The *Journal of Disability Studies in Education* (JDSE) seeks to engage with the promise and possibilities of emancipation of disabled people - in and outside of educational institutions - whilst also recognising the very real ways in which educational institutions, practitioners and learners grapple with many institutionally imposed limitations and barriers and easily reproduce them.

*JDSE* analyses the overt and covert barriers to access, presence, participation and success in education for people with disabilities. Disabled people’s organisations, disability discrimination legislation, together with endorsement of international agreements and conventions such as UNCRPD (2006), have revealed that the true emancipation of disabled people requires going beyond successes often reported by educational jurisdictions.

*JDSE* is an interdisciplinary journal that focuses upon the educational experiences of and outcomes for people with disabilities*, and on the articulation of disablism (the exclusion of disabled people) and ableism (the privileging of ability over disability) in and through education.

* Disability language is controversial, continuously debated and reflective of a host of emancipatory and dehumanising framings. *JDSE* interchangeably deploys the terms ‘people with disabilities’ and ‘disabled people’. Global in use, either phraseology can express a person-centred language as well as a preferred politicised orientation.

*JDSE* recognises that bringing Critical Disability Studies to education creates tensions, conflicts, frictions as well as the potential for social change.

*JDSE* is interested in analyses of ontology and epistemology in Critical Disability Studies and how these impact not only on understandings of disability but also the meaning and aspirations of education.
JDSE seeks to examine the architectures, cultures, discourses and practices of education across all sectors: early childhood education; elementary education; secondary education; higher education; vocational training; as well as informal and alternative education provision. Research into transitions within and across educational sectors, as well as transitions from education to employment and independent living, will also be of interest to JDSE and its readership.

Here, “architecture, cultures, discourses and practices of education” refer to the material infrastructures, ideologies and human actions of educational sites and spaces that are informed through policies, programmes, expertises and protocols of education.

JDSE is not a ‘special educational needs’ journal. We are not interested in describing nor recuperating dominant individual, medical and tragedy models of disability that emphasise the aetiologies and symptomologies of so-called childhood and adulthood pathological defects. Indeed, JDSE, as a specific concentration within Critical Disability Studies, provides a direct and continuing critique of the orthodoxies of special and regular education that have maintained the exclusion of people with disabilities.

JDSE proceeds from a Critical Disability Studies framework which understands disability and disablement as social, cultural, political, historical, economic and relational phenomena associated with societies’ reactions and responses to embodied and psychological human differences.

JDSE invites scholarly manuscripts that analyse the processes of ableism and disablism.

JDSE invites scholarly manuscripts that consider disability not only as an object of study but as a subject driving inquiry.

JDSE welcomes scholarly manuscripts that desire disability as an opportunity to reimagine education.

JDSE particularly welcomes contributions from the Global South and research engaged with intersectional politics.

JDSE recognises that Critical Disability Studies often start but do not end with an analysis of disability. We therefore welcome scholarly manuscripts that draw on Black, trans+, queer, postcolonial, feminist, indigenous, class, post-anthropocene studies. JDSE, represents scholarship and research across a host of disciplines straddling the human and social sciences, arts and humanities - in pursuant of more complete understandings of the nature of dis/ability, disablism and ableism in education.

JDSE is also interested in research with a focus upon the practical development of more inclusive educational policies, programmes and practices that collectively build enabling educational cultures.
JDSE is an online open access peer reviewed international journal that will contribute to the improvement of understandings of the complex relationships between education and disability. 

JDSE will publish 8 - 10 papers per volume / year. At the end of each volume, the papers will be published as a monograph for purchase. The papers will be published online at regular intervals to maintain the journal's impact. Manuscripts will be subject to a rigorous anonymous peer review process.

To submit a paper please visit this page for instructions: 
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And submit your paper here: Editorial Manager®

Manuscripts should not exceed 8,000 words and conform to the Brill guidelines for publication.