

International Journal of Engineering, Science and Humanities

An international peer reviewed, refereed, open access journal

Impact Factor: 8.3 www.ijesh.com ISSN: 2250 3552

All Students with Special Educational Needs (SEN) Be Included in Mainstream Education Provision

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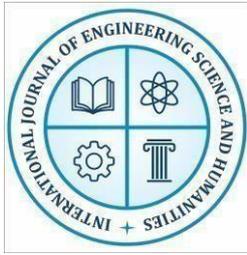
Abstract

Separate classrooms have long been reserved for students identified as having special educational needs (SEN). This approach to education has been around for a while, but some scholars and teachers have cast doubt on its efficacy. So that they can get the most out of their education, most of them support include students with SEN in mainstream classes. Regarding this educational issue, a number of other benefits and concerns have been voiced. Many factors related to the education and inclusion of children with special educational needs (SEN) will be discussed in this article. Some of these variables include the curriculum, teacher attitudes, professional development, equity issues, and learning experiences.

Keywords: Special Educational Needs, Inclusion, Segregation

introduction

One of the most important tenets of contemporary educational theory and practice is inclusive education. Everyone has the right to be included, have their voice heard, and have opportunities presented to them; this includes kids with Special Educational Needs (SEN), who should be educated alongside their typically developing peers in regular classrooms. Inclusive education takes diversity in the classroom seriously, rather than seeing students with disabilities or learning differences as obstacles. The emphasis moves from "fitting the child into the system" to tailoring the system to accommodate the demands of each and every student. Difficulties in learning, communicating, physically interacting, socializing, or emotionally developing may be experienced by students with special educational needs. The conventional wisdom held that these pupils necessitated specialized settings, so they were typically enrolled in separate or special schools. But modern educational models stress the need of including and integrating students into regular classrooms whenever feasible. This method lessens prejudice and stigma while increasing social engagement, mutual understanding, and participation. Simply placing a student in a mainstream classroom is not enough to ensure their inclusion. Collaboration among educators, parents, and specialists is essential, as is careful preparation, the provision of suitable support services, and the use of diverse instructional methodologies. When done right, inclusive education helps all kids, not just those with special needs. Regular students learn to work together, develop empathy, and appreciate diversity. All kids with SEN should be included in mainstream provision, and this is an ongoing topic of discussion. There are many who believe in full inclusion as an issue of equality and rights, but there are also many who point out the real problems with funding, teacher preparation, and personalized assistance.



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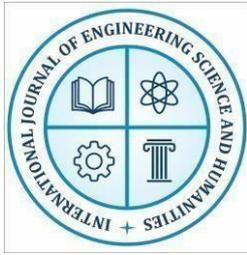
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Finding the right balance between equality, effectiveness, and individual needs is essential when considering whether all students with SEN should be included in mainstream school.

1. Children with Special Needs: to the isolation of people with disabilities. This misconception had been Foucault's primary focus in his writings. *An Account of the Past: Telling It Like It Was* There has a long history of social and educational exclusion for people with learning disabilities. People who are visually or physically disabled have also been marginalized to a large extent. Isolation and erasure of the disabled led to harsh social practises such as sterilisation and imprisonment. According to Oliver and Barnes (1998), these behaviors were caused by misunderstandings regarding a person's mental and physical characteristics. The mistaken notion that people's bodies should seem uniformly

2. Segregation versus Inclusion Adapting classroom instruction to the needs of students with disabilities is nothing new in the field of education. The most effective methods of instructing pupils who are considered extraordinary (SEN) have been the subject of heated debate. According to Jenkinson (1997), special education programs have traditionally been created to meet the requirements of students with disabilities. The segregation method is useful for educators because it allows them to tailor their lessons to the needs of their most remarkable students. "Along with academic benefits, this method also helps children with disabilities emotionally and mentally by placing them in a community of peers who can relate to their struggles. Children with special needs benefit from seclusion because it gives them the space and support they need to thrive. But according to Dunn (1968), there are four key arguments against special education segregation: students' academic performance, the stigmatization of being placed in a separate classroom, the racial disparity in special education, and the new developments in individually paced curricula that could allow for mainstream inclusion of students with disabilities. Furthermore, some educators have argued that traditional classroom settings are optimal for preparing students for life after high school (Jenkinson, 1997). Besides affecting the students directly, segregation has far-reaching societal consequences. This approach isolates everyone in the community, including educators. Their capacity to teach is greatly diminished due to their inability to work with other teachers. Teachers have considered mainstreaming the student with special needs in regular classes due to the gravity of the situation (Smith, 1998). There has been heated controversy over whether or not students with impairments should be allowed to attend mainstream classes for some time. A diverse range of viewpoints on student identity and the proper function of schools have been reflected in the term inclusion as it has arisen in connection to this crucial educational issue in recent years (Kliwer, 1998). If inclusion is to be successful, mainstream schools must be redesigned to welcome all kids, regardless of disability, into the same classroom setting. Inclusion efforts are mostly focused on values dialogue. According to Avramidis, Bayliss, and Burden (2000), segregation is morally wrong since inclusion is founded on human rights, which encompass all aspects of society. One famous statement on the topic of membership eligibility is the Salamanca Declaration (UNESCO, 1994). Although the rights of children are explicitly stated,



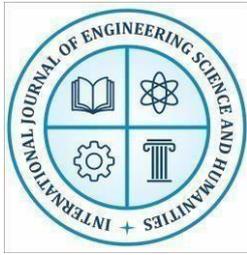
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the emphasis is on education and learning rather than acceptance. In addition to offering a stance on children's rights, it highlights the uniqueness of children and all their various characteristics and need. The advocate of the Salamanca Statement argues that providing a high-quality education to most students increases the system's overall efficiency and reduces costs (Lindsay, 2003, p. 3). Due to the inherent tension between implementing the proposed approach across the board and accepting the possibility that some students could not benefit, it raises concerns that inclusion education is not as effective as previously thought. This puts a strain on an already politically organized system of special education for children and the introduction of a change that is both unclear and respectful of human rights. Furthermore, according to Oliver (1996, p. 84), the inclusion system is best seen as an ongoing rather than static endeavor. It is problematic and politically charged, and it calls for a shift in school ethos as well as the involvement of committed teachers. It also necessitates revisions to the current curriculum, the acknowledgment of the moral and political entitlement of students with special needs to an inclusive education, and the appreciation and celebration of these students' achievements. Although these viewpoints seem to be at odds with one another, there are valid concerns that must be addressed before determining how to integrate the inclusion system into current educational frameworks.

3. Inclusion and Child Development A growing number of localities are launching inclusive education initiatives to better accommodate children with exceptional needs. Inclusion programs target students with special needs in an effort to improve their social and emotional development, academic performance, and overall quality of life in the classroom. Inclusion advocates for a community's general education schools to undergo a reorganization to better meet the needs of all children. According to Ainscow (1991, p. 3), inclusive education aims to make schools more resilient to the demands placed on them by students with special needs so that they can better address their academic challenges. Characteristics of inclusive schools include a commitment to providing a balanced curriculum that offers a variety of experiences appropriate for all students, strong administrative leadership, a focus on students' basic ability acquisition, high expectations for students, and faith in teachers' abilities to meet those needs. Additionally, inclusive schools strive to promote a safe and orderly environment for all students. The inclusionary education system is a model of excellence in education. However, can we see proof that these goals were accomplished? This question has been the subject of much research and experimentation in an effort to provide a definitive solution. There has been a rise in studies examining the positive effects of integrating kids with special needs into regular classrooms. Previous research on three preschoolers found that full school integration improved the social and linguistic skills of children with severe deficits (Hanline, 1993). The results of this study contradicted those of previous research that indicated impaired preschoolers were more likely to be excluded from group activities. Furthermore, Cole (1991) examined the level of integration of kids with disabilities into regular classrooms in 43 schools across the state of Minnesota. Over the study's two years of comparison, students in the



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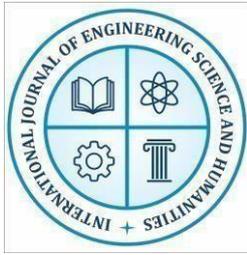
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integrated schools outperformed their counterparts in the segregated (special education only) schools in terms of social skill development". The development of social skills may vary across studies, but research has demonstrated that children with disabilities perform better academically when they are included in mainstream classrooms. This is due to speech and language programs, better communication between parents and teachers, more group work, students' active engagement in class discussions, and a more accepting community. Students in regular schools did better academically than those in special schools, even when their developmental levels were similar. In spite of all these benefits, inclusion was not without its challenges. She backed up her assertion that some focus group members are concerned that typically developing youngsters are not receiving enough help since they are not receiving the same level of attention as students with disabilities with results from Jenkinson's survey. Children with sensory processing disorders and other physical disabilities attend mainstream schools alongside typically developing peers, and it is critical that their emotional and social needs not be ignored. We are erring if we evaluate inclusion and success according to who requires the least work in monitoring their social and emotional health.

A specialized classroom for children with behavioral, emotional, or learning disabilities had an average success rate of 61% compared to a general education classroom for generally developing pupils. According to these studies, segregation is better than integration. While intriguing, this study's results do not hold water when applied to a broader context. Imagine a normal classroom in the UK with one male student who is struggling academically. Not only is this child illiterate, but he also has a criminal record that includes an incident where he shocked his peers with an electrical device as a joke. He will be educated in a guarded facility. The child's recent move to a place with more individualized care has been beneficial. He is happier, learns more effectively, and rarely causes trouble now that he is in the special school. All of these cases show how important it is to customize integration plans for each individual.

4. Attitude of the Educator Despite the fact that inclusion is great for developing both students' and teachers' competencies and abilities, implementing an inclusion program would undoubtedly place a heavy burden on teachers owing to the required environmental restructuring. Multiple studies found that teachers frequently felt they did not have enough time to apply inclusion techniques in the classroom. Educators frequently face challenges. Tempo, preferred learning styles, classroom design, and pupils' ability to concentrate are all factors that might cause disruptions. Educators struggled to satisfy the needs of such a varied student body in a single classroom. Relying on an unqualified helper in the classroom could undermine integration efforts, even with enough support staff on hand. The opinions of educators toward full inclusion have been the subject of conflicting research. A study of 381 general and special education teachers found that the majority of teachers believe that "full time placement of kids with moderate impairments will not have good social effects for these students." Seventeen of the nineteen teachers surveyed by Giangreco, Dennis, Cloninger, Edelman, and Schattman (1993) reported a shift in attitude toward working with pupils who had disabilities. Many of



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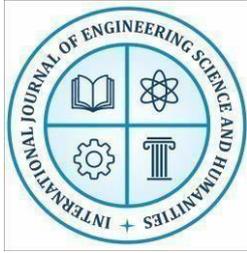
the teachers I spoke with shared stories of the positive effects their professional development had on their own careers, their peers, and their students with disabilities. Results from research examining teachers' views on inclusion have been published in the past. Prior American study on full inclusion demonstrated that a large number of educators are opposed to mainstreaming students with disabilities. One study indicated that general education teachers in Iowa were neutral on the topic of students dropping out of programs and completely supportive of the full inclusion strategy (Coates, 1989). "Special education pupils do not belong in regular classrooms." That was the opinion of 381 elementary school instructors, who worked with both typically developing students and those with special needs.

Conclusion

As we have seen in the comparisons to segregation, there are several potential difficulties with letting kids attend regular schools. When the positive aspects of inclusion are thought about, though, inclusive education appears to be a commendable objective. It is possible that the concept of inclusion has flaws. The right training of educators, however, has the potential to mitigate many of these negative aspects. A lot of surveys have put too much emphasis on how important education is. Not only can training help teachers hone their craft, but it may also promote an inclusive and welcoming school climate. This general finding was backed by studies done by Beh-Pajoo (1992) and Shimman (1995) (1990). For the benefit of their students, principals, teachers, and parents should collaborate. Also, schools should not be constrained by old norms and practices. Schools should instead tailor their services to each student's unique needs and provide precise information about any disabilities they may have. When deciding whether or not to integrate students with special needs into mainstream classrooms, it is important to hear from a wide range of stakeholders, including parents, students, school authorities, and teachers. Everyone needs to have a say; otherwise, the child with special needs may not get the best possible outcome, which could lead to lower academic achievement. Great things have been accomplished by many people throughout history despite enormous odds. To help children realize their greatest potential, we must all do our part.

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