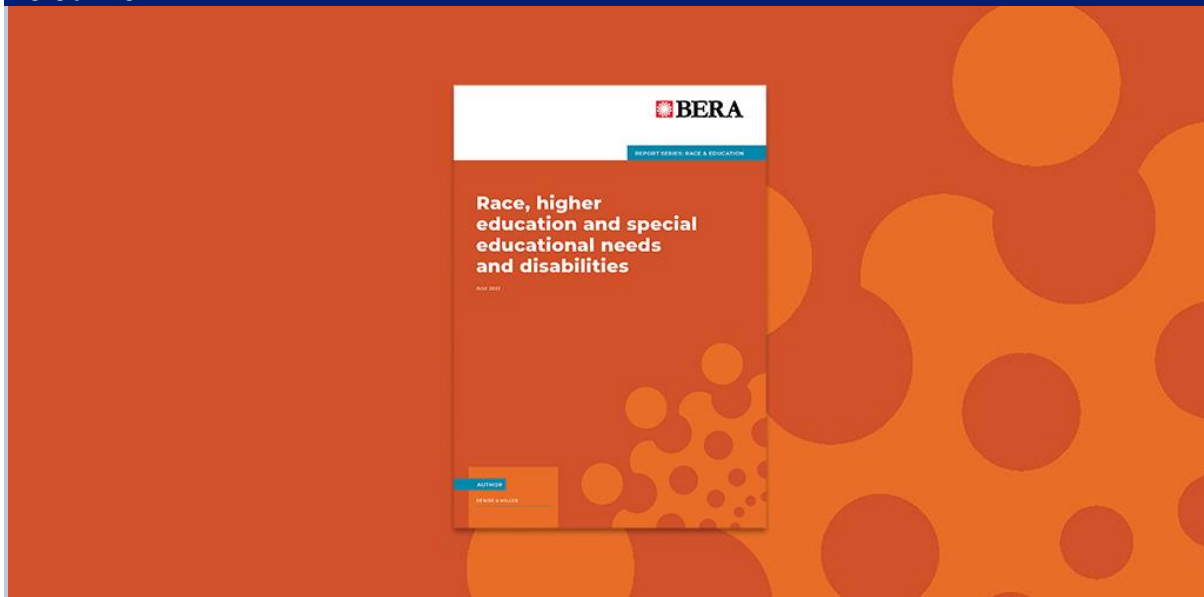


Race, higher education and special educational needs and disabilities

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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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).

LINKS TO VIDEO

<https://www.youtube.com/watch?v=82ILSWJUW8&t=8s>

<https://gala.gre.ac.uk/id/eprint/38244/1/race-higher-education-and-special-educational-needs-and-disabilities>