

Lived Experience of Black/Global Majority Disabled Pupils and their Families in Mainstream Education.

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This research is about the lived experiences of **Black/Global Majority Disabled** pupils, aged 11-16 and their parents about schooling. It explores experiences of mainstream school placement, participation, support and attitudes of school staff.

The research found, that there is **inadequate support** for Black/Global Majority Disabled pupils and their families in terms of advocacy, peer support to share information and provide clarity on entitlement, **help to empower** them and **protect children's right** to mainstream education.

Children and young people told us that they would like;

To have **more choice and control** over their support, so as to be better able to join in and participate in the range of school activities and opportunities.

An **end to the separation** of Black/Global Majority Disabled pupils and a recognition of their proud intersectional experiences.

To have a say in writing school rules and policy, **to coproduce practice** and build a sense of belonging.

Parents highlighted their concerns to us in terms of;

That they feel they have **little support** and limited or no choice about their children's education in mainstream school.

The **excessive use** of disciplinary procedures and practices of surveillance towards Disabled pupils and Black children that result in negative consequences or exclusion.

The **difficulties navigating** a complex education system that often overlooks the intersection of disability and race.

The current **lack of resources to support** makes it hard to address any tensions around the **intersection of disability and race** when navigating the education system.

To address these issues, we make the following **six recommendations.**

Recommendations



1. Improve understanding and recognition of intersectional experiences

- Increase the **representation** of Black/Global Majority Disabled pupils within the education setting and social justice work.

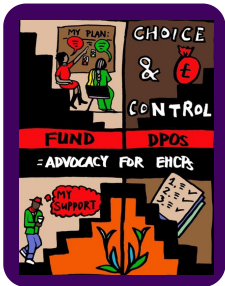
Recommendations



2. Tackle the trauma experienced through grouping and separation

- Encourage work in schools to address the effects and trauma caused by **segregation** on all pupils.

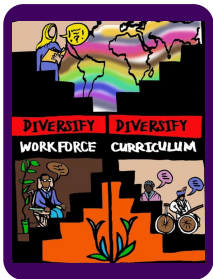
Recommendations



3. Promote independence, choice and control in EHCPs

- Develop **advocacy support** to ensure EHCPs achieve independent living and human rights of Black/Global Majority Disabled pupils.

Recommendations



4. Challenge negative attitudes and promote positive representation

- Diversify the teaching workforce, **recognise diverse experiences** in school and promote learning about the intersection of disability and racial justice.

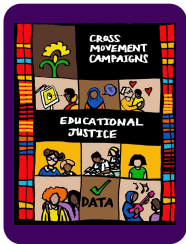
Recommendations



5. Expose harmful disciplinary procedures and surveillance

- Build a campaign between racial justice and **Disabled Peoples Organisations** to highlight and end disciplinary procedures that lead to exclusion and discrimination of children and young people.

Recommendations



6. Challenge segregation, promote participation

- Highlight school intake discriminatory practices affecting Black/Global Majority Disabled pupils, **showcase practical and applied solutions** that demonstrate how inclusive education can and does work elsewhere.

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

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