

From special educational needs children, parents and teachers in Bangalore, India

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Abstract

Educating special educational needs (SEN) children in special schools is the norm in India but there is a growing trend towards inclusive practice. Perspectives were sought from children, their parents and teachers in Bangalore, India to investigate perceptions of effective provision for SEN children using an interpretative approach to provide 'thick descriptions'. Findings suggest that integration of SEN children in mainstream schools was not the preferred model for both the children and adults in the study. Separate schooling was cited by the majority of respondents as the most appropriate model for reasons of unsuitable pedagogy and curriculum, a lack of individualised attention for children and difficulties of social interaction. The study reveals that teacher dedication, passion and care for the SEN children in their classes is juxtaposed with an acknowledgment of their professional training and development needs. These findings provide teachers and policy makers with an in depth insight from this sample case study into the perspectives of children, their parents and teachers on appropriate SEN provision and the challenges of implementing inclusive practice.

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In such cases integration was limited to things like recess and lunch time, or even a simple integration in the same building but in a separate classroom. With inclusion, everyone benefits from what he or she needs. Picture of Collective for inclusive schooling : <http://collectif-inclusion.blogspot.ch>. Faced with the limits of both integration and segregation, American specialists returned to their debates about the efficacy of the different options for special education. This involved the integration of young people with special learning needs into normal schools, without taking them out of the classroom (except in very exceptional situations), but by setting up teaching experiences adapted to all of the children, whatever their needs. A child has special educational needs if they have a learning problem or disability that make it more difficult for them to learn than most children their age. They may have problems with schoolwork, communication or behaviour. Parents can get help and advice from specialists, teachers and voluntary organisations. Parents can get help and advice from specialists, teachers and voluntary organisations. What 'special educational needs' means. 'Special educational needs' is a legal definition and refers to children with learning problems or disabilities that make it harder for them to learn than most children the same age. If your child has special educational needs, they may need extra help: with schoolwork. reading, writing, number work or understanding information.