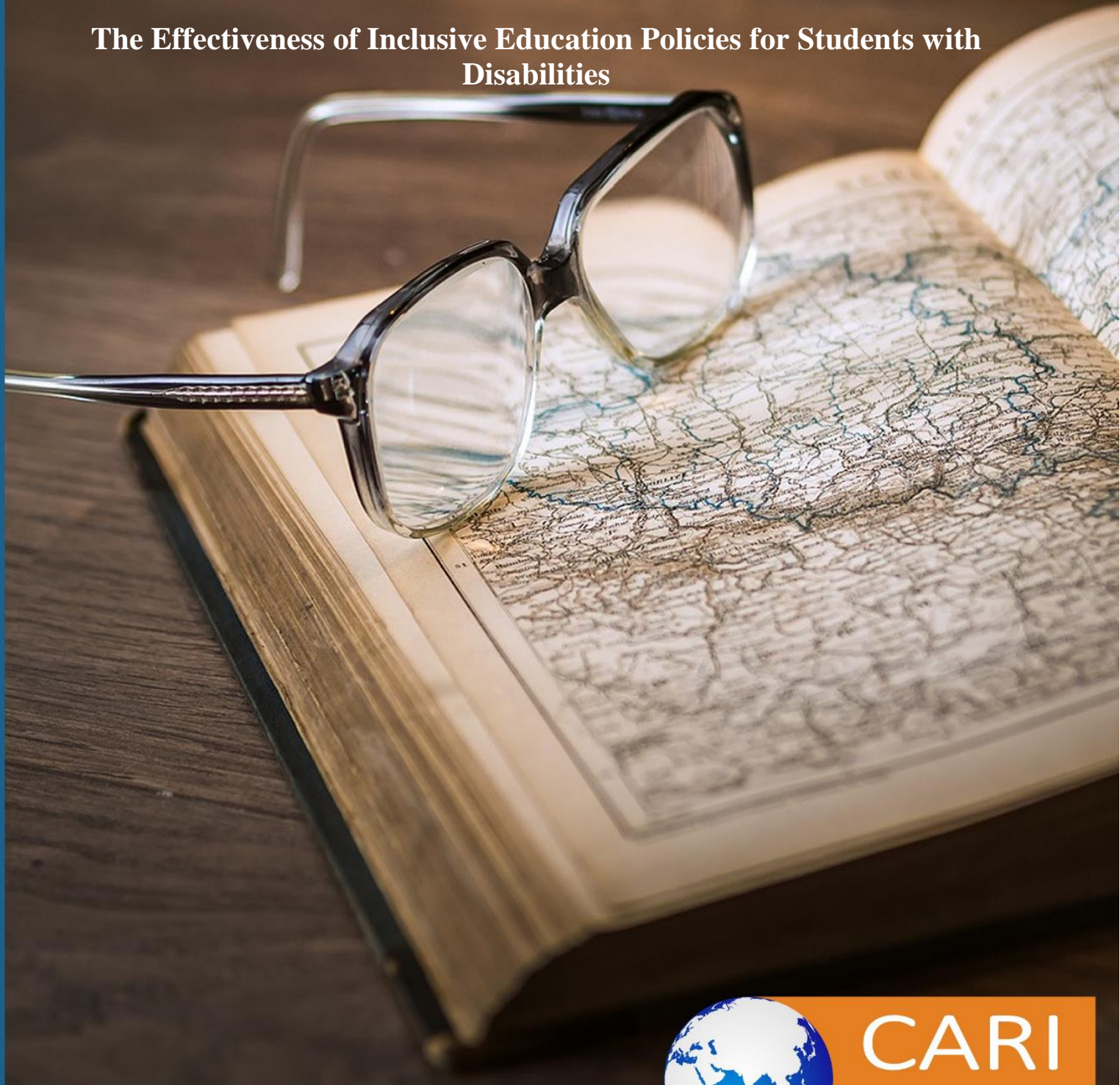


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**The Effectiveness of Inclusive Education Policies for Students with
Disabilities**



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The Effectiveness of Inclusive Education Policies for Students with Disabilities

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Abstract

Purpose: This study sought to examine the effectiveness of inclusive education policies for students with disabilities.

Methodology: The study adopted a desktop research methodology. Desk research refers to secondary data or that which can be collected without fieldwork. Desk research is basically involved in collecting data from existing resources hence it is often considered a low cost technique as compared to field research, as the main cost is involved in executive's time, telephone charges and directories. Thus, the study relied on already published studies, reports and statistics. This secondary data was easily accessed through the online journals and library.

Findings: The findings reveal that there exists a contextual and methodological gap relating to the effectiveness of inclusive education policies for students with disabilities. Preliminary empirical review revealed that such policies played a vital role in promoting educational inclusion and academic success within mainstream educational settings. Despite encountering challenges such as inadequate resources and negative attitudes, inclusive education policies showed promise in creating equitable learning environments. The study emphasized the importance of addressing systemic barriers, promoting positive attitudes, and continuously monitoring and adapting policies to meet the evolving needs of students with disabilities. Overall, the findings underscored the potential of inclusive education policies to foster academic achievement and social inclusion for students with disabilities, contributing to a more equitable and supportive educational system.

Unique Contribution to Theory, Practice and Policy: The Social Model of Disability, Ecological Systems theory and Critical Disability theory may be used to anchor future studies on inclusive education policies for students with disabilities. The study provided provided recommendations that enhanced theoretical frameworks, improved practice, and informed policy in inclusive education. It emphasized the importance of refining theoretical understandings of disability, providing professional development for educators, and developing comprehensive transition services for students with disabilities. Additionally, the study advocated for policy reforms that promote equity and social inclusion, fostered collaboration among stakeholders, and called for increased funding and support for inclusive education initiatives. These recommendations contributed to advancing inclusive education by promoting more responsive, equitable, and supportive educational environments for students with disabilities.

Keywords: *Inclusive Education, Policies, Disabilities, Professional Development, Transition Services, Transition Planning, Equity, Social Inclusion, Collaboration, Stakeholders, Educational Environments, Resources, Academic Success*

1.0 INTRODUCTION

Academic performance encompasses various measures of achievement and success in educational endeavors. It typically includes factors such as grades, test scores, completion rates, and educational attainment. In the United States, academic performance is often assessed through standardized tests such as the SAT (Scholastic Assessment Test) and ACT (American College Testing). According to recent data from the National Center for Education Statistics (NCES), the average SAT scores in the USA have shown a slight increase over the past decade, with the mean scores for the Evidence-Based Reading and Writing section rising from 533 in 2010 to 528 in 2019, and for the Math section increasing from 527 to 523 over the same period (NCES, 2020). However, disparities in academic achievement persist, with significant gaps observed among different demographic groups based on factors such as race, ethnicity, socioeconomic status, and disability status (Reardon, Kalogrides & Shores, 2019). For example, data from the College Board indicates that in 2020, the average SAT scores for Black and Hispanic students were lower than those of White and Asian students (College Board, 2020).

In the United Kingdom, academic performance is evaluated through various assessments, including General Certificate of Secondary Education (GCSE) and A-level examinations. Recent statistics from the Department for Education show that GCSE results have been improving steadily over the past decade, with the proportion of students achieving grades 9-4 (equivalent to the old A*-C grades) increasing from 69.3% in 2011 to 76% in 2020 (Department for Education, 2020). Additionally, there has been a narrowing of the attainment gap between disadvantaged students and their peers, although significant disparities still exist (Education Policy Institute, 2020). Furthermore, data from the Office for National Statistics (ONS) indicates that educational attainment varies by region within the UK, with higher levels of academic achievement observed in London compared to other parts of the country (ONS, 2019).

In Japan, academic performance is highly valued and is often assessed through rigorous entrance examinations for secondary schools and universities. The country consistently ranks among the top performers in international assessments such as the Programme for International Student Assessment (PISA). According to the latest PISA results from 2018, Japanese students scored significantly above the OECD average in reading, mathematics, and science (OECD, 2019). However, there are concerns about the intense pressure placed on students to perform well academically, leading to high rates of stress and mental health issues (Ministry of Education, Culture, Sports, Science and Technology [MEXT], 2019). Additionally, disparities in academic achievement exist among different socioeconomic groups and regions in Japan, with rural areas facing greater challenges in educational attainment (MEXT, 2020).

In Brazil, academic performance is evaluated through the Sistema de Avaliação da Educação Básica (SAEB) and Exame Nacional do Ensino Médio (ENEM). Recent data from the Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (INEP) shows that there have been improvements in academic achievement at the primary and secondary levels over the past decade, with increases in average scores in Portuguese and mathematics (INEP, 2020). However, there are significant disparities in educational outcomes between students in urban and rural areas, as well as between different socioeconomic groups (World Bank, 2018). Furthermore, challenges such as high dropout rates and limited access to quality education persist, particularly among marginalized communities in Brazil (UNESCO, 2020).

In African countries, academic performance varies widely depending on factors such as access to education, quality of instruction, and socioeconomic conditions. While there have been notable improvements in enrollment rates and educational access across the continent, disparities in academic

achievement remain a concern. According to UNESCO data, sub-Saharan Africa has the highest out-of-school rates globally, with approximately 1 in 5 children of primary school age not enrolled in school (UNESCO, 2020). Moreover, educational outcomes are often hindered by factors such as poverty, inadequate infrastructure, teacher shortages, and conflict-related disruptions (World Bank, 2019). Despite these challenges, there are initiatives aimed at improving academic performance in African countries, including efforts to enhance teacher training, expand access to technology-enabled learning resources, and promote inclusive education practices (UNESCO, 2021). Academic performance is a multifaceted concept influenced by various factors including educational policies, socio-economic conditions, and cultural norms. While there have been improvements in academic achievement in many countries, disparities persist, highlighting the need for targeted interventions to address inequities and ensure that all students have access to quality education.

Inclusive education policies aim to ensure that all students, regardless of their background, abilities, or differences, have access to quality education within mainstream educational settings. These policies are grounded in the principles of equity, diversity, and social justice, with the goal of fostering an inclusive learning environment where every student feels valued, supported, and able to participate fully in educational opportunities. One key aspect of inclusive education policies is the provision of appropriate accommodations, supports, and resources to meet the diverse needs of students, including those with disabilities, learning difficulties, or other special educational needs (European Agency for Special Needs and Inclusive Education, 2017).

Inclusive education policies emphasize the importance of removing barriers to learning and promoting the full participation and engagement of all students in the educational process. This includes addressing physical, sensory, cognitive, and behavioral barriers through the implementation of Universal Design for Learning (UDL) principles, which advocate for flexible instructional methods, accessible materials, and multiple means of representation, engagement, and expression (CAST, 2018). By adopting a proactive and preventive approach to addressing barriers, inclusive education policies seek to create learning environments that are responsive to the diverse strengths and needs of all learners, thereby enhancing their opportunities for academic success and achievement (Forlin & Chambers, 2011). Furthermore, inclusive education policies emphasize the importance of collaboration and partnership among stakeholders, including educators, families, communities, and relevant professionals, in supporting the holistic development and well-being of students. This collaborative approach involves working together to identify individualized supports and accommodations, develop personalized learning plans, and implement evidence-based practices that promote inclusive practices and positive outcomes for all learners (Slee, 2018). By fostering strong partnerships and communication channels, inclusive education policies seek to create a supportive network of resources and expertise to address the diverse needs of students and promote their academic and social-emotional growth (Booth, Ainscow & Kingston, 2013).

Inclusive education policies also emphasize the value of diversity and the celebration of difference within educational settings. This includes promoting awareness, understanding, and acceptance of diverse identities, cultures, languages, and abilities among students, educators, and the wider school community. By fostering a culture of respect, inclusivity, and belonging, inclusive education policies contribute to the creation of safe and supportive learning environments where all students feel valued, accepted, and empowered to express themselves authentically and contribute positively to the school community (Sapon-Shevin, 2012). Moreover, inclusive education policies recognize the interconnectedness between academic achievement and social-emotional well-being, highlighting the importance of addressing the holistic needs of students in order to support their overall development and success. This involves providing comprehensive support services, such as counseling, mental health resources, and social skills training, to address the social, emotional, and behavioral challenges

that may impact students' learning and participation in school (Frederickson, Jones, Warren, Deakes, Allen, Ford & Woods, 2018). By addressing the social-emotional dimensions of learning, inclusive education policies contribute to creating a nurturing and supportive school climate that enhances students' academic engagement, motivation, and resilience (Skiba, Arredondo & Williams, 2016).

Furthermore, inclusive education policies promote the principle of equity and social justice, advocating for the rights of all students to access high-quality education and achieve their full potential, regardless of their background or circumstances. This includes addressing systemic inequalities, discrimination, and marginalization within educational systems, and ensuring that resources, opportunities, and supports are distributed equitably to meet the diverse needs of all learners (Artiles & Kozleski, 2016). By challenging inequitable practices and promoting inclusive policies and practices, inclusive education policies contribute to creating more just and equitable educational systems that enable all students to thrive and succeed (Loreman, Deppeler & Harvey, 2014). Additionally, inclusive education policies emphasize the importance of professional development and capacity-building among educators to effectively implement inclusive practices and support the diverse needs of students. This involves providing ongoing training, coaching, and resources to enhance educators' knowledge, skills, and attitudes related to inclusive education, differentiation, and Universal Design for Learning (Turnbull, Turnbull, Erwin, Soodak & Shogren, 2015). By investing in the professional growth and development of educators, inclusive education policies help to build a more inclusive and responsive teaching workforce that is better equipped to meet the needs of all learners and create positive learning experiences for every student (Giangreco, Edelman & Broer, 2014).

Moreover, inclusive education policies highlight the need for ongoing monitoring, evaluation, and accountability mechanisms to assess the effectiveness of inclusive practices and ensure continuous improvement in educational outcomes for all students. This includes collecting and analyzing data on student achievement, participation, and well-being, as well as evaluating the impact of inclusive policies and interventions on educational equity and social inclusion (Booth & Ainscow, 2014). By fostering a culture of evidence-based decision-making and continuous improvement, inclusive education policies support the development of more responsive, equitable, and effective educational systems that prioritize the needs and rights of all learners (Avramidis & Kalyva, 2014). Inclusive education policies play a crucial role in promoting educational equity, social inclusion, and academic success for all students. By removing barriers to learning, fostering a culture of diversity and acceptance, and promoting collaboration and partnership among stakeholders, inclusive education policies contribute to creating inclusive learning environments where every student has the opportunity to thrive and achieve their full potential.

1.1 Statement of the Problem

Students with disabilities often face significant challenges in accessing quality education and achieving academic success within mainstream educational settings. Despite the implementation of inclusive education policies aimed at promoting the inclusion of students with disabilities, there remains a persistent gap in educational outcomes between students with disabilities and their non-disabled peers. According to recent statistics from the National Center for Education Statistics (NCES), students with disabilities continue to lag behind their peers in key academic indicators, with lower graduation rates and higher rates of disciplinary actions and school dropout (NCES, 2020). This glaring disparity underscores the need for a comprehensive examination of the effectiveness of inclusive education policies in addressing the educational needs and improving the academic outcomes of students with disabilities. Despite the growing recognition of the importance of inclusive education policies in promoting educational equity and social inclusion, there exists a notable gap in empirical research examining their effectiveness in practice. While some studies have focused on the implementation of specific inclusive practices or interventions, there remains a lack of comprehensive research that

evaluates the overall impact of inclusive education policies on the academic performance and educational experiences of students with disabilities across diverse contexts. This study aims to fill this gap by conducting a systematic review of existing literature and empirical evidence to assess the effectiveness of inclusive education policies in meeting the diverse needs of students with disabilities and promoting their academic success. By identifying the strengths, limitations, and areas for improvement in current inclusive education practices, this study seeks to inform the development of evidence-based policies and practices that better support the educational inclusion and achievement of students with disabilities. The findings of this study have the potential to benefit multiple stakeholders within the education sector, including policymakers, educators, families, and advocacy groups. Policymakers can use the evidence generated from this study to inform the development and implementation of inclusive education policies that are more responsive to the needs of students with disabilities and promote their academic success and social inclusion. Educators can benefit from insights into effective inclusive practices and strategies that support the diverse learning needs of students with disabilities and foster inclusive learning environments. Families of students with disabilities can gain a better understanding of the factors that contribute to their children's educational experiences and outcomes, empowering them to advocate for their children's rights and access to quality education. Additionally, advocacy groups and organizations working on behalf of students with disabilities can use the findings of this study to advocate for policy reforms and systemic changes that advance the rights and inclusion of students with disabilities in education.

2.0 LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Social Model of Disability

The Social Model of Disability, originated by disabled activists in the late 20th century, challenges traditional medical understandings of disability by asserting that disability is not solely a result of an individual's impairments, but rather a consequence of social, cultural, and environmental barriers that restrict the full participation and inclusion of people with disabilities in society (Oliver, 2013). According to this model, disability is seen as a social construct shaped by societal attitudes, policies, and structures that create exclusionary practices and discrimination against individuals with disabilities. In the context of inclusive education policies, the Social Model of Disability underscores the importance of addressing systemic barriers and promoting structural changes within educational systems to create inclusive learning environments that accommodate the diverse needs of students with disabilities. By focusing on removing barriers to participation, fostering acceptance and belonging, and promoting the rights and agency of students with disabilities, inclusive education policies informed by the Social Model of Disability have the potential to enhance educational outcomes and empower students to achieve their full potential (Slee, 2018).

2.1.2 Ecological Systems Theory

Ecological Systems Theory, proposed by Urie Bronfenbrenner in the 1970s, emphasizes the interconnectedness between individuals and their environments, highlighting the influence of various social systems and contexts on human development and behavior (Bronfenbrenner, 1979). According to this theory, individuals are embedded within multiple nested systems, including the microsystem (immediate environment), mesosystem (interactions between microsystems), exosystem (external environments indirectly influencing development), and macrosystem (cultural values, norms, and ideologies). In the context of inclusive education policies, Ecological Systems Theory emphasizes the importance of considering the diverse social, cultural, and environmental factors that impact the educational experiences and outcomes of students with disabilities. By taking a holistic and systemic approach to understanding the complexities of inclusive education, this theory highlights the need for

comprehensive interventions that address not only individual needs but also the broader socio-cultural contexts in which education occurs. By recognizing the dynamic interplay between various systems and promoting collaboration among stakeholders at different levels, inclusive education policies informed by Ecological Systems Theory can foster supportive and inclusive learning environments that enhance the academic success and well-being of students with disabilities (Bronfenbrenner & Morris, 2006).

2.1.3 Critical Disability Theory

Critical Disability Theory, rooted in critical theory and disability studies, interrogates power relations, social inequalities, and the marginalization of people with disabilities within broader socio-political contexts (Goodley, 2014). Drawing on insights from critical theory, feminist theory, and postcolonial theory, this theoretical framework examines how systems of oppression and domination intersect to produce and perpetuate disability as a form of social injustice. Critical Disability Theory challenges dominant discourses of disability that pathologize difference and reinforce ableist ideologies, advocating for a more nuanced understanding of disability as a complex social phenomenon shaped by intersecting axes of oppression, including race, gender, class, and sexuality. In the context of inclusive education policies, Critical Disability Theory highlights the need to critically analyze the underlying power dynamics and structural inequalities that shape educational systems and influence the experiences of students with disabilities. By centering the voices and experiences of marginalized groups, challenging ableist assumptions, and advocating for social transformation, inclusive education policies informed by Critical Disability Theory have the potential to promote social justice, equity, and inclusion within educational settings, thereby enhancing the educational experiences and outcomes of students with disabilities (Shakespeare, 2014).

2.2 Empirical Review

Hodkinson, Ainscow & West (2018) investigated the role of teaching assistants (TAs) in enhancing the inclusion of children and young people with special educational needs (SEN) and disabilities within mainstream educational settings. The study employed qualitative methods, including interviews and focus groups with TAs, teachers, and school leaders, to explore their perceptions and experiences regarding the role of TAs in promoting inclusive education. The findings revealed that TAs played a crucial role in supporting the inclusion of students with SEN and disabilities by personalizing teaching and learning activities, providing individualized support, and fostering positive relationships with students. The study recommended the need for professional development and training programs for TAs to enhance their capacity to support inclusive education effectively.

Shogren & Plotner (2019) examined interventions designed to support the transition to postsecondary education and employment for youth with disabilities. The study conducted a systematic review of the literature, synthesizing findings from various intervention studies targeting the transition outcomes of youth with disabilities. The review identified a range of interventions, including transition planning programs, vocational training, mentorship programs, and supported employment initiatives, that were associated with positive outcomes in postsecondary education and employment for youth with disabilities. The study recommended the need for comprehensive and coordinated transition services that address the diverse needs and aspirations of youth with disabilities as they transition to adulthood.

Florian, Black-Hawkins, Rouse & Jull (2019) conducted a systematic review aimed to explore different approaches to assessing teacher attitudes towards inclusive education and to identify factors influencing teacher attitudes. The study conducted a systematic review of empirical studies examining teacher attitudes towards inclusive education, synthesizing findings across various methodological approaches and contexts. The review identified a range of factors influencing teacher attitudes towards inclusive education, including personal beliefs and values, professional experiences, training and

support, school culture, and contextual factors. The study recommended the need for targeted interventions and professional development programs to address negative attitudes and promote positive attitudes towards inclusive education among teachers.

Liasidou, Kavakli & Powell (2018) explored teachers' views and experiences regarding the implementation of inclusive education policies in Turkey. The study employed qualitative methods, including interviews and focus groups with teachers working in inclusive and special education settings, to examine their perceptions and experiences of inclusion. The findings revealed a range of challenges and barriers to the effective implementation of inclusive education policies in Turkey, including inadequate resources, limited training and support, negative attitudes, and cultural beliefs about disability. The study recommended the need for systemic changes, including increased funding, training, and support for teachers, as well as efforts to promote positive attitudes and cultural change towards inclusion.

Pijl & Frostad (2019) examined the relationship between inclusive education policy goals and the proportion of students with special educational needs (SEN) in mainstream classrooms. The study conducted a systematic review of literature, synthesizing findings from empirical studies investigating the implementation of inclusive education policies and the inclusion of students with SEN in mainstream classrooms. The review found a positive association between inclusive education policy goals and the proportion of students with SEN in mainstream classrooms, suggesting that countries with more inclusive policy frameworks tended to have higher rates of inclusion. The study recommended the need for further research to explore the mechanisms through which inclusive education policies influence the inclusion of students with SEN in mainstream classrooms and to identify barriers and facilitators to successful inclusion.

Slee & Allan (2015) aimed to critically examine the intersection of gender, sexuality, and neoliberalism within the context of inclusive education policies. The study employed critical discourse analysis to analyze policy documents and educational literature, examining how discourses of gender, sexuality, and neoliberalism shape inclusive education policies and practices. The findings revealed that inclusive education policies often reflect neoliberal ideologies that prioritize economic efficiency, individual responsibility, and market-driven reforms, while marginalizing issues of gender and sexuality and reinforcing heteronormative norms within educational settings. The study called for a critical reevaluation of inclusive education policies to address the intersecting inequalities and power dynamics related to gender, sexuality, and neoliberalism, and to promote more inclusive and socially just educational practices.

Loreman & Earle (2014) explored inclusive education through the lens of Amartya Sen's capabilities approach, which emphasizes the importance of enhancing individuals' capabilities to lead lives they value. The study employed a conceptual analysis, drawing on the principles of the capabilities approach to examine inclusive education policies and practices and their impact on students' capabilities and well-being. The findings highlighted the potential of the capabilities approach to provide a framework for understanding and evaluating inclusive education policies and practices, emphasizing the importance of promoting students' agency, participation, and empowerment within educational settings. The study recommended the need for inclusive education policies that prioritize the enhancement of students' capabilities and promote their full participation and inclusion within educational settings.

3.0 METHODOLOGY

The study adopted a desktop research methodology. Desk research refers to secondary data or that which can be collected without fieldwork. Desk research is basically involved in collecting data from existing resources hence it is often considered a low cost technique as compared to field research, as

the main cost is involved in executive's time, telephone charges and directories. Thus, the study relied on already published studies, reports and statistics. This secondary data was easily accessed through the online journals and library.

4.0 FINDINGS

This study presented both a contextual and methodological gap. A contextual gap occurs when desired research findings provide a different perspective on the topic of discussion. For instance, Slee & Allan (2015) aimed to critically examine the intersection of gender, sexuality, and neoliberalism within the context of inclusive education policies. The study employed critical discourse analysis to analyze policy documents and educational literature, examining how discourses of gender, sexuality, and neoliberalism shape inclusive education policies and practices. The findings revealed that inclusive education policies often reflect neoliberal ideologies that prioritize economic efficiency, individual responsibility, and market-driven reforms, while marginalizing issues of gender and sexuality and reinforcing heteronormative norms within educational settings. The study called for a critical reevaluation of inclusive education policies to address the intersecting inequalities and power dynamics related to gender, sexuality, and neoliberalism, and to promote more inclusive and socially just educational practices. On the other hand, the current study focused on investigating the effectiveness of inclusive education policies for students with disabilities.

Secondly, a methodological gap also presents itself, in their study on examining the intersection of gender, sexuality, and neoliberalism within the context of inclusive education policies; Slee & Allan (2015) employed critical discourse analysis to analyze policy documents and educational literature, examining how discourses of gender, sexuality, and neoliberalism shape inclusive education policies and practices. Whereas, the current study adopted a desktop research method.

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

After conducting an in-depth investigation into the effectiveness of inclusive education policies for students with disabilities, several conclusions can be drawn. Firstly, inclusive education policies play a crucial role in promoting the educational inclusion and academic success of students with disabilities within mainstream educational settings. The findings of the study indicate that inclusive education policies have the potential to create more equitable and supportive learning environments that accommodate the diverse needs of students with disabilities, thereby enhancing their opportunities for academic achievement and social inclusion. Moreover, the study highlights the importance of addressing systemic barriers and promoting structural changes within educational systems to fully realize the benefits of inclusive education policies. While inclusive education policies have shown promise in promoting educational equity and social inclusion, the study identifies several challenges and barriers to their effective implementation. These include inadequate resources, limited training and support for educators, negative attitudes and cultural beliefs about disability, and systemic inequalities within educational systems. Addressing these challenges will require concerted efforts from policymakers, educators, families, and advocacy groups to promote positive attitudes, provide adequate resources and support, and create inclusive learning environments that meet the diverse needs of students with disabilities.

Furthermore, the study underscores the need for ongoing monitoring, evaluation, and adaptation of inclusive education policies to ensure their effectiveness and responsiveness to the evolving needs of students with disabilities. Inclusive education is a dynamic process that requires continuous improvement and refinement based on evidence-based practices and feedback from stakeholders. By systematically assessing the impact of inclusive education policies on academic outcomes, participation rates, and well-being of students with disabilities, policymakers and educators can

identify areas for improvement and make informed decisions to enhance the effectiveness of inclusive education policies. The findings of this study reaffirm the importance of inclusive education policies in promoting educational equity, social inclusion, and academic success for students with disabilities. While there are challenges and barriers to overcome, inclusive education policies have the potential to create more inclusive, equitable, and supportive learning environments that enable all students to thrive and achieve their full potential. By addressing systemic barriers, promoting positive attitudes, and fostering collaboration among stakeholders, policymakers and educators can work together to ensure that inclusive education policies effectively meet the diverse needs of students with disabilities and contribute to a more inclusive and equitable society.

5.2 Recommendations

Firstly, the study recommends enhancing theoretical frameworks that underpin inclusive education policies to better account for the diverse needs and experiences of students with disabilities. By drawing on theories such as the Social Model of Disability, Ecological Systems Theory, and Critical Disability Theory, the study proposes a more holistic understanding of disability that recognizes the social, cultural, and environmental factors influencing educational outcomes. This theoretical refinement can provide a solid foundation for the development and implementation of inclusive education policies that are more responsive to the needs of students with disabilities.

In terms of practice, the study highlights the importance of professional development and training programs for educators and support staff to effectively implement inclusive education policies. Recommendations include providing ongoing training on inclusive teaching strategies, differentiation techniques, and Universal Design for Learning principles to enhance educators' capacity to support the diverse learning needs of students with disabilities. Additionally, the study emphasizes the need for collaborative and interdisciplinary approaches to inclusive education, involving educators, families, community members, and relevant professionals in the planning and implementation of inclusive practices.

Furthermore, the study recommends the development of comprehensive transition services to support students with disabilities as they transition from school to postsecondary education, employment, and community living. This includes providing access to transition planning programs, vocational training, mentorship opportunities, and supported employment initiatives to facilitate a smooth and successful transition to adulthood for youth with disabilities. By addressing the transition needs of students with disabilities, inclusive education policies can contribute to positive post-school outcomes and improve the overall quality of life for individuals with disabilities.

In terms of policy, the study underscores the importance of aligning inclusive education policies with broader social and economic agendas that promote equity, diversity, and social inclusion. Recommendations include advocating for policy reforms that address systemic inequalities, discrimination, and marginalization within educational systems, and ensure that resources, opportunities, and supports are distributed equitably to meet the diverse needs of all learners. Additionally, the study calls for increased funding, support, and accountability mechanisms to ensure the effective implementation of inclusive education policies at the national, regional, and local levels.

Moreover, the study recommends fostering a culture of collaboration, partnership, and shared responsibility among stakeholders within the education sector to promote the successful implementation of inclusive education policies. This includes engaging policymakers, educators, families, advocacy groups, and relevant professionals in ongoing dialogue and collaboration to identify priorities, address challenges, and develop innovative solutions to promote inclusive practices and positive outcomes for students with disabilities. By fostering a culture of collaboration and partnership,

inclusive education policies can leverage the collective expertise, resources, and efforts of stakeholders to create more inclusive, supportive, and equitable educational environments for all learners.

Overall, the recommendations made by the study contribute to advancing theory, practice, and policy in the field of inclusive education by providing insights into effective strategies and approaches for promoting the inclusion and academic success of students with disabilities. By addressing the diverse needs and experiences of students with disabilities, inclusive education policies have the potential to foster more inclusive, equitable, and supportive educational environments that enable all learners to thrive and achieve their full potential.

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