ALLFIE Strategy Summary May 2021 – 2026

# Vision

To create an inclusive society by ensuring inclusive education within mainstream settings is a right for ALL Disabled people.

# Logic

ALLFIE is committed to creating an inclusive education system which will eliminate segregation in all aspects of life.

# What we stand for:

1. **Implementing the Social Model of Disability in all of ALLFIE’s work.**

ALLFIE is committed to the [Social Model of Disability](https://www.allfie.org.uk/definitions/models-of-disability/social-model-disability/), in which Disabled people are seen as being disabled, not by their impairments, but by society’s failure to take their needs into account.

1. **Enacting the UNCRPD, particularly article 24.**

[Article 24 of the UN Convention on the Rights of Persons with Disabilities (UNCRPD)](https://www.allfie.org.uk/campaigns/article-24/) states that Disabled people have a right to inclusive education. The UNCRPD provides an internationally recognised standard for Disabled people’s human rights. Governments that sign up must work to this standard, which safeguards the human rights of all Disabled people. UNCRPD Article 24: ‘A Right to Inclusive Education’, guarantees all Disabled pupils and students a right to participate in all forms of mainstream education with appropriate support.

1. **Centering and advocating for people with lived experience.**

ALLFIE recognizes the everyday reality for Disabled people is one of exclusion and human rights abuses. Professionals, services and charity organisations have tended to dominate ‘expert’ knowledge about Disabled people. This abuse of power usually adopts a scientific discourse rooted in negative and deficit assumptions about Disabled people. ALLFIE is committed to advocating and advancing the lived experiences of Disabled people, addressing unequal power relations, and adopts the mantra ‘Nothing About Us Without Us’.

1. **Embedding intersectionality.**

[Intersectionality](https://www.allfie.org.uk/inclusion-resources/disabled-black-lives-matter-key-terms-and-definitions/) is the way people can have more than one identity, for e.g., be Black, Disabled, Lesbian and a Woman. Failure to consider different experiences can increase oppression for Disabled people, and result in ‘intersectional erasure’ - which means to ignore individuals’ different identities, as the agenda is focused only on ‘disability’.

# Strategic Objectives & Delivery objectives

1. **To lead the lobby for change in legislation and policy to ensure inclusive education as a right for all**
2. Strategic Objective:
* Change national law on inclusive education.
* Timeline 5-10 years
1. Delivery Objectives:
* Inform and educate politicians, think tanks, policy makers, influencers, and the media
* Engage champions/ambassadors to support the education campaign
1. Methodology**:**
* Develop policy / Create educational material/ Create clear information packs.
* PR campaigns / Organise conferences & seminars.
* Develop networks of influence/ Create and support an APPG.
* Engage with and support champions/ ambassadors
1. **To promote a wider understanding of the benefits of inclusive education for all**
2. Strategic Objective:
* Change public attitude – in partnership with other organisations.
* Timeline – 5 years
1. Delivery Objectives:
* Build on existing relationships / participation in lobbying with DPO networks
1. Methodology**:**
* Active participation with stakeholder groups, feeding into policy initiatives and ensuring ALLFIE’s vision is included and amplified
1. **To build the capacity of the inclusive education movement to become a more effective voice of influence**
2. Strategic Objective:
* Create self-sustaining support networks for Disabled students & families of Disabled children who believe in Inclusive Education
* Timeline 5 years
1. Delivery Objectives:
* Creating networks of students and families challenging attitudes and actions of educational institutions/ local authorities
1. Methodology:
* Connect students and families on a geographic basis, help them to be self-supportive & self-sustaining
* Signpost to legal advice & ALLFIE’s and other resources
* Capacity build networks to create and share resources
* Educate networks to communicate actions and outcomes (across the networks, with ALLFIE & with local media & politicians)
1. Strategic Objective:
* Provide signposting & resources for families of Disabled children (including guidance/ case studies etc.)
1. Ongoing Delivery Objectives:
* Creating credible information and education packs
1. Methodology:
* Build on existing resource creation and signposting, promoted through the ALLFIE website, other DPO websites, across family networks
* Print availability of resources
1. Strategic Objective:
* Create a network of solicitors to support families and individuals to enforce inclusive education laws Timeline – 5 years
1. Ongoing Delivery Objectives:
* Create a national network of solicitors/ advice centres to support families and challenge non-compliant education authorities and local authorities
1. Methodology:
* Locate solicitors & support & inform & update them on a continuous basis.