

Reading and Writing is Key for Successful Inclusive Education

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ABSTRACT

Integrating marginalized students represents the foundational pillar of inclusive schooling. Barring those learners who require specialized assistive devices for their educational progress, all other individuals should be integrated into standard classrooms, with teaching approaches designed to engage every student. The experiences they accumulate within mainstream settings significantly shape both their character growth and cognitive advancement. Students who face disabilities, disadvantages, or socio-economic deprivation form an essential component of our societal human resources. We cannot achieve ideal human capital advancement or comprehensive national growth if we neglect the advancement of youth in these distinct groups. This is precisely where inclusive schooling holds monumental value. Inclusive approaches can guarantee the highest level of human resource cultivation. If educators receive proper preparation regarding the framework of inclusive schooling, its guiding principles, and the methods to operationalize these concepts, the system will thrive and undoubtedly mark a historic milestone in the country's educational journey. This reflects the contemporary direction; let us pioneer this movement. This document outlines the definition and modern-day importance of inclusive schooling. Furthermore, it details strategies to foster integrative methods within our academic centres. Additionally, this analysis illuminates how to implement inclusion productively in mainstream learning environments and how it ultimately drives peak human resource enhancement.

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KEYWORDS: Literacy Barriers, Diversity and Exceptionality, Reading and Writing Adaptations, Assistive Learning Media.

The philosophy of inclusive education is gaining widespread traction across the globe. It received a major boost from the UNESCO World Conference on Special Needs Education, which took place in Salamanca, Spain, in 1994. The summit evaluated the future path of the special education sector amid global initiatives to safeguard the rights of every youth to attain foundational schooling. Specifically, the conference scrutinized the extent to which "special needs" aligns with the overarching "Education for All" campaign.

Two competing dilemmas emerge: should our objective be a consolidated educational framework equipped to cater to all children as unique individuals, or should we maintain the historic practice of dual tracks where certain children undergo segregated forms of schooling?

The Framework of Reading and Writing for Successful Inclusive Schooling

Inclusive schooling can be characterized as a system that expands student engagement with the cultures, learning paths, and communities of neighbourhood mainstream institutions, whereas exclusion represents the act of diminishing this involvement. The concepts of participation, culture, learning paths, community, and neighbourhood environment demand thorough examination.

Evaluating integration and exclusion necessitates connecting with and assessing all learners and staff members within an institution. Inclusive schooling focuses on minimizing all forms of exclusionary pressures stemming from impairment, capability, ethnicity, gender, social status, domestic environment, way of life, or orientation.

The dynamics of integration and exclusion are fundamentally intertwined. Evaluating the factors driving exclusion is vital to comprehending integration. This is because within a single institution, the very same learners can be simultaneously prompted and dissuaded from participating. Every school manages student diversity through a blend of integrating and excluding practices regarding admission policies, student labelling, grouping, behaviour management, instructional design, resource distribution, support systems for struggling learners, and how learning paths are constructed to mitigate such hurdles.

Inclusive schooling means embracing all youth, devoid of bias, within standard or typical schools. Truly, it centres on building settings that cater to the varying growth capabilities, requirements, and talents of all youth. Integration entails a transition in services away from merely attempting to force a youth into 'conventional environments'; instead, it offers supplementary aid for their impairments and distinct requirements while fostering the child's comprehensive growth in an ideal environment.

It demands an appreciation of diversity. Consequently, the responsibility shifts toward evolving the institution in alignment with student variation. This requires analysing comprehensive structural design, learning paths, classroom methods, learning assistance, and staff skill development. It does not imply that we must stop identifying or addressing the impairments of learners, nor does it mean halting the delivery of specific types of assistance when and where required. It does imply, however, that we must stop viewing learners as completely uniform simply because they are designated by an identical term.

To navigate the demands of inclusive schooling, an instructor must comprehend core integrative strategies to guarantee enhanced personal readiness to tailor instructional delivery so it connects with every learner in the integrated environment. Grasping these fundamental integrative methods is indispensable for a teacher in an integrated environment to achieve the necessary instructional proficiency.

Vital Inclusive Methods for Literacy and Learning

Because inclusive schooling remains a developing domain, standardized methods and procedures are not yet fully established. Investigators have regularly monitored integrated schools, systematically analysing the pupils, personnel, and their dynamics within live classrooms. Additionally, they conducted comprehensive structured discussions. Drawing from these observations and dialogues with learners,

educators, and guardians, specific methods have emerged as vital for advancing inclusive schooling. These indispensable integrative practices can be sorted into three distinct groupings:

- Inclusive strategies involving mindset and reception.
- Inclusive strategies involving the tangible setting and tools.
- Inclusive strategies involving the instructional and learning dynamic.

1. Inclusive Strategies Involving Mindset and Reception

The subsequent practices regarding mindset and reception are critical for fostering effective integration in academic settings.

a) Zero Rejection and Anti-Discrimination

Welcoming the marginalized stands as the fundamental tenet of inclusive schooling. Because of this, enrolment must never be denied to any individual for any reason. School leadership and instructors must exhibit no bias whatsoever. Integrative practices must originate with the educators. Only then can a more harmonious social blending blossom among the learners. Mainstreaming the deprived, impaired, and disadvantaged—while empowering them to study and live alongside their peers—must serve as the benchmark, rather than just test scores or metrics. Any alienating behaviour will block human resource cultivation by compromising the educational paths of students from impaired, disadvantaged, and overlooked groups. Welcoming everyone without rejection or bias is the primary integrative practice needed today.

b) The Tenet of Mutual Reception

Sound interpersonal connections are vital. Equivalently, a warm bond must exist between the pupils and the educators. A supportive environment within the school can foster the nurturing climate mentioned previously. Harmonious relationships consistently wield a constructive impact. There must be a collective recognition of differences among the learners. This spirit of recognition shows itself in diverse ways. No bias should occur based on background, faith, or background. Within an inclusive schooling framework, there are expanded opportunities to accept learners with impairments as natural components of the standard school fellowship. This reception aids children with impairments in managing their circumstances more effectively. It remains the educator's obligation to ensure a culture of reception dominates the classroom, alongside embracing every student equally.

2. Inclusive Strategies Involving the Tangible Setting and Tools

a) *Adjusting the Tangible Setting*

Adaptations to the structural layout must be executed based on the unique demands of impaired learners. Ramps for uncomplicated movement and accessible restrooms must be provided for physically challenged pupils. Instructors can seat students with hearing impairments at the front of the space with their seating angled slightly to view the countenances of their classmates. The placement of audio speakers is also critical. The educator's face must remain well-lit even when the classroom is dimmed for multimedia presentations or films, which assists in lip-reading. Learning spaces for hearing-impaired pupils must be positioned away from busy, chaotic sectors like cafeterias and recreational yards. Visually impaired pupils need an introduction to the structural layout of the classroom, including the placement of tools, desks, group spaces, the instructor's desk, and exits. Whenever adjustments or additions occur within the classroom or school layout, visually impaired pupils must be promptly updated. The educator should permit low-vision learners to alter their seating whenever they require varying light levels, which resolves numerous impediments. They should also be allowed to sit close to the presentation board.

b) *Adjusting Literacy and Learning Tools*

Even though low-vision pupils can comprehend standard print, they still require modifications to learning materials. Experts advise the following adjustments: dark ink should be applied to white sheets, or soft lead pencils and dark felt-tip pens should be used on matte, tinted paper, alongside maintaining pristine typewriter ribbons to boost the clarity of reading texts. Text should only occupy one side of a page. Faint sections of learning tools should be outlined with a felt-tip pen. Materials featuring non-reflective surfaces and sharp contrast are preferred. The educator must write legibly in large characters when drafting physical worksheets or using the presentation board. The board must be kept clean, and white writing tools should be utilized to optimize contrast. When instructing hearing-impaired pupils, it is vital to adjust reading texts by incorporating visual pictorial aids such as charts, images, plots, and visual summaries. Tailoring tools in this manner minimizes language and comprehension obstacles. A productive educational process for hearing-impaired learners must prioritize visual formats paired with supplementary verbal details.

3. Inclusive Strategies Involving the Instructional and Learning Dynamic

a) *Structured Curricular Planning*

Organized design is paramount in inclusive schooling. This design contains two distinct facets. Primarily, it entails arranging the collective educational environment by extracting study tracts from the national curriculum. The secondary facet centers on individualized design. This necessitates formulating custom learning roadmaps for each youth, grounded in the collective expertise of the staff cohort operating alongside the child.

b) *Overcoming Obstacles to Reading and Writing*

Adult assistance meant to mitigate participation hurdles must be integrated into lessons for pupils designated with 'special needs'. This must encompass adjusting or offering pathways to the curriculum for individual learners. Instructors should possess specialized expertise in 'literacy hurdles,' profound learning difficulties, or visual impairments. Teachers should utilize customized tools and modified resources tied directly to lesson topics when educating special needs pupils, a method deployed effectively with highly encouraging outcomes in notable UK institutions.

c) *Engineering Instruction to Benefit All Learners*

Formatting teaching methods to encompass all learners holds significant weight. The core hallmark of inclusive schooling lies in structuring instructional frameworks to connect with every student. Each distinct group within the classroom's diversity must extract prime value from the instruction delivered, serving as the central theme of inclusive schooling.

d) *Maximizing Classroom Participation*

Educators must remain intentional, vibrant, and explicit in their guidance and explanations to foster deeper student involvement. Given that historically excluded learners are now present in the room, instructors must strive to anchor lesson concepts to the pupils' personal experiences to improve their comprehension and involvement. Intentional deployment of team tasks and cooperative learning models among students during assignments will ensure superior engagement.

e) *Modifying Category Frameworks*

A traditional labelling framework split learners into 'mainstream' and 'special' categories, branding them according to their perceived degree of 'deficiency'. Labeling specific pupils as possessing special learning requirements triggers diverse impacts, both educationally and socially. Therefore, approaches for transforming and evolving standard classrooms to become adaptive to the variations of all learners must be creatively formulated and executed.

f) Accommodating Varied Age Profiles

Most institutions diminish student variation by sorting learners strictly by age, which brings assumptions regarding rising capabilities and maturity. In certain systems like the English model, pupils are rarely permitted to skip ahead a grade or repeat a year. However, this is not standard in many developing nations, making age adaptation a factor to consider. Students can be grouped by age phases, such as juniors, seniors, and advanced seniors. Curricula must be organized somewhat distinctly for each phase. Each of these three phases should possess its own leadership, alongside an educator cohort tasked with distinct duties for the students in that phase. Implementing specialized assistant leadership roles for distinct tiers in regional high schools can mirror this structure effectively.

g) Learner-Centric Instructional Modes

An effective lesson occurs when assignments are clearly outlined on the presentation board, enabling students to finish them at their own pace, rather than the teacher announcing they have exactly ten minutes to finish. Instructors must understand their students before introducing lesson contents. Comprehending the learner thoroughly outvalues merely knowing the topic layout. Extended chances must be granted to pupils to execute independent assignments in depth over a prolonged timeframe.

h) Cultivating Productive Behaviour

In certain progressive inclusive settings, institutions have implemented a framework termed 'positive behaviour'. This framework involves a collection of classroom expectations displayed noticeably in every room. It features cumulative incentives and discipline pathways, known as consequences, for following or breaching the guidelines. Incentives include merits, credentials, and honours. These methods have proven highly successful in cultivating productive conduct, which is foundational for prime learning. To accomplish this, the following steps must be taken:

- Instructors must maintain consistent behaviour standardizations from pupil to pupil. They must ensure that advanced students do not look down upon or tease peers with special requirements.
- Instructors must display empathy toward all students generally, and toward pupils with special needs specifically. Concurrently, they must exercise firmness when scenarios require it.

i) Supplying Guidance and Support Systems

Students willingly acknowledge their own learning hurdles and require a trusted figure to approach for assistance. To satisfy this, an institutional support panel must exist to offer pupils guidance and advice. Students can direct their concerns to this support

panel. Integrating extra adult facilitators within specific lessons will yield superior outcomes. It is highly probable that deploying a broad network of support staff to assist students designated with special needs will also exert a positive psychological impact on their sense of being nurtured.

j) Embracing, Adapting to, and Nurturing Diversity

An integrated classroom is a complex tapestry of diversity. Such natural variations must be fundamentally embraced, structurally adapted to, and educational pathways must be carefully crafted to satisfy these existing differences. When a school or teacher fails to do this, the breakdown results in exclusion, which contradicts inclusion entirely.

k) Cultivating Expertise in Assistive Media and Materials

To educate visually impaired children in an integrated environment, the teacher must possess functional literacy in Braille, optical magnifiers, and listening methodologies, including recordings and audio media. They need insight into utilizing Braille geographic maps, plastic tactile maps, raised globes, Braille measurement tools, speaking calculators, and raised-line grids. Teachers instructing hearing-impaired pupils must know how to operate auditory aids. They must understand how to adjust frequency, alter volume levels, minimize background static, and troubleshoot basic malfunctions when an auditory aid acts up.

l) Dedicated Inclusive Educators for Every Campus

Currently, regional frameworks deploy a few inclusive education specialists per district under community initiatives. They tour regional campuses and address the demands of children with special needs, overseeing the learning path and development of every exceptional youth. This system must expand directly into individual schools. Two or three specialized inclusive education instructors should be permanently stationed at every school to guarantee superior alignment and synergy between these specialists and standard teachers. By pooling insights and duties, they can collectively work toward superior schooling and the complete development of special needs children inside the mainstream classroom.

Conclusion

If the core concepts of inclusive schooling transition into active practices as detailed above, integrated education will truly merge with mainstream systems and yield positive long-term outcomes. It will empower exceptional children to mingle socially with typical peers successfully, while simultaneously teaching typical children to understand diversity and

unique capabilities. It allows educators, guardians, and leaders to sync and team up toward a shared objective productively. Every learner in the room stands to gain from teaching frameworks designed to support special needs children. Ultimately, integrative approaches can drive self-actualization and personal milestones for students with disabilities.

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