Crippen cartoons: Inclusion Now 69

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# Children and Families Act (2014) – Ten Years On

Corresponds to article on pages 3-7 (The Children and Families Act 2014 Ten Years On: Is Government Working Against the Presumption of Mainstream Education?)

## Image description

* There are three Disabled people in the scene, and the cartoon is a strip of five images.
* Person 1 is a white woman with glasses, wearing a purple top and seated in a wheelchair. She has orange hair tied at the back with a red hair band.
* Person 2 is a white man wearing a yellow top. He had brown hair.
* Person 3 is a Black woman wearing a pink top. She has black hair.

## Image text

### Image 1

**Person 1:** Did you know that it’s the tenth anniversary of the Children and Families Act (2014)?

**Person 2:** Is that the one where they introduced the ‘presumption of mainstream education’ for Disabled children and Young people?

**Person 3:** Yep, along with a more ‘holistic assessment’ and support

### Image 2

**Person 2:** So what went wrong?

### Image 3

**Person 1:** Well, 10 years on and we’re still being systematically excluded from mainstream schools…

### Image 4

**Person 3:** Driven away by League Tables and inaccessible curriculum!

### Image 5

**Person 1:** In fact, many of the government’s actions are working against the 2014 Act!

**Person 3:** Along with them having built 108 new special schools over the past 10 years!

**Person 2:** What?!

# Supported internships

Corresponds to article on pages 12-15 (The Exploitation of Young Disabled People Transitioning from Education to Work)

## Image description

* There are three Young Disabled people in the scene, it is a single image cartoon. The background is light blue and the floor is dark blue.
* There is a sign at the top of the scene that reads: ‘Supported Internships’
* Person 1 has red hair and is seated in a wheelchair. They have red hair and are wearing a pink top, orange trousers and red shoes.
* Person 2 has black hair and is standing up. She is wearing red lipstick, a green top, purple trousers and shoes.
* Person 3 has yellow hair and is seated in a wheelchair. He is wearing a green top, purple trousers and black shoes.

## Image text

* **Person1:** Having two systems of apprenticeship is a sure sign of systemic inequality
(Holding report which says: Young Disabled people not paid national wage…)
* **Person 2:** We all need to be treated fairly
(Holding report which says: Young Disabled are not guaranteed a job)
* **Person 3:** So much for being supported eh?!
(Holding report which says: No legal requirement for supported interns to be paid…

# Reasonable force

Corresponds to article on pages 16-19 (Masking abuse as restraints and behaviour management in Segregated Education Settings)

## Image description:

* There is a sign at the top of the image that indicates the scene takes place in a ‘special’ school. The background is yellow and the floor is orange.
* Person 1 is a Young Disabled person seated in a wheelchair. He is tied up with rope around his shoulders and legs, which Person two is holding onto like a lead. He has a bruised eye, sticking plasters on his face and arm, bandaged wrist and torn clothes.
* Person 2, an adult, is standing over person 1 and holding onto the rope that binds person 1 to his wheelchair. He is wearing a suit and has a lanyard hanging around his neck that read ‘School Head’

## Image text:

* Person1 (thought bubble): “I wouldn’t like to see what he considers ‘unreasonable’ force!
* Person 2: Pointing to a board that reads:

Department of Education (DfE) guidance: Reasonable force, restraint and restrictive practices are allowed in ‘special’ schools…

The Education and Inspections Act (2006): “Members of staff have the power to use force” on pupils in ‘special’ schools.