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2014 nasen Virtual Issue on 'Working with parents'

This nasen Virtual Issue comprises articles from all three nasen journals.

Editorial to the Virtual Issue on 'Working with Parents'

This e-compilation of papers from our three Journals represents a collaborative attempt to celebrate the long-standing engagement between parents and education professionals and services in support of children and young people who experience special educational needs or disabilities (SEND). The choice of this theme is not accidental. It occurs to us that, over the lifetimes of our respective Journals, concerns surrounding the involvement of parents have been almost an ever-present feature of these publications. This, in fact, should not come as a surprise, to either regular or occasional readers of these publications: the role of parents in the education and welfare of children, irrespective of their 'needs', is a prime feature of effective provision. It is also one which forms a frequent focus of policy initiatives in countries worldwide. This emphasis is certainly amplified in cases where a child experiences challenges in accessing learning opportunities.

Our selection presents papers which span a period of well over 25 years. What is apparent in the individual contributions is an emphasis on partnership and the degree to which researchers and practitioners have sought to convey the importance of establishing positive relationships between all those involved. It seems to us that the characteristics of effective involvement of parents in SEND activities comprise a metaphor for 'inclusive education' itself.

As Editors we endeavour to attract papers written by a cross-section of authors, to convey to our readership the challenges, tensions and successes in engaging with parents that have been manifest over many years. Our selection may itself be contested. But there is no doubt that its theme – parental engagement in the education and well-being of children with SEND - is one which, because of its centrality in national and international policy and practice, deserves to be at the forefront of topics for an e-collection such as this.

Philip Garner (*Support for Learning*)

Sue Ralph (*Journal of Research in Special Educational Needs*)

Graham Hallett & Fiona Hallett (*British Journal of Special Education*)

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