Exploring how the experiences of adults with learning disabilities can shape education, transition planning and long-term outcomes

Special Educational Needs Policy Research Forum Paper: No 53 June 2026

On Thursday 4th June 2026, the **SEN Policy Research Forum** and **London South Bank University's Building Future Communities Research Centre** hosted an in-person collaborative seminar examining how the lived experiences of adults with learning disabilities could inform priorities for education, transition planning, and meaningful life outcomes.

Bringing together researchers, practitioners, policymakers, and people with lived experience, the event explored what truly matters to young people as they move into adulthood and considered how education systems could better support their aspirations and long-term outcomes.

The seminar featured two keynote presentations and contributions from young people with lived experience, which together explored how the experiences of adults with learning disabilities can inform priorities for education, transition planning, and meaningful life outcomes. These inputs foregrounded the perspectives and aspirations of young people as they move into adulthood, highlighting both the opportunities and barriers encountered during this transition.

The young people's videos are available here:

Tanzie SENPRF June 2026

Ruth

Emma

Here are Harshi's slides that she used for her presentation: Harshi-presentationpptx.pptx

Here are Ellen's Ellen-4th-June-Policy-forum.pptx

The event concluded with a plenary discussion involving researchers, practitioners, policymakers, parents and people with lived experience. The discussion considered how education systems can better support successful transitions to adulthood, with participants reflecting on issues including inclusion, post-16 provision, employment, inter-agency working and the longer-term outcomes that matter most to young people and their families.

Speakers

Linda Jordan, Senior Development Adviser at National Development Team for Inclusion (NDTi)

Professor Nicola Martin, Head of Research, Higher Degrees and Student Experience, London South Bank University

Young people

This policy paper summarises the speakers' presentations and the plenary discussion involving all attendees.

Ten years of 'Preparing for Adulthood': A retrospective overview – the legacy and implications for future policy

Linda Jordan

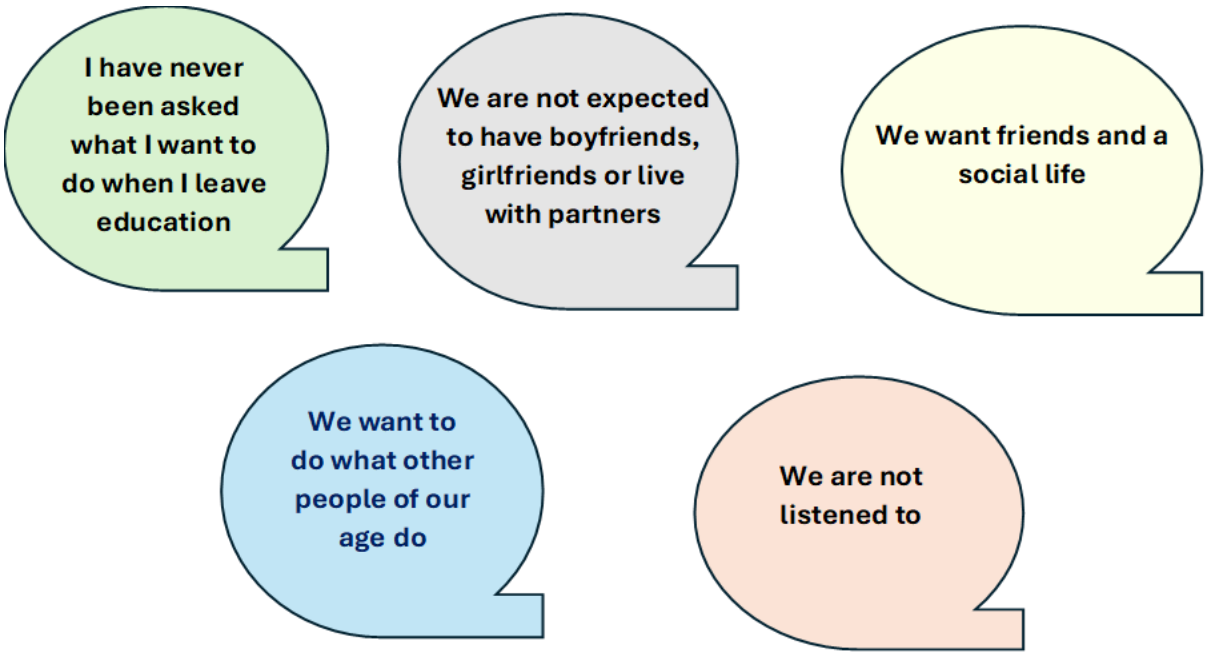
Background

In 2008 the Department of Work and Pensions were concerned about the small number of young people with learning disabilities moving into employment when they left education. A cross-government group was established which included the Department for Education, the Department of Health and the Cabinet Office.

At that time, I was working for the Department of Health's ***Valuing People*** support team and we were commissioned to run a three-year programme to find out why young people were not moving into employment. The programme was called ***Getting a Life.*** I and a colleague ran the programme and worked with over 400 young people in ten local areas across England. The time available meant that we could work in co-production with the young people, their families and the people working in those local authority areas to discover the barriers to employment.

The ten local authority areas had successfully bid to be part of the programme and they then recruited the young people locally. All of the young people had attended or were attending a special school and were aged 14-25. Some of the young people had already left further education.

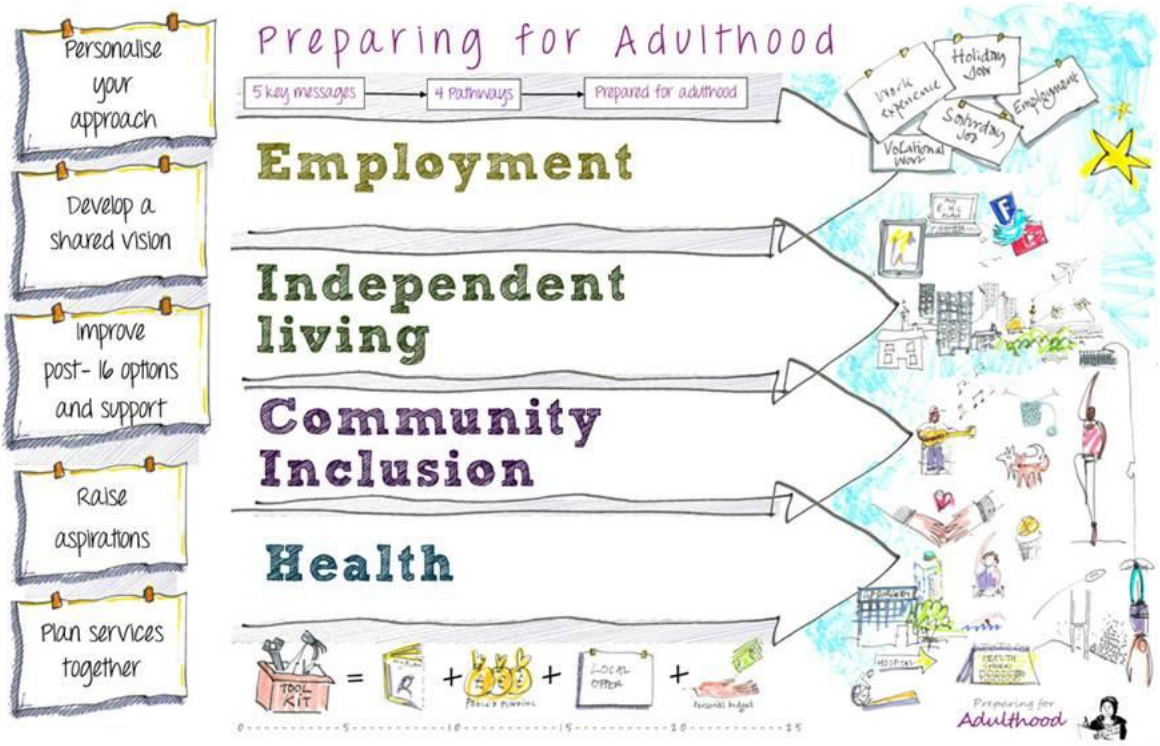
Messages from the young people were consistent across the country. We began by discussing their aspirations and experiences about employment but they made it clear they wanted to talk about all aspects of their lives. The most important issue for the young people was friends, relationships and community participation, but they also thought that work and independence were important. Families and professionals added that health was also an important part of life. The young people provided a huge amount of evidence about how the system was not working at that time. For example:



In each of the ten areas, we were guided by the young people about the best way to work with them. Our work involved the following approaches:

- person-centred planning;
- whole group work with young people, families and professionals;
- separate meetings with young people, families and professionals;
- smaller age-related group work with young people;
- peer support;
- mainstream peer support;
- 'Planning Live';
- planning together for change;
- events bringing areas together to share their experiences and
- a final celebratory conference

Throughout the programme, we were joined by DfE officials, some local politicians and Ofsted inspectors, who all agreed that the young people's voices needed to be embedded in the upcoming legislation. We were asked to support the writing of chapter eight of the Code of Practice 2015. The young people's messages from *Getting a Life*, became the **Preparing for Adulthood Pathways**.



By late 2011, I started working at NDTi (National Development Team for Inclusion) and soon after, NDTi was commissioned by the Department for Education to deliver the Preparing for Adulthood national programme. There have been a number of delivery stages:

- 2012-2014 Pathfinders – trying out the new ideas
- 2014-2024 Funded to work with every local authority and to run regional networks
- 2024-2026 Funded to deliver Preparing for Adulthood as part of the RISE, nasen and ETF programmes
- 2022-2026 The Internships Work programme
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The Preparing for Adulthood programme was based on what we had learned from the young people, their families and others. We knew that the system needed to change so that:

- children and young people are not "othered" because of perceived differences and are treated with the same respect and receive the same quality services as everyone else;
- young people are listened to and people working in the system know how to listen to young people who do not use words to speak or have different ways of communicating;
- person-centred planning is in place and assessments are carried out with the intention of supporting ordinary lives and
- everyone working in the system knows what is positive and possible and are not hampered by stereotypical ideas and practices.

The programme was designed to promote the following practice:

- develop a vision across the whole system so that everyone knows what they want to see in five or ten years' time;
- embed person-centred practice;
- locate all work within the social model of disability;
- provide support, training and development so that everyone understands the bigger picture, the law and what these mean for practice;
- plan all services together and
- raise aspirations.

The programme also located the work within the context of the Children and Families Act 2014, the Care Act 2014 and the Equality Act 2010. The Code mentions Preparing for Adulthood 46 times and is embedded in every chapter. There are requirements to focus on the voice of the young person, to provide the support they need to be heard and to plan with them based on their aspirations for now and in the future. For example:

*Local authorities **must** ensure that the EHC plan review at Year 9, and every review thereafter, includes a focus on preparing for adulthood. It can be helpful for EHC plan reviews before Year 9 to have this focus too. Planning **must** be centred around the individual and explore the child or young person's aspirations and abilities, what they*

want to be able to do when they leave post-16 education or training and the support they need to achieve their ambition (DfE and DoH, 2015:125).

The barriers to achieving real change

Back in 2014, the SEND Reforms seemed right and achievable. However, fairly soon, it became clear that general education policy was moving in a direction that did not fit well with the vision of the Children and Families Act. The increasing pressure on schools to focus on attainment targets and a knowledge-based curriculum meant that increasingly many children were perceived as not being able to fit into a mainstream classroom. In addition, local authorities were under pressure to focus on the bureaucratic aspects of the reforms rather than the relational and social aspects. Children with high support needs were beginning to be considered as "special school children".

The rapid growth in the number of Education, Health and Care plans and difficulties in finding schools to take children has meant that local authority staff have been under increasing pressure to deal with day-to-day crises, with little capacity to focus on development work. These pressures have meant that many of the Code of Practice requirements have not been implemented. Holistic working has proved to be a challenge, with many staff across the system being unsure about their statutory duties to prepare young people for adulthood and how to do this. Co-production with young people and families is still under-developed, person-centred practice is virtually non-existent and joined up working is very patchy. We have found, even after twelve years of the SEND framework being in place that, for example, many social workers in children's social care services do not know about the Care Act 2014 and social workers in adult social care teams are not aware of the Children and Families Act. This leads to confusion about transition and opportunities for good person-centred practice are lost.

Another significant barrier is that the system has not managed to be led by the social model of disability. The over reliance on diagnosis and negative assessment has led to a return to children's barriers seen as within them rather than as a consequence of

discriminatory and exclusive practices and service design. From the mid-1980s until the early 2000s, many children with high support needs were able to be included in mainstream classrooms with differentiated inclusive pedagogy but now the same children are perceived as being too complex. The focus on academic attainment outcomes has led to children who cannot achieve "expected levels of achievement" being excluded; either into rooms within the school or from the school completely. In our work, we have seen an increasing change in the ethos of the SEND system to one in which children and young people are not celebrated for who they are, what they bring and what they achieve. In this environment, it is hard to support young people to prepare for adulthood. Often young people's adulthood is not something the system thinks about.

The Legacy of the Preparing for Adulthood Programme

Despite the failure of the 2014 to achieve the vision set out in the Code of Practice 2015, the Preparing for Adulthood programme has had an impact on the system which hopefully can be built on as we move into the new context of the Schools' White Paper and proposed SEND Reform.

On the whole, our work has been with frontline professionals and practitioners and middle managers working in local authority and health services and in schools and post 16 provision. The overwhelming majority of people believe that the Code of Practice sets out the right framework and it is what they should be doing. Every local authority has a Preparing for Adulthood strategy with associated action plans and some work in place to make some changes to the system. All Local offers include significant amounts of information about Preparing for Adulthood and in most areas, there are events for young people and families to find out about post 16 education and services to support young people beyond age 18. Our work with young people and families makes it clear that this is not enough. Many people believe that the system has gone backwards and that young people's voices and aspirations are heard less now than ever. The young people we meet tell us so many stories about their exclusion and lack of planning for the future.

Implications for future policy

The Government's current policy proposals are very much focused on improving the SEND system bureaucracy and supporting schools to be more inclusive. There is very little about preparing for adulthood, post 16 education and supporting young people to have great adult lives with jobs, friends and housing.

What we learned from the young people as part of the *Getting a Life* programme is still what we hear from young people today. They want to be taken seriously, listened to, planned with and supported to have a good life. What needs to be understood is that school is not just about acquiring knowledge. It is about being welcomed, valued and celebrated for being part of a diverse community. It is about friends and relationships and working out how the world works. it is also about learning in ways that is meaningful for each person. Learning must be fun, interesting and inspiring.

DfE and DoH (2015) The Special Educational Needs and Disability Code of Practice. Available at SEND_Code_of_Practice_January_2015.pdf

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Research into the educational and social experience during their school years of adults with learning disabilities: what does this tell us about priorities for education?

Building Future Communities Research Centre | London South Bank University

Professor Nicola Martin

Research into the educational and social experience of adults with learning disabilities during their school and college years could tell us a lot about priorities for education. Their narratives could provide insights into firsthand experiences which are not filtered

through the interpretation of parents and teachers and have marinated over time and sit alongside information about the life changes that have occurred post school or college. Unfortunately, adults with learning disabilities and other minoritised communities, including people who faced exclusion from education (Caslin 2023), are underrepresented in research which seeks to understand their retrospective perceptions of what school or college was like for them and the extent to which their education supported their adult aspirations. Individuals who fall into these categories are rarely invited to look back on their education and reflect on their experiences, opportunities, and achievements with a view to contributing to research incorporating insights from their lived experience in order to influence educational policy and practice.

Listening to narratives of marginalised learners could serve dual purposes, firstly enabling the participants to evaluate their education and plan for their future, which may involve continuing education, and secondly contributing insights to enable policy makers to work towards improving the school or college experience of future generations.

Gatekeeping is a practical concern, that is to say, once a person has left the education system, either prematurely through being excluded or because they have reached a cut off age, it is not necessarily easy to maintain contact in order to learn from their insights. This reality supports the argument for building in ongoing opportunities for stakeholder evaluation during the school and college years as well as developing ways in which retrospective evaluations could also be accessed wherever possible. There is little evidence of attempts to do either of these things coherently and certainly the voices of the excluded are often extremely difficult to capture.

Parents' views, usually those of mothers, predominate in research relevant to disabled children and parents and professionals often act as proxies for young people with learning disabilities in research meaning that the true insider perspectives of the end users are filtered through the interpretation of a third party (Brett, 2018; Dwerryhouse and Hall, 2025). Care leavers are particularly hard to reach (Gilligan and Brady, 2023; Harrison et al., 2023).

Gerber and Reiff (2022) commented that the limited available research with adults who have learning disability tended to focus on transition and educational opportunities post-school as a key to employment and independence. Enabling adults with learning disabilities to look back on their education and adopting the long view by ascertaining what happened after school in terms of employment and life chances potentially provides a useful perspective on the efficacy of the education they received in relation to preparedness for future employment.

Pupil /parent voice is an expectation of the Equality Act 2010, the Children and Families Act 2014, Relevant UN Conventions and 2026 SEND white paper *Every child achieving and thriving*, but there is no such tangible requirement once an individual has left school or college in terms of following up and finding out what happened next. Gatekeeping also makes it difficult to gather retrospective perspectives from adults with learning disabilities who may be difficult to follow up after they transition from child to adult services or to no services at all (Oakes and Douglass, 2025).

Smith et al (2022) engaged with adults who had been educated in special school settings in the UK and reported the salient message that in between the positive experiences participants reported was a ubiquitous negative theme relating to the feeling that expectations of other people, including teachers and parents, about what the pupils might achieve were too low. The opportunity outlined in the 2014 Children and Families Act to extend education to twenty-five for eligible young people who have Education, Health and Care Plans is pertinent and it would be useful to have in place mechanisms to capture the efficacy of the approach in relation both to numbers reached and outcomes. As a lecturer in further education (FE) I was privileged to teach school leavers with learning disabilities in their twenties to read using the specialist approaches at my disposal from my training to work with adults with dyslexia. They would not have been afforded the opportunity had my expectations been low and it is possible that when they were younger some of them might not have been ready to acquire literacy. The college programme also included vocational opportunities in horticulture, car valeting and catering which resulted in paid employment subsequently. It would be very useful to know what those students were doing now and to hear their views about their education in special school and in FE.

Identification of support requirements in school often requires a process of labelling in order to access support and it is important to understand ways in which the acquisition of particular labels can impact on the sense of self of the young person during school and into adulthood and on the perceptions of other people (Franz et al., 2023; Mueller,2019). Cultural competence is also part of the story as reactions to labelling vary from family to family and community to community (Cooper-Moss et al., 2026; Kandeh et al., 2020). Pearson (2026) cautions about the potential for homogeneity by impairment label which, as well as perpetuating stereotypes, can stigmatise neurodivergent children. The work of Macdonald and Peacock (2026) spans education and youth justice systems in England and Wales and their concerns relate to the potential to unintentionally criminalise individuals with particular labels.

Increasingly, autistic scholars are becoming more visible and influential in relation to commenting on, amongst other things, their living experience and systemic barriers and enablers to social inclusion on their own terms (Milton et al., 2025). Aspects of research involving autistic people may feel contentious and uncomfortable to some parents and educationalists. Research with adult autistic self-advocates by Anderson (2023), for example, found that participants were of the view that applied behaviour analysis (ABA) to which they had been subjected damaged their mental health. They described ABA as an intervention governed by the ethos that autism was a problem requiring fixing through the eradication of overtly autistic characteristics via behavioral interventions. In contrast, a view more congruent with that of autistic scholars was expressed by Horgan et al. (2022). Their study found that many young autistic people viewed the experience of mainstream schools as complex and socially demanding. Horgan et al argued for changes to the school system informed by insights from autistic participants rather than attempting to change the autistic person in order to enable them to fit in. It is an understatement to say that ABA is not popular with autistic people and parents should not be vilified in any way for seeking to do what they think is best for their children but research informed by the lived experience of autistic people points towards affecting changes to the school environment to promote inclusion as a more productive and less dangerous way forward.

Organisations such as The Participatory Autism Research Collective (PARC) (Milton et al., 2025) acknowledge the importance of being inclusive of autistic people who use means of communication other than voice and of those who have additional learning disabilities and the challenge of being creative enough to make participation inclusive. Another challenge in relation to fair inclusion in research is that autistic scholars, however well qualified, face barriers to employment as researchers. The Foundation for People with Learning Disabilities (FPLD) (Cronin et al 2020), Mencap (Kellett et al 2010) and other organisations similarly strive to make research participation accessible to people who have learning disabilities and would not be in a position to access a complex questionnaire via the internet and fill it in. The Valuing People initiative started in the 1990s was a welcome national attempt to enable people with learning disabilities to influence thinking about policy and practice in education, health and social care. (Burton and Kagan, 2006).

Learning from stakeholders directly involves being cognisant of who is in the room as participant and who is absent from the discussion. Malone et al. (2022) commented on the under-representation of Black autistic people of any age in autism research, for example. It is also important to consider how the people in the room are enabled to participate fully, (Elder and Migliarini, 2025; Farmer and McLeod, 2011; Guedes et al., 2024; Kemps, 2022; Sevon, 2025; Wood, 2024). Including people with learning disabilities in research in ways which avoid tokenism is not easy, particularly when individuals use means other than speech to communicate or find concepts like future self and employment difficult to understand. Creative approaches are essential in these situations and in order to include people who do not read or speak English or access the internet (Brett, 2018).

Examples of creative approaches include:

- ‘Photovoice’ which combines photographing images of significance to the lived experience of the participant with and autobiographical narrative. (Pistone et al., 2026).
- ‘Photo-elicitation’ also photographs taken by the participants to support and enable verbal descriptions of underpinning ideas. (Lumina et al., 2021)

- Walking methodologies involve participants moving around a particular environment while communicating verbally and non-verbally about their reactions to that environment (Hammarsten, 2025)

Lewis-Dagnell et al. (2023) emphasise the importance of utilising multi-modal approaches flexibly in order to facilitate participation. These could incorporate for example, film, images, sign language, and various creative activities.

In 2018, Dr Sally Brett developed an approach as part of her doctorate which incorporated a show, write and tell approach to providing pupils in a special school with the opportunity to go into their EHCP meeting having produced an illustration in advance, with Sally's support, which provided them with some scaffolding for their communication.

Dr Sarah Hogson-Jones (2026) utilised Lego in her doctoral work with neurodivergent students with a view to helping her participants to describe their ideal school.

Currently Sharron Sturgess is in the final stages of her doctorate which uses photo voice and photo elicitation with autistic university students who are exploring the social spaces of the university and identifying those which feel safe and resonate with their sense of self.

In order to achieve a holistic idea of the school and /or college experience it is important to incorporate various perspectives including those of staff (including teaching assistants), parents and pupils (Martin et al., 2019; Hogson-Jones, 2026). Examples of this approach exist in research but are not ubiquitous. Colleagues in further education rarely have the opportunity to engage in research. Fewer still are examples of research in which adults with learning disabilities and other marginalised identities are enabled to reflect back on their school experience. It is impossible to reflect back until some time has elapsed by which time, without careful planning, insights may be lost because systems lose track of people.

To mobilise the potentially vast resource of voices of people with firsthand experience of the education system, including those with learning disabilities and those who have experienced exclusion from school or college, it is necessary for researchers and policy

makers to be proactive and creative. Two major obstacles to overcome are gatekeeping and tokenism. If transition from child to adult services involves losing track of former pupils, their insights will be lost. Similarly, if approaches to research necessarily require the participants to be able to access the internet, read well enough in English to be able to fill in a questionnaire and have a firm cognitive grasp on concepts such as future self, these approaches lack the necessary level of creativity.

The vision of The Building Future Communities Research (BFC) Centre at London South Bank University is the real involvement of stakeholders in creative and inclusive co-produced participatory research leading to real world outcomes and based on the principle 'Nothing about us without us' (Kirschner et al., 2024). Collaboration with stakeholder groups such as PARC and FPLD is essential in order to make this vision a reality. As Director of BFC it has been my privilege to work with creative and dynamic co-researchers who are truly committed to this agenda.

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The plenary discussion brought together practitioners, academics, local authority representatives, educational psychologists and parent advocates to reflect on the future direction of SEND provision, with particular attention to post-16 education, transitions to adulthood, employment, and inclusion. While participants drew on different professional and personal experiences, there was a strong consensus that many of the challenges facing children and young people with SEND stem not from a lack of policy, but from fragmented implementation, inadequate coordination and insufficient attention to long-term outcomes.

A significant strand of discussion focused on further education and post-16 provision. Participants highlighted the disparity between schools and colleges in relation to SEND expertise. Unlike primary and secondary schools, where there is a statutory requirement for a qualified Special Educational Needs Co-ordinator (SENCo), further education settings were described as having less consistent SEND leadership and expertise. This was viewed as contributing to gaps in support during a particularly important stage of a young person's educational journey. Several contributors argued that transition into post-16 education receives far less attention than transition from primary to secondary school, despite the substantial changes that young people face at this point. As a result, there were calls for greater investment in staff training, particularly around understanding behaviour as communication, making reasonable adjustments and developing more inclusive responses to learner needs. Educational psychologists also noted that their involvement tends to diminish once young people enter further education, despite the continuing complexity of needs and the potential value of psychological input in reviewing and updating Education, Health and Care Plans (EHCPs) to ensure they remain meaningful and relevant.

The discussion repeatedly returned to the need for a more holistic understanding of educational outcomes. Participants questioned whether educational success is being

conceptualised too narrowly, arguing that greater attention should be paid to long-term destinations and life outcomes. Concerns were raised about the lack of systematic data on what happens to young people after they leave school or college. Contributors suggested that schools, including specialist settings, often have limited knowledge of the longer-term trajectories of their former pupils. This was seen as a missed opportunity for evaluating the effectiveness of educational provision and understanding which approaches genuinely support successful transitions into adulthood.

Employment emerged as one of the most urgent themes. Several speakers argued that while considerable effort is devoted to preparing young people with SEND for adult life, the wider labour market often fails to provide meaningful opportunities. Participants described a disconnect between educational preparation and employment outcomes, pointing to the very low rate of employment among people with learning disabilities. One contributor, drawing on professional experience within supported internship programmes, argued that many young people with learning disabilities are capable of employment, but societal structures and employer attitudes frequently prevent this potential from being realised. The conversation therefore shifted from what educational institutions should do to what wider systems, including employers and government, need to do. Participants argued that improving employment outcomes requires action on the demand side of the labour market, challenging assumptions about disability and creating more accessible employment pathways.

A related discussion centred on curriculum reform. Several contributors suggested that existing curricula do not adequately prepare many young people, both disabled and non-disabled, for adult life. There was support for broadening the curriculum to place greater emphasis on preparation for adulthood, employment, independent living and community participation. Participants emphasised the importance of listening to young people's aspirations and ensuring that their voices inform planning and decision-making. One speaker argued strongly that adults often impose their own expectations on young people with SEND rather than genuinely listening to what those young people want for their futures. Practical examples of innovative practice, including pre-supported internships and early work experience opportunities, were presented as

models that could improve employment outcomes by exposing young people to work environments before they leave education.

Alongside these discussions, participants expressed frustration with the policy landscape. While acknowledging the existence of numerous strategies, legislative frameworks and guidance documents, several contributors argued that the central problem was not the absence of policy but the failure to implement existing policies effectively. Participants referred to longstanding commitments to inclusion, noting that many key principles have been articulated repeatedly over several decades. However, they argued that implementation is often undermined by resource constraints, competing priorities and inconsistent accountability mechanisms. There was widespread agreement that local authorities and front-line services are frequently expected to deliver ambitious agendas without the level of funding required to make them successful.

A substantial part of the discussion focused on EHCPs and the difficulties created by fragmented systems. Participants described EHCPs as sitting across education, health and social care structures that often operate independently of one another. This fragmentation was viewed as creating inefficiencies, duplication and confusion for families. Local authority representatives shared examples of innovative practice designed to improve coordination, including transition teams that engage with young people from age fourteen onwards and work across service boundaries to support preparation for adulthood. However, parent representatives challenged suggestions that such joined-up working was widespread, arguing that many families continue to experience a "postcode lottery" in access to support and services.

Parents described transition periods as particularly challenging, characterising them as times when families are often left to navigate complex systems with limited guidance or support. Contributors spoke of parents spending significant amounts of time pursuing information, coordinating services and advocating for their children. The absence of a single accountable professional overseeing transitions was identified as a major weakness within the system. Several speakers argued for a more integrated model in which one individual or team holds responsibility for coordinating support across education, health and social care. More broadly, participants criticised what they

perceived as a reactive system that responds to immediate crises rather than proactively evaluating and improving pathways for children and young people over time.

The issue of inclusion in mainstream education formed another important strand of the discussion. Participants questioned why increasing numbers of children appear to require specialist provision and whether this reflects limitations within mainstream educational environments. Rather than focusing on how individual learners can adapt to existing systems, contributors argued that schools themselves should become more adaptable and inclusive. This involved discussions about leadership, school culture, curriculum design, pedagogy and accountability structures. Participants challenged approaches that continue to locate difficulties within individual children rather than within environments that fail to accommodate diversity.

The discussion concluded with reflections on a fundamental question: whether the education system is intended to work for all children. Participants suggested that answering this question positively would require a far more ambitious commitment to inclusive pedagogy, personalised support and meaningful preparation for adulthood. There was considerable criticism of current teacher education and professional development, with speakers arguing that SEND and inclusive practice receive insufficient attention in initial teacher education programmes. Effective inclusion was framed not as a matter of increasing awareness of particular categories of need, but as developing teachers' ability to respond flexibly to the diverse learners in their classrooms. The overarching message from the plenary was that genuine progress will depend less on new policies and more on improving implementation, strengthening professional knowledge, fostering collaboration across agencies and maintaining a clear focus on the life outcomes that matter to children, young people, and their families.

About the SEN Policy Research Forum

The SEN Policy Research Forum contributes intelligent analysis, knowledge and experience to promote the development of policy and practice for children and young people with special educational needs and disabilities (SEND), from 0-25 years, across the UK.

Our membership includes academics, researchers, policy consultants, advocates and representatives from local authorities and voluntary organisations. We host regular, open policy seminars on SEND-related topics.

The proceedings are written up into policy papers and published on our website. For more information on the Forum, our funding and leadership, and our blog, please visit senpolicyresearchforum.co.uk. To join the Forum, please email us via the website.