



Disabled Children Matter Wales
Plant Anabl yn Cyfri Cymru



“A real choice of quality education...”

Reading List
Disabled Children and Education

Reports

Audit Commission: [Services for disabled children: a review of services for disabled children and their families.](#) (2003)

Presents findings of a study of over 240 disabled children and young people and their siblings, parents and cares regarding their experiences as service users. Key issues addressed included play, leisure, friendships, school and education, health, housing, social services and transport.

CentreForum and Policy Exchange: [Learning the Hard Way](#) (2008)

A report on children with special educational needs which argues that it is parent choice, rather than ‘expert’ opinion, that should drive policy

Contact a Family: [School When You Are on Wheels - Young Wheelchair Users in Wales: A Snapshot of Challenges and Experiences in Education \(2006\)](#)

Contact a Family asked some of the parents and young people they work with about their experiences of using wheelchairs in the school setting and the report is the result.

Joseph Rowntree Foundation: [Residential schools and disabled children: decision-making and experiences](#) (2001)

Presents the findings of research investigating the effectiveness of current legislation and guidance in promoting and protecting the interests of disabled children who attend residential school.

Joseph Rowntree Foundation: [The education and employment of disabled young people.](#) (2005)

Brief findings from research comparing the educational and occupational outcomes of young disabled people and their non-disabled counterparts. At age 16 both groups expected the same level of earnings from a full-time job. By age 26, the occupational outcomes of 39 per cent of disabled people were below their expectations, compared with 28 per cent of non-disabled people.

Joseph Rowntree Foundation: [Inclusion of disabled children in primary school playgrounds](#) (2006)

Reports findings from a study conducted in six schools in Yorkshire which examined the experience of play in the school playground for disabled children. It reveals how disabled children were included in play, and identifies good practice to their inclusion during break times and lunch times as well as organisational, social and physical barriers to inclusion.

MENCAP: [Don't count me out: the exclusion of children with a learning disability from education because of health needs.](#) (2001)

Report considering the range of healthcare needs faced by children with disabilities and shows how the current system is failing to meet them. Examines experiences in both mainstream and special school settings.

National Autistic Society Cymru: [Make School Make Sense](#) (2006)

This report highlights the findings of a survey on the views and experiences of children and young people with autism and their families in England and Wales.

National Autistic Society Cymru: [Moving on Up?](#) (2007)

This report highlights the difficulties young people with autism, including Asperger syndrome, can face at transition from school. A lack of support and understanding at this time too often means that the aspirations of young people with autism are left unfulfilled and their potential unrealised.

Social Policy Research Unit: [Improving communication between health and education for children with chronic illness or physical disability](#) (2000)

Findings of research with pupils, parents and teachers that shows the importance of support in school to meet the needs of pupils who have a chronic illness or physical disability. For pupils, successful support depends on teachers having an understanding of their health condition and its impact on school life.

Journal Articles

ASH, A., and others (1997)

[Everybody in? The experience of disabled students in further education.](#) *Disability & Society*, vol.12, no.4 (Sep). pp605-621.

Reports on a study of student attitudes towards disabled students in three colleges of further education. Many non-disabled students were not aware of the various issues facing disabled students.

BURCHARDT, T. (2004) [Aiming high: the educational and occupational aspirations of young disabled people.](#) *Support for Learning*, vol.19, no.4 (Nov). pp181-186.

The results of this research indicated that young disabled people have similar aspirations to their non-disabled counterparts, although tempered in some cases with a recognition that there are likely to be obstacles in the world of work. There is also some - tentative - evidence that young disabled people feel less well served by advice and support services.

LEWIS, A., and others (2007) [The experiences of disabled pupils and their families.](#) *British Journal of Special Education*, vol.34, no.4 (Dec). pp189-195.

The aim of the research was to identify the key concerns and priorities for children and young people with special needs or disabilities and their families in the UK, in relation to their experiences of education. The research emphasised the importance of the views of the children and young people, reflecting current concerns about the recognition of children's 'voice' in matters that concern them.

LIGHTFOOT, J., WRIGHT, S., and SLOPER, P. (1999) [Supporting pupils in mainstream school with an illness or disability: young people's views.](#)

Child: Care, Health and Development, vol.25, no.4 (Jul). pp267-283.

Presents findings from interviews with 33 mainstream secondary school pupils with a chronic illness or disability on the impact of their health condition on school life. Results show that young people valued school and were actively managing the effects of their conditions, but needed support from others. Informal support was most frequently cited, including parents, teachers and close friends. Main difficulties were the implications of school absence, exclusion from aspects of school life such as physical education, teachers' awareness of and reaction to the conditions, and peer relationships. Ways in which health professionals can play a part are discussed.

SHAH, S. (2005) [Voices and choices: How education influences the career choices of young disabled people.](#) *Journal of Research in Special Educational Needs*, vol.5, no.3. pp112-117.

This paper reports on the preliminary findings of a three year research project which aimed to discover how young disabled people, still in full-time education, perceive their school environment influences their subject selection, aspirations and career decisions.

WILSON, L.M. (2004) [Towards equality: the voices of young disabled people in Disability Rights Commission research.](#) *Support for Learning*, vol.19, no.4 (Nov). pp162-168.

A key finding of this research was that young disabled people want to be regarded and treated as equal to their peers, with the same rights of access and educational opportunity. However, schools and educational establishments vary in their willingness and capacity to address and remove

existing barriers. Many young disabled people feel isolated at school and college and often have lower expectations about their future than their non-disabled peers.

Books

DICKINS, M. and DENZILOE, J. (2003) [All together: how to create inclusive services for disabled children and their families](#). 2nd ed. London: National Children's Bureau. 136pp.

Aims to promote the inclusion of young children in care and education settings such as nurseries, playgroups and schools. Outlines current legislative requirements and provides practical advice on inclusive early years settings.

Carlin, J. (2005) [Including Me: Managing complex health needs in schools and early years settings](#) London: National Children's Bureau. 126pp.

Including Me is a practical handbook which will help local authorities, schools, early years settings and health providers develop policies and procedures to ensure that children with complex health needs can access education and childcare.

This reading list was put together by the Children in Wales Policy Information Service. For further information, or if you have anything you would like to add to this list, please e-mail info@childreninwales.org.uk.