

**CHALLENGES FACED BY EDUCATORS IN  
SUPPORTING CHILDREN WITH SPECIAL  
EDUCATIONAL NEEDS AND DISABILITIES  
IN ENGLAND**

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## **Abstract**

As per UK government statistics, more than 1.6 million students in England have Special Educational needs. This increasing number of pupils causes different challenges for educators in mainstream schools. This study explores the challenges faced by educators when supporting Children with Special Educational Needs and Disabilities in England. The study can be identified as a qualitative study where numerous published articles and government resources were used to draw findings and conclusions. The findings of this paper highlight key challenges faced by educators, such as lack of financial support, inadequate teacher training, a large number of pupils in one class, a higher workload on teachers, and the need for more support for teachers when implementing inclusive policies. Furthermore, the study was able to recognize the emotional and psychological pressure on teachers, including stress & burnout. Thus, these findings clearly portray the need for robust changes in order to empower educators and also to support students with SEND needs.

Keywords: Special Educational Needs and Disabilities, Inclusive Education, SEND, Teacher training, Systemic challenges

## **1. Introduction**

### **1.1 Background and Context**

In each and every classroom, there are differences in children's performance because of the difference in the way people develop and because of their different learning needs ( Marfo, Mensah, & Nantwi, 2020). As much as individual differences are an important component in the education system, they have often been ignored within general education classrooms. Children with different learning needs or those who fail to perform well academically are often ignored, and more attention is paid to those who do not have problems ( Marfo, Mensah, & Nantwi, 2020). It is important to acknowledge that targeted support for struggling students within regular schools enables special educational needs and disabilities (hereinafter referred to as 'SEND') children to perform well in an inclusive classroom and achieve to the best of their abilities.

Hence, it is noteworthy to highlight that the involvement of parents and teachers forms an integral part of education in determining the academic achievements of all children, including those with SEND. These individuals are especially instrumental in choosing suitable educational programs for their children. Literature of Hornby, states that academic achievement of children improves more when parents and teachers cooperate closely (Hornby, 2000). Thus, it can therefore be said that only a well-developed home-school relationship will ensure that not only parents but also the schools will work effectively and respond to children both at homes and schools. Polloway and Patton stress the need for sharing information between parents and teachers, emphasizing that such communication promotes a productive instructional and management program as both parties are informed about the child's progress in both settings (Polloway, Patton, & Serna , 2004).

In light of this foundation, the present research paper comprehensively examines the challenges faced by educators in supporting children with SEND in England. It is crucial to underline that academics by Ocloo and Subbey reveals that many children with SEND are integrated into mainstream classrooms without adequate support ( Ocloo & Subbey, 2008). As a result, some drop out of school, while others who persevere often achieve unsatisfactory academic outcomes. Enhancing teacher, administrative, and parental support systems is key to helping children with SEND succeed in inclusive settings. This research will investigate the challenges faced by teachers or in other words by educators in ensuring that effective support is provided for children with SEND.

## 1.2 Significance of the Study

This present research study comprehensively examines diverse challenges faced by teachers in supporting children with SEND. Past research has identified that proper identification and provision of services to students with SEND have significantly affected their academic and social performances. For example, Choate highlights that proper assessment helps understand how a child's particular difficulties affect his or her ability to learn and perform skills (Choate, 2003). Unless correctly identified, many SEND students could get lost and, therefore, perform poorly academically or not interact much socially. Thus, it is crucial to underline that general education teachers do not have the special training to detect and support a child with disability effectively ( Marfo, Mensah, & Nantwi, 2020). Lack of training may result in late detection and unmet needs for SEND students, which may cause them to fall further behind in a mainstream setting. Ocloo and Subbey emphasize that SEND students need to be differentiated from other students through observation and standardization so that strategies for support can be provided accordingly, which must match the specific needs of the child ( Ocloo & Subbey, 2008).

The research project also examines the systemic issues that create difficulties in implementing inclusive education, such as lack of resources and poor infrastructure. Florian and Black-Hawkins argue that for an equitable learning environment, inclusive practices must be a shift in teaching methods and resource allocation (Florian & Black-Hawkins, Exploring inclusive pedagogy, 2011). To overcome such challenges, general educators and special education specialists must collaborate because collaboration builds a shared understanding of the numerous needs that exist within the classroom setting ( Friend & Cook, 2016).

Moreover, the study identifies that professional development programs are necessary for teachers to acquire the relevant skills in supporting SEND students. Avramidis and Norwich state that teacher attitudes and competencies are of paramount importance in the successful practice of inclusive education ( Avramidis & Norwich, Teachers' attitudes towards integration / inclusion: a review of the literature, 2002).

In light of this foundation, it is fundamental to examine various challenges faced by educators in supporting children with special education needs and disabilities. Therefore, the present study helps to evolve an inclusive practice aimed at assuring quality education for each and every child irrespective of challenges on an individual basis.

### **1.3 Research Objectives**

1. To examine and analyze what are special educational needs and disabilities of Children
2. To explore the challenges faced by educators in identifying and supporting students with special educational needs and disabilities in inclusive classrooms.
3. To bring forward recommendations to prevent these challenges and thereby implement effective measures to tackle these challenges.

### **1.4 Research Questions**

1. What are special educational needs and disabilities of Children?
2. What the challenges faced by educators in identifying and supporting students with special educational needs and disabilities in inclusive classrooms?
3. What are the recommendations to prevent these challenges and thereby implement effective measures to tackle these challenges?

### **1.5 Scope of the Study**

This study aims to find out the difficulties educators encounter when supporting children with SEND. In more detail, the research seeks to investigate, compare, and contrast different types of SEND that children undergo, offering essential background information concerning the various needs that emerge in learning environments. In addition, the study explores the difficulties teachers face in the process of tracking students with SEND for facilitation. It addresses the areas of concern that include inadequate preparation among teachers, challenges faced in the identification and evaluation of young children with SEND, management of students, and challenges faced when using available resources and facilities. Furthermore, the objectives of this study are framed to include the development of practical solutions to the stated challenges in the study. As such, with an understanding of the prospects, distinct preventative or lessening measures proposed include regulation of teacher preparation, adequate funding as a directed resource, and collective engagements among educators, parents, and policymakers. The above recommendations are informed by the desire to advance the efforts of identifying useful interventions for children with SEND schooling.

### **1.5 Limitations**

The present study has the following limitations. Firstly, the population sampled in the study is educators in England, making the findings not readily transferable to other contexts or countries with different education systems, policies, and attitudes towards inclusion. Second, there is a significant absence of publications in the academic and scholarly domain that focus on this research in England. While there is more general research on inclusive education and children with SEND, the literature detailing the precise environmental factors of England and its Specific Educational Needs and Disabilities has limited attempts.

## **2. Understanding special educational needs and disabilities (SEND)**

### **2.1 Definition and Categories of SEND**

#### **2.1.1 Definition**

There is diversity in every classroom and how students perform as a result of differences in their development and learning needs. Individual differences are part and parcel of the education system ( Marfo, Mensah, & Nantwi, 2020). Over the years, individual differences have largely been disregarded in regular classrooms. This leads to the common practice of ignoring children with SEND and poor academic records and directing much attention to those students who excel and have fewer problems ( Marfo, Mensah, & Nantwi, 2020). Nisa, dan, & Badiyah in their study, underline that children with special needs are different from others due to their mental capabilities, sensory and communication skills, social behavior, or physical characteristics, and they require special attention to succeed in their education (Nisa, dan, & Badiyah, 2018).

It is important to provide adequate support for students who lag behind academically in mainstream schools. When provided by stakeholders, such support can enable SEND children to adjust to the learning environment and realize their fullest potential (Arianti, Sowiyah, Handoko, & Rini, Learning of Children with Special Needs in Inclusive Schools, 2022). SEND children have unique characteristics that make them different from other developing peers and do not necessarily suffer from mental, emotional, or cognitive deficits (Arianti, Sowiyah, Handoko, & Rini, Learning of Children with Special Needs in Inclusive Schools, 2022). They might show developmental delays or deviations compared to their typical peers and require special educational services, resources, and guidance.

#### **2.1.2 Categories of SEND**

In examining the parameters of special educational needs and disabilities fall under diverse categories. This section explains the main SEND categories as they are frequently described in scholarly publications and frameworks.

##### **(i) Cognition and Learning Needs**

These needs explain the problems of learning a skill or acquiring knowledge at a faster rate than others. Such conditions include specific learning disabilities, dyslexia, dyscalculia, and dyspraxia and moderate to severe learning difficulties. Students with cognition and learning difficulties may have problems with memory, reasoning, and problem-solving skills. Lyon, Shaywitz, & Shaywitz argue that these challenges should be identified early and appropriate evidence-based intervention measures taken (Lyon, Shaywitz , & Shaywitz , 2003).

##### **(ii) Communication and Interaction Needs**

This category includes various difficulties with speech, language, and communication, such as disorders in speech and language or social communication issues. According to research conducted by Rutter speech therapy, and tailored support programs play an essential role in adequately meeting these needs (Rutter, 2013).

##### **(iii) Needs about Social, Emotional, and Mental Health (SEMH)**

SEMH demands include the aspects of emotional regulation, social interaction, and mental health issues. It includes conditions such as anxiety disorders, depression, and attention deficit hyperactivity disorder. Hence, it may be related to whole-school approaches including behavioral

management and mental health support (Cooper & Cefai, 2013).

#### (iv) Sensory and Physical Needs

These include visual or hearing impairments and physical disabilities that impact a child's access to the curriculum. For instance, children who have hearing difficulties may need assistance with technologies or interpreters, while children with physical disabilities may need adapted classrooms or personal aids to help them move around. Academic work has emphasized the importance of inclusive infrastructure and accessible learning materials for children with sensory and physical needs (Marfo, Mensah, & Nantwi, 2020).

### 2.3 Policies and Legal Framework in England

In England, the primary legal framework supporting children with SEND is the *Children and Families Act 2014*, which contained provisions for very far-reaching reform in educational as well as health outcomes delivery for children with SEND (UK). The law is supplemented by the SEND Code of Practice, which provides statutory guidance for local authorities, educational institutions, and health services with regard to their SEND provisions. *SEND Code of Practice 2015* offers a clear framework for the identification, assessment, and support of children with and without special educational needs and disabilities across learning (Hellowell, 2018). A person-centered approach is emphasized by including parents or guardians and children in making decisions about education. Under the Code, schools and local authorities

should provide the child with SEND with a “graduated approach” for support, which comprises assessment, planning, doing, and reviewing cycles in the institution. This early identification, along with well-tailored interventions, would encourage effective support tailored to individual needs (GOV.UK, SEND code of practice: 0 to 25 years, 2014).

Local authorities are required to draft *Education, Health and Care (EHC) plans* for children whose educational needs are complex, outlining what support is needed from education, health, and social care services (GOV.UK, Children with special educational needs and disabilities (SEND), 2014). Such a comprehensive approach looks at all aspects of planning for a child's future well-being within their education. This is a statutory document; thus, this EHC plan describes how a child is entitled to receive support, creating a clear framework for accountability and resource allocation (GOV.UK, Children with special educational needs and disabilities (SEND), 2014).

In addition, the *Equality Act 2010* also significantly contributes to the legal foundation of SEND through its general prohibition against discrimination on grounds of disability. It lays a duty on educational institutions to make adjustments where necessary to enable pupils who are disabled to take full advantage of their facilities, which would otherwise not be the same as those enjoyed by other students (Hand, Davis, & Barker, 2015). Examples include accessibility; adjustments in the curriculum; and services that have differences in the way of providing them, thus indicating the overall value of inclusive education.

*The Special Educational Needs and Disability (SEND) Review: Right Support, Right Time 2021* advocates for systemic improvements in SEND provision and propounds the need for a streamlined, more efficient, and effective means of support (GOV.UK, SEND review: right support, right place, right time, 2022). It flags problems in the existing framework, such as inconsistency in the resources available for support and the bureaucratic complexity that stands in the way of timely actions. The report also suggests better training for the educators, improved ways of joint working by services, and greater accountability of outcomes regarding SEND provision.



## 2.4 The Role of Educators in Supporting SEND Students

In every educational framework, the teacher or educator plays an important role. An essential part of the teacher's mandate is to see that every child with special educational needs and disability be provided for to the best of their abilities ( Arianti, Sowiyah, Handoko, & Rini, Learning of Children with Special Needs in Inclusive Schools, 2022). In terms of children with SEND, classroom management and teaching methods should be well designed in order to focus on students with SEND to promote learning in an inclusive manner ( Gyasi, Okrah, & Anku,

2020). Classroom management while in the classroom is critical for incorporating the learning of the students with SEND. Teachers should also ensure that student's needs are met, especially when arranging student seating arrangements where, for example, a visually impaired student ought to be placed in front to enable her/ him to see the teacher clearly or a hearing-impaired student placed at the front to easily hear the teacher's instructions (Drabble, 2013). Similarly, rationing of groups and their furniture placement must allow for cooperation and consideration of physical and learning disability. The issue of diverse learning needs means that different groups of students may require different instructional techniques ( Gyasi, Okrah, & Anku, 2020). It is important that teachers do not rely on only one method for all students, especially students who have SEND. While some students learn best in a visual or graphic way, others will require more physical or audio teaching methods (Drabble, 2013).

The knowledge of each child's ability and learning modalities is paramount when choosing the right approach to adopt. Knocking lesson plans is an important activity where the teacher looks ahead for the needs of the SEND students. Teachers should be able to choose lessons and their presentations based on the students that they have in class, abilities, intelligence level, and learning styles available, among many others (Buli-Holmberg & Jeyaprathaban, 2016). Such preparation also focused on determining the available resources and mapping activities in such a way that the learners are very much involved in the process of learning. Teachers have to develop tasks that relate to the abilities of the learners and ensure the learners engage in the activities ( Gyasi, Okrah, & Anku, 2020). They should be constructed as activities that avoid the concepts of 'teaching' and 'learning' as 'teaching' means actions performed by the teacher, while 'learning' means actions performed by the student. Difference activities enhance learning from lessons and participation, which makes learning achievable to all students, such as those with a disability or those with learning difficulties (Savolainen, Engelbrecht, Nel, & Malinen, 2012).

Acquiring knowledge of each learner's unique needs, adapting the teaching approaches, and creating a learning environment for children with SEND are the tasks of the educator. SEND children can benefit from accessible teaching and learning techniques, proper timetabling, and ways of approaching lessons together with effective classroom management by teachers to help them achieve their learning goals despite learning difficulties.

## 3. Challenges faced by educators

According to Rousan, special education is defined as a field of study that involves the identification, assessment, and determination of instructional interventions for learning and teaching activities for exceptional learners (Rousan, 1998). The educators involved in the management of SEND students have many difficulties in the discharge of their roles. Academics like Ocloo and Subbey have stated that a significant number of children with special education needs or concerns attend a general classroom with other children as other children but are most often time without conducive support mechanisms ( Ocloo & Subbey, 2008). This type of learning discourages many students from completing their courses, and those who do end up earning poor



results. There is a need to mobilize teachers, school administrators, and parents so that those children with particular learning needs can be supported in class ( Marfo, Mensah, & Nantwi, 2020). Nonetheless, many challenges exist when teaching these learners, where teachers are the main stakeholders responsible for ensuring that these children are supported.

## **Systemic Challenges**

### **3.1.1 Inadequate Funding and Resources**

The provision of inclusive education's major need is enough funds to support children with SEND ( Marfo, Mensah, & Nantwi, 2020). To support the concept of inclusion of students with disabilities, there is required investment in structures like ramps, accessible settings, and specialized instruction rooms. Schools also need funds for training and retraining of teachers to impart knowledge to handle students with special needs. As academics like Avoke and Hayford affirm, though all disabilities do not attract cost implications, all cases may require additional funds for resources and intervention (Avoke & Hayford, 2001). Using the reference of Bennetts and Flynn, it can be identified that the important features, including proper lighting, acoustics, safe and accessible environments in separating, as well as the separation of the learning centers and the seating that should change to meet the multiple requirements ( Bennetts & Flynn, 2002). These necessary adaptations cannot be implemented without adequate funding; hence, SEND learners are provided with limited accessibility.

### **3.1.2 Administrative Procedures and Policy Deficits**

Problems in relation to the administration and the policy structure indicate major structural factors that hinder the realization of inclusive education. SEND policies are generally less relevant to the context of schooling and the problems that schools face, leading to the abovementioned problems of asynchronous allocation of resources, inadequate support, and blurry assignment of responsibilities. For Florian and Black-Hawkins, the so-called inclusive education entails a set of both demanding and elastic policies since many frameworks lack the flexibility to meet the current needs of schools and specific learners across the classroom (Florian & Black-Hawkins, Exploring inclusive pedagogy, 2011).

For example, Scholars like Avramidis & Norwich point out that bureaucratic delays affect the timely delivery of important items like assistive technologies and other classroom and teaching aids that students with learning difficulties require in their classroom setting (Avramidis & Norwich, Teachers' attitudes towards integration/inclusion: A review of the literature, 2002). Also, poor framework may result in different enforcement of uneven implementation across schools, while some schools may not receive adequate support to meet the appropriate needs of SEND learning (Tony & Mel, 2002). Slee, on the other hand, establishes these difficulties are further exacerbated by the lack of measures, therefore keeping schools and teachers accountable for their compliance with the tenets of inclusive education since commitment may be uneven (Slee, 2011).

## **3.2 Institutional Challenges**

### **3.2.1 Insufficient Teacher Training and Skills**

One of the biggest barriers to implementing the policy for inclusive education is the absence of enough qualified teachers for the purpose. A sampling of the literature reveals that many regular education teachers are unable to modify curriculum and teaching methods for learners with

SEND. In their 1996 study, Steinbach, Stainback, Stefanich, and Alper further oppose the idea of rendering the general curriculum useless for specific learners and call for the use of reasonable interventions (Stainback, Susan, & Stainback, 1996). According to Rose, there is a need to promote the training of teachers in methods that facilitate the participation of SEND students in classrooms (Rose R. , 2002). Qualified teachers foster equal environments for learning to improve the learning achievements of students.

### **3.2.2 Overburdened Workload**

The demands in inclusive classrooms mean that teachers receive more tasks to complete in their teaching practices. They deal with multiple learning needs, adapt teaching strategies, and address students' learning needs, as well as address the content of the lessons. This burden can lead to ineffective delivery of school education, poor student-teacher ratio, and decreased emphasis on specific support needs for children with SEND. According to Buli-Holmberg and colleagues, teachers must have a manageable workload and a favorable environment to deliver quality content (Buli-Holmberg & Jeyaprabhan, 2016).

## **3.3 Classroom Challenges**

### **3.3.1 Large Class Sizes**

It is apparent that class size substantially affects the provision of inclusion for students. Academics have also established that in small classes, the teachers are able to attend to each student's needs by acting as young minds develop, correcting mistakes, and responding promptly with the required assistance (DYSON, 2004). By its nature, inclusive education entails a unique concern for individual children's characteristics, which is hard to do with thirty-plus learners in each classroom. Large classes compel teachers to make decisions regarding how to handle the child's psychological disorders, the task of grouping, and how to provide interesting learning activities for all the students. Mulholland & O'Connor have supported overcrowded classrooms, for example, the approaches used in teaching due to congestion end up neglecting the challenges of inclusive education (Mulholland, 2016).

In the paper, Keogh calls for differentiation as a means of catering to the needs of every child in the classroom (Keogh, 1990). Due to these requirements, teachers need to optimize classroom space and employ effective teaching methods that have the students move as well as address each learner while in a large group. But this is most often a challenge in its practical application, which implies little or limited contact with SEND students, deeming them limited opportunities for learning and social interaction.

### **3.3.2 Limited Access to Specialist Support**

Many inclusive classrooms do not have access to critical specialist support, such as occupational therapists, speech-language pathologists, and educational psychologists. This leaves general educators to address complex needs that fall outside their areas of expertise. Rose and Shevlin have noted that collaboration between general educators and specialists is an important component in the creation of effective interventions for SEND students (Rose & Shevlin, 2021 ). Without access to specialists, there is a feeling of under-preparation in dealing with the diverse and specific needs of students, which in turn lessens the effectiveness of an inclusive setting.

Research by Florian and Spratt highlights the need for the inclusion of specialist support within the

system of inclusive education to ensure that such care is holistic ( Florian & Spratt, Enacting inclusion: a framework for interrogating inclusive practice, 2013). Specialists are able to provide targeted assessment, intervention strategies, and ongoing monitoring that general teaching practices cannot replace. Nevertheless, these services are often limited by structural factors such as lack of funds or bureaucratic delays. Besides, it has an impact on the quality of teaching for SEND, which changes the nature and the volume of load on teachers, which can lead to stress and even employment burnout.

### **3.4 Emotional and Psychological Challenges**

#### **3.4.1 Teacher Stress and Burnout**

Many scholarly findings revealed that inclusive education causes high emotional and psychological stress to teachers, leading to pressure and stress-related burnout. Kyriacou pointed out that managing diverse classes, teaching complex students with SEND, and modifying teaching techniques can produce demanding tasks for teachers (Kyriacou, 2001). This is further compounded by the following inadequacies: policy ambivalence or lack of appropriately detailed policies, inadequate training for staff, and lack of efficient administrative support. Having endured such stress for the long term can actually decrease teacher efficacy as well as emotional health, hence influencing high turnover.

According to a cross-sectional study conducted by Hakanen, Bakker, and Schaufeli, it was underlined that for example, burnout could be described by victims as including feelings of emotional exhaustion, a tendency to develop a detached attitude toward their work and those they were paid to help, and a diminished level of personal achievement ( Hakanen, Bakker, & Schaufeli, 2006). These symptoms are more common with teachers who work with children in inclusive learning classrooms since one has to emotionally connect to support the SEND child. Teachers' stress in school requires educational strategies to be worked out with regard to professional development, mentoring, and professional psychological aid ( Hakanen, Bakker, & Schaufeli, 2006).

#### **3.4.2 Emotional Strain in Building Inclusive Classrooms**

Designing a teaching environment for all learners would call for a fine line between catering to the children with SEND and also catering to the other children in class. This kind of dual obligation puts a huge psychological pressure on the teachers when handling social inclusion, lesson delivery, and enhancing the culture of the classroom. According to Talmor, Reiter, and Feigin, the burden of affective labor is made up of what it takes to foster a friendly classroom climate and handle conflicts, bullying, exclusion, and or support (Talmor, Reiter, & Feigin, 2005).

Evaluating the teaching and learning process brings emotional outcomes that are not positive for teachers as they experience frustration, helplessness, and isolation. Stress management training, counseling services, and support groups need to be provided to teachers to enable them to enhance their coping capacity. According to Jennings and Greenberg, emotionally resilient teachers are those who can more effectively respond to the demands of inclusive education, thus creating a more supportive and engaging learning environment for all learners (Jennings & Greenberg, 2009). Schools need to make teacher well-being part of their policy on inclusive education if effective and sustainable teaching is to be ensured.

## 4. Best practices and support strategies

### 4.1 Successful Case Studies from England

Hailed as one of the global pioneers of inclusive education, England has put in place measures that show how learners with SEND may be integrated into mainstream education. Some of the insights include the *Lamb inquiry*, where parents were asked about their confidence in the SEN system in 2009 (Lamb, 2009). The study pointed out schools that have successfully incorporated a person-centered approach, focusing on ideal individualized education plans (IEPs), parental involvement, and proper preparation of teachers. For example, the Thomas Tallis School in Greenwich was regarded for its rigorous integration of inclusive school practice to prevent stigmatization of learners with different needs. Norwich and Kelly also support these results by displaying that inclusive practices only work as well if there are congruent policies being implemented, therefore highlighting the positive effects of the practice on student performance as well as social belonging (Norwich & Kelly, 2004).

Another commendable project is the *Achievement for All* program that has been adopted in several schools in England (Humphrey & Squires, 2010). This program involved increasing expectations, enhancing the home-school relationship, and goal setting for the students with SEND. In evaluation studies, students were consequently described as having made literacy and numeracy gains, and where improvements in social skills were also highlighted based on focused intervention and schooling accountability mechanisms (Humphrey & Symes, 2011).

### 4.2 Effective Use of Assistive Technologies

Various sides of life have been seriously influenced by breakthroughs in technology, one of which is education. Throughout the years, there have been numerous developments concerning technology in special education, most of all assistive technology, which has served an important purpose in enhancing abilities that individuals with special educational needs might not easily utilize in their daily lives (Dave L. Edyburn, 2001). According to McKnight and Davies, these tools offer customized solutions and crucial support to solve the different needs of pupils during the educational process (McKnight, 2013). In the case of people with SEND, assistive technologies are paramount in enhancing independence, building self-esteem, improving learning outcomes, and increasing the quality of their lives (Reed, 2007).

They make it possible for students to access education, become active learners, interact with their peers, and manage their learning processes themselves (Winter & O'Raw, 2010). These technologies offer the least restrictive environments that enhance academic and general functional capabilities by adapting activities and curriculum content to individual needs (Parette & Peterson-Karlan, 2007). Assistive technologies significantly influence the functional capacities and scholastic performance of learners (Edyburn, 2007).

Various definitions of these technologies can be encountered in the literature. Winter and O'Raw describe them as a system of products and equipment, excluding medicines, whose primary purpose is to improve or aid the capabilities of those with disabilities (Winter & O'Raw, 2010). On the other hand, Lancioni et al. describe their purpose as making specific improvements in the quality of life or practical functioning of individuals with particular education or rehabilitation needs (Lancioni, Sigafos, O'Reilly, & Singh, 2013). Students with SEND have diverse needs, and technology addresses them, such as through virtual reality, mobile devices, speech recognition software, and symbol-based communication tools (McKnight, 2013). The resources also assist children in reading, writing, movement, sensory processing, and communication,

besides facilitating active engagement in learning activities (Reed, 2007). With their continuous development, the capacity also increases, and these technologies can make learning easier and improve academic results in inclusive educational settings (Lahm & Sizemore, 2001).

### **4.3 Collaborative Approaches: Parents, Schools, and External Agencies**

Inclusive education for children with SEND requires cooperation among parents, schools, and outside organizations. Through successful collaborations, all parties can support the children in their overall development by meeting their intellectual, social, and emotional needs (Marfo, Mensah, & Nantwi, 2020). These cooperative initiatives provide a welcoming atmosphere where students with special education needs are encouraged to reach their greatest potential. In regard to decisions about their educational programs, parents play a very important role in the education of children with special education needs. Improved social and academic outcomes for children go hand in hand with engaging parents. According to Hornby, a child is seen to be much more likely to succeed academically if close collaboration between parents and teachers occurs (Hornby, 2000). Scholars further stipulated that parents not only support learning at home but also bring much-needed insight into their child's special needs and strengths (Hornby, 2000). Consequently, education is viewed consistently in the home and the classroom. Polloway and Patton note that when parents and teachers communicate well, behavioral interventions and instructional tactics are individualized for the child's needs, creating a nearly seamless transition between the two settings (Polloway, Patton, & Serna, 2004).

Schools are supposed to be the foundation of inclusion by promoting collaboration among teachers, parents, and the administration. Murawski and Swanson establish that co-teaching assures accountability for students' achievement along with the enhanced quality of service delivery (Murawski & Swanson, 2001). Similarly, professional preparation for teachers is important, as it equips them with the necessary skills to interact constructively with other stakeholders, including the management of the inclusive classroom (Marfo, Mensah, & Nantwi, 2020). This includes education in differentiated instruction, the use of assistive technology, and behavioral strategies.

The support provided at school is further enhanced through provision of specialized services from other agencies that include social workers, psychologists, occupational therapists, and speech therapists. These professionals deal with issues that parents and educators may not be able to handle such as mental health, mobility, and communication impairments. The inclusion of outside expertise ensures that the children receive comprehensive care; their academic performance will be greatly enhanced and so will their individual lives become better. Winter and O'Raw, confirm that models such as Coordinated Service Delivery Model emphasize collaborative planning and sharing of resources from relevant stakeholders for cohesive support (Winter & O'Raw, 2010). According to Suter and Giangreco, schools using such multi-agency partnerships tend to exhibit better student outcomes, particularly in social integration and academic success (Suter & Giangreco, 2009).

Working together has several key benefits. By being introduced to current educational approaches and resources, teachers are better positioned to address diverse learning needs. It is true that with specialized support such as curriculum modification, and adaptive teaching methods, the students with special education needs will participate actively in the lesson (Razalli, Hashim, Mamat, & Ariffin, 2020). Moreover, there will be peer acceptance, very necessary for social-emotional development for children with SEND. As indicated by Lewis and Doorlag, good instruction promotes an effective learning environment by reducing problem behaviors while increasing student confidence. Through shared responsibility, collaboration reduces the



workload for everyone while establishing a solid support base (Lewis & Doorlag, 2002). While these advantages exist, poor communication, lack of resources, and unequal involvement from the stakeholders make cooperation challenging. The impediments mentioned require clear lines of communication, professional training for teachers, increased funding of agency services outside of schools, and the establishment of a support group for parents, ensuring community building and collaborative learning.

The backbone of any effective system for inclusive education is found in collaboration between parents, schools, and organizations outside the schools. Through collaboration, these stakeholders are able to build a supporting environment where children with SEND can be supported to ensure academic, social, and emotional success.

## 5. Gaps in literature and areas for further research

### 5.1 Emerging Trends in children with SEND Support

SEND education continues to grow and develop in response to new issues and the development of technology, as well as changing views of society towards greater inclusivity (Erdem, Students with special educational needs and assistive technologies: A literature review, 2017). More recently, there has been a growing emphasis on the need to embed new practices, the use of technology, and synergy among various stakeholders in order to meet the multitude of needs that are characterized by SEND learners.

In a wider ecological context, the shift towards inclusive education adopts approaches that are sampled at the whole-school level such that all teachers, parents, and other relevant outside agencies work together to enhance the overall growth of students with SEND. This trend is also backed by other measures, such as the use of England's *Achievement for All program*, which emphasizes that parents must engage with schools, have high expectations, and support goal setting with respect to learners with SEND (Humphrey & Squires, 2010). The program has recorded positive outcomes in areas of reading, mathematics, and even social competencies; reasonable evidence has also been provided by Humphrey and Symes (Humphrey & Squires, 2010). In schools like Thomas Tallis School in Greenwich, which takes a person-centered approach, a trend that shows in extra things such as individual education plans (IEPs) and their designation is emphasized (Lamb, 2009). In fact, this touches on Norwich and Kelly's assertion that policy congruence is imperative with regard to ensuring that inclusive practice is actually beneficial to the performance and social belonging of students (Norwich & Kelly, 2004).

This development is represented by the ability of assistive technologies to transform SEND education. As a result, innovations such as speech-to-text applications, like virtual reality applications and symbol-based communication, have been metered for the needs of individuals with disabilities in learning environments. With this, students become active participants in learning, independent, and have a greater quality of life overall (Winter & O'Raw, 2010). Indeed so, these are growing technologies towards differentiated instruction for all learners- inclusion in education (McKnight & Davies, 2013).

Another emerging trend in SEND education is the link with more teachers in action with students, such as co-teaching. According to Murawski and Swanson, co-teaching has promoted accountability for students' achievement while contributing to increasing the quality of service delivery (Murawski & Swanson, 2001). Such practices promote the formation of inclusive classrooms that encourage positive contact among individuals and reduce behavioral problems. The newfound focus in SEND education is collaboration among schools, parents, and outside

agencies. The Coordinated Service Delivery Model emphasizes joint planning and resource use to provide effective support for the students (Winter & O'Raw, 2010). According to Suter and Giangreco, schools that establish partnerships with multiple agencies have better outcomes for students, particularly in social integration and academic performance (Suter & Giangreco, 2009).

## 5.2 Insights from Recent Studies (2020–2024)

In examining the environment for supporting children, SEND brings to light that there are several recent trends.

1. **Lack of Training:** Most general education teachers lack specialized training for the identification and effective assistance of students who fall into SEND categories. Specialty training is often lacking at most tertiary institutions, leading to late detection and insufficient assistance for these children (Marfo, Mensah, & Nantwi, 2020).
2. **Neglecting SEND Students:** There is always a tendency to regard the typically developing people, thus obliging the students with SEND to live under-reminded in many mainstream classrooms. This absence of weighing may serve to worsen existing inequalities, for instance, between the sexes (Marfo, Mensah, & Nantwi, 2020).
3. **Need for Individualized Approaches:** For the children with SEND, special management of classrooms and instructional strategies would be required. Teachers should be trained to form interesting, adaptive tasks to service dissimilar learning abilities, promoting the active engagement of all students in learning (Gyasi, Okrah, & Anku, 2020). There has to be a paradigm shift from the old stand-outs of 'teaching' and 'learning' to something more interactive and common.
4. **The Gaps in Policy:** The SEND Code of Practice emphasizes inclusive education in policies, yet there exist gaps between policy directives and the reality that plays out at the schools. Budget constraints and allocation of resources can further limit the delivery of effective SEND support services (Arianti, Sowiyah, Handoko, & Rini, Learning of Children with Special Needs in Inclusive Schools, 2022).

Overall, identifying ways to enhance teacher training, improve collaboration between different stakeholders, and practice inclusive education entails these challenges. This is critical for children with SEND to fulfill their potential in educational settings.

## 5.3 Suggestions for Future Research

Complex and multifaceted challenges are confronting teachers and educators in the support of children with SEND in England. At such a level, research is needed to expand the responsive development of strategies and policies to address these challenges. One key area for research should be how effective inclusive teaching strategies really are evidence of their impact varies across different classrooms.

The other important and urgent area is to evaluate teacher training and professional development. Teachers across countries have expressed concern that they are never trained adequately to meet the complexities of SEND, indicating a definite study of the effectiveness of pre-service teacher preparation and the impact of continuous professional development. Barriers to accessing training on SENDs, especially in most disadvantaged areas, should be investigated to ensure that every educator in the country can receive support.

The emotional well-being of educators in dealing with children with SEND also needs



consideration. Research could include the prevalence of such issues, evaluation of the support programs given in mental health to teachers, and an analysis of the association between educator well-being and SEND support effectiveness. One of the key areas for future research is parental and community involvement. Studies should be done on how parents play a role in SEND children's educational outcomes and how they interact with schools on the basis of their cultures and socio-economic backgrounds.

The exploration continues into the long-term outcomes for children with SEND transitioning into adulthood. The studies contained therein can analyze how well transition planning for SEND students works as they enter further education, work, or independent living arrangements. Comparative and empirical evaluation of such social, emotional, and economic measures would yield insights full of evidence by which SEND persons could be empowered.

Lastly, some international comparative studies would provide some very good lessons for improving the SEND framework in England. Such comparative analyses could range from those based on countries with strong, inclusively-oriented educational systems to scalable innovations in resource allocation and teacher preparation initiatives; all could help provide insight into the best practices.

## **6. Conclusion**

### **6.1 Conclusion**

The study explored the problems that educators encounter while teaching students with SEND in inclusive classrooms. These difficulties are quite complex, and one would have to understand them in depth from both a broader system perspective and that of an individual level for each disturbed student.

Significant among these discoveries is that there is no funding or resources adequate for providing inclusive learning environments. Lack of funding hinders access to the kind of special facilities and teachers' training that would, in turn, improve the quality of education for SEND students. It suggests that policymakers should consider funding inclusive education. Further, some significant challenges in policy and administration are identified in the research. The SEND policies that exist today have failed to meet the demands of the classroom. As a result, they have delayed resource allocation and uneven application across schools. The study goes on to show how this can be streamlined for faster access to important support like assistive technologies.

Improving institutional inconveniences is also emphasized, especially in the inadequacy of training that many educators receive. The lack of these prepares against the confidence and ability of a teacher to modify the curriculum for diverse learners. Many teachers complain of being overwhelmed by their workloads, complicating their meeting the needs of their students. This study shows a great demand for a targeted development program for these professionals, which aims to prepare teachers with effective strategies about how they will support SEND students.

There is also the largeness of school classes as an obstacle to inclusive education. It prohibits or limits individual attention and efficacious practice in teaching. A lack of specialist support, like that from occupational therapists, may result in the teacher lacking the professional ability to address the increasingly complex needs. The emotional or psychological aspect affects the educator and adds stress and burnout. Diverse learning needs frustrate sometimes due to their

complexity. Thus, this study perceives the need for the provision of holistic support systems so that educators are positively reinforced in their well-being and effectiveness.

All in all, this study brings to the fore the very real problems that educators face in relation to supporting SEND learners in inclusive settings. Multifaceted approaches are a must for addressing these issues; they include increased funding, shrunk policies, enhanced professional development, and collaborative support systems. Implementation of these recommendations can ensure moving toward an inclusive educational environment that ensures good quality education for every student, SEND, and their peers alike.

## **6.2 Implications for Educators and Policymakers**

It's high time to put forward training and professional development programs geared toward ensuring SEND-related education. The teachers should be well-equipped in terms of knowledge and skills for identifying diverse needs of learning at an early stage and providing adequate intervention. Teachers should also include flexible and inclusive teaching strategies that encourage active participation from students while accommodating all the different styles of learning within a particular classroom. Continued collaboration with special education professionals while consistently providing educational leadership will further build teaching capacity to meet the demands of all pupils in an effective manner.

Policy implementation must prioritize the allocation of resources and funds to mainstream schools for effective implementation of SEND policies. This goes from the training programs for teachers to the provision of necessary resources and support systems at individual school levels. Also, policymakers should encourage stronger collaboration between schools, families, and community organizations in order to strengthen the support networks for SEND students. Moreover, they are called to make efforts to close the loopholes between policy and practice and in fighting a more equitable distribution of resources so that a more pro-inclusive educational horizon may be created for children with SEND.

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