

# Race, higher education and special educational needs and disabilities

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## Acknowledgements

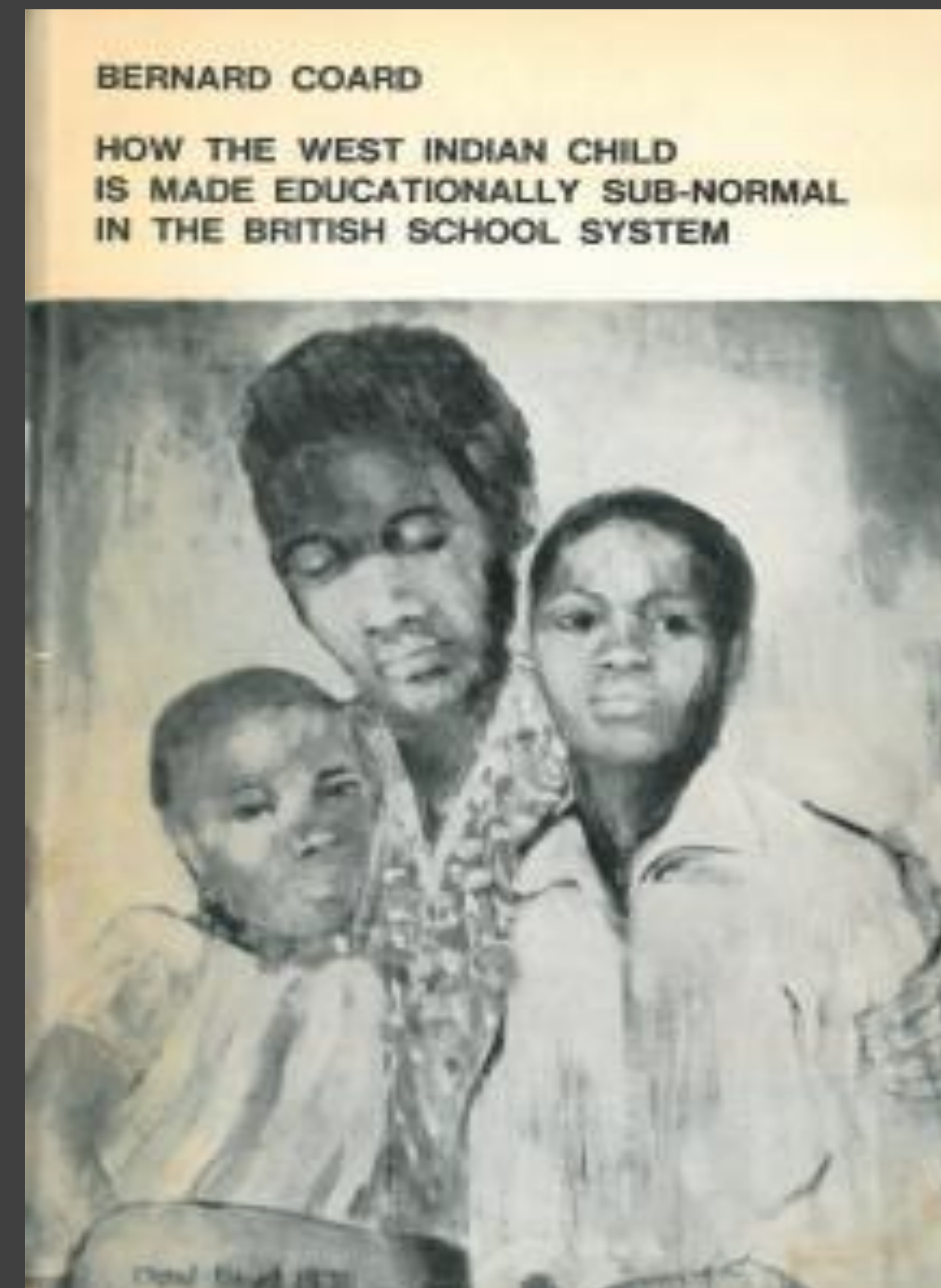
- BERA
- Ryan Essex
- Robert Morgan and Agnieszka Kosek
- ‘BAME’ and ‘SEND’





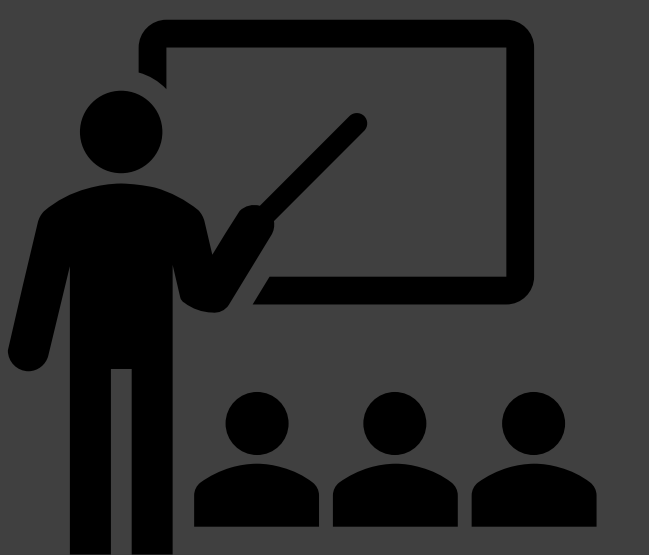
## Bernard Coard (1971)

- Examined educational inequality and institutional racism in the British educational system.
- ‘Educationally subnormal’ (ESN)
- Disproportionately higher levels of Black children placed in ‘ESN Schools’



## Legislation and guidance

- SEND Code of Practice 2014
- Further Education Code of Practice 2014
- The Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010 – ‘reasonable adjustments’
- Disabled Students' Allowance (DSA)





## Higher Education by Ethnicity

**BAME students make up one-fifth of new Oxford undergraduates**

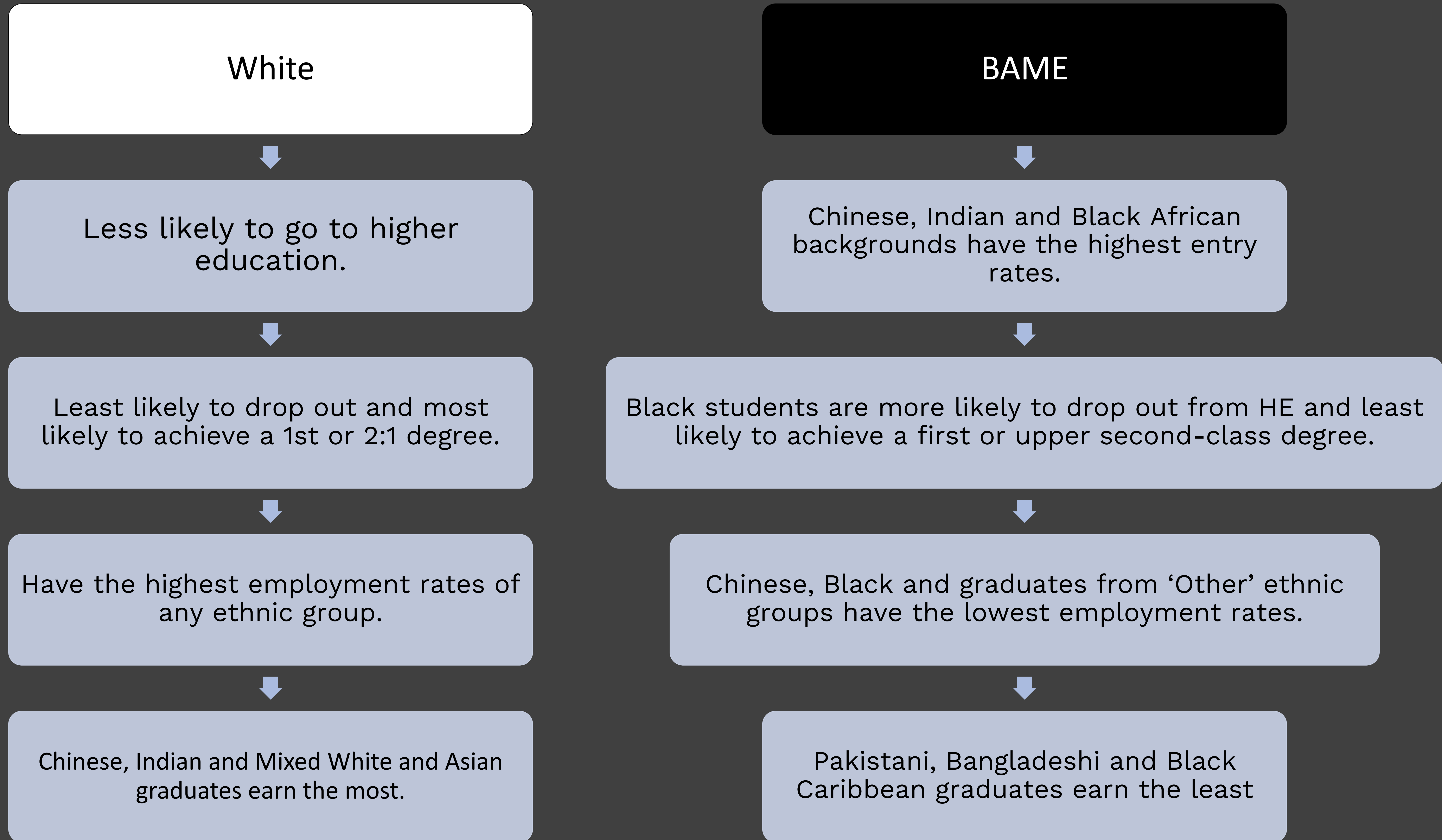


Percentage and number of first year entrants on undergraduate study by ethnicity

Year ↕	Asian		Black		Mixed		White		Other	
	% ↕	Number ↕	% ↕	Number ↕	% ↕	Number ↕	% ↕	Number ↕	% ↕	Number ↕
2015/16	10.5	61,545	8.2	48,335	3.8	22,125	76.0	446,040	1.5	8,715
2016/17	11.0	63,540	8.5	49,140	4.0	22,925	75.0	434,580	1.6	9,290
2017/18	11.3	65,335	8.6	49,860	4.1	23,565	74.2	428,565	1.8	10,345
2018/19	11.5	66,635	8.5	49,300	4.2	24,460	73.9	427,040	1.8	10,175
2019/20	12.2	70,660	8.7	50,655	4.5	25,840	72.6	421,730	2.0	11,635



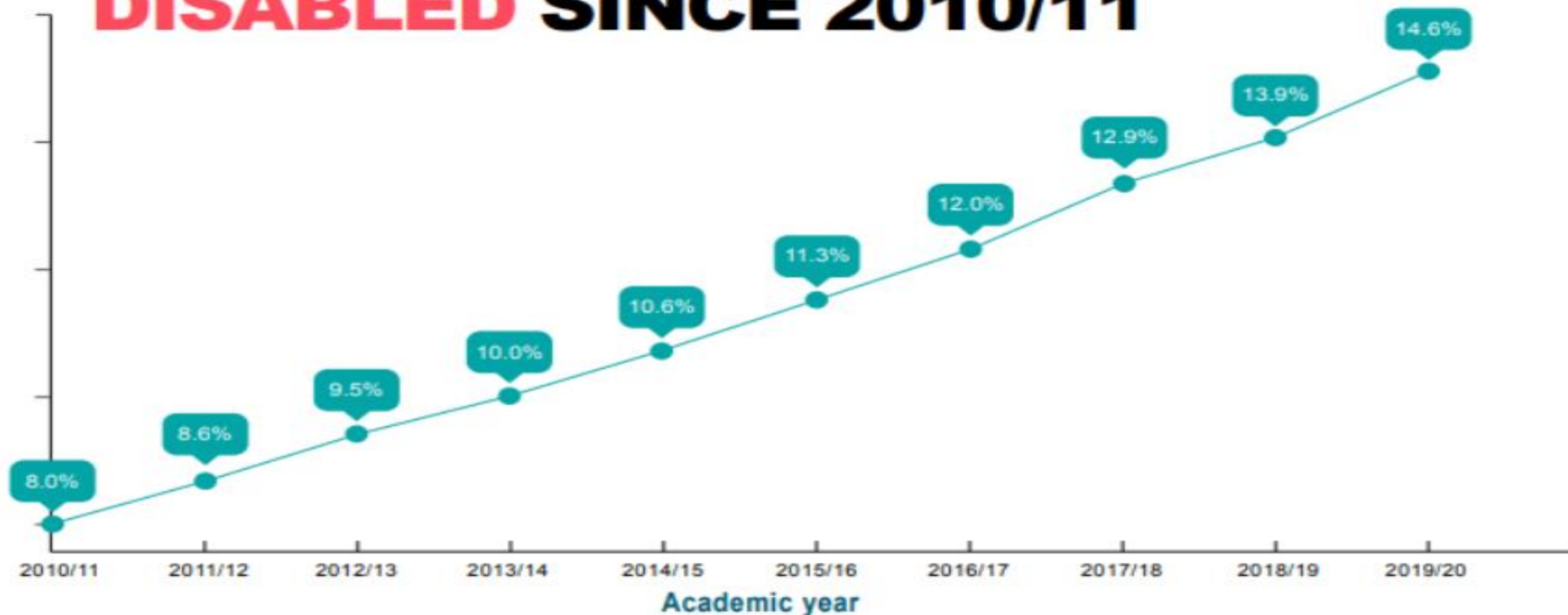
## Equality of access and outcomes in higher education in England, 2021





Equality in higher education: statistical reports 2021

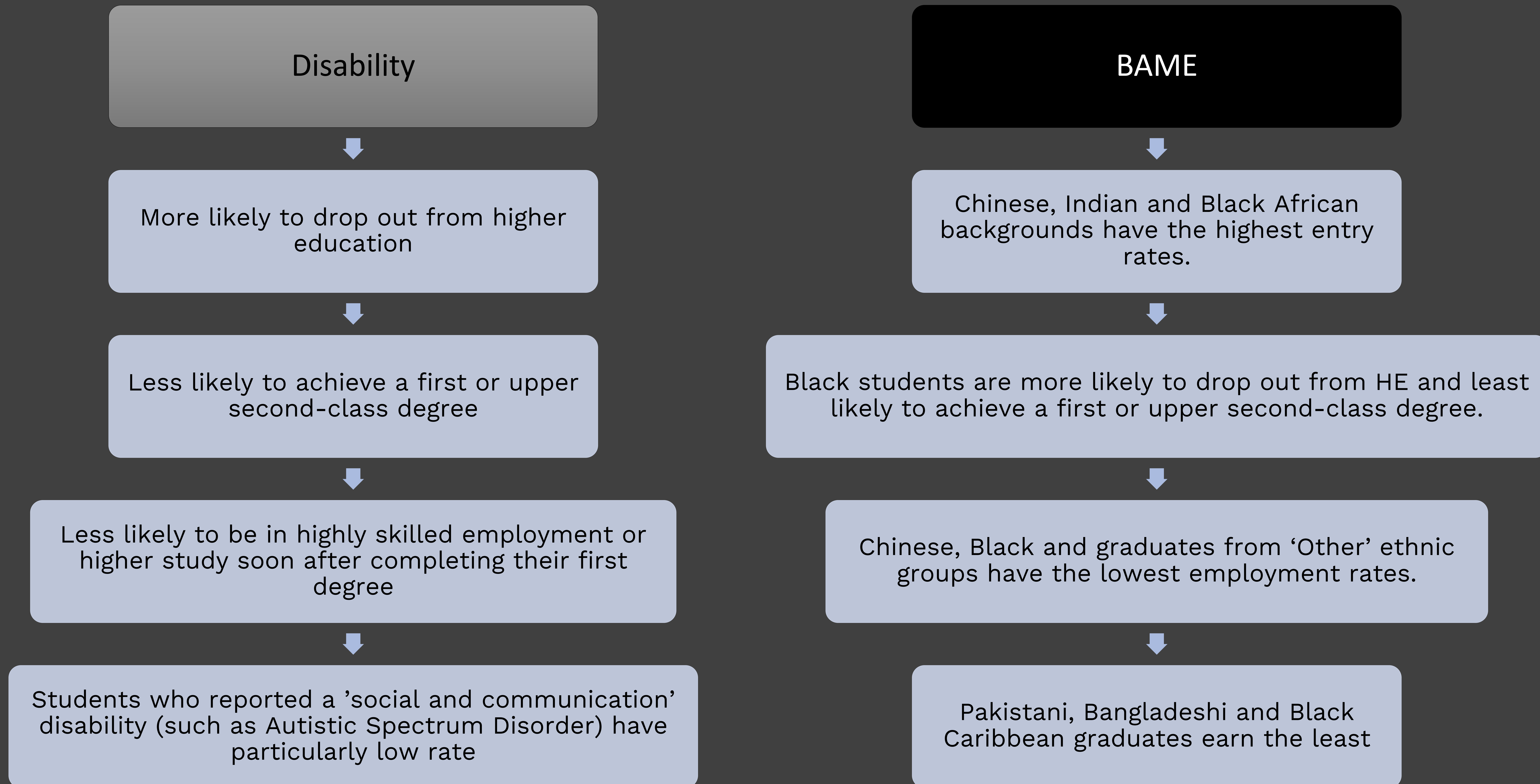
# PROPORTION OF STUDENTS WHO DISCLOSED AS DISABLED SINCE 2010/11



Proportion of all students over time who disclosed as disabled



## Equality of access and outcomes in higher education in England, 2021





## Race, higher education and special educational needs and disabilities

# MIND THE GAP

As part of a larger study examining HE students' experiences of racism, this study was conducted on a pilot basis to determine the potentialities of future research

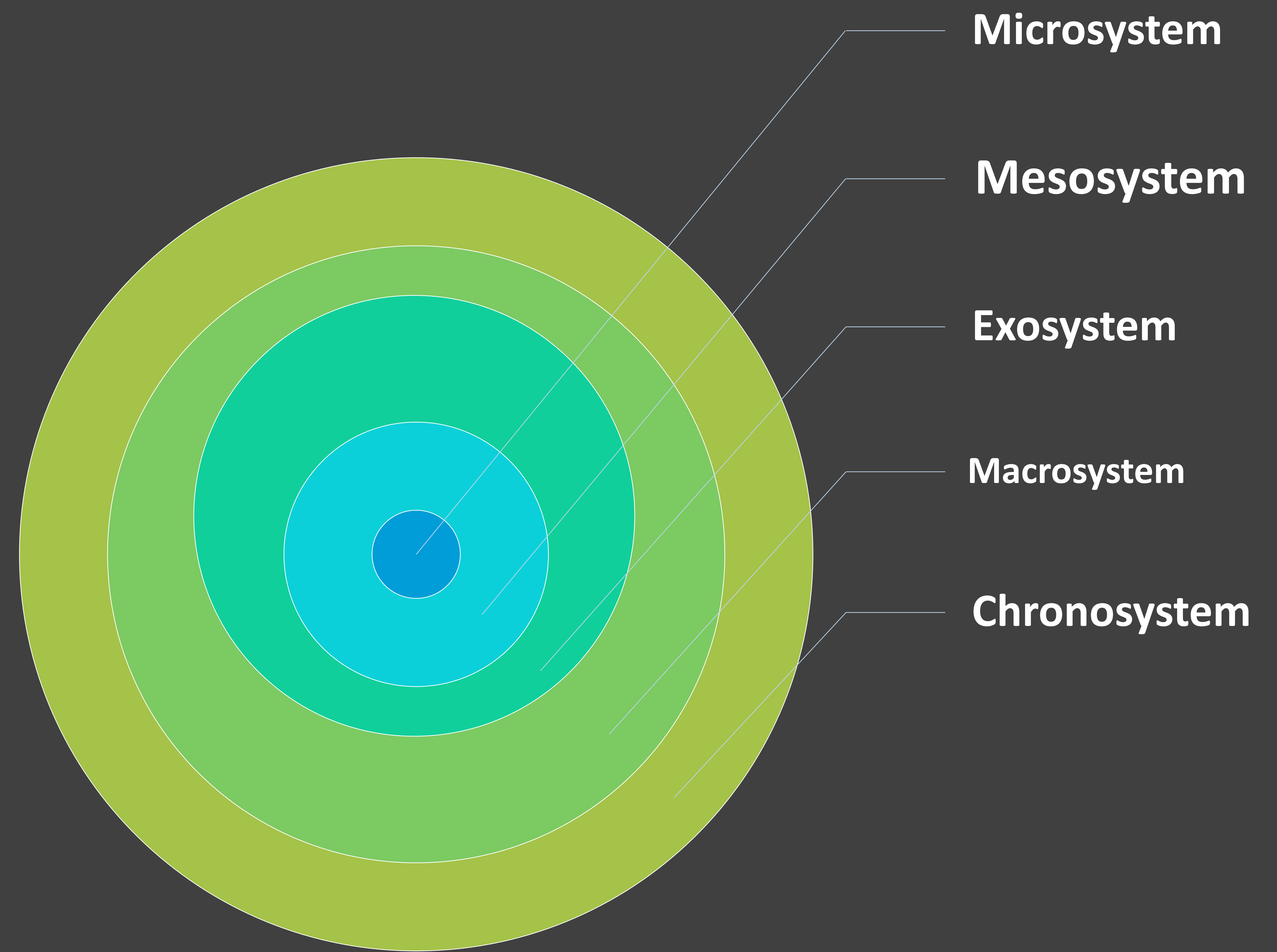
**'When ecological factors converge together to form predictors that may be more (or less) favourable to human development, an ecological niche is created' (Crawford, 2020, p. 3).**





## Race, higher education and special educational needs and disabilities: **Bronfenbrenner**

This study aimed to bring attention to differences between SEND (that is students who self-identify as having SEND) and non-SEND students' experiences of racial prejudice, discrimination and institutional racism





## Race, higher education and special educational needs and disabilities: **Methods**

Please use the scale to answer the following questions

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Students at my university treat me respectfully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University staff are sensitive to barriers faced by BAME students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend my university to BAME students as a supportive environment in which to study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My university should recruit more BAME staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My university is genuinely committed to improving relations between people of different races/ethnic origins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university media represent racial/ethnic issues in a fair and balanced manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- **The Collaborative Campus**
- **The Climate Survey for Students**
- **Open questions**



**Race, higher education and special educational needs and disabilities:**  
**Participants**

Age	18-24	25-34	35-44	45-54	55-64	Total
White	37, 50%	21, 28.4%	10, 13.5%	4, 5.4%	2, 2.7%	74
BAME	71, 52.2%	41, 30.1%	17, 12.5%	6, 4.4%	1, 0.7%	136
Total	108, 51.4%	62, 29.5%	27, 12.9%	10, 4.8%	3, 1.4%	210

Gender identity	18-24	25-34	35-44	45-54	55-64	Total
Female	69, 51.5%	38, 28.4%	20, 14.9%	5, 3.7%	2, 1.5%	134
Male	40, 50.6%	23, 29.1%	10, 12.7%	4, 5.1%	2, 2.5%	79
Non-binary	3, 100%	-	-	-	-	3
Prefer not to say	1, 16.7%	3, 50%	2, 33.3%	0	0	6
Other	0	1, 50%	0	1, 50%	0	2
Total	113, 50.4%	65, 29%	32, 14.3%	10, 4.5%	4, 1.8%	224



## Race, higher education and special educational needs and disabilities: **Participants**

Age	18-24	25-34	35-44	45-54	55-64	Total
White	7, 33.3%	7, 33.3%	4, 19.0%	2, 9.5%	1, 4.8%	21
BAME	10, 47.6%	6, 28.6%	4, 19.0%	1, 4.8%	0	21
Male	5, 41.7%	2, 16.7%	1, 8.3%	2, 16.7%	2, 16.7%	12
Female	10, 32.3%	12, 38.7%	8, 25.8%	1, 3.2%	0	31



## Race, higher education and special educational needs and disabilities: Findings

“I have noticed that BAME students are never given the chance to include their ideas. Even if they do, it is never taken seriously. Students normally completely ignore BAME students and have conversations as if they cannot see or hear them. This makes them feel uncomfortable and want to escape the whole situation. I have experienced all of this and personally, I am now dealing with severe anxiety because I’m constantly scared to even share my thoughts in discussions. When I walk into seminars, it’s like I am invisible. No one wants to even look my way and it’s been made clear that it is due to my race” (BAME Student)

	Reported	SEND	Non-SEND
Been ignored after expressing my ideas or sharing my comments because of my race/ethnic origin	Yes	21.7%	10.5%
Been in a situation where a staff embarrassed, patronised or treated me negatively because of my race/ethnic origin	Yes	17.8%	5.6%
Been in a situation where a student embarrassed, patronised or treated me negatively because of my race/ethnic origin	Yes	21.7%	10.4%



## Race, higher education and special educational needs and disabilities: Findings

	Reported	SEND	Non-SEND
Put down intellectually because of my race/ethnic origin	Yes	19.6%	10.4%

“The University...**appears to make too much emphasis on lowering its standards to appear progressive so as to increase enrolment of non-white students.** I acknowledge that people from an immigrant or non-white British background might face greater difficulties in excelling within education or the workplace, but I do not believe this is an inherently racial issue, but more cultural.... **Institutions should never have to lower their standards to fill quotas.** This method of progressive social mobility completely diminishes the meritocratic principles of a democracy” (White student)



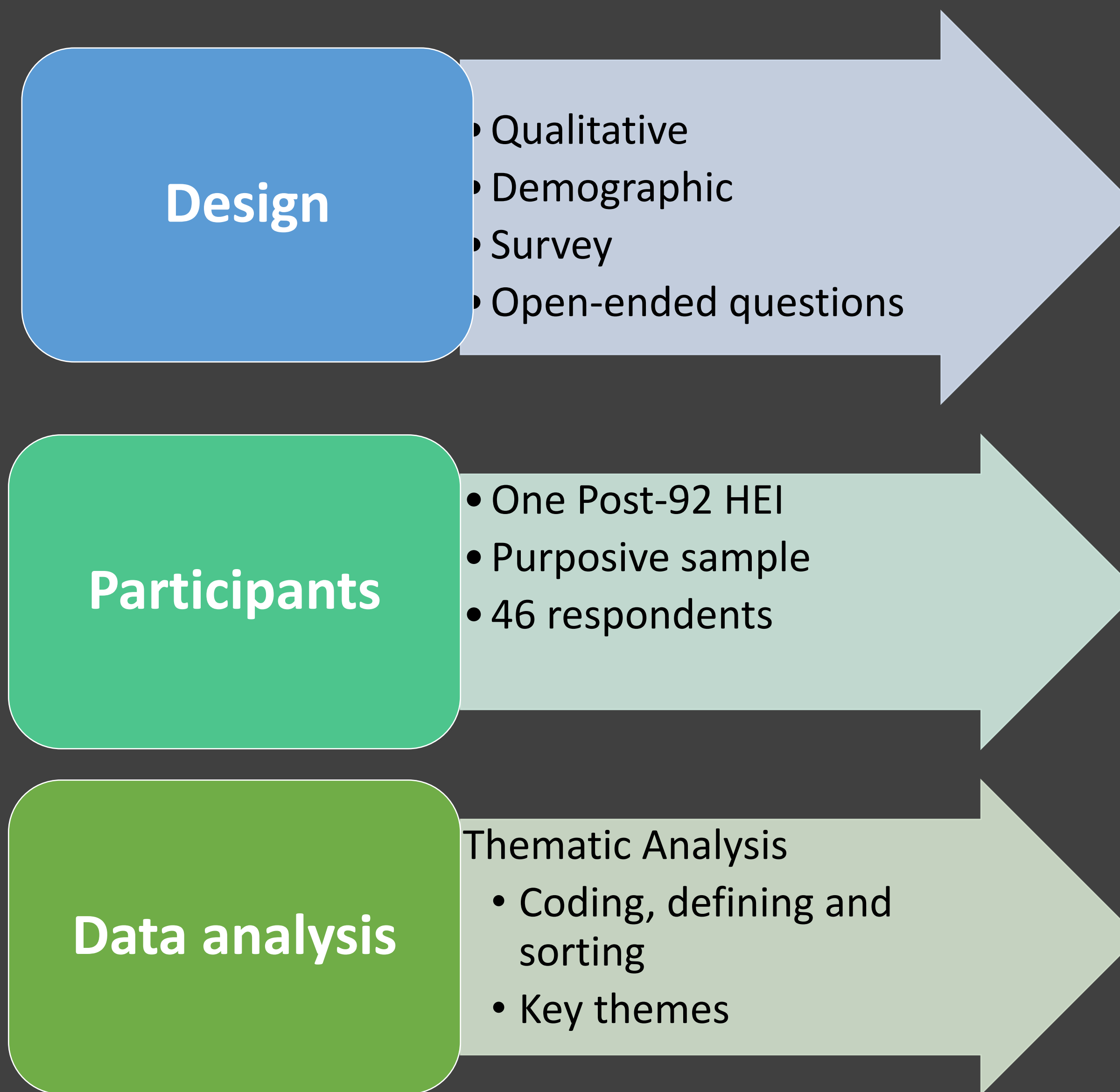
# Race, higher education and special educational needs and disabilities

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## Legislation and guidance

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## Methods for Change

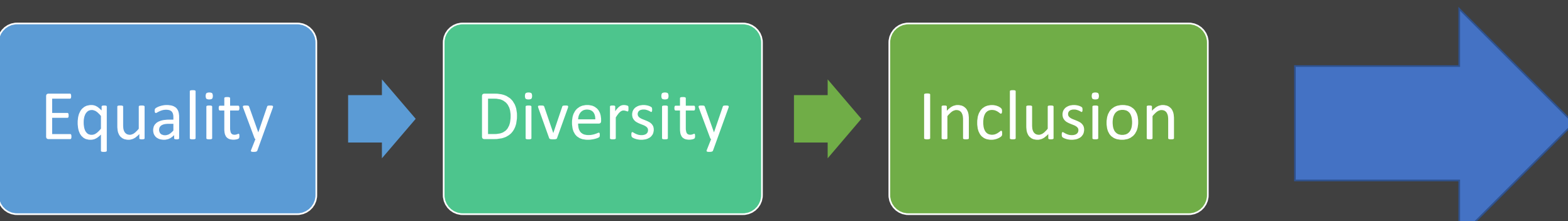


## Conclusions

University students with SEND are much more likely to encounter interpersonal and microaggressive discrimination simply because they are BAME.

## What next?

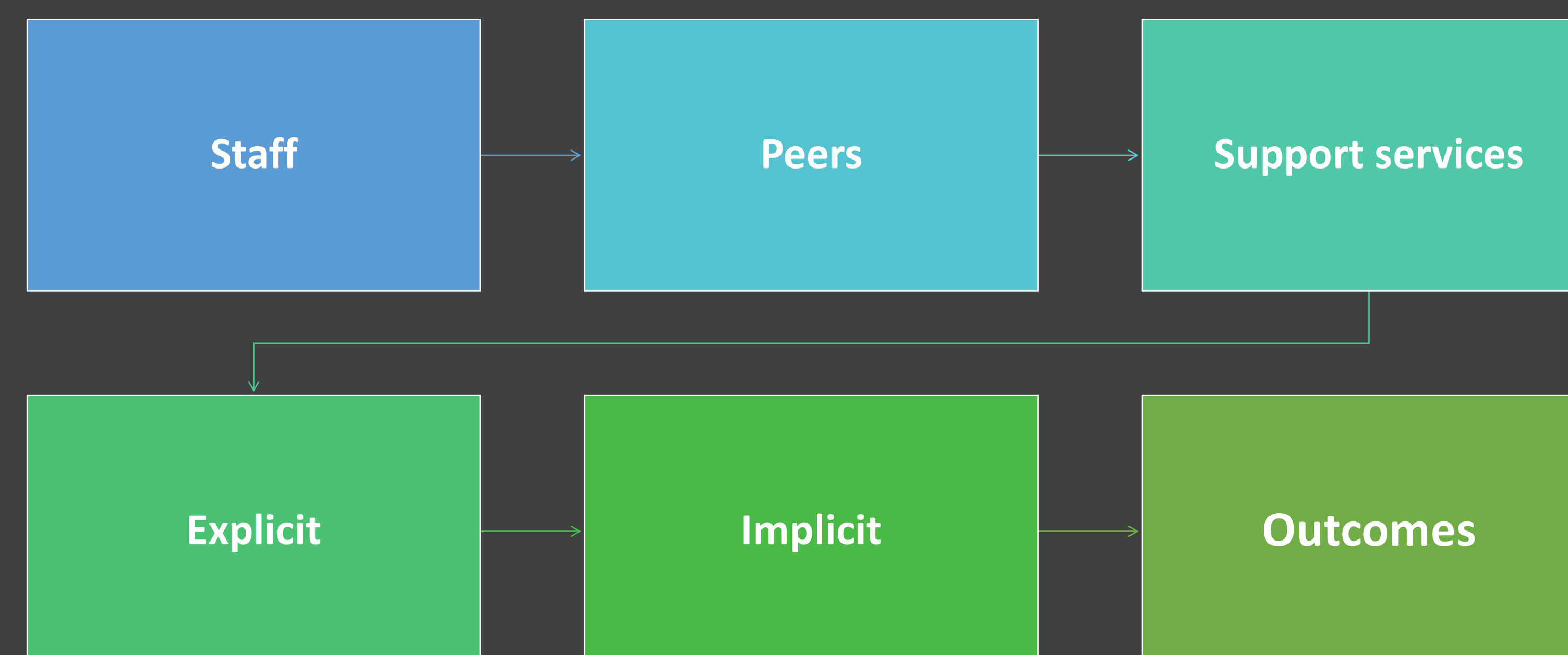
“I didn't plan on doing this survey - just wanted to look through at the questions, but the past few months my life have been plagued with racism and I thought I would give an insight to what has happened. Hope it is useful in some way, shape, or form” (BAME student).



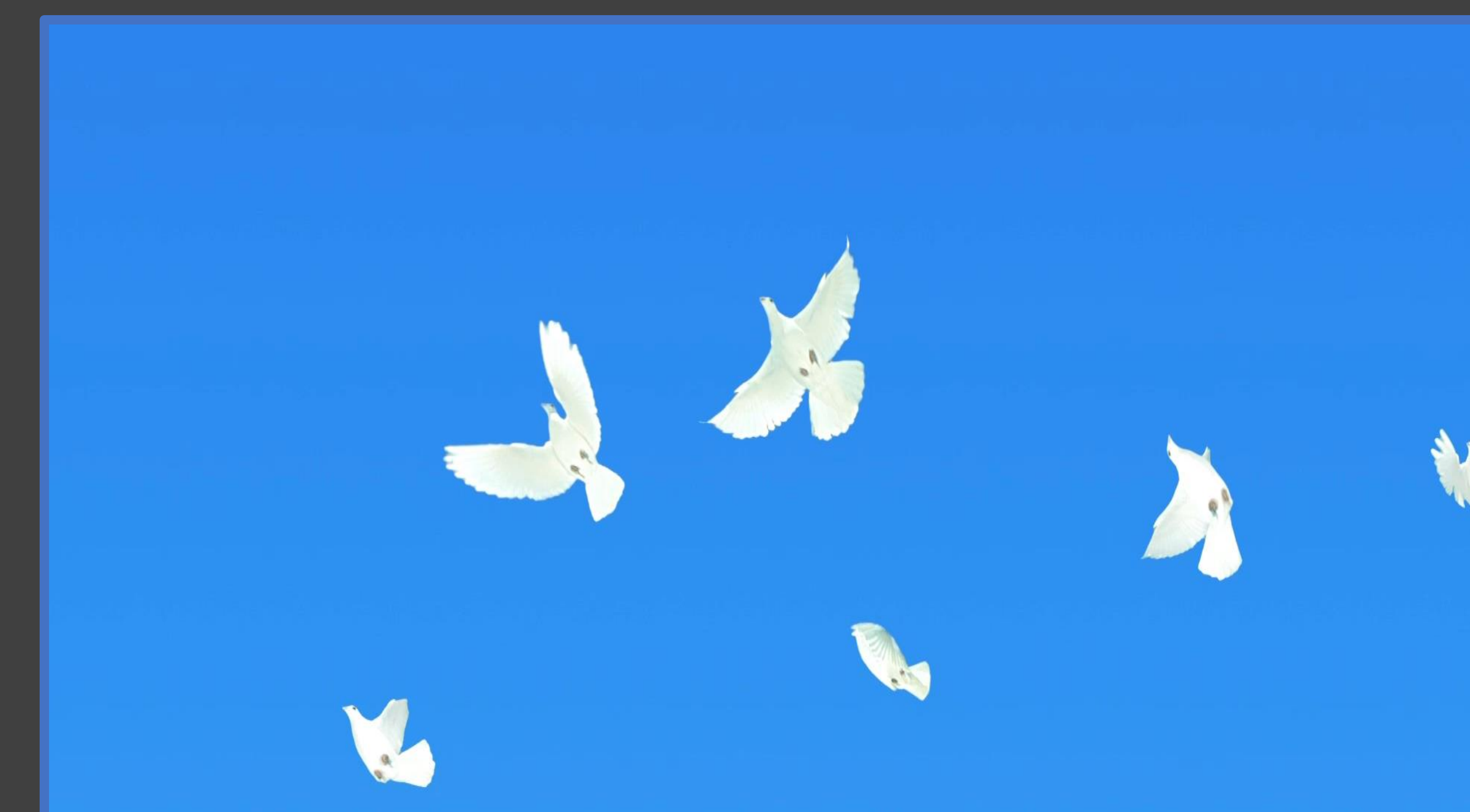
## Literature review

- “We no longer see a Britain where the system is deliberately rigged against ethnic minorities. The impediments and disparities do exist, they are varied, and ironically very few of them are directly to do with racism. Too often ‘racism’ is the catch-all explanation, and can be simply implicitly accepted rather than explicitly examined” (CRED, 2021, p. 8).
- BAME students and students with SEND (especially those with mental health needs) are less likely to remain in HE, or graduate with good outcomes and progress on to highly skilled jobs or postgraduate study (Hubble et al., 2021).
- White students’ outcomes are better than students of all other ethnicities, even if they start university with the same entry grades as their BAME peers (Universities UK, 2019).

## Key themes



## Blue-sky thinking





## Race, higher education and special educational needs and disabilities: **What's next?**

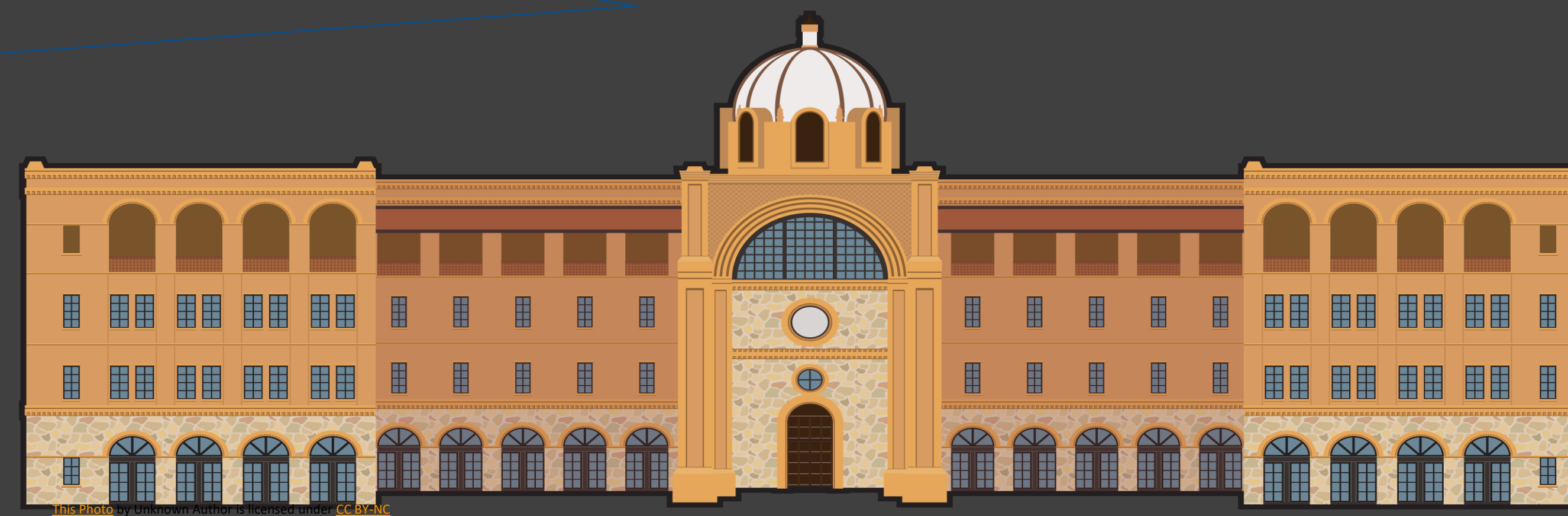
“I reached out to the course and no support was given. I am also dyslexic and again - no support was given to me joining the course which lead me to fail my assignment as I didn't understand what was expected from me”  
(BAME Student)

I am white so consider myself privileged in that respect. I do have a disability that has a lot of stigma and have felt like unsupported at times with that (White Student).

“I have been treated just the same as everyone else by my peers, the staff, the campus security etc. My lecturers have been open to hearing about any cultural difficulties I have had and have been supportive in my journey as a BAME student. This has made me feel more comfortable and natural... However, I would like to comment that there is a real lack of cultural diversity among teaching staff.. While all the staff on this campus have been incredibly supportive, engaging, helpful and kind, it would have been nice to see some diversity among them, especially as a new student” (BAME Student)

“The staff is the problem mainly. They go out of their way to give extra help to the Caucasian students, but when BAME students ask for help, they are met with “you should know this” attitude” (BAME Student).

“The white British students are very much the minority and very much not supported as so? something that all other minorities seem to get support around?” (White Student).





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