

INCLUSIVE SCHOOL AND SPECIAL EDUCATIONAL NEEDS; STATE OF THE ART AND PERSPECTIVES

Generosa Manzo
Pegaso Online University, Italy
genny.manzo@unipegaso.it

Abstract:

Objectives. This work aims to investigate the phenomenon of inclusive education and good practices that characterize teaching approaches for pupils with Special Educational Needs.

Methodology. Coherently with the objectives of the paper, this work makes use theoretical contributions and empirical research conducted in educational settings.

Findings. This paper provide guidelines intended to configure desirable pedagogical models for inclusion which take into account the real needs of pupil with Special Educational Needs.

Research limits. The limitations of the study are represented by the shortage of case studies and empirical analysis that influenced the interpretation of the findings.

Practical implications. This work encourages academic community and different stakeholder of educational system to consciously reflect on the right to individualization and inclusion.

Originality of the study. The work is characterized by the originality of the solutions proposed in the context of evolution of the relationship between pupils with Special Educational Needs and school system.

Keywords: School inclusion; Special Educational Needs; Didactics' practices; Literature review

JEL Classification: I2- Education and Research Institutions