In this study, we examined how vernacular radio (radio in local language) was promoting inclusive education for children with disabilities among rural communities in Kenya. We interviewed radio presenters, producers and stakeholders (people involved) in education. We found out that, even though a few radio stations broadcasted disability specific content, the content however failed to capture inclusive education issues. Few inclusive education stakeholders and disability activists were interviewed by radio stations. We recommend that radio should make a conscious effort to air content on inclusive education.