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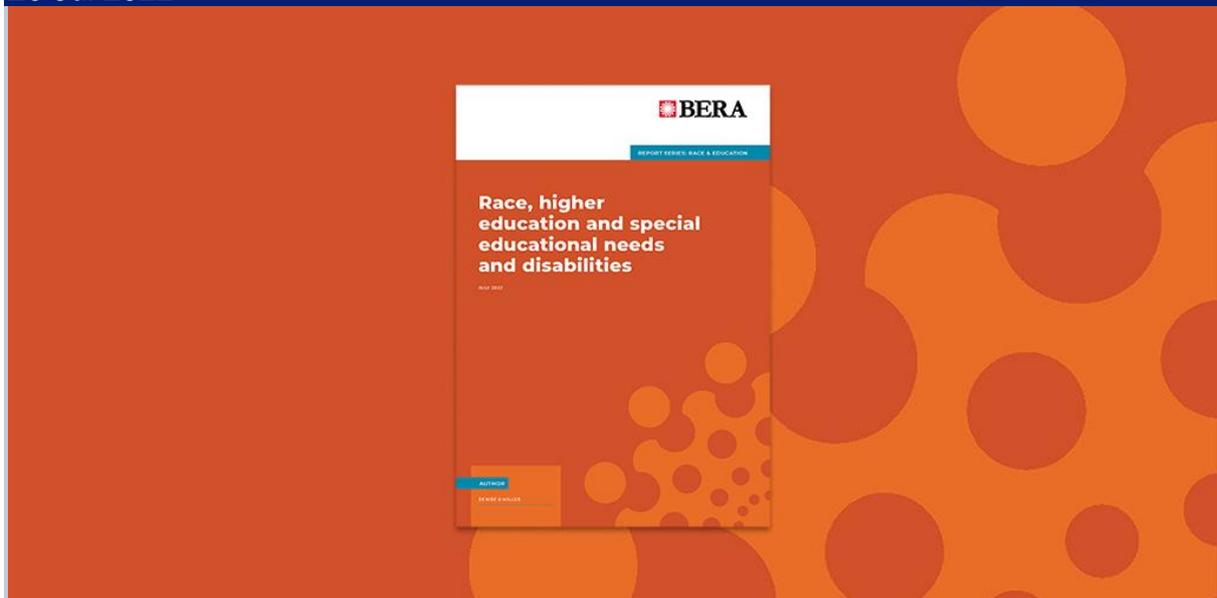
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Race, higher education and special educational needs and disabilities

20 Jul 2022



This pilot study drew on survey data of 224 students at a London-based university, with the aim of identifying ecological niches that might cause disadvantage and discrimination for Black, Asian and minority ethnic (BAME) students with special educational needs and disabilities (SEND).

Supported by BERA's Small Grants Fund (SGF), the study specifically focused on bringing attention to differences between SEND (that is students who self-identify as having SEND) and non-SEND students' experiences of microaggressive and explicit forms of racial prejudice and discrimination.

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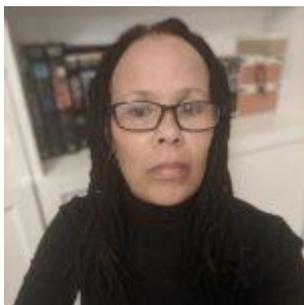
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[Race, higher education and special educational needs and disabilities](#)

PDF 245 KB

Report summary

Drawing on survey data of 224 students at a London-based university, this study brings attention to ‘ecological niches’ that combine to produce contexts that are likely to have an effect on the access, participation and graduate outcomes of Black, Asian and Minority Ethnic (BAME) students with special educational needs and disabilities (SEND). While the results suggest dissonance between students’ and academics’ attitudes and actions relating to equality, diversity and inclusion, the findings provide the groundwork for larger-scale research and scholarly activities. They also present an opportunity for strategic development linked to United Nations Sustainable Development Goals 4 (quality education); 10 (reduced inequalities); and 16 (peace, justice and strong institutions).



Denise Miller

Associate Professor in Child and Educational Psychology at University of Greenwich
Denise A Miller is an associate professor in child and educational psychology. She achieved a BA in Education from the University of

Greenwich and taught in primary schools for eight years before embarking on training to become an educational psychologist. Denise attained an MSc in Educational Psychology from University College London and she started working as a fully qualified educational psychologist in the London borough of Lambeth. Her work mainly involved supporting parents and teachers to meet the needs of marginalised children, and those with special educational needs and disabilities, through assessment, consultation and in-service training. In 2014, Denise successfully completed a Doctorate in Educational and Child Psychology, and then soon after she returned to the University of Greenwich, this time as a senior lecturer. At present, as a programme leader, senior lecturer and child and educational psychologist in private practice, Denise currently works in early years, primary and secondary school settings, as well as further and higher education, and clinical and legal contexts. Denise is passionate about undertaking research that involves examining marginalised educational professionals' and children and young people's experiences in the education sector.