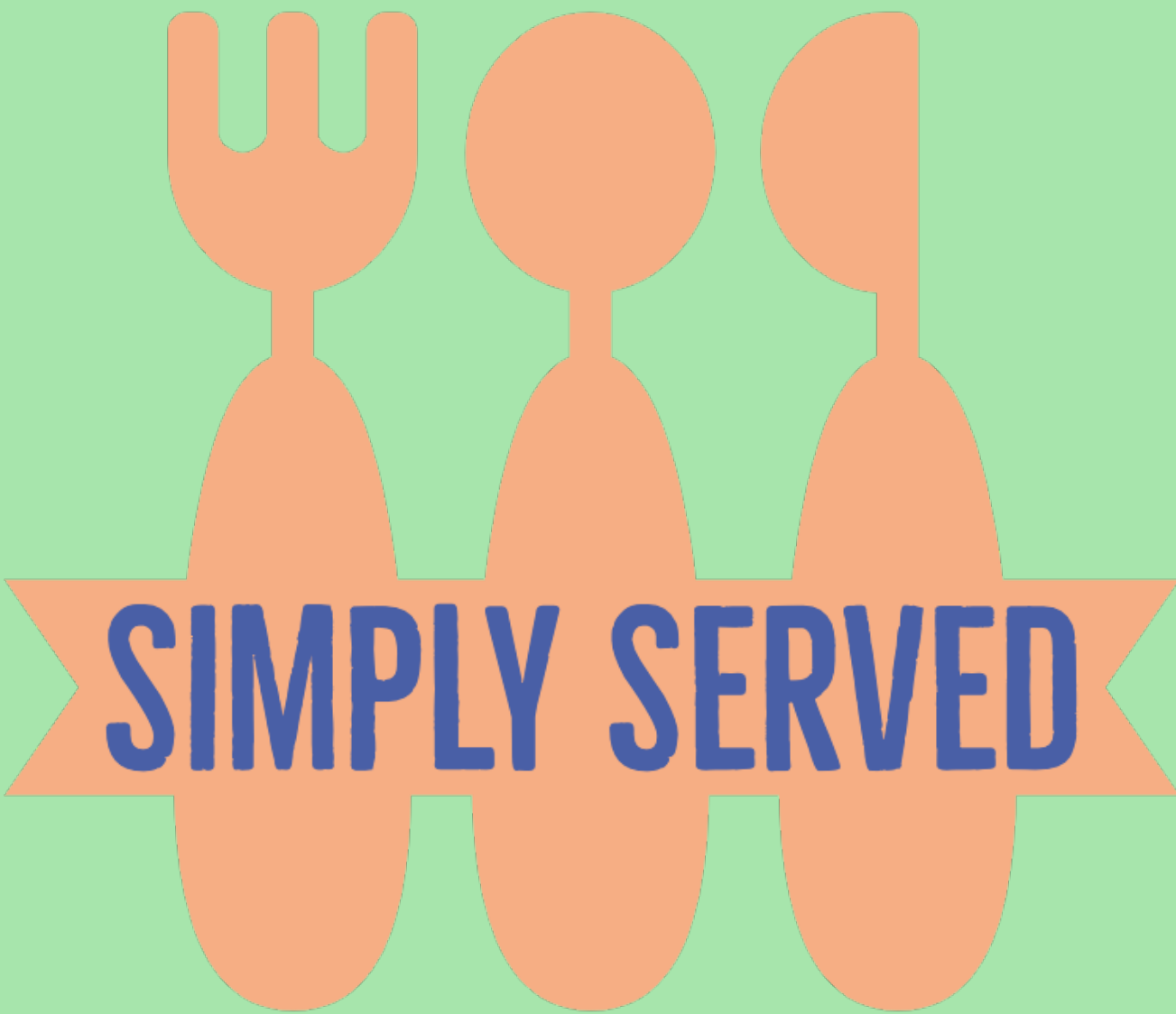


A graphic featuring three orange silhouettes of a fork, a spoon, and a knife arranged side-by-side. A horizontal orange banner with pointed ends is superimposed over the middle of the utensils. The text "SIMPLY SERVED" is written in blue, bold, sans-serif capital letters across the banner.

SIMPLY SERVED

Contents

Introduction

Page 2

Critical Analysis

- Benefits
- Barriers
- Challenges

Page 3

Page 4

Page 7

Research

Page 7

Conclusion

Page 8

References

Page 9

Introduction

Simply Served is adaptive cutlery aimed for children with Additional Learning Needs (ALN), such as Autism (ASD). ASD is a developmental disorder that impacts an individual's ability to relate and communicate with others, as well as understand the world around them (National Institute of Mental Health, no date). According to Autism Wales (no date), individual differences, age and intellectual functioning all play a role in how individuals are affected. Children with ASD are five times more likely than their peers to experience severe feeding difficulties, according to Sharp *et al.* (2013).

10% to 20% of children have feeding and/or eating issues, where at least 70% of parents of autistic children report having this issue (Kazek *et al.*, 2021). Centres for Disease Control and Prevention CDC (2021) explain at the age of 10 to 12 months, babies can start to use a spoon on their own. However, self-feeding is one of the many daily actions that provide difficulties for children with disabilities (Sharp, Jacuess and Lukens, 2013; Diaz and Cosbey, 2018). It may be difficult for these children to handle regular cutlery with ease due to challenges with fine motor skills, low muscle strength, and coordination (Henley, 2021). Adaptive cutlery is made to meet these unique requirements by include features like curved or angled utensils to help with self-feeding, bigger, contoured handles for improved grip, and unique designs that reduce the need for exact hand movements (Health Care Services UK, 2023).

Moreover, adaptive cutlery helps children with disabilities participate in mealtime activities more comfortably and confidently by meeting their individual requirements (Peterson, Piazza and Volkert, 2016). Acquiring the ability to use a knife and fork takes practice in order to improve bilateral coordination (Buckingham Healthcare NHS Trust, 2021). NHS Greater Glasgow and Clyde (2017) explain that a child's ability to feed themselves independently depends on their ability to hold and handle silverware, although many young children have difficulty using ordinary cutlery at first, particularly those who have ALN (Peterson, Piazza and Volkert, 2016). According to Betsi Cadwaladr University Health Board (no date) wider, moulded handles and finger grooves can aid in the development of independent feeding skills.

Additionally to the difficulties children have during mealtimes and feeding themselves independently, Whittaker (2022) explains that children with ASD may find mealtime

environments difficult, and sitting at a table might cause anxiety due to the excessive sensory exposure involved. As well as different smells and noises, some foods can be unappealing to children with ASD, such as wet and dry foods (Ross, Bernhard and Smith-Simpson, 2019). NHS Lothian (2023) states that reducing anxiety and promoting a positive mealtime experience can be achieved by letting a child eat where they chose, whether it is away from the family or alone at the table. Despite their commercial success, design for cutlery aimed at disabled individuals has remained visually unappealing (Finkelstein, no date). There are products on the market that can be used in the home, but they are not being used to their full potential as aesthetics are not given sufficient consideration (Renda and Kuys, 2013).

Critical Analysis

Benefits

Simply Served is designed to provide support and making mealtimes easier for children with disabilities such as autism. One of the main advantages of the business' products are to enhance fine motor skills. According to Laurie (2022), children with autism may demonstrate deficits in both fine and gross motor skills. In comparison to their typically developing peers, autistic children performed lower on praxis tests, which measure their capacity to conceptualise, plan, and coordinate motions to complete a motor activity (Kaur *et al.*, 2018; Bricout *et al.*, 2019). Dean *et al.*, (2021) explains that using adaptable cutlery encourages the development and refinement of fine motor skills, such as grasping, holding, and manipulating utensils. Schiller (2023) further explains that these skills, including finger dexterity, hand-eye coordination, and the capacity to handle small items, are necessary for a variety of daily tasks. For example, everyday activities requiring fine motor skills could include self-feeding, writing and drawing, and dressing oneself independently (Alaniz *et al.*, 2015; Zobel-Lachiusa *et al.*, 2015).

Equal opportunities to engage in social activities, such as dining with others, are crucial for children with disabilities (Leicestershire County Council, 2020). However, social inclusion can be challenging for people with disabilities, especially while dining and eating together (Cipriano-Crespo *et al.*, 2020). According to Osio *et al.* (2022) adaptive cutlery can facilitate social inclusion by promoting more independence and

involvement in social activities. Adaptive cutlery is considered essential for maintaining the dignity and self-worth of children with disabilities in addition to encouraging independence (Baraskewich *et al.*, 2021). Berkshire Healthcare NHS (2024) state that for some children with disabilities, being unable to use traditional cutlery in a regular way can be embarrassing and frustrating. Adaptive cutlery offers an achievable solution to this issue by enabling individuals to eat in a way that suits their needs and is both efficient and comfortable. Additionally, Beresford, Williams and Lawton (no date) explain that children with disabilities can participate in social activities and maintain their dignity and self-worth by utilising adaptable cutlery. This, in turn, can facilitate their participation in social activities, leading to a more inclusive and diverse social environment (Attlee *et al.*, 2015).

Furthermore, Maslow's Hierarchy of Needs explains that to reach self-actualisation, an individual must feel a sense of love and belonging, and to have acquired the skills they need to be confident in their self (D'Souza and Gurin, 2016). Over (2015) explains that a sense of belonging is considered fundamental to children's holistic development, as it improves emotional wellbeing, social development, and long term outcomes such as mental health (Allen *et al.*, 2022). Feeling appreciated and understood is the first step towards developing a sense of self (Department for Education, 2023). Therefore, children with disabilities or who struggle with motor skills can actively engage in the social activity of eating, with the use of adaptive cutlery (Dovey, Kumari and Blissett, 2019). In addition to giving the body the vital energy it needs to function, eating is a fundamental activity that fosters connection and relationships with peers (Renda, 2013). Ausderau, *et al.* (2019) explains that a recurring theme in mealtimes involving autistic children is the constant observation and the need to tailoring mealtime around the autistic children. Koscinski (2016) explains with the help of adaptive cutlery, children can actively engage in mealtime routines without excessively depending on parental or carer support.

Barriers

The idea of Volatility, Uncertainty, Complexity, and Ambiguity (VUCA) has gained more significance in the quick-paced business climate of today (Perera, 2023). Running an adaptive cutlery business in a VUCA world presents unique challenges and opportunities (Chung, 2020). For example, Kaivo-oja and Lauraeus (2018) explains

that a challenge on the uncertainty side of a VUCA world whilst running an adaptable cutlery business can include the unpredictable nature of economic conditions and changes that can affect the supply chain and business operations. Whereas Kshirsagar (2024) argues that an opportunity here could be to maintain a flexible supply chain, and to continue to be informed about trends in this industry can help mitigate uncertainty. Moreover, the ambiguity element of VUCA is related to the absence of clarity or the existence of conflicting interpretations in the business environment (Rimiter, Hoon and Levasseur, 2019). Johnson (2020) states that this could be demonstrated as misleading customer reviews, conflicting market research data, or unclear legal requirements. Rodrigues *et al.* (2021) explains that in order to manage the instability and uncertainty that are inherent in the cutlery industry, innovation is considered essential. Businesses may remain ahead of growing trends and consumer preferences by investing in research and development (Garg, 2023). Furthermore, Bettiol *et al.* (2022) states that this enables businesses to innovate product offering in response to shifting market conditions. Additionally, cutlery companies may predict and react to market developments more precisely by utilising market intelligence obtained from data analytics and consumer insights (Gupta *et al.* 2020).

According to Burton (2020), entrepreneurs need to carefully evaluate the purpose of financing as a barrier when starting a business. A substantial amount of capital is needed to launch a firm in order to cover various expenses, such as marketing, equipment, and inventory (BBC Bitesize, no date). Nkun (2020) states that access to financing can have a significant impact on a person's ability to launch and maintain a business. Moreover, OECD (no date) states that prospective entrepreneurs have obtaining funds is one of the main ways that finance acts as a barrier when launching a company. It can be challenging for those who are just starting out to obtain traditional sources of finance, such bank loans, as they frequently need collateral and good credit ratings (Thompson, 2020). Furthermore, applying for a loan from a financial institution can be a difficult and lengthy procedure that requires a lot of paperwork and business plans (Dumas *et al.*, 2013). Hastings, Madrian and Skimmyhorn (2013) adds that for those who lack the knowledge or means to properly navigate the financial world, this can be a difficult undertaking. Taj (2023) explains that to overcome this, future business owners could speak with mentors, business consultants and financial

advisors who are knowledgeable about entrepreneurship and finance can offer insightful advice on how to handle financial difficulties. Business professionals can provide customised guidance and assistance in creating financial plans and obtaining capital (University of York, 2022). Additionally, success stories and real-world case studies highlight how these tactics can be used to achieve practical application in the real world of entrepreneurship (Gray 2022). Business Finance Wales states that aspiring entrepreneurs can overcome financial obstacles and create an opportunity for long-term sustainable business growth and success by comprehending the importance of finance in the start-up process and outing proactive financial strategies into practice (Knowlton, 2023).

Furthermore, Independent Living UK (2019) states that in order to encourage children with disabilities to be independent and included in society, adaptive cutlery has been designed. However, despite using adaptable cutlery as an ideal solution, there are concerns that children who use it could be facing stigma in different social and cultural settings (UNICEF, 2022). According to Mukolo, Heflinger and Wallston (2011) and *Renda et al.* (2015) children's mental well-being, sense of self, and social integration may all suffer greatly when they encounter the stigma attached to using adaptable cutlery. *Kayama et al.* (2019) states that the use of adaptable cutlery could cause children to internalise negative views about their own abilities and worth, which can lead to them feeling different or inferior to others. This may cause them to experience emotions of embarrassment and self-consciousness which could result in their willingness to interact socially, including interactions with their peers during mealtimes (Miller, Miller and Clark, 2019). Additionally Welsh Government (2016) explain that in order to foster a more accepting and helpful atmosphere for children who need adaptive utensils, educators, parents, and community members should help educate awareness of the value of inclusive attitudes and the purpose and advantages of adapted cutlery. Social support and the development of an accepting and empathic environment within peer groups and communities can help lessen the negative effects of stigma on children (Sun *et al.* 2022). Regardless of each child's individual needs and talents, fostering open communication, supporting positive role modelling, and providing chances for cooperative activities that celebrate diversity and inclusion can all help to create a more welcoming and supportive social environment for all children (Welsh Government, 2023).

Challenges

Furthermore, Business Wales (2019) state that in Wales, 28% of businesses are owned by women, which is just slightly less than the 31% national average. There continue to be many barriers and challenges for women starting and running businesses (Hazudin *et al.* 2015). According to Jones (2021) one of the main obstacles that women encounter when launching a business is the widespread influence of gender stereotypes and societal expectations. (Bullough *et al.*, 2022) state that girls are frequently taught at an early age that caring for others and nurturing them should take precedence over entrepreneurship and corporate leadership, and for women who want to launch their own businesses, this cultural conditioning can be a major obstacle as it can lead to internalised concerns about their skills and qualifications (Acevedo, 2018). Rose (2019) explains that combining the obligations of caregiving with the demands of entrepreneurship is an additional barrier that disproportionately impacts female entrepreneurs. Additionally, considering they are more likely to be the main carers in their families, women may find it difficult to devote the time and energy necessary to their commercial pursuits (Sharma, Chakrabartia and Grover, 2016). This could be due to the absence of reasonably priced and easily available childcare alternatives, along with cultural perceptions of women's carer responsibilities, and can pose considerable obstacles for female entrepreneurs aiming to launch and expand their businesses (Landivar *et al.*, 2022; Moorman, 2021).

Rodriquez (2017) explains that women entrepreneurs might concentrate on developing a strong personal brand and positioning themselves as authorities in their industries in order to successfully negotiate and overcome gender biases. Additionally, Kirby (2023) states women can overcome prejudices and stereotypes about gender by actively seeking out chances to work and partner with other entrepreneurs and by advocating for diversity and inclusion in business groups.

Research

In Wales, curricula is emphasised on the holistic development of learners, with the goal of fostering their knowledge, abilities, and general well-being (Welsh Government, 2023b). The Curriculum for Wales is designed to be inclusive and cater to the diverse needs of all learners (Welsh Government, no datea). The curriculum for

Wales consists of four main purposes; Ambitious, capable learners; Enterprising, creative contributors; Ethical informed citizens; and Healthy confident individuals (Knight and Tom, 2021). According to Welsh Government (2023a), the Curriculum for Wales emphasizes an inclusive approach, recognizing and respecting the diverse needs of learners. For disabled children who may require special cutlery due to physical or sensory challenges, the curriculum encourages an environment that accommodates these needs, ensuring they have equal access to learning experiences (Carroll *et al.*, 2017). According to Welsh Government (no date), the Curriculum for Wales also emphasizes the importance of personalized support to meet the specific needs of disabled children, ensuring that they can fully participate and achieve their potential. An Individual Development Plan (IDP) is a document for children and young people 0-25 with ALN that aids in lesson planning, instruction, and progress evaluation for the teaching staff (NAS, 2020a). A child or young person's ALN is described in their IDP, which also specifies exactly what education, health care, social services, and other agencies involved in their care and support should provide to meet their needs (Welsh Government, 2019). Therefore, it is considered beneficial that adaptive cutlery could be introduced in order to meet the needs of some children with ALN. For example, one aim could be for a child with a disability to finish their meals independently, or with little support, where the adapted cutlery could benefit.

NHS (2021) explain that to improve mealtime for children with disabilities, specialty tableware such as bowls, cups, and plates are available in addition to utensils. These products might have built-in dividers to keep different food items apart, high edges to help with food scooping, and suction bottoms to stop spills (Kabasakal, Özcebe, and Arslan, 2020). Furthermore, non-slip bases and high edges on plates and bowls make it easier for those with motor or coordination difficulties to scoop food onto their utensils without worrying about it falling off (NHS Solent, no date). Additionally, if children were to struggle using cutlery or adaptive cutlery, they may prefer to eat with their hands (Klein *et al.*, 2023) where the high edges on plates and bowls would be beneficial.

Conclusion

To conclude, it is possible that a business such as Simply Served can succeed. This might be as a result of the benefits their products propose for children with disabilities and how it can promote their development. For example, as Welsh Government (2016)

previously stated, adaptive cutlery can support children's sense of belonging around their peers and promote independence. Moreover, there are future opportunities that Simply Served could achieve, for example, after potential success with the adaptive cutlery, the business could go forward with introducing more tableware, such as non-slip bases for plates and bowls, which could have high edges on to prevent food falling out, or to make it easier to use with adaptive cutlery (NHS Solent, no date).

References

Acevedo, S. (2018) *Why we need to nurture entrepreneurship in young girls*.

Available at:

https://ssir.org/articles/entry/why_we_need_to_nurture_entrepreneurship_in_young_girls (Accessed: 1 March 2024).

Alaniz, M. L., Galit, E., Necesito, C. I., and Rosario, E. R. (2015) 'Hand Strength, Handwriting, and Functional Skills in Children With Autism', *The American Journal of Occupational Therapy*, 69(4). Available at:

<https://doi.org/10.5014/ajot.2015.016022>.

Amazon (2024) *NRS Healthcare M80282 Kura Care Easy Grip Children's Cutlery Set, Multi-Colour [image]*. Available at: https://www.amazon.co.uk/NRS-Healthcare-M80282-Childrens-Cutlery/dp/B00FRGPMBE/ref=asc_df_B00FRGPMBE/?tag=googshopuk-21&linkCode=df0&hvadid=309889597107&hvpos=&hvnetw=g&hvrnd=12138677326060376820&hvpone=&hvptwo=&hvgmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=1007440&hvtargid=pla-564572843745&psc=1&mcid=5825e29a80723d44b6dd91aa5315f65b&th=1&psc=1

[Healthcare-M80282-Childrens-](https://www.amazon.co.uk/NRS-Healthcare-M80282-Childrens-Cutlery/dp/B00FRGPMBE/ref=asc_df_B00FRGPMBE/?tag=googshopuk-21&linkCode=df0&hvadid=309889597107&hvpos=&hvnetw=g&hvrnd=12138677326060376820&hvpone=&hvptwo=&hvgmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=1007440&hvtargid=pla-564572843745&psc=1&mcid=5825e29a80723d44b6dd91aa5315f65b&th=1&psc=1)

[Cutlery/dp/B00FRGPMBE/ref=asc_df_B00FRGPMBE/?tag=googshopuk-](https://www.amazon.co.uk/NRS-Healthcare-M80282-Childrens-Cutlery/dp/B00FRGPMBE/ref=asc_df_B00FRGPMBE/?tag=googshopuk-21&linkCode=df0&hvadid=309889597107&hvpos=&hvnetw=g&hvrnd=12138677326060376820&hvpone=&hvptwo=&hvgmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=1007440&hvtargid=pla-564572843745&psc=1&mcid=5825e29a80723d44b6dd91aa5315f65b&th=1&psc=1)

[21&linkCode=df0&hvadid=309889597107&hvpos=&hvnetw=g&hvrnd=1213867](https://www.amazon.co.uk/NRS-Healthcare-M80282-Childrens-Cutlery/dp/B00FRGPMBE/ref=asc_df_B00FRGPMBE/?tag=googshopuk-21&linkCode=df0&hvadid=309889597107&hvpos=&hvnetw=g&hvrnd=12138677326060376820&hvpone=&hvptwo=&hvgmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=1007440&hvtargid=pla-564572843745&psc=1&mcid=5825e29a80723d44b6dd91aa5315f65b&th=1&psc=1)

[7326060376820&hvpone=&hvptwo=&hvgmt=&hvdev=c&hvdvcmdl=&hvlocint=&h](https://www.amazon.co.uk/NRS-Healthcare-M80282-Childrens-Cutlery/dp/B00FRGPMBE/ref=asc_df_B00FRGPMBE/?tag=googshopuk-21&linkCode=df0&hvadid=309889597107&hvpos=&hvnetw=g&hvrnd=12138677326060376820&hvpone=&hvptwo=&hvgmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=1007440&hvtargid=pla-564572843745&psc=1&mcid=5825e29a80723d44b6dd91aa5315f65b&th=1&psc=1)

[vlocphy=1007440&hvtargid=pla-](https://www.amazon.co.uk/NRS-Healthcare-M80282-Childrens-Cutlery/dp/B00FRGPMBE/ref=asc_df_B00FRGPMBE/?tag=googshopuk-21&linkCode=df0&hvadid=309889597107&hvpos=&hvnetw=g&hvrnd=12138677326060376820&hvpone=&hvptwo=&hvgmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=1007440&hvtargid=pla-564572843745&psc=1&mcid=5825e29a80723d44b6dd91aa5315f65b&th=1&psc=1)

[564572843745&psc=1&mcid=5825e29a80723d44b6dd91aa5315f65b&th=1&psc](https://www.amazon.co.uk/NRS-Healthcare-M80282-Childrens-Cutlery/dp/B00FRGPMBE/ref=asc_df_B00FRGPMBE/?tag=googshopuk-21&linkCode=df0&hvadid=309889597107&hvpos=&hvnetw=g&hvrnd=12138677326060376820&hvpone=&hvptwo=&hvgmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=1007440&hvtargid=pla-564572843745&psc=1&mcid=5825e29a80723d44b6dd91aa5315f65b&th=1&psc=1)

[=1](https://www.amazon.co.uk/NRS-Healthcare-M80282-Childrens-Cutlery/dp/B00FRGPMBE/ref=asc_df_B00FRGPMBE/?tag=googshopuk-21&linkCode=df0&hvadid=309889597107&hvpos=&hvnetw=g&hvrnd=12138677326060376820&hvpone=&hvptwo=&hvgmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=1007440&hvtargid=pla-564572843745&psc=1&mcid=5825e29a80723d44b6dd91aa5315f65b&th=1&psc=1) (Accessed: 14 February 2024).

Attlee, A., Kassem, H., Hashim, M., and Obaid, R. S. (2015) 'Physical Status and Feeding Behavior of Children with Autism', *Indian Journal of Pediatrics*, 82(8), pp. 682–687. Available at: <https://doi.org/10.1007/s12098-015-1696-4>.

Ausderau, K.K., John, S. B., Kwaterski, K.N., Nieuwenhuis, B., and Bradley, E. (2019) 'Parents' Strategies to Support Mealtime Participation of Their Children with Autism Spectrum Disorder', *American Journal of Occupational Therapy*, 73(1). Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6402415/>. (Accessed: 28 February 2024).

Autism Wales (no date) *Autism: A guide for mainstream secondary schools*.

Available at: https://autismwales.org/wp-content/uploads/2020/08/2017_Autism-A-Guide-for-Mainstream-Secondary-Schools-Eng.pdf (Accessed: 27 February 2024).

Baraskewich, J., von Ranson, K. M., McCrimmon, A., and McMorris, C. A (2021) 'Feeding and eating problems in children and adolescents with autism: A scoping

review', *Autism*, 25(6), pp. 1505–1519. Available at:

<https://doi.org/10.1177/1362361321995631>.

BBC Bitesize (no date) *Sources of finance; long term finance*. Available at:

<https://www.bbc.co.uk/bitesize/guides/zhwtmfr/revision/2> (Accessed: 27 February 2024).

Beresford, B., Williams, J., and Lawton, D. (no date) Community equipment: use and needs of disabled children and their families. Available at:

<https://www.york.ac.uk/inst/spru/pubs/pdf/equip.pdf> (Accessed: 29 February 2024).

Berkshire Healthcare NHS (2024) *Using cutlery*. Available at:

<https://cypf.berkshirehealthcare.nhs.uk/health-and-development/eating-allergies-and-healthy-lifestyle/using-cutlery/>. (Accessed: 29 February 2024).

Betsi Cadwaladr University Health Board (no date) *Adapted Cutlery*. Available at:

<https://bcuhb.nhs.wales/services/hospital-services/occupational-therapy/childrens-occupational-therapy/service-areas/east-area-wrexham-and-flintshire/forms-and-pdfs/ecot-ls009-adapted-cutlery/> (Accessed: 25 February 2024).

Bettiol, M., Capestro, M., Di Maria, E., and Micelli, S. (2022) 'Overcoming pandemic challenges through product innovation: The role of digital technologies and servitization', *European Management Journal*, 40(5), pp. 707–717. Available at: <https://doi.org/10.1016/j.emj.2022.05.003>.

Bionic (2023) *The best grants for small business and startups in 2023*. Available

at: <https://bionic.co.uk/business-finance/guides/small-business-grants/>

(Accessed: 20 February 2024).

Bricout, V.A., Pace, M., Dumortier, L., Miganeh, S., Mahistre, Y., And Guinot, M.

(2019) 'Motor Capacities in Boys with High Functioning Autism: Which Evaluations to Choose?', *Journal of Clinical Medicine*, 8(10), pp. 1521-. Available at: <https://doi.org/10.3390/jcm8101521>.

Buckinghamshire Healthcare NHS Trust (2021) *Bilateral integration and co-*

ordination. Available at: <https://www.buckshealthcare.nhs.uk/cyp/pifs/bilateral-intergration-and-co-ordination/> (Accessed: 24 February 2024).

Bullough, A., Guelich, U., Manolova, T. S., and Schjoedt, L. (2022) 'Women's entrepreneurship and culture: gender role expectations and identities, societal culture, and the entrepreneurial environment', *Small Business Economics*, 58(2), pp. 985–996. Available at: <https://doi.org/10.1007/s11187-020-00429-6>.

Burton, J. (2020) 'Supporting entrepreneurs when it matters: optimising capital allocation for impact', *Journal of Entrepreneurship and Public Policy*, 9(3), pp. 277–302. Available at: <https://doi.org/10.1108/JEPP-06-2019-0054>.

Business Wales (2019) *Supporting entrepreneurial women in Wales*. Available at: <https://www.gov.wales/sites/default/files/publications/2020-01/supporting-entrepreneurial-women-wales-approach.pdf> (Accessed: 1 March 2024).

Business Wales (2024) *Managing your finances*. Available at: <https://businesswales.gov.wales/starting-up/managing-your-finances> (Accessed: 1 March 2024).

Business Wales (2024a) *What is Market Research?*. Available at: <https://businesswales.gov.wales/starting-up/market-research/what-market-research> (Accessed: 19 February 2024).

Carroll, J., Bradley, L., Crawford, H., Hannant, P., Johnson, H., and Thompson, A (2017) *SEN support: A rapid evidence assessment*. Available at: https://assets.publishing.service.gov.uk/media/5a822e2c40f0b6230269b43a/DfE_SEN_Support_REA_Report.pdf (Accessed: 1 March 2024).

Centers for Disease Control and Prevention (CDC) (2021) *Fingers, Spoons, Forks and Cups*. Available at: <https://www.cdc.gov/nutrition/infantandtoddlernutrition/mealtime/fingers-spoons-forks-cups.html> (Accessed: 2 March 2024).

Chimney Sheep (2024) *Recycled Plastic Cutlery Set Pack Of 4*. Available at: <https://chimneysheep.co.uk/products/recycled-plastic-cutlery-set-pack-of-4> (Accessed: 19 February 2024).

Chung, A. (2020) *Adaptive leadership in a VUCA world*. Available at: <https://www.linkedin.com/pulse/adaptive-leadership-vuca-world-allan-cheng> (Accessed: 28 February 2024).

Cipriano-Crespo, C., Rodríguez-Hernández, M., Cantero-Garrito, P., and Mariano-Juárez, L. (2020) 'Eating Experiences of People with Disabilities: A Qualitative Study in Spain', *Healthcare (Basel)*, 8(4). Available at: <https://doi.org/10.3390/healthcare8040512>.

D'Souza, J., and Gurin, M. (2016) 'The universal significance of Maslow's concept of self-actualization', *The Humanistic Psychologist*, 44(2), pp. 210-214. Available at: <https://doi.org/10.1037/hum0000027>.

D'Souza, L.J. (2023) *The complete psychology behind free samples and why they work?*. Available at: <https://www.linkedin.com/pulse/complete-psychology-behind-free-samples-why-work-lavin-jane-d-souza> (Accessed: 19 February 2024).

Dean, M., O'Kane, C., Issartel, J., McCloat, A., Mooney, E., Gaul, D., Wolfson, J. A., and Lavelle, F. (2021) 'Guidelines for designing age-appropriate cooking interventions for children: The development of evidence-based cooking skill recommendations for children, using a multidisciplinary approach', *Appetite*, 161, pp. 105125–105125. Available at: <https://doi.org/10.1016/j.appet.2021.105125>.

Department for Education (2023) *Early years foundation stage statutory framework*. Available at: <https://help-for-early-years-providers.education.gov.uk/personal-social-and-emotional-development/sense-of-self> (Accessed: 25 February 2024).

Diaz, J. and Cosbey, J. (2018) 'A Systematic Review of Caregiver-Implemented Mealtime Interventions for Children With Autism Spectrum Disorder', *OTJR (Thorofare, N.J.)*, 38(3), pp. 196–207. Available at: <https://doi.org/10.1177/1539449218765459>.

Dordevic, D., Necasova, L., Antonic, B., Jancikova, S., and Tremlova, B. (2021) "Plastic Cutlery Alternative: Case Study with Biodegradable Spoons," *Foods*, 10(7). Available at: <https://doi.org/10.3390/foods10071612>. (Accessed: 20 February 2024).

Dovey, T. M., Kumari, V., and Blissett, J. (2019) 'Eating behaviour, behavioural problems and sensory profiles of children with avoidant/restrictive food intake disorder (ARFID), autistic spectrum disorders or picky eating: Same or different?' *European Psychiatry*, 61, pp. 56–62. Available at:

<https://doi.org/10.1016/j.eurpsy.2019.06.008>.

Dreamstime (2024) *Set of most popular social media logos white background: Facebook, Instagram, Twitter, TikTok [image]*. Available at:

<https://www.dreamstime.com/set-most-popular-social-media-logos-white-background-facebook-instagram-twitter-tiktok-set-most-popular-social-media-logos-image182575866> (Accessed: 28 February 2024).

Dumas, M., La-Rosa, M., Mendling, J., and Reijers, H.A. (2013) *Fundamentals of business process management*. New York: Springer Publication.

Essential Aids (2024) *Adapted Cutlery*. Available at:

<https://www.essentialaids.com/kitchen-aids-feeding-aids/adapted-cutlery.html>

(Accessed: 16 February 2024).

Estyn (no date) *Sector report: Maintained special 2021-2022*. Available at:

https://annual-report.estyn.gov.wales/annual_report/sector-report-maintained-special-2021-2022/#:~:text=There%20are%2040%20maintained%20special,education%20for%20almost%205%2C500%20pupils. (Accessed: 20 February 2024).

Finkelstein, V. (no date) *Attitudes and Disabled People*. Available at:

<https://disability-studies.leeds.ac.uk/wp-content/uploads/sites/40/library/finkelstein-attitudes.pdf> (Accessed: 27 February 2024).

Fledglings (2024) *EasiEaters Curved Utensil Set*. Available at:

<https://www.fledglings.org.uk/products/easie-eaters-curved-cutlery-set?variant=7381365096484> (Accessed: 14 February 2024).

Fledglings (2024a) *Eating*. Available at:

<https://www.fledglings.org.uk/collections/eating> (Accessed: 19 February 2024).

Garg, A. (2023) *Investing in research and development in the FMCG sector: driving product innovation*. Available at: <https://www.linkedin.com/pulse/investing-research-development-fmcg-sector-driving-product-atul-garg> (Accessed: 28 February 2024).

Gray, D.E. (2022) *Doing research in the real world*. 5th edn. London: Sage.

Gupta, S., Leszkiewicz, A., Kumar, V., Bijmolt, T., and Potapov, D. (2020) 'Digital Analytics: Modeling for Insights and New Methods', *Journal of Interactive Marketing*, 51(1), pp. 26–43. Available at: <https://doi.org/10.1016/j.intmar.2020.04.003>.

Hastings, J.S., Madrian, B.C., and Skimmyhorn, W.L. (2013) 'Financial literacy, financial education and economic outcomes', *Annu Rev Econom*, 1(5), pp. 347–373. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3753821/> (Accessed: 1 March 2024).

Hazudin, S. F., Kader, M. A. R. A., Tarmuji, N. H., Ishak, M., and Ali, R. (2015) 'Discovering Small Business Start up Motives, Success Factors and Barriers: A Gender Analysis', *Procedia Economics and Finance*, 31, pp. 436–443. Available at: [https://doi.org/10.1016/S2212-5671\(15\)01218-6](https://doi.org/10.1016/S2212-5671(15)01218-6).

Health Care Services UK (2023) *Enhancing independence in dining: The benefits of adapted cutlery for the elderly*. Available at: <https://www.linkedin.com/pulse/enhancing-independence-dining-benefits-aiwye#:~:text=Adapted%20cutlery%20empowers%20the%20elderly,dexterity%20to%20use%20utensils%20independently>. (Accessed: 28 February 2024).

Henley, E. (2021) *The design of a parametric system for hyper personalised sets of cutlery for Stroke patients*. Available at: <https://openaccess.wgtn.ac.nz/articles/thesis/Adapt/17134325/1> (Accessed: 28 February 2024).

Hopper, D. (2020) *Using research to better understand your target market and customers*. Available at: <https://www.linkedin.com/pulse/using-research-better-understand-your-target-market-customers-hopper> (Accessed: 20 February 2024).

IKEA (2024) *18-piece cutlery set, mixed colours*. Available at: <https://www.ikea.com/gb/en/p/kalas-18-piece-cutlery-set-mixed-colours-70461385/> (Accessed: 14 February 2024).

Indeed Career Guide (2022) *11 Challenges entrepreneurs face and how to overcome them*. Available at: <https://www.indeed.com/career-advice/career-development/challenges-facing-entrepreneurship> (Accessed: 20 February 2024).

Indeed Career Guide (2022a) *How much does it cost to start a business? (With details)*. Available at: <https://uk.indeed.com/career-advice/starting-new-job/how-much-does-cost-start-business> (Accessed: 19 February 2024).

Independent Living UK (2019) *Eating and drinking aids*. Available at: <https://www.independentliving.co.uk/il-editorials/eating-drinking-aids/> (Accessed: 19 February 2024).

Islam, M. A., Jantan, A. H., Hunt, A., Rahman, Md. F., and Abdullah, M. M. (2019) 'Exploration of barriers faced by female graduate entrepreneurs in Bangladesh', *Entrepreneurship and Sustainability Issues*, 7(2), pp. 1000–1014. Available at: [https://doi.org/10.9770/jesi.2019.7.2\(15\)](https://doi.org/10.9770/jesi.2019.7.2(15)).

Johnson, H.A. (2020) *Strategic Management Competencies for Radical Innovation in a Volatile, Uncertain, Complex, and Ambiguous (VUCA) World: a Systematic Review of the Evidence*. Available at: <https://www.proquest.com/openview/bbca5033480751da492c3634896f4fa8/1?pq-origsite=gscholar&cbl=18750&diss=y> (Accessed: 29 February 2024).

Jones, J.E. (2021) *Strategies of women small business owners to overcome entrepreneurship barriers*. Available at: <https://www.proquest.com/openview/7c54f9b86c7b6d3bf72c0cb942e4b7e8/1?pq-origsite=gscholar&cbl=18750&diss=y> (Accessed: 1 March 2024).

K-A. Allen, Kern, M.L., Rozek, C.S., McInerney, D.M., and Slavich, G.M (2021) 'Belonging: a review of conceptual issues, an integrative framework, and directions for future research', *Australian Journal of Psychology*, 73(1), pp. 87–102. Available at: <https://doi.org/10.1080/00049530.2021.1883409>.

Kabasakal, E., Özcebe, H. and Arslan, U.E. (2020) 'Eating disorders and needs of disabled children at primary school', *Childcare, health & development*, 46(5), pp. 637–643. Available at: <https://doi.org/10.1111/cch.12788>.

Kaivo-oja, J. R. L., and Lauraeus, I. T. (2018) 'The VUCA approach as a solution concept to corporate foresight challenges and global technological disruption', *Foresight (Cambridge)*, 20(1), pp. 27–49. Available at: <https://doi.org/10.1108/FS-06-2017-0022>.

Kaur, M., M. Srinivasan, S., and N. Bhat, A. (2018) 'Comparing motor performance, praxis, coordination, and interpersonal synchrony between children with and without Autism Spectrum Disorder (ASD)', *Research in Developmental Disabilities*, 72, pp. 79–95. Available at: <https://doi.org/10.1016/j.ridd.2017.10.025>.

Kayama, M., Cho, M., Ku, M.-L., Haight, W. L., and Lee, H. Y. (2019) "Disability and Stigmatization as Threats to Children's Cultural Self", in *Disability, Stigma, and Children's Developing Selves*. New York: Oxford University Press. Available at: <https://doi.org/10.1093/oso/9780190844868.003.0007>. (Accessed: 1 March 2024).

Kazek, B., Brzóska, A., Paprocka, J., Iwanicki, T., Koziół, K., Kapinos-Gorczyca, A., Likus, W., Ferlewicz, M., Babraj, A., Buczek, A., Krupka-Matuszczyk, I., and Emich-Widera, E. (2021) 'Eating Behaviors of Children with Autism-Pilot Study, Part II', *Nutrients*, 13(11), pp. 3850-. Available at: <https://doi.org/10.3390/nu13113850>.

Kirby, J. (2023) *Empowering women in entrepreneurship: breaking barriers and driving change*. Available at: , <https://www.linkedin.com/pulse/empowering-women-entrepreneurship-breaking-barriers-driving-kirby-y7cre> (Accessed: 1 March 2024).

Klein, A., Uyehara, M., Cunningham, A., Olomi, M., Cashin, K., and Kirk, C. M. (2023) 'Nutritional care for children with feeding difficulties and disabilities: A scoping review', *PLOS Global Public Health*, 3(3). Available at: <https://doi.org/10.1371/journal.pgph.0001130>.

Knight, C. and Crick, T. (2022) 'Inclusive Education in Wales: Interpreting Discourses of Values and Practice Using Critical Policy Analysis', *ECNU review of education*, 5(2), pp. 258–283. Available at: <https://doi.org/10.1177/20965311211039858>.

Knowlton, C. (2022) *Key strategies for growth and sustainability as an entrepreneur*. Available at: <https://www.linkedin.com/pulse/key-strategies-growth-sustainability-entrepreneur-knowlton-phd> (Accessed: 1 March 2024).

Koscinski, C. (2016) *The parents guide to occupational therapy for autism and other special needs*. London: Jessica Kingsley Publishers.

Kshirsagar, S. (2024) *How can supply chain flexibility cope with demand uncertainty and volatility?*. Available at: <https://www.linkedin.com/advice/1/how-can-supply-chain-flexibility-cope> (Accessed: 28 February 2024).

Landivar, L. C., Scarborough, W. J., Collins, C., and Ruppanner, L. (2022) 'Do high childcare costs and low access to Head Start and childcare subsidies limit mothers' employment? A state-level analysis', *Social Science Research*, 102, pp. 102627–102627. Available at: <https://doi.org/10.1016/j.ssresearch.2021.102627>.

Laurie, C. (2022) *Autistic Children and Motor Skills*. Available at: <https://www.autism.org.uk/advice-and-guidance/professional-practice/motor-skills-1> (Accessed: 20 February 2024).

Leicestershire County Council (2020) *Developing inclusive play and leisure for disabled children and young people*. Available at: <https://resources.leicestershire.gov.uk/sites/resource/files/field/pdf/2020/10/22/Inclusive-play-and-leisure-for-disabled-children-and-young-people.pdf> (Accessed: 29 February 2024).

Levine, D., McDonald, S. S., and Aguilar, L. (2017) 'Effectiveness of Adaptive Silverware on Range of Motion of the Hand', *Journal of Hand Therapy*, 30(4). Available at: <https://doi.org/10.1016/j.jht.2017.06.013>.

LinkedIn (2023) *5 Key Advantages of Market Research in 2023*. Available at: <https://www.linkedin.com/pulse/5-key-advantages-market-research-2023-distinct-digital-media> (Accessed: 20 February 2024).

Miller, A.L., Miller, S.E. and Clark, K.M. (2018) 'Child, Caregiver, Family, and Social-Contextual Factors to Consider when Implementing Parent-Focused Child

Feeding Interventions', *Current nutrition reports*, 7(4), pp. 303–309. Available at: <https://doi.org/10.1007/s13668-018-0255-9>.

Moorman, J.D. (2021) 'The privilege of childcare: an intersectional analysis of the COVID-19 U.S. childcare crisis and its implications for CAM research', *Journal of children and media*, 15(1), pp. 41–43. Available at: <https://doi.org/10.1080/17482798.2020.1860102>.

Mukolo, A., Heflinger, C.A., and Wallston, K.A. (2011) 'The stigma of childhood mental disorders: A conceptual framework', *J Am Acad Child Adolesc Psychiatry*, 49(2), pp. 92-198. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2904965/> (Accessed: 1 March 2024).

National Autistic Society (NAS) (2020) *Eating*. Available at: <https://www.autism.org.uk/advice-and-guidance/topics/behaviour/eating/all-audiences> (Accessed: 22 February 2024).

National Autistic Society (NAS) (2020a) *Individual development plans*. Available at: <https://www.autism.org.uk/advice-and-guidance/topics/education/extra-help-at-school/wales/individual-education-plan> (Accessed: 1 March 2024).

National Autistic Society (NAS) (2022) *Autistic Children and Motor Skills*. Available at: <https://www.autism.org.uk/advice-and-guidance/professional-practice/motor-skills-1> (Accessed: 25 February 2024).

National Institute of Mental Health (no date) *Autism Spectrum Disorder*. Available at: [https://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-asd#:~:text=Autism%20spectrum%20disorder%20\(ASD\)%20is,first%20%20years%20of%20life](https://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-asd#:~:text=Autism%20spectrum%20disorder%20(ASD)%20is,first%20%20years%20of%20life). (Accessed: 25 February 2024).

NHS (2021) *Household gadgets and equipment to make life easier*. Available at: <https://www.nhs.uk/conditions/social-care-and-support-guide/care-services-equipment-and-care-homes/household-gadgets-and-equipment-to-make-life-easier/> (Accessed: 2 March 2024).

NHS Greater Glasgow and Clyde (2017) *Using cutlery information sheet*. Available at: <https://www.nhsggc.org.uk/media/272346/using-cutlery-information-sheet.pdf> (Accessed: 23 February 2024).

NHS Lothian (2023) *Autism Spectrum Disorders and eating difficulties: helpful tips for parents and carers*. Available at: https://policyonline.nhslothian.scot/wp-content/uploads/2023/03/ASD_and_Eating_Difficulties.pdf (Accessed: 1 March 2024).

NHS Solent (no date) *Section 6e- looking after myself*. Available at: <https://www.solent.nhs.uk/media/2009/section-6e-looking-after-myself.pdf> (Accessed: 2 March 2024).

Nkum, U. I. (2020) *Challenges young entrepreneurs face when seeking fund to establish a business: Ghana as a case study*. Available at: <https://www.theseus.fi/bitstream/handle/10024/353971/CHALLENGES%20YOUNG%20ENTRENEURS%20FACE%20WHEN%20SEEKING%20FUND%20TO%20ESTABLISHED%20A%20BUSINESS.pdf?sequence=3&isAllowed=y> (Accessed: 20 February 2024).

OECD (no date) *Small businesses, job creation and growth: Facts, obstacles and best practices*. Available at: <https://www.oecd.org/cfe/smes/2090740.pdf> (Accessed: 1 March 2024).

Osio, K., Cezar, S.A., Lorton, A., and Worsham, L. (2022) *Holistic Occupational Therapy Dining Interventions Supporting Individuals with Dementia in Skilled Nursing Facilities*. Available at: <https://scholar.dominican.edu/cgi/viewcontent.cgi?article=1045&context=occupational-therapy-capstone-projects>. (Accessed: 28 February 2024).

Over, H. (2016) 'The origins of belonging: social motivation in infants and young children', *Philosophical Transactions of the Royal Society B*, 371. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4685518/> (Accessed: 29 February 2024).

Perera, D. (2023) *Navigating the VUCA world: understanding the evolution and impact of the VUCA Concept*. Available at: <https://www.linkedin.com/pulse/navigating-vuca-world-understanding-evolution-impact-concept-perera> (Accessed: 28 February 2024).

Peterson, K. M., Piazza, C. C., and Volkert, V. M. (2016) 'A comparison of a modified sequential oral sensory approach to an applied behavior-analytic approach in the treatment of food selectivity in children with autism spectrum

disorder', *Journal of Applied Behavior Analysis*, 49(3), 485–511. Available at: <https://doi.org/10.1002/jaba.332>.

Prince's Trust (2024) *Finance for your business*. Available at: <https://www.princes-trust.org.uk/how-we-can-help/support-starting-business/business-finance> (Accessed: 20 February 2024).

Prince's Trust (2024a) *Support for starting a business*. Available at: <https://www.princes-trust.org.uk/how-we-can-help/support-starting-business> (Accessed: 20 February 2024).

Renda, G. (2013) *Design for social inclusion: a study investigating the emotional effects of adaptive cutlery*. Available at: <https://researchbank.swinburne.edu.au/file/8d523c1b-49e7-49e1-9c7d-7671fbd02bea/1/Gianni%20Renda%20Thesis.pdf> (Accessed: 25 February 2024).

Renda, G., and Kuys, B. (2013) 'Design for disability: Industrial design-led interventions for assistive cutlery', *Hospitality & Society*, 3(3), pp. 229–237. https://doi.org/10.1386/hosp.3.3.229_1.

Renda, G., Jackson, S., Kuys, B., and Whitfield, A. (2015) 'The cutlery effect: do designed products for people with disabilities stigmatise them?', *Disability and Rehabilitation: Assistive Technology*, 11(8), pp. 661–667. Available at: <https://www.tandfonline.com/doi/abs/10.3109/17483107.2015.1042077> (Accessed: 1 March 2024).

Rimita, K., Hoon, S. N., and Levasseur, R. (2020) 'Leader Readiness in a Volatile, Uncertain, Complex, and Ambiguous Business Environment', *Journal of Social Change*, 12(1). Available at: <https://doi.org/10.5590/JOSC.2020.12.1.02>.

Rodrigues, M., Alves, M. do C., Oliveira, C., Vale, J., and Silva, R. (2021) 'The impact of strategy, environment, and the management system on the foreign subsidiary: The implication for open innovation', *Journal of Open Innovation*, 7(1), pp. 1–23. Available at: <https://doi.org/10.3390/joitmc7010051>.

Rodriquez, O. (2017) *How can women entrepreneurs successfully overcome certain hurdles?* Available at: <https://www.linkedin.com/pulse/how-can-women-entrepreneurs-successfully-overcome-orphise-rodriquez> (Accessed: 2 March 2024).

Rose, A. (2019) *The Alison Rose review of female entrepreneurship*. Available at: https://assets.publishing.service.gov.uk/media/5c8147e2e5274a2a595bb24a/RoseReview_Digital_FINAL.PDF (Accessed: 1 March 2024).

Ross, C.F., Bernhard, C.B. and Smith-Simpson, S. (2019) 'Parent-reported ease of eating foods of different textures in young children with Down syndrome', *Journal of texture studies*, 50(5), pp. 426–433. Available at: <https://doi.org/10.1111/jtxs.12410>.

Schiller, J. (2023) *Autism and motor skills, explained*. Available at: <https://www.thetreetop.com/aba-therapy/autism-and-motor-skills> (Accessed: 28 February 2024).

Shahzad, M. F., Khan, K. I., and Rashid, T. (2021) 'What factors affect the entrepreneurial intention to start-ups? The role of entrepreneurial skills, propensity to take risks, and innovativeness in open business models', *Journal of Open Innovation*, 7(3), pp. 1–18. Available at: <https://doi.org/10.3390/joitmc7030173>.

Sharma, N., Chakrabarti, S., and Grover, S. (2016) 'Gender differences in caregiving among family – caregivers of people with mental illnesses', *World Journal of Psychiatry*, 6(1), pp. 7-17. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4804270/> (Accessed: 1 March 2024).

Sharp, W. G., Jaquess, D. L., and Lukens, C. T. (2013) 'Multi-method assessment of feeding problems among children with autism spectrum disorders', *Research in Autism Spectrum Disorders*, 7(1), pp. 56–65. Available at: <https://doi.org/10.1016/j.rasd.2012.07.001>.

Sinhmar, S. (2015) Marketing Mix (Four P's). available at: <https://moodle.uwtsd.ac.uk/course/view.php?id=11629§ion=4> (Accessed: 20 February 2024).

Small Business UK (2014) *Seven benefits of giving out free samples*. Available at: <https://smallbusiness.co.uk/seven-benefits-of-giving-out-free-samples-2453977/> (Accessed: 19 February 2024).

Sun, J., Xunbao, Y., Li, C., Liu, W., and Sun., H. (2022) 'Stigma and Peer-Led Interventions: A Systematic Review and Meta-Analysis', *Frontiers in Psychiatry*, 13. Available at: <https://doi.org/10.3389/fpsy.2022.915617>.

Taj, K. (2023) *The crucial role of business consultation and mentorship in gaining accurate knowledge*. Available at: <https://www.linkedin.com/pulse/crucial-role-business-consultation-mentorship-gaining-kashan-taj> (Accessed: 1 March 2024).

Thompson, S. (2020) Banks must lend beyond what traditional collateral allows. Available at: <https://www.linkedin.com/pulse/banks-must-lend-beyond-what-traditional-collateral-allows-thompson> (Accessed: 1 March 2024).

TSB Bank (2022) *How much does it cost to start a business?*. Available at: <https://www.tsb.co.uk/business/business-talk/how-much-does-it-cost-to-start-a-business/> (Accessed: 19 February 2024).

UK Government (no date,a) *Using somebody else's intellectual property*. Available at: <https://www.gov.uk/using-somebody-elses-intellectual-property/copyright> (Accessed: 19 February 2024).

UK Government (no date) *Register your company*. Available at: <https://www.gov.uk/limited-company-formation/register-your-company> (Accessed: 19 February 2024).

UNICEF (2022) *Children with disabilities*. Available at: https://www.unicef.org/sites/default/files/2022-10/GIP02115_UNICEF_Children-with-Disabilities-Factsheet-final%20-%20accessible.pdf (Accessed: 1 March 2024).

University of York (2022) *Financial resources: what are they and how are they managed?*. Available at: <https://online.york.ac.uk/financial-resources-what-are-they-and-how-are-they-managed/> (Accessed: 1 March 2024).

Welsh Government (2016) *Inclusion and pupil support*. Available at: https://www.gov.wales/sites/default/files/publications/2018-05/guidance-inclusion-and-pupil-support_0.pdf (Accessed: 1 March 2024).

Welsh Government (2019) *Support for children and young people with Autism Spectrum Disorder (ASD) in educational settings*. Available at: <https://www.gov.wales/sites/default/files/publications/2019-01/ways-of->

[supporting-learners-with-autistic-spectrum-disorder-asd.pdf](#) (Accessed: 1 March 2024).

Welsh Government (2023) *Annex 3: Developing family engagement in community focused schools*. Available at: <https://www.gov.wales/annex-3-developing-family-engagement-community-focused-schools-html> (Accessed: 1 March 2024).

Welsh Government (2023a) *Belonging, engaging and participating*. Available at: https://www.gov.wales/sites/default/files/consultations/2023-06/consultation-document-belonging-engaging-and-participating-guidance_0.pdf (Accessed: 2 March 2024).

Welsh Government (2023b) *Curriculum for Wales*. Available at: <https://hwb.gov.wales/api/storage/0f85def4-81a2-4a30-887c-df07b5cacb08/guide-to-curriculum-for-wales-update-12-2023.pdf> (Accessed: 29 February 2024).

Welsh Government (no date,a) *Education is changing*. Available at: https://www.gov.wales/education-changing?utm_source=google&utm_medium=cpc&utm_campaign=rse&qad_source=1&gclid=EAlaIqobChMIIsPKk7_zVhAMVtJaDBx0oNAvNEAAYASAAEgKMP_D_BwE (Accessed: 1 March 2024).

Welsh Government (no date) *Curriculum for Wales: Implementation plan*. Available at: <https://hwb.gov.wales/curriculum-for-wales/curriculum-for-wales-implementation-plan> (Accessed: 24 February 2024).

Wilkinson Accounting Solutions (2023) *The 5 most common pricing strategies*. Available at: <https://wilkinsonaccountingsolutions.co.uk/the-5-most-common-pricing-strategies/> (Accessed: 21 February 2024).

WJEC (2013) *Calculating Costs*. Available at: http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_1-25/eng/unit1/calculating%20costs.pdf (Accessed: 22 February 2024).

Zobel-Lachiusa, J., Andrianopoulos, M. V., Mailloux, Z., and Cermak, S. A. (2015) 'Sensory Differences and Mealtime Behavior in Children With Autism', *The American Journal of Occupational Therapy*, 69(5). Available at: <https://doi.org/10.5014/ajot.2015.016790>.

