

# What is the Experience of Black and Global Majority Disabled Pupils and their Families in Mainstream Education?

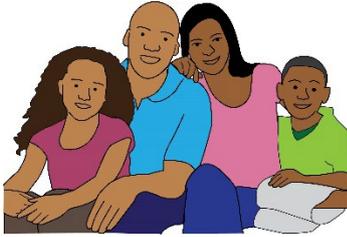


Illustration by [Pen Mendonca](#) 2024

The Alliance for Inclusive Education (ALLFIE).



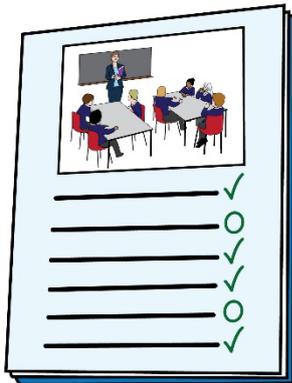
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This research is about the lived experiences of **Black and Global Majority Disabled** pupils, aged 11-16 and their parents.



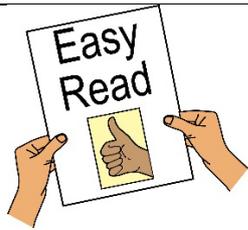
It looks at their **experiences** of being in a mainstream school, how they are **supported** and the **attitudes** of school staff.



The **researchers** were Dr Navin Kikabhai, Dr Themesa Y Neckles, Tasnim Hassan, Michelle Daley, Saâdia Neilson, Iyiola Olafimihan, and Okha Walcott-Johnson.



The research was done by **The Alliance for Inclusive Education (ALLFIE)**. It was funded by the Runnymede Trust and supported by **Disabled Black Lives Matter**.



Here are some **keywords** that we use in this easy read summary.



**Lived Experience** - The stories and knowledge someone shares to tell others what it is like to be them.



**Black and Global Majority** - a term used instead of 'ethnic minorities' about individuals from Black, Asian, Brown, dual-heritage and those native to the global south, who make up a majority of the world's population.



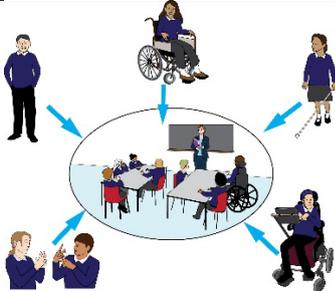
**Mainstream Education** - community based schools, colleges, universities or other learning spaces.



**Intersectional Experiences** - If you are Disabled and Black, or Working Class and Gay you may experience discrimination in a different way than if you were only Gay or only Black or only Disabled.



**Trauma** - an ongoing stress or emotional response to a painful or frightening event.



**Inclusive Education** - a learning environment where Non-Disabled and Disabled individuals, learn together.

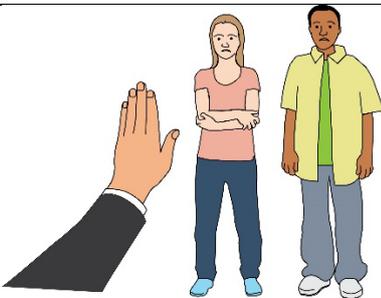


**Education Health and Care Plan (EHCP)**  
- a legal document that outlines the educational arrangements needed for a child to enable them to access education and achieve their goals.

The Social Model of Disability



**Disability** - The barriers, discrimination and oppression Disabled People face in the everyday lives.



**Segregation** - Separating people into different groups or places just because they are Black, disabled or have another experience.



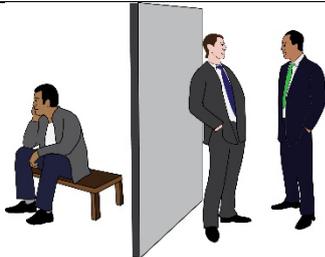
Children and young people told us that they would like three things.



1. To have **better choice** and control over their support.



This is so they can more **easily join** in school activities and opportunities.



2. Stop **separating** Black and Global Majority Disabled pupils in school.



Children and Young People want to be **valued** as who they are and what they can do, not for what they can't do.



3. To **have a say** in creating school rules and checking things work well for all.



Children and Young People can help all learners feel they are welcome and **belong** at the school.



During the research **Parents** said.



- That there is **little support** and choice about where and how their children are educated.



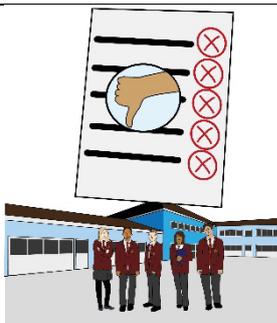
- Schools use **too much discipline**, and this can be negative for Disabled pupils and Black and Global Majority children.



- **Information** about how the education system works is not easy to understand.



- Schools could be better at understanding **intersectional** experiences. Like what it means to be Black and Disabled.



This research found that there is **not enough good support** for Black and Global Majority Disabled pupils and their families.



There should be more **advocacy support** to help children and parents understand what support they can and should get.



Schools should **promote** a child's right to mainstream education.



The education system can make it **more difficult** for you if you are Black and Disabled.



To **make things better** we think the following should be done.



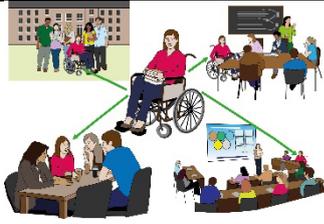
Talk and learn more about **intersectional experiences**, like what it means to be Disabled and Black.



- **Share more stories** about Black and Global Majority Disabled pupils in education so we learn more about what it is like.



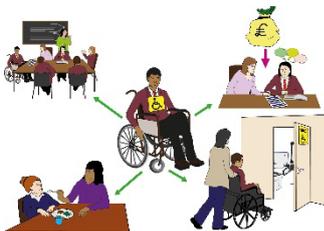
**Tackle the effects of trauma** caused by separating pupils.



- Work with schools to address the trauma experienced caused by Disabled pupils as a result of **segregation**.



**Create advocacy support for developing Education Health Care Plans (EHCP).**



- Develop **advocacy support** for Black and Global Majority Disabled pupils and parents to get empowering and supportive Education Health Care Plans (EHCP).



**Challenge negative attitudes and promote positive representation**



- **Campaign** for greater diversity in the teaching workforce.



- Promote more learning about **diverse identities** in school and disability and racial justice.



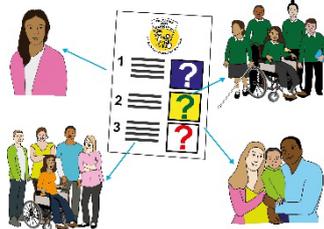
**Speak up about school punishments and discipline that is harmful.**



- Make a campaign that highlights **school punishments** that lead to the exclusion and discrimination of young people.



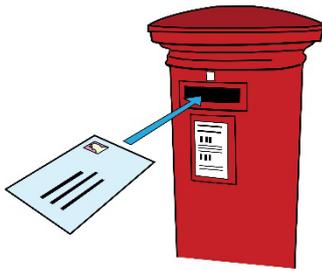
**Challenge segregation, promote participation**



- Show how schools **discriminate** against Black and Global Majority Disabled pupils when they allocate school places to pupils.



- Show how **inclusive education** can and does work in other places.



For more information about the research contact **ALLFIE** at;

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This easy read summary was created by Stephen Lee Hodgkins and York People First, with images from People First Ltd's Picture Bank. Cover illustration by Illustration by Pen Mendonca 2024