Educational trajectories of children in care across the early education and primary school years: A national cohort study in England.**

Melkman Eran P. *The American journal of orthopsychiatry* 2020;90(6): 720-732.

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The goals of this article were to (a) examine the changes in educational achievements of children in care from preschool through the end of primary school; (b) identify subgroups exhibiting distinct educational trajectories; and (c) explore key predictive individual, care, and school characteristics. To this end, the study investigated a cohort of 1,834 children in England who had been in care in their final year of preschool. Data from the National Pupil Database and from the Children Looked After Database was used to examine national assessments of literacy and numeracy in preschool and School Years 2 and 6, as well as potential child (e.g., special educational needs), care (e.g., placement changes) and school predictors (e.g., school's mean ability level). The findings indicated that as early as preschool, children in care lagged substantially behind their peers and their relative academic condition worsened over time. Latent growth analyses revealed four distinct subgroups of children. One was a relatively resilient subgroup of children with "stable high" achievements over time, but more than 8 out of 10 children belonged to one of the other subgroups and exhibited maladaptive educational trajectories. Risk factors for a poorer trajectory included having special educational needs and spending more time in care during primary school, whereas attending higher performing schools was found to be related to better performing trajectories. The findings underscore the crucial need for early assessment and intervention efforts to deal with the unique educational needs of children in care. (PsycInfo Database Record (c) 2020 APA, all rights reserved).

10. **Teachers' perceptions of Restricted and Repetitive Behaviours (RRBs) in children with ASD: Attributions, confidence and emotional response.**

Welsh Patrick Rodgers Jacqui Honey Emma. *Research in developmental disabilities* 2019;89 29-40.

[Available online at this link](#)

[Available online at this link](#)

**BACKGROUND**Restricted and Repetitive Behaviours (RRBs) are some of the most difficult behaviours to manage in children with Autism Spectrum Disorders (ASD). Although RRBs frequently occur in educational settings, we know little about the way in which teachers understand these behaviours.**AIM**The study aimed to explore the attributions, emotional response and feelings of confidence held by teachers working in different educational settings when faced with RRBs.**METHODS AND PROCEDURES**A single group survey design using behavioural vignettes was adopted in order to elicit teacher beliefs and ratings.**OUTCOMES AND RESULTS**Analysis indicated that there were differences in the attributions and confidence ratings held for different types of RRBs. Significant differences were also observed between teachers working in mainstream and specialist educational settings. Emotional response and confidence scores were often predictive of one another alongside factors related to teaching experience.**CONCLUSION AND IMPLICATION**The findings indicate that teachers from mainstream schools potentially hold less helpful beliefs in response to RRBs and therefore are a professional group who may benefit the most from additional support and training. Further research could consider conducting a qualitative exploration of why teachers hold certain beliefs about RRBs and/or sampling those who are less experienced in working with children with ASD.

11. **Which children and young people are excluded from school? Findings from a large British birth cohort study, the Avon Longitudinal Study of Parents and Children (ALSPAC).**

Paget A. Parker C. Heron J. Logan S. Henley W. Emond A. Ford T. *Child: care, health and development* 2018;44(2): 285-296.

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12. **Educational attainment of children and young people in the looked--after care system.**

Harland Lynette. Community practitioner : the journal of the Community Practitioners' & Health Visitors' Association 2014;87(11): 25-27.

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Over the last five years there has been a significant increase in the number of children in care. Despite service provision, the outcomes for these children differ significantly from their counterparts, particularly in relation to educational attainment. While 68% of children in care have special needs, this does not explain the difference in attainment for 32% of children in care. Research indicates that stereotyping, lower expectations and the experience of care are significant factors. Although positive work is being done, the differences in outcomes for children in care suggest further emphasis is needed. Experiences in early life impact on outcomes across the lifespan and it is here where as school nurses and health visitors, we can make a positive contribution for children in care.

## D. Search strategy

ERIC search strategy:

"special educational needs" AND disability AND intersection

"special educational needs" AND intersection

MEDLINE search strategy: SEND + intersectionality, ethnicity/ race

<a href="#">Set</a>	Search	Databases	Results
S14	<a href="#">[S4] AND [S13]</a>	MEDLINE®	<a href="#">269</a>
S13	<a href="#">[S6] OR [S7] OR [S8] OR [S9] OR [S10] OR [S11] OR [S12]</a>	MEDLINE®	<a href="#">620,071</a>
S12	<a href="#">MJMESH.EXACT.EXPLODE("Ethnic and Racial Minorities")</a>	MEDLINE®	<a href="#">230</a>
S11	<a href="#">title(gypsy OR roma OR traveller) OR abstract(gypsy OR roma OR traveller)</a>	MEDLINE®	<a href="#">37,252</a>
S10	<a href="#">title(bame) OR abstract(bame)</a>	MEDLINE®	<a href="#">351</a>
S9	<a href="#">title(black OR race OR racial OR asian) OR abstract(black OR race OR racial OR asian)</a>	MEDLINE®	<a href="#">451,016</a>
S8	<a href="#">title(ethnic minorit*) OR abstract(ethnic minorit*)</a>	MEDLINE®	<a href="#">23,882</a>
S7	<a href="#">title(ethnic*) OR abstract(ethnic*)</a>	MEDLINE®	<a href="#">195,333</a>
S6	<a href="#">title(intersection*) OR abstract(intersection*)</a>	MEDLINE®	<a href="#">33,652</a>
S4	<a href="#">[S1] OR [S3]</a>	MEDLINE®	<a href="#">12,671</a>
S3	<a href="#">MJMESH.EXACT.EXPLODE("Education, Special")</a>	MEDLINE®	<a href="#">10,396</a>
S2	<a href="#">title(special educational need* and disabilit*) OR abstract(special educational need* and disabilit*)</a>	MEDLINE®	<a href="#">431</a>
S1	<a href="#">title(special educational need*) OR abstract(special educational need*)</a>	MEDLINE®	<a href="#">2,528</a>

**CINAHL Ultimate search strategy: SEND + intersectionality, ethnicity/ race**

S1	TI (special n4 education*) OR AB (special n4 education*)	Search modes - Proximity	View Results (4,879) View Details <a href="#">Edit</a>
S2	(MH "Education, Special+")	Search modes - Proximity	View Results (10,185) View Details <a href="#">Edit</a>

S3	"special educational need* and disabilit*"	Search modes - Proximity	View Results (76) View Details <a href="#">Edit</a>
S4	"special educational need*"	Search modes - Proximity	View Results (501) View Details <a href="#">Edit</a>
S5	S3 OR S4	Search modes - Proximity	View Results (501) View Details <a href="#">Edit</a>
S6	TI ( "SEND" or "SEN" ) OR AB ( "SEND" or "SEN" )	Search modes - Proximity	View Results (3,695) View Details <a href="#">Edit</a>
S7	S1 OR S2 OR S4 OR S6	Search modes - Proximity	View Results (16,164) View Details <a href="#">Edit</a>
S8	TI ( child* or young people or young person* or adolescen* or teen* or "under n2 25 years" or pupil or student* ) OR AB ( child* or young people or young person* or adolescen* or teen* or "under n2 25 years" or pupil or student* )	Search modes - Proximity	View Results (931,861) View Details <a href="#">Edit</a>
S9	TI intersection* OR AB intersection* OR SU intersection*	Search modes - Proximity	View Results (10,313) View Details <a href="#">Edit</a>
S10	(MH "Intersectionality")	Search modes - Proximity	View Results (1,082) View Details <a href="#">Edit</a>
S11	S9 OR S10	Search modes - Proximity	View Results (10,313) View Details

			<a href="#">Edit</a>
S12	TI ethnic* OR AB ethnic*	Search modes - Proximity	<b>View Results (82,800)</b> <b>View Details</b> <a href="#">Edit</a>
S13	TI ethnic n3 minorit* OR AB ethnic n3 minorit*	Search modes - Proximity	<b>View Results (11,664)</b> <b>View Details</b> <a href="#">Edit</a>
S14	(MH "Ethnic Groups+")	Search modes - Proximity	<b>View Results (180,147)</b> <b>View Details</b> <a href="#">Edit</a>
S15	TI ( black or rac* or asia* or bame ) OR AB ( black or rac* or asia* or bame )	Search modes - Proximity	<b>View Results (174,342)</b> <b>View Details</b> <a href="#">Edit</a>
S16	TI ( gyps* or roma or traveller* ) OR AB ( gyps* or roma or traveller* )	Search modes - Proximity	<b>View Results (3,364)</b> <b>View Details</b> <a href="#">Edit</a>
S17	(MH "Roma")	Search modes - Proximity	<b>View Results (388)</b> <b>View Details</b> <a href="#">Edit</a>
S18	S12 OR S13 OR S14 OR S15 OR S16 OR S17	Search modes - Proximity	<b>View Results (326,792)</b> <b>View Details</b> <a href="#">Edit</a>
S19	S7 AND S8 AND S11 AND S18	Search modes - Proximity	<b>View Results (21)</b> <b>View Details</b> <a href="#">Edit</a>

**Results for PMC PubMed Central: special educational needs and disability**

Search	Query	Results
#7	Search: (("special education disability"[Title/Abstract:~4] AND (2014:2024[pdat])) OR ("special educational needs"[Title/Abstract]) AND (disabilit*[Title/Abstract])) AND ((allchild[Filter] OR youngadult[Filter]) AND (2014:2024[pdat])) AND (allchild[Filter] OR youngadult[Filter])) AND (("united kingdom"[MeSH Terms]) OR ("england"[MeSH Terms]) AND (allchild[Filter] OR youngadult[Filter])) Filters: Child: birth-18 years, Young Adult: 19-24 years	<a href="#">20</a>
#6	Search: ("united kingdom"[MeSH Terms]) OR ("england"[MeSH Terms]) Filters: Child: birth-18 years, Young Adult: 19-24 years	<a href="#">75,577</a>
#5	Search: ("special education disability"[Title/Abstract:~4] AND (2014:2024[pdat])) OR ("special educational needs"[Title/Abstract]) AND (disabilit*[Title/Abstract])) AND ((allchild[Filter] OR youngadult[Filter]) AND (2014:2024[pdat])) Filters: Child: birth-18 years, Young Adult: 19-24 years	<a href="#">124</a>
#4	Search: ("special education disability"[Title/Abstract:~4] AND (2014:2024[pdat])) OR ("special educational needs"[Title/Abstract]) AND (disabilit*[Title/Abstract])) Filters: from 2014 - 2024	<a href="#">203</a>
#3	Search: ("special education disability"[Title/Abstract:~4] AND (2014:2024[pdat])) OR ("special educational needs"[Title/Abstract]) AND (disabilit*[Title/Abstract]))	<a href="#">246</a>
#2	Search: ("special educational needs"[Title/Abstract]) AND (disabilit*[Title/Abstract])	<a href="#">188</a>
#1	Search: "special education disability"[Title/Abstract:~4] AND (2014:2024[pdat])	<a href="#">58</a>

#### Results for NHS Hub: SEND + intersectionality

(special education) AND (intersection) AND (england or britain or united kingdom or uk) AND (children OR young adults)

#### Results for MEDLINE: SEND + intersectionality, sexual orientation and gender identity

Set	Search	Databases	Results
S17	<a href="#">[S4] AND [S16]</a>	MEDLINE®	<a href="#">27</a>
S16	<a href="#">[S6] OR [S8] OR [S9] OR [S10] OR [S11] OR [S12] OR [S13] OR [S14] OR [S15]</a>	MEDLINE®	<a href="#">65,990</a>
S15	<a href="#">MJMESH.EXACT.EXPLODE("Sexual and Gender Minorities")</a>	MEDLINE®	<a href="#">17,656</a>
S14	<a href="#">title(gay or lesbian) OR abstract(gay or lesbian)</a> Limits applied	MEDLINE®	<a href="#">5,861</a>

<a href="#">Set</a>	Search	Databases	Results
S13	<a href="#">title(non-binary) OR abstract(non-binary)</a> Limits applied	MEDLINE®	<a href="#">322</a>
S12	<a href="#">title(trans OR transgender) OR abstract(trans OR transgender)</a> Limits applied	MEDLINE®	<a href="#">10,759</a>
S11	<a href="#">title(gender and identity) OR abstract(gender and identity)</a> Limits applied	MEDLINE®	<a href="#">4,201</a>
S10	<a href="#">title(sexual and orientation) OR abstract(sexual and orientation)</a> Limits applied	MEDLINE®	<a href="#">3,855</a>
S9	<a href="#">title(lgb*) OR abstract(lgb*)</a> Limits applied	MEDLINE®	<a href="#">1,906</a>
S8	<a href="#">title(gender AND identity) OR abstract(gender AND identity)</a> Limits applied	MEDLINE®	<a href="#">4,201</a>
S6	<a href="#">title(intersection*) OR abstract(intersection*)</a>	MEDLINE®	<a href="#">33,652</a>
S4	<a href="#">[S1] OR [S3]</a>	MEDLINE®	<a href="#">12,671</a>
S3	<a href="#">MJMESH.EXACT.EXPLODE("Education, Special")</a>	MEDLINE®	<a href="#">10,396</a>
S2	<a href="#">title(special educational need* and disabilit*) OR abstract(special educational need* and disabilit*)</a>	MEDLINE®	<a href="#">431</a>
S1	<a href="#">title(special educational need*) OR abstract(special educational need*)</a>	MEDLINE®	<a href="#">2,528</a>

**CINAHL Ultimate search strategy: SEND + intersectionality, sexual orientation and gender identity**

S1	TI (special n4 education*) OR AB (special n4 education*)	Search modes - Proximity	View Results (4,879) View Details <a href="#">Edit</a>
S2	(MH "Education, Special+")	Search modes - Proximity	View Results (10,185) View Details <a href="#">Edit</a>
S3	"special educational need* and disabilit*"	Search modes - Proximity	View Results (76)

			<b>View Details</b> <a href="#">Edit</a>
S4	"special educational need*"	<b>Search modes -</b> Proximity	<b>View Results (501)</b> <b>View Details</b> <a href="#">Edit</a>
S5	S3 OR S4	<b>Search modes -</b> Proximity	<b>View Results (501)</b> <b>View Details</b> <a href="#">Edit</a>
S6	TI ( "SEND" or "SEN" ) OR AB ( "SEND" or "SEN" )	<b>Search modes -</b> Proximity	<b>View Results (3,695)</b> <b>View Details</b> <a href="#">Edit</a>
S7	S1 OR S2 OR S4 OR S6	<b>Search modes -</b> Proximity	<b>View Results (16,164)</b> <b>View Details</b> <a href="#">Edit</a>
S8	TI ( child* or young people or young person* or adolescen* or teen* or "under n2 25 years" or pupil or student* ) OR AB ( child* or young people or young person* or adolescen* or teen* or "under n2 25 years" or pupil or student* )	<b>Search modes -</b> Proximity	<b>View Results (931,861)</b> <b>View Details</b> <a href="#">Edit</a>
S9	TI intersection* OR AB intersection* OR SU intersection*	<b>Search modes -</b> Proximity	<b>View Results (10,313)</b> <b>View Details</b> <a href="#">Edit</a>
S10	(MH "Intersectionality")	<b>Search modes -</b> Proximity	<b>View Results (1,082)</b> <b>View Details</b> <a href="#">Edit</a>
S11	S9 OR S10	<b>Search modes -</b> Proximity	<b>View Results (10,313)</b> <b>View Details</b> <a href="#">Edit</a>

S12	TI sexual n2 orientation OR AB sexual n2 orientation OR SU sexual n2 orientation	<b>Limiters</b> - Publication Date: 20140101-20241231  <b>Search modes</b> - Proximity	<b>View Results</b> (4,126)  <b>View Details</b>  <a href="#">Edit</a>
S13	TI gender identity OR AB gender identity OR SU gender identity	<b>Limiters</b> - Publication Date: 20140101-20241231  <b>Search modes</b> - Proximity	<b>View Results</b> (6,073)  <b>View Details</b>  <a href="#">Edit</a>
S14	TI LGB* OR AB LGB* OR SU LGB*	<b>Limiters</b> - Publication Date: 20140101-20241231  <b>Search modes</b> - Proximity	<b>View Results</b> (7,001)  <b>View Details</b>  <a href="#">Edit</a>
S15	TI ( trans or transgender ) OR AB ( trans or transgender ) OR SU ( trans or transgender )	<b>Limiters</b> - Publication Date: 20140101-20241231  <b>Search modes</b> - Proximity	<b>View Results</b> (15,743)  <b>View Details</b>  <a href="#">Edit</a>
S16	(MH "Sexual Orientation+") OR (MH "Sexual Identity+") OR (MH "Sexuality+")	<b>Limiters</b> - Publication Date: 20140101-20241231  <b>Search modes</b> - Proximity	<b>View Results</b> (19,358)  <b>View Details</b>  <a href="#">Edit</a>
S17	(MH "Gender Identity+")	<b>Limiters</b> - Publication Date: 20140101-20241231  <b>Search modes</b> - Proximity	<b>View Results</b> (6,741)  <b>View Details</b>  <a href="#">Edit</a>
S18	S12 OR S13 OR S14 OR S15 OR S16 OR S17	<b>Search modes</b> - Proximity	<b>View Results</b> (41,742)  <b>View Details</b>  <a href="#">Edit</a>
S19	S7 AND S8 AND S11 AND S18	<b>Search modes</b> - Proximity	<b>View Results</b> (1)  <b>View Details</b>

		<a href="#">Edit</a>
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**Results for MEDLINE search: SEND + intersectionality, deprivation**

<a href="#">Set</a>	Search	Databases	Results
S16	<a href="#">[S4] AND [S15]</a>	MEDLINE®	<a href="#">389</a>
S15	<a href="#">[S6] OR [S7] OR [S10] OR [S12] OR [S13] OR [S14]</a>	MEDLINE®	<a href="#">422,359</a>
S14	<a href="#">MJMESH.EXACT.EXPLODE("Child Poverty")</a>	MEDLINE®	<a href="#">30</a>
S13	<a href="#">title(depriv*) OR abstract(depriv*)</a>	MEDLINE®	<a href="#">110,017</a>
S12	<a href="#">title(poverty) OR abstract(poverty)</a>	MEDLINE®	<a href="#">34,166</a>
S11	<a href="#">title(disadvantage*) OR abstract(disadvantage*)</a>	MEDLINE®	<a href="#">103,508</a>
S10	<a href="#">[S8] OR [S9]</a>	MEDLINE®	<a href="#">168,154</a>
S9	<a href="#">title(socioeconomic) OR abstract(socioeconomic)</a>	MEDLINE®	<a href="#">133,033</a>
S8	<a href="#">title(socio-economic) OR abstract(socio-economic)</a>	MEDLINE®	<a href="#">43,249</a>
S7	<a href="#">title(disadvantage*) OR abstract(disadvantage*)</a>	MEDLINE®	<a href="#">103,508</a>
S6	<a href="#">title(intersection*) OR abstract(intersection*)</a>	MEDLINE®	<a href="#">33,652</a>
S4	<a href="#">[S1] OR [S3]</a>	MEDLINE®	<a href="#">12,671</a>
S3	<a href="#">MJMESH.EXACT.EXPLODE("Education, Special")</a>	MEDLINE®	<a href="#">10,396</a>
S2	<a href="#">title(special educational need* and disabilit*) OR abstract(special educational need* and disabilit*)</a>	MEDLINE®	<a href="#">431</a>
S1	<a href="#">title(special educational need*) OR abstract(special educational need*)</a>	MEDLINE®	<a href="#">2,528</a>

**CINAHL Ultimate search strategy: SEND + intersectionality, deprivation**

S1	TI (special n4 education*) OR AB (special n4 education*)	Search modes - Proximity	<b>View Results</b> (4,879) <b>View Details</b>
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			<a href="#">Edit</a>
S2	(MH "Education, Special+")	<b>Search modes -</b> Proximity	<b>View Results</b> (10,185) <b>View Details</b> <a href="#">Edit</a>
S3	"special educational need* and disabilit*"	<b>Search modes -</b> Proximity	<b>View Results</b> (76) <b>View Details</b> <a href="#">Edit</a>
S4	"special educational need*"	<b>Search modes -</b> Proximity	<b>View Results</b> (501) <b>View Details</b> <a href="#">Edit</a>
S5	S3 OR S4	<b>Search modes -</b> Proximity	<b>View Results</b> (501) <b>View Details</b> <a href="#">Edit</a>
S6	TI ( "SEND" or "SEN" ) OR AB ( "SEND" or "SEN" )	<b>Search modes -</b> Proximity	<b>View Results</b> (3,695) <b>View Details</b> <a href="#">Edit</a>
S7	S1 OR S2 OR S4 OR S6	<b>Search modes -</b> Proximity	<b>View Results</b> (16,164) <b>View Details</b> <a href="#">Edit</a>
S8	TI ( child* or young people or young person* or adolescen* or teen* or "under n2 25 years" or pupil or student* ) OR AB ( child* or young people or young person* or adolescen* or teen* or "under n2 25 years" or pupil or student* )	<b>Search modes -</b> Proximity	<b>View Results</b> (931,861) <b>View Details</b> <a href="#">Edit</a>
S9	TI intersection* OR AB intersection* OR SU intersection*	<b>Search modes -</b> Proximity	<b>View Results</b> (10,313) <b>View Details</b> <a href="#">Edit</a>

S10	(MH "Intersectionality")	<b>Search modes</b> - Proximity	<b>View Results</b> (1,082) <b>View Details</b> <a href="#">Edit</a>
S11	S9 OR S10	<b>Search modes</b> - Proximity	<b>View Results</b> (10,313) <b>View Details</b> <a href="#">Edit</a>
S12	TI depriv* OR AB depriv* OR SU deprivation	<b>Search modes</b> - Proximity	<b>View Results</b> (24,089) <b>View Details</b> <a href="#">Edit</a>
S13	socio n2 economic AND socio n2 economic AND socio n2 economic	<b>Search modes</b> - Proximity	<b>View Results</b> (15,144) <b>View Details</b> <a href="#">Edit</a>
S14	TI disadvantage* OR AB disadvantage* OR SU disadvantaged	<b>Search modes</b> - Proximity	<b>View Results</b> (27,115) <b>View Details</b> <a href="#">Edit</a>
S15	TI poverty OR AB poverty OR SU poverty	<b>Search modes</b> - Proximity	<b>View Results</b> (40,988) <b>View Details</b> <a href="#">Edit</a>
S16	(MH "Social Deprivation")	<b>Search modes</b> - Proximity	<b>View Results</b> (378) <b>View Details</b> <a href="#">Edit</a>
S17	(MH "Socioeconomic Disparities in Health") OR (MH "Social Deprivation")	<b>Search modes</b> - Proximity	<b>View Results</b> (722) <b>View Details</b> <a href="#">Edit</a>
S18	S12 OR S13 OR S14 OR S15 OR S16 OR S17	<b>Search modes</b> - Proximity	<b>View Results</b> (99,836) <b>View Details</b> <a href="#">Edit</a>

S19	S7 AND S8 AND S11 AND S18	Search modes - Proximity	View Results (6) View Details <a href="#">Edit</a>
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**Results for MEDLINE search: SEND + intersectionality, care experienced**

<a href="#">Set</a>	Search	Databases	Results
S16	<a href="#">[S4] AND [S15]</a>	MEDLINE®	<a href="#">124</a>
S15	<a href="#">[S6] OR [S7] OR [S8] OR [S9] OR [S10] OR [S11] OR [S12] OR [S14]</a>	MEDLINE®	<a href="#">53,117</a>
S14	<a href="#">title(adopted child*) OR abstract(adopted child*)</a> Limits applied	MEDLINE®	<a href="#">7,652</a>
S12	<a href="#">MJMESH.EXACT.EXPLODE("Child, Adopted")</a>	MEDLINE®	<a href="#">148</a>
S11	<a href="#">MJMESH.EXACT.EXPLODE("Child, Foster")</a> Limits applied	MEDLINE®	<a href="#">157</a>
S10	<a href="#">title(looked-after children) OR abstract(looked-after children)</a> Limits applied	MEDLINE®	<a href="#">235</a>
S9	<a href="#">title(care leavers) OR abstract(care leavers)</a> Limits applied	MEDLINE®	<a href="#">62</a>
S8	<a href="#">title(foster*) OR abstract(foster*)</a> Limits applied	MEDLINE®	<a href="#">11,689</a>
S7	<a href="#">title("care-experienced") OR abstract("care-experienced")</a> Limits applied	MEDLINE®	<a href="#">169</a>
S6	<a href="#">title(intersection*) OR abstract(intersection*)</a>	MEDLINE®	<a href="#">33,652</a>
S4	<a href="#">[S1] OR [S3]</a>	MEDLINE®	<a href="#">12,671</a>
S3	<a href="#">MJMESH.EXACT.EXPLODE("Education, Special")</a>	MEDLINE®	<a href="#">10,396</a>
S2	<a href="#">title(special educational need* and disabilit*) OR abstract(special educational need* and disabilit*)</a>	MEDLINE®	<a href="#">431</a>
S1	<a href="#">title(special educational need*) OR abstract(special educational need*)</a>	MEDLINE®	<a href="#">2,528</a>

**CINAHL Ultimate search strategy: SEND + intersectionality, care experienced**

S1	TI (special n4 education*) OR AB (special n4 education*)	<b>Search modes</b> - Proximity	<b>View Results</b> (4,879) <b>View Details</b> <a href="#">Edit</a>
S2	(MH "Education, Special+")	<b>Search modes</b> - Proximity	<b>View Results</b> (10,185) <b>View Details</b> <a href="#">Edit</a>
S3	"special educational need* and disabilit*"	<b>Search modes</b> - Proximity	<b>View Results</b> (76) <b>View Details</b> <a href="#">Edit</a>
S4	"special educational need*"	<b>Search modes</b> - Proximity	<b>View Results</b> (501) <b>View Details</b> <a href="#">Edit</a>
S5	S3 OR S4	<b>Search modes</b> - Proximity	<b>View Results</b> (501) <b>View Details</b> <a href="#">Edit</a>
S6	TI ( "SEND" or "SEN" ) OR AB ( "SEND" or "SEN" )	<b>Search modes</b> - Proximity	<b>View Results</b> (3,695) <b>View Details</b> <a href="#">Edit</a>
S7	S1 OR S2 OR S4 OR S6	<b>Search modes</b> - Proximity	<b>View Results</b> (16,164) <b>View Details</b> <a href="#">Edit</a>
S8	TI ( child* or young people or young person* or adolescen* or teen* or "under n2 25 years" or pupil or student* ) OR AB ( child* or young people or young person* or adolescen* or teen* or "under n2 25 years" or pupil or student* )	<b>Search modes</b> - Proximity	<b>View Results</b> (931,861) <b>View Details</b> <a href="#">Edit</a>
S9	TI intersection* OR AB intersection* OR SU intersection*	<b>Search modes</b> - Proximity	<b>View Results</b> (10,313) <b>View Details</b>

			<a href="#">Edit</a>
S10	(MH "Intersectionality")	<b>Search modes -</b> Proximity	<b>View Results (1,082)</b> <b>View Details</b> <a href="#">Edit</a>
S11	S9 OR S10	<b>Search modes -</b> Proximity	<b>View Results (10,313)</b> <b>View Details</b> <a href="#">Edit</a>
S12	TI looked-after child* OR AB looked-after child* OR SU looked-after child*	<b>Search modes -</b> Proximity	<b>View Results (403)</b> <b>View Details</b> <a href="#">Edit</a>
S13	TI care n3 leaver* OR AB care n3 leaver* OR SU care n3 leaver*	<b>Search modes -</b> Proximity	<b>View Results (230)</b> <b>View Details</b> <a href="#">Edit</a>
S14	TI care n2 experience* OR AB care n2 experience* OR SU care n2 experience*	<b>Search modes -</b> Proximity	<b>View Results (18,094)</b> <b>View Details</b> <a href="#">Edit</a>
S15	TI foster* n2 experience* OR AB foster* n2 experience* OR SU foster* n2 experience*	<b>Search modes -</b> Proximity	<b>View Results (731)</b> <b>View Details</b> <a href="#">Edit</a>
S16	TI adopted n3 child* OR AB adopted n3 child* OR SU adopted n3 child*	<b>Search modes -</b> Proximity	<b>View Results (2,250)</b> <b>View Details</b> <a href="#">Edit</a>
S17	(MH "Orphans and Orphanages")	<b>Search modes -</b> Proximity	<b>View Results (1,347)</b> <b>View Details</b> <a href="#">Edit</a>
S18	child* in care	<b>Search modes -</b> Proximity	<b>View Results (384)</b> <b>View Details</b>

			<a href="#">Edit</a>
S19	(MH "Foster Home Care") OR (MH "Child, Foster")	<b>Search modes -</b> Proximity	<b>View Results (6,883)</b> <b>View Details</b> <a href="#">Edit</a>
S20	S12 OR S13 OR S14 OR S15 OR S16 OR S17 OR S18 OR S19	<b>Search modes -</b> Proximity	<b>View Results (28,319)</b> <b>View Details</b> <a href="#">Edit</a>
S21	S7 AND S8 AND S11 AND S20	<b>Search modes -</b> Proximity	<b>View Results (1)</b> <b>View Details</b> <a href="#">Edit</a>

## E. Disclaimer

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