

# Disabled Children and Young People's Experiences of Education in Mainstream Schools and PE Context

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## Introduction

According to Scope (2023), There are 16 million people living with a disability- 11% of those being children. Furthermore, the UK Government has the number of children living with a disability at the same figure. However, the Government says the prevalence of disability has increased yearly since the year 2002/03. The UK Government also says the prevalence of disability increases as you get older. However, according to the World Health Organisation (2023) disability affects 16% of the population globally. This work aims to review current literature and knowledge about disability and education, and tries to provide key conclusions and recommendations for improving and developing practice moving forward.

## Aims

- Identify current literature and research to highlight the key findings that have impacted the perceptions and experiences of disability sport and physical education.
- Evaluate current literature and research to categorise the key themes that impact perceptions and experiences of disability sport and physical education.
- To provide key recommendations for teachers and other educators to improve the experience of disabled children in mainstream education.

## Method

- Forty peer reviewed research papers that had been published in the public domain from 2010 to 2023. This included a historical overview from five research papers around the year 2000.
- All searches were conducted using the search engine Google Scholar to find journal articles for the systematic review.
  - The research conductor (RC) considerably and carefully researched different journal articles for the independent study.
  - The RC researched different subject areas using the Google Scholar search bar, entering key words or sentences such as "the impact of bullying" and the "lack of disability awareness in sport" then the research conductor carefully chose journal articles that best suited the independent study. Then the RC categorised the research papers into the key themes and then sorted them into relevance based on the aims. Please see Table 1 for the key themes of the review.
- The key themes are the barriers of participation, the student experience, the importance of research, and inclusion.

## Results

Table 1: A Summary of Systematic Review Findings

## Discussion & Conclusion

### The review highlights:

- **Inclusion** of students with SEN in physical education needs improving as SEN students are feeling the impact of not being included in physical education.
  - **Teacher attitudes** and other education issues acted as barriers to participation for students with SEN. Teachers and educators need to improve and **develop their practices**.
- Inclusion should be **embedded in mainstream** education and is known to improve it.

Identify current literature and research to highlight the key findings that have impacted the perceptions and experiences of disability sport and physical education	Evaluate current literature and research to categorise the key themes that have perceptions of disability sport and physical education	To provide key recommendations for teachers and other educators to improve the experience of disabled children in mainstream education
The findings by Rekaa, Hanisch & Ytterhus (2018) on teacher attitudes and student experience revealed that students with special educational needs (SEN) don't feel like they belong in mainstream physical education.	The research process is a process a participant undertakes that is either quantitative, qualitative or uses mixed methods to analyse data.	According to Haegele & Sutherland (2015,p.1) who say, "positive attitudes by educators in physical education may be a critical feature in improving meaningful learning experiences for SEN students".
According to a study conducted by Haegele, Zhu Davis (2018) on the barriers of physical education participation. The study findings found that they were several barriers to participation, the most common being teacher or education related.	Research is one of the most common ways to review advantages and disadvantages of a certain area and moreover, compare better ways of moving forward Thelwall, Simrick, Viney & Besselaar (2023).	According to Barton (2004) cited by Cranmer (2020) educational settings must ensure that inclusion is embedded within their education institution.`
According to literature from Chamberlain et al (2010) cited by Chatzitheochari, Parsons & Platt (2016) half of school children aged between 8 and 16 worry about being bullied at school.	According to Gregorius (2016) many disabled people at a young age that struggle financially face educational omission due to the many societal barriers.	Literature from Barnes (1991) cited by Shah (2007) states inclusion is vital if we want to cut out the discrimination disabled people face.

## Recommendations

- Teachers and educators could set disabled people up with a group of friends that all share the same type of experiences of SEN and disability
- Teachers and educators should listen to and support the disabled person with the greater risk of bullying within physical education lessons and should include them in ways of tackling it.
- Teachers and educators must recognise the tokensim that takes place in physical education in schools, and ensure that they take measures to combat it.

## Reference List

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