



EDUCATION WITH INCLUSIVE

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I) INTRODUCTION

Inclusion happens when everyone feels welcome and appreciated. Inclusive education is based on the right of all learners to a quality education that meets basic learning needs and enriches lives. Education is providing equal opportunities to all student. Inclusive in education is an approach once thought only necessary for educating students with special educational needs. Now it is crucial that all teachers ensure inclusive practice for all students in their classroom and the wider school. Under the inclusion model, students with special needs spend most or all of their time with non-disabled students. Implementation of these practices varies. Schools most frequently use them for selected students with mild to severe special needs.

Inclusion is about the child's right to participate and the school's duty to accept the child. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities. A premium is placed upon full participation by students with disabilities and upon respect for their social, civil, and educational rights. Inclusion gives students with disabilities skills they can use in and out of the classroom. Fully inclusive schools, which are rare, no longer distinguish between "general education" and "special education" programs; instead, the school is restructured so that all students learn together.

II) MEANING

Inclusive education is about embracing all, making a commitment to do whatever it takes to provide each student in our class a right to belong, not be excluded. Inclusive education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

Inclusive education is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together. Neighbourhood schools are the heart of our communities, and Inclusion Education believes they are essential for a quality inclusive education system. Therefore we believe it is important to support a public education system.

III) DEFINITION

Community Living Ontario defines inclusive education as: An educational experience where every child shares in all facets of ongoing education that will meet his/her unique needs; and, where all Boards of Education ensure that these rights include the opportunity:



IV) CHARACTERISTICS

We are all different, like flowers in a beautiful garden. Teaching to be knowledgeable about difference, supportive of others, and active in changing structures that are oppressive to various groups can all begin with inclusive classrooms.

All students are welcomed in general education. The general education class (with support) is the first option considered, regardless of disability type or severity.

Students are educated in classes where the percentages of those with and without disabilities are proportional to those percentages in the local population (e.g., 10%-12% have identified disabilities).

Students are educated with peers in the same age groupings available to those without disability labels.

Students with varying characteristics and abilities participate in shared educational experiences while pursuing individually appropriate learning outcomes with necessary supports and accommodations.

All students in all settings who receive educational services are included in the assessment system.

Alternative ways to participate in assessment—other than the same way as other students, with accommodations, or in an alternate assessment—are allowed only to the extent that they are allowed for other students, and only after they have been carefully reviewed by stakeholders and policymakers, and their use and impact has been carefully studied.

All students in all settings who receive educational services are included in the assessment system. Exemptions or exclusions from assessment are allowed for students with disabilities only to the extent that they are allowed for other students. Exemptions or exclusions from assessment are allowed for students with disabilities only to the extent that they are allowed for other students.

V) PRINCIPLES

1. Principles Equal Opportunity For All Students
2. Principles Collaboration Of All Students
3. All students with disabilities are included in the assessment system.
4. Decisions about how students with disabilities participate in the assessment system are the result of clearly articulated participation, accommodations, and alternate assessment decision-making processes.
5. All students with disabilities are included when student scores are publicly reported, in the same frequency and format as all other students, whether they participate with or without accommodations, or in an alternate assessment.
6. The assessment performance of students with disabilities has the same impact on the final accountability index as the performance of other students, regardless of how the students participate in the assessment system (i.e., with or without accommodations, or in an alternate assessment).
7. There is improvement of both the assessment system and the accountability system over time, through the processes of formal monitoring, ongoing evaluation, and systematic training in the context of emerging research and best practice.
8. Every policy and practice reflects the belief that *all students* must be included in state and district assessment and accountability systems.



VI) THERAPIES FOR SPECIAL CHILDREN

Special Education IS individualized supports that give kids with disabilities the extra help they need to learn from general curriculum.

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|---------------------------|-----------------------------|
| a) Physical therapy | d) Speech therapy |
| b) Curriculum adaptations | e) Language therapy |
| c) Communication board | f) Behavior plan |
| | Environmental accommodation |

VII) Educational Provisions for special children.

Teachers,society,parents,schools,NGOs,should provide below mentioned provisions

1. To attend regular classrooms in their local neighborhood school.
2. To receive an education program based on, but not restricted to, individual goals.
3. To receive adequate supports to ensure equitable opportunity for success.
4. To receive coordinated planning and assistance in all transitional phases, including.
5. Preschool to elementary, elementary to secondary, post-secondary, cooperative education.
6. Colleges and universities or continuing education.
7. To attend classes with similar-aged children.

VIII) BENEFIT

- Develops individual strengths and gifts, with high and appropriate expectations for each child.
- Work on individual goals while participating in the life of the classroom with other students of their own age.
- Involve their parents in their education and in the activities of their local schools.
- Foster a school culture of respect and belonging. Inclusive education provides opportunities to learn about and accept individual differences, lessening the impact of harassment and bullying.
- Develop friendships with a wide variety of other children, each with their own individual needs and abilities.
- Positively affect both their school and community to appreciate diversity and inclusion on a broader level.

IX) CONCLUSION

Inclusion happens when everyone feels welcome and appreciated. Many research revealed that Educators do not show an understanding of inclusive education and are uncertain of their roles. It intends to make people aware about the importance of inclusive education. Teacher should act like a catalyst to bring inclusive children to the mainstream. government should frame educational policies which help these children to exhibit their talent. parents should not ignore them. All society members should make organized efforts to make the life of these children happy and prosperous.

REFERENCE

- “Education of Exceptional children” -- K. C. Panda*
“Education of Handicapped children”-- Janardan Prasad & Ravi Prakash
Notes on google.com