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

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Abstract

Children with special educational needs (SEN) have historically been divided into distinct classroom settings. Although this method of teaching has been in use for some time, its effectiveness has been questioned by other educators and researchers. Most of them advocate for integrating SEN kids into regular classrooms so that they may benefit as much as possible from the education they receive. Several additional advantages and concerns have been brought forth in regard to this educational problem. The curriculum, the attitude of the educators, professional development, equity challenges, and learning experiences are only few of the variables that will be examined in this article as they pertain to the education and inclusion of children with SEN.

1. Children with Special Needs: Telling It Like It Was: A Historical Account People with learning difficulties have traditionally been excluded from mainstream educational and social environments. Additionally, many persons who are physically or visually impaired have been marginalised. Sterilization and jail were two of the harsh social practises that resulted from the erasure of the handicapped and their subsequent isolation. Misconceptions about a person's physical and mental attributes led to the occurrence of these behaviours (Oliver and Barnes, 1998). The flawed belief that all human bodies should look the same led to the segregation of the handicapped. Foucault had written extensively on this false notion.

2. Segregation versus Inclusion It has long been a prevalent problem in education to meet the requirements of children with specific impairments in the classroom. There have been discussions and disputes on the best practises for teaching students with exceptionalities (SEN). Jenkinson (1997) claims that disabled children have typically been taught in separate classes built around the needs of those children's impairments. Teachers benefit from the segregation system because they may use lessons designed for exceptional students. Children with disabilities also gain from this system, not only academically, but psychologically as well, since they know they will be surrounded by peers who understand what they are going through. Separation also provides the safety and resources that children with special needs need.

However, Dunn (1968) argues that there are four main points of argument regarding the segregation of special children: the students' academic achievement, the negative effects of labelling associated with placement outside the mainstream, the racial imbalance in special education, and the recent advances in individually paced curricula which would make it possible to accommodate students with disabilities in the mainstream. In addition, a number of teachers have maintained that sending kids to regular classrooms is the best way to help them develop the skills they'll need to be successful as independent individuals (Jenkinson, 1997). The effects of segregation on society at large extend well beyond the pupils themselves. Even the educators or teachers are cut off from the rest of the community by this method. Since they are not able to collaborate with other educators, their ability to impart knowledge is severely impaired. Educators have proposed include the kid with special needs in general education classes because of the importance of this issue (Smith, 1998). Including kids with disabilities in regular classrooms has been a hotly debated subject for quite some time. In recent years, the word "inclusion" has emerged in relation to this important educational topic, exemplifying a wide variety of perspectives on what it means to be a student and what a school's role should be (Kliewer, 1998). For inclusion to work, regular schools need to be restructured so that all students, regardless of whatever impairments they may have, may attend a school in the same community of peers. Values dialogue is where inclusion efforts are most concentrated. Thus, the concept of inclusion is based on the comprehensive agenda of human rights, making it abundantly obvious that segregation of any kind is immoral (Avramidis, Bayliss and Burden, 2000). The Salamanca Declaration is a well-known declaration on the subject of what constitutes eligibility for membership (UNESCO, 1994). A clear declaration of children's rights is made, but the focus is on learning and education rather than acceptance. Aside from expressing an opinion on children's rights, it emphasises the individuality of children and their many different features and needs. The Salamanca Statement's proponent offers a quality education to the vast majority of students, which boosts the system's overall efficacy and saves money (Lindsay, 2003, p. 3). It suggests that inclusion may be a less successful system of education, since there is a conflict between applying the suggested system to all students and the belief that it may not be beneficial for everyone. This creates tension between a politically organised educational system for children with special needs and the implementation of an uncertain reform that respects human rights. In addition, Oliver (1996, p. 84) had described the inclusion system as follows: a process rather than a fixed state; problematic; political; requiring changes in school ethos; involving teachers who have acquired commitment; requiring changes to the existing curriculum; recognising the moral and political rights of students with special

needs to an inclusive education; valuing and celebrating the successes of students with special needs. Despite these apparently divergent perspectives, there are important considerations to be explored before deciding whether or not to incorporate the inclusion system into existing educational systems.

3. **Inclusion and Child Development** In order to better serve students with special needs, several communities are establishing inclusive education programmes. In particular, inclusion seeks to help children with special needs by enhancing their learning outcomes including social skills, academic success, and personal development. Inclusion encourages the launch of mainstream school reorganisation so as to suit the learning requirements of all students in a community. Ainscow (1991, p. 3) argues that the goal of inclusion is to create schools that are better equipped to deal with students' learning issues and, as a result, that are more likely to support the need for necessary changes. Strong emphasis on quality instruction and administrative leadership; emphasis on the student's acquisition of basic abilities; high expectations for students and confidence in teachers' ability to deal with and support the individual needs of their students; the responsibility to provide a curriculum that is balanced and provides a broad range of experiences suitable for all children; the promotion of a safe and orderly environment for all students are all hallmarks of inclusive schools. Inclusion is a shining example of a nearly ideal schooling system. But, is there evidence to show that these objectives were met? Multiple pieces of study and experiments have been conducted to try to figure out the answer to this question. Research on the benefits of mainstreaming special needs students has increased in recent years. For children with severe impairments, complete school integration has been shown to improve their social and communicative skills in a prior research of three preschoolers (Hanline, 1993). This study's findings ran counter to those of others that found preschoolers with impairments tended to be social outcasts in mainstream settings. In addition, Cole (1991) looked at how well disabled students were integrated into mainstream classes in 43 schools throughout Minnesota. Children in the integrated sites made more gains in social skill development than those in the segregated (special education only) sites during the course of the 2-year research, which compared the two kinds of schools. Inclusion has been shown to increase children's academic achievement via speech and language programmes, improved parent-teacher communication, increased use of group work, a student's participation in class discussions, and increased community acceptance of people with disabilities; however, the development of social skills may vary across studies. Even when students' developmental levels were equivalent, those attending mainstream schools outperformed those attending

special schools in terms of academic success. Despite these positives, though, inclusion did bring certain difficulties. She used data from Jenkinson's poll to support her claim that some focus group members worry that children without disabilities aren't getting the support they need since they aren't getting as much attention as students with disabilities. It is crucial to not disregard the emotional and social requirements of children with physical and sensory issues who are being schooled in standard schools together with children who have no other disabilities (and in some cases medical or personal needs). If we judge success or ease of inclusion based on who needs the least effort to keep tabs on their emotional and social well-being, we are making the wrong choice.

The average kid with a Behavioral Disability (BD), Emotional Disability (ED), or Learning Disability (LD) who was placed in a separate classroom did better than 61% of his or her peers who were educated alongside typically developing students. This research shows that segregation is preferable than integration. Although interesting, the findings of this research cannot be extrapolated to a wider setting. A male student with learning difficulties is present in a typical classroom in the United Kingdom. This kid can't read or write, and he has a history of poor conduct, including playing a prank in which he shocked his classmates with an electric gadget. He's been taken to a secure facility for education. The youngster has benefitted from his recent relocation to a home where he receives more individual care. Thanks to the special school, he is more happier, is learning more effectively, and seldom causes difficulty. These examples highlight the fact that integration strategies should be tailored to each person's specific requirements.

4. Attitude of the Educator Implementing an inclusion programme would certainly put teachers under significant strain due to the necessary environmental restructuring, despite the fact that inclusion is excellent for growing the competencies and abilities of both children and instructors. Several studies showed that classroom instructors often complained that they lacked the time necessary to implement inclusion strategies. Problems arise often for educators. Problems arise with regard to tempo, learners' preferred modes of instruction, classroom layout, and students' opportunities for focused attention. Some educators found it challenging to meet the requirements of such a diverse group of students in a single class. Even with enough support workers on hand, relying too much on an unqualified assistant in the classroom might compromise integration efforts. Various studies have looked into how teachers feel about complete inclusion, with mixed findings. Teachers overwhelmingly agree that "full time placement of kids with moderate impairments will not have good social effects for these

students"according to a study of 381 special and general educators. Studying 19 instructors who had real students with disabilities in their classrooms, Giangreco, Dennis, Cloninger, Edelman, and Schattman (1993) found that 17 of the teachers changed their views about having students with disabilities in their classes. In my discussions with educators, I heard many accounts of how their children with disabilities, their peers, and their own professional development had all benefited. Previous studies have presented findings from investigations on educators' perspectives on inclusion. It has been shown in previous American research on full inclusion that many teachers are not in favour of include kids with special needs in regular classrooms. For example, Coates (1989) found that general education instructors in Iowa had no oppositional attitudes against students withdrawing from programmes and no positive attitudes for the full inclusion approach. Researchers found that 381 primary school teachers from regular and special education classrooms did not agree with their statement that "special education pupils do not belong in regular classrooms."

Conclusion

Indeed, certain challenges may be faced by allowing children to attend mainstream schools, as discussed and compared to segregation. But when the benefits of inclusion are considered, inclusive education seems like a worthy goal. There might be problems with the idea of inclusion. However, these drawbacks may be overcome, in large part, by the proper education of teachers. The value of education has been emphasised too much in a number of polls. Teachers' talents may be improved via training, but more significantly, training can help foster a culture that values diversity and inclusion. The research conducted by Beh-Pajooh (1992) and Shimman (1995) supported this overarching conclusion (1990). Teachers, principals, and parents should work together for the sake of their pupils. In addition, schools shouldn't be limited by tradition and custom. Instead, schools should make adjustments based on students' individual requirements and accurate descriptions of their impairments. Teachers, parents, school officials, students, and the general public should all have a voice in the ultimate decision on whether or not kids with special needs should be integrated into regular classroom settings. Everyone involved has to have a say: A less-than-ideal outcome for the kid with special needs may occur if all parties do not actively participate in the process, perhaps resulting in inferior academic accomplishment. There are many instances in history of people who overcame tremendous obstacles to do great things. It is everyone's responsibility to assist them in reaching their full potential.

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