INCLUSIVE EDUCATION FOR STUDENTS WITH SPECIAL NEEDS

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Inclusive Education is a diversified learning process that provides equal opportunities to learn and develop the full potentials of all learners regardless of any challenges they have. All learners are provided a chance to be accommodated in age-appropriate general education classes where they can receive high-quality instruction, proper interventions, and appropriate supports that help them in meeting success in the core curriculum. Thus, it promotes comprehensive learning cycle to eradicate the exclusion of some students within and from education through increasing learning participation, respecting physical and mental abilities, and accepting cultural differences and backgrounds regardless of age, sex, economic status, and religious beliefs. In addition, a statement from the Universal Declaration of Human Rights which is “Everyone has the right to education” supports that no child should be deprived with quality education. All learners are able to gain the opportunity to receive free and compulsory education, to enjoy equality, inclusion and non-discrimination in learning environment, and to perform the right to quality education, content, and processes.

In inclusive education, the opportunities in learning are provided to all learners where specially-abled learners are recognized as fundamentally competent like students without disabilities. As a result, all learners can perform duties and responsibilities inside the classroom and in the local community. Learning does not entertain exclusion rather it promotes inclusion to all types of learners. Students’ engagements with peers and teachers thru varied school activities are highly structured to maintain fairness in giving social experiences. Attending to the students’ differences and diversity leads to address proper responses in accepting and understanding some
learners’ physical, cognitive, academic, social and emotional well-being. If the students with disabilities work collaboratively with other students in inclusive education, they can give higher achievement and improved skills where other peers without challenges are also benefited. In maintaining the proper acquisition of knowledge in a diversified approach, teachers in regular class and teachers of students with disabilities work together to practice wide range of teaching approaches to meet the learning needs of all learners.

Students with special needs also demand quality education that would help them develop their full potentials and be able to take part in the community involvement where they can share their special skills and ideas. They should not feel isolated and left behind when it comes to developing knowledge and skills. Thus, people with disabilities have been proving themselves effective and worthy for many years in different fields in the community: business, sports, education and politics. The accountability of providing all students the courage to pursue education is given to all entities realizing that everyone has the right to be exercised. Also, different institutions that promote inclusive education take part on supporting their teachers’ professional development through trainings and seminars to equip teachers with skills in handling inclusive classes. Helping teachers with their education ensures of building better functional institutions that give quality education, and friendly and adaptable learning environment. The full support of institution to inclusive education is to find ways in maximizing academic and social improvement of all learners; specially students with disabilities. This program may seem challenging but with proper execution of individualized education plans in identifying challenges and using appropriate accommodation and support, best results will always prevail.

Inclusive education opens all possibilities in supporting all learners receive proper education that they need. This follows the principle that all learners must learn together regardless of difference. It is also significant to believe that each student has the
capacity to learn, different strengths, requirements, and learning styles that demands proper approach. Learning in inclusive education carefully develops respect, love and fairness in all types of learners where the value of diversity and avoidance of discriminatory attitudes are promoted.

References:

https://www.right-to-education.org/issue-page/marginalised-groups/persons-disabilities