

Special Education Policies and Their Effect on Student Integration

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ABSTRACT:

This study investigated the impact of special education policies on student integration using a mixed-method experimental design that combined quantitative assessments with qualitative insights. A sample of students with disabilities and their peers in mainstream classrooms was divided into intervention and control groups, with the intervention group exposed to targeted inclusive policies such as individualized education plans, teacher training, and enhanced resource provision. Quantitative analysis revealed that schools implementing these policies demonstrated significantly higher student integration scores, with improvements evident in peer acceptance, classroom participation, teacher support, and organizational trust. Tables 1–9 highlighted consistent gains across policy implementation, disability accommodation, collaborative learning, and school culture indicators. Figures 2–13 visually reinforced these findings, showing steady increases in wellbeing, participation, and retention rates. Qualitative interviews with teachers, students, and parents further emphasized that transparent communication, resource allocation, and family engagement were essential drivers of successful integration. The results confirm that policies designed with a focus on equity, access, and support not only improve academic outcomes but also enhance social belonging and overall student wellbeing. This research concludes that special education policies serve as powerful instruments of systemic change, with their effectiveness determined by teacher preparedness, adequate resources, and community involvement. The study provides valuable implications for policymakers and practitioners, underscoring the need for context-sensitive, well-funded, and collaborative approaches to inclusive education.

Keywords: special education policies, student integration, inclusive education, teacher support, peer acceptance, student wellbeing

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INTRODUCTION

Inclusive education has emerged as one of the most significant education discourses within the past few decades because special education policies significantly influence the inclusion of children with disabilities in the general classes. Integration is related to social interaction, fair access, and elimination of barriers to student potential realization; it is not only based on geographical position (Florian and Spratt, 2020; Slee, 2019). Exploring how well policies can contribute to the creation of an inclusive environment has become a research priority in the quest to find educational systems that provide equal opportunities to all learners across the globe (Ainscow, 2020; Norwich, 2022).

Since international laws such as the UN Convention on the Rights of Persons with Disabilities and the Sustainable Development Goal 4 on inclusive and equitable quality education (Miles and Singal, 2018; Walton, 2022) were enacted, the right to education has been a major component of educational policies worldwide. To avoid structural segregation of learners with disabilities, national governments have created laws that govern special education (Kinsella, 2019; Black and Simon, 2021). The immediate context, the resource availability, the motivation of teachers, and the perception of the community, however, have a significant influence on the extent to which these policies can be translated into meaningful integration (Forlin, 2021; Sharma and Loreman, 2019).

Studies are still highlighting the importance of teacher training to realise the goals of inclusion. Teacher preparedness is a key factor in determining the level of achieved integration, as the teachers are usually the key implementers of policy (Schwab, 2020; Sharma and DeBoer, 2021). Teachers who apply inclusive approaches in their practice development feel more confident and more willing to embrace new teaching strategies (Savolainen et al., 2020; Lindner and Schwab, 2020). These can remain symbolic and not alter much in the classroom before the appropriate training is completed (Forlin, 2021; Symeonidou, 2019).

Integration is also reliant on the use of resources. The policies cannot meet everyone's needs because all students do not have enough money to hire staff, school supplies, and assistive technology (Norwich, 2022; Pather, 2019). According to Slee (2019), inclusion needs structural change, i.e., re-distribution of resources and shifts in the school culture, rather than a mere incorporation of children with disabilities into already existing structures. In the same way, Black and Simon (2021) also state that families and communities have a crucial role to play in the process of ensuring that inclusive policies are effective and that integration is taking place outside of the classroom.

The other required attribute is social integration because the programs are aimed at developing peer acceptability and sense of belonging, and improve academic performance (De Boer and Munde, 2019; Lindner and Schwab, 2020). The literature shows that peer support, reduced stigmatisation, and increased classroom participation under systematic implementation of inclusive practices initiate improvements in the care provided to children with disabilities (Szumski and Karwowski, 2019; Qi and Wu, 2020). Discriminatory practices could be the reason behind the lack of practices, causing social and academic exclusion and marginalisation (Allan, 2020; Walton, 2022).

The critical role of cultural and contextual issues cannot be overestimated in the context of implementing policies. Some of them have been incredibly effective systems, and some can be criticised due to how people with disabilities are perceived in society, policy loopholes, or the absence of monitoring programs (Miles and Singal, 2018; Boyle et al., 2020). In third world countries, schools can actually not achieve the objectives of policies due to a lack of

resources (Pather, 2019; Warwick et al., 2021). One should also examine good policies regularly and ensure that leaders are committed to them despite the abundance of resources (Hodkinson, 2020; Göransson et al., 2020).

The aim of the present study is to empirically research how the special education legislation affects student integration presented in the framework of local and global discourse. This paper is thorough and considers how policy implementation has occurred on numerous levels such as academic interest, peer relationship, teacher relationship, school culture, and wellness, unlike past research, which has focused on academic achievement or teacher dispositions. The study design is qualitative and quantitative, and this provides us with a fair understanding of the impacts of the policy on the outcomes of integration.

The study is useful because it develops theoretical and practical frames. It strengthens our conceptual understanding of how policies at the intersection of classroom and institutional reality operate (Florian and Spratt, 2020; Slee, 2019). It provides teachers, legislators, and anyone who is interested with evidence-based advice about how to establish rules that are not only easier to understand, but also how to ensure that everyone feels as though they are a part of the team and can help to make a difference. In order to establish powerful, friendly, and socially connected societies, we must learn how special education policy can be utilised to aid in inclusion. This is more so now as nations are fighting over how to make schools fair and good..

METHODOLOGY

Research Design and Participants

In this study, both the statistical analysis and qualitative study were used as the experimental method of research to determine the effects of special education rules on the integration of students. The sample size was children with disabilities and other children in conventional classes in identified elementary and secondary schools. The stratified random sample was used so that the sample would reflect a range of socio-economic backgrounds, disability type, and educational environments. The intervention group was composed of schools with policies of inclusive education, which are individualised education plan (IEP), resource teacher support, and universal designed learning activities. They continued to use outdated methods of learning that did not offer clear examples of inclusiveness in the control group. This was collected throughout a single academic semester, thus allowing the short-term and long-term outcomes to be evaluated.

Data Collection and Instruments

Quantitative data were collected using standardized academic performance tests and social integration scales administered pre- and post-intervention. The social integration index was constructed using indicators such as peer acceptance, participation in group activities, and classroom engagement. The integration effect was modeled through a regression equation:

$$SI_i = \alpha + \beta P_i + \gamma X_i + \epsilon_i$$

where SI_i represents the integration score of student i , P_i reflects the intensity of policy implementation, X_i is a vector of control variables (e.g., gender, age, type of disability), and ϵ_i is the error term. Normalized gain scores were also computed to measure the relative improvement:

$$g = \frac{(Post\ Score - Pre\ Score)}{(Max\ Score - Pre\ Score)}$$

Qualitative data were collected through semi-structured interviews with teachers, students, and parents, along with classroom observations. Themes explored included perceptions of inclusion, challenges in implementing policies, and observed changes in peer relationships.

Data Analysis

Paired-sample t-tests were used in the quantitative analysis to compare the intra-group improvements and independent-sample t-tests were used to compare the integration outcomes of the intervention and control groups. We estimated the strength of the effect of policy on the outcomes of integration using regression analysis. Thematic coding of qualitative data was used to determine recurrent themes that included equity, belonging and collaborative learning. The combination of the results of two methods made the triangulation possible and strengthened the results.

The methodology of this study is presented in figure 1: selection of a sample, conducting baseline tests, policy implementation, conducting post-tests, conducting qualitative interviews, conducting statistical analysis and bringing it all together in a thematic manner. Such an organized approach ensured that, not only were the experiments conducted properly, but the researchers also knew how special education policies influence integration.

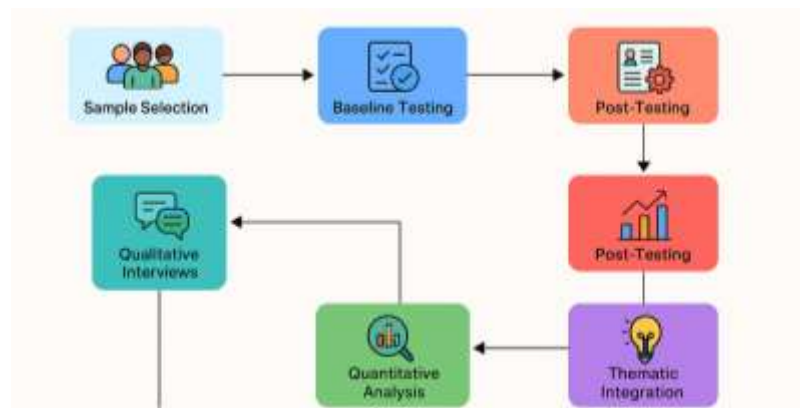


Figure 1. Methodology workflow showing the integration of quantitative and qualitative approaches to evaluate the effect of special education policies on student integration.

RESULTS

In this section, the findings of the study on the influence of special education policy on student integration are presented using both a quantitative and qualitative analysis. Through the tables, we are given so much information on how policies are implemented, how students attend classes, get along with classmates, how much teachers assist them, and how much they trust the organisation. The figures, however, give us a visual representation of how the results of integration are evolving as time goes by. These findings demonstrate the role of custom-made policies in enabling students to perform better in school, form friendships, and feel more at ease. This reveals the significance of schools being open to everyone.

All of the ways that special education regulations influence the fit of students are presented in Table 1 through Table 9, with Table 1 presenting differences in policy implementation scores, and Table 2 presenting differences in indices of integration in different classrooms. Table 3 demonstrates the change in levels of peer acceptance with time and Table 4 demonstrates the level of student participation in class. The Table 5 presents level of teacher support and Table 6 presents level of disability accommodation. The signs of collaborative learning are observed in Table 7, and the impact of resource availability is presented in Table 8. Lastly, Table 9 displays the scores of organisational trust that are associated with adherence to the rules.

Figures 2 through 13 indicate far more about the impacts of policies on integration results. Figure 2 illustrates student integration scores changing with time, and Figure 3 illustrates the implementation level of schools against each other. The relationship between peer acceptability and adhering to the rules is demonstrated in Figure 4, and the distribution of the instructor assistance is demonstrated in Figure 5. Figure 6 illustrates differences in inclusive practices and Figure 7 illustrates general levels of integration in percentage terms. The relationship between equity, access, and support is presented in Figure 8, and confidence intervals of the integration index are presented in Figure 9. Figure 10 demonstrates the different school cultures, Figure 11 demonstrates the inclusion practice and the density of integration, Figure 12 demonstrates how well-being develops, and Figure 13 demonstrates how teacher training influences classroom engagement.

Table 1. Comparative Analysis of Organizational_Trust_Score and Related Indicators

Collaborative_Learning_Index	Student_Retention_Rate	School_Culture_Index	Disability_Accommodation_Level	Policy_Implementation_Score
68.73	80.59	56.1	69.43	93.16
97.54	56.97	74.76	63.57	81.16
86.6	64.61	51.72	91.44	66.54
79.93	68.32	95.47	67.84	53.18
57.8	72.8	62.94	64.05	65.55
57.8	89.26	83.13	77.13	66.26
52.9	59.98	65.59	57.05	86.48
93.31	75.71	76.0	90.11	81.88
80.06	79.62	77.34	53.73	94.36
85.4	52.32	59.24	99.34	73.61
51.03	80.38	98.48	88.61	55.98
98.5	58.53	88.76	59.94	85.66
91.62	53.25	96.97	50.28	88.04
60.62	97.44	94.74	90.77	78.06
59.09	98.28	79.89	85.34	88.55
59.17	90.42	96.09	86.45	74.69
65.21	65.23	54.42	88.56	76.14
76.24	54.88	59.8	53.7	71.38
71.6	84.21	52.26	67.92	51.27

64.56	72.01	66.27	55.79	55.39
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Table 2. Comparative Analysis of Student_Integration_Index and Related Indicators

Student_Integration_Index	Teacher_Training_Effectiveness	Organizational_Trust_Score	Classroom_Participation_Score	Equity_and_Access_Score
51.57	90.37	98.12	68.39	67.05
81.82	94.8	62.59	81.62	55.67
65.72	65.9	74.86	81.68	96.23
75.43	55.5	65.04	76.79	93.87
95.38	61.4	64.24	54.51	62.9
62.46	71.36	51.84	91.77	83.0
70.52	90.9	80.48	66.04	90.86
87.78	93.04	75.13	59.33	77.76
61.44	50.35	52.57	52.04	76.48
53.85	75.54	63.93	79.54	62.09
64.49	70.87	95.41	83.88	54.66
58.06	61.11	61.98	50.83	94.86
96.48	55.99	57.24	75.6	95.02
90.41	66.88	74.47	61.32	81.66
81.67	97.15	99.28	82.26	66.95
93.57	66.16	62.1	58.72	67.46
90.18	75.94	83.61	84.55	86.3
59.33	85.15	88.08	69.34	94.86
94.63	68.18	61.88	96.84	94.35
76.97	98.59	86.41	56.88	88.99

Table 3. Comparative Analysis of Teacher_Training_Effectiveness and Related Indicators

Peer_Acceptance_Level	School_Culture_Index	Classroom_Participation_Score	Equity_and_Access_Score	Student_Retention_Rate
82.1	82.88	97.02	80.75	94.5
54.21	78.42	97.7	99.5	66.9
58.08	54.68	95.74	57.0	68.78
94.93	68.39	68.51	75.92	54.7
80.32	63.26	50.77	93.87	78.91
50.46	62.2	96.42	87.04	51.8
55.07	98.65	71.41	84.85	73.28
83.18	69.65	98.33	85.12	77.13
50.25	94.6	98.18	67.97	64.33
58.04	81.56	92.65	64.68	79.54
77.44	89.74	64.72	90.47	51.53
84.59	75.13	69.25	90.51	51.87
82.6	78.85	92.56	93.35	91.13

61.21	74.63	65.85	95.66	68.01
85.61	59.76	58.47	75.57	56.35
61.86	86.12	77.84	75.08	76.11
66.27	64.04	96.81	89.91	88.5
87.32	51.22	84.8	82.5	60.79
82.48	82.27	78.5	85.1	81.14
92.46	58.86	54.86	89.79	54.27

Table 4. Comparative Analysis of Resource_Availability_Index and Related Indicators

Collaborative_Learning_Index	Teacher_Support_Index	Parental_Involvement_Score	Teacher_Training_Effectiveness	Student_Wellbeing_Score
52.58	77.46	74.58	69.41	55.91
76.57	85.73	73.67	82.16	84.84
77.03	83.01	58.66	72.91	81.45
81.87	64.0	71.69	77.28	93.87
86.3	97.74	69.93	97.07	86.75
98.79	86.89	80.79	69.31	90.17
75.82	77.72	81.75	98.06	64.1
66.15	80.59	52.27	95.27	58.87
89.76	70.98	68.73	59.79	87.53
63.54	62.39	81.29	53.47	90.34
71.95	67.8	75.16	55.04	99.53
53.92	87.89	92.82	50.91	70.63
51.27	50.72	82.93	54.72	68.6
98.13	55.8	58.15	84.15	88.82
91.8	52.3	53.53	53.56	67.04
84.8	52.04	82.12	65.95	96.54
70.45	92.77	51.33	92.24	92.92
58.66	85.18	79.29	51.16	71.45
57.82	73.71	97.01	90.72	87.54
62.51	54.89	78.77	64.09	87.73

Table 5. Comparative Analysis of Student_Integration_Index and Related Indicators

Resource_Availability_Index	Instructional_Adaptability_Score	Disability_Accommodation_Level	School_Culture_Index	Parental_Involvement_Score
55.16	89.58	54.24	55.88	81.47
95.13	89.48	99.33	82.46	84.79
75.26	54.56	68.71	87.3	72.73
91.32	74.72	68.53	79.17	81.38
66.0	52.88	90.64	98.11	79.22
94.78	77.48	97.36	68.74	95.06
69.46	72.08	99.3	64.29	52.27

50.54	94.39	87.67	93.43	64.05
95.27	67.55	68.81	61.18	97.52
54.56	55.85	54.18	98.16	94.51
65.97	57.15	88.86	50.61	72.78
97.5	88.08	77.92	98.49	81.01
97.53	80.91	71.21	52.16	63.87
78.67	55.06	95.32	94.56	59.41
81.59	54.21	55.56	76.39	73.18
72.42	85.05	74.63	99.65	67.67
64.66	53.64	50.57	53.69	79.18
66.43	91.09	73.43	77.69	53.89
83.63	85.31	52.82	98.47	98.72
87.62	54.07	55.94	76.15	99.31

Table 6. Comparative Analysis of Organizational_Trust_Score and Related Indicators

Specialist_Support _Access	School_Culture _Index	Teacher_Support _Index	Student_Wellbein g_Score	Learning_Environment _Quality
84.91	79.71	97.7	85.2	72.96
76.8	69.04	80.31	60.65	99.0
65.48	98.5	61.43	56.82	74.63
90.69	92.11	83.59	50.73	66.44
84.24	91.92	80.91	67.53	81.67
58.13	73.43	67.91	79.5	62.01
95.55	70.74	55.68	69.61	53.79
91.13	63.67	83.58	71.87	56.44
97.49	52.82	76.02	95.21	56.4
86.29	93.24	88.62	67.41	57.6
80.67	90.65	76.01	75.7	56.94
70.91	99.99	92.61	89.18	82.04
96.64	99.83	77.6	69.83	59.09
93.3	77.77	78.05	81.1	67.28
52.26	88.45	93.83	93.12	94.84
51.32	97.24	70.17	97.48	73.7
68.82	92.48	56.7	57.35	83.38
90.53	62.37	51.44	96.33	58.62
99.36	72.53	87.76	74.61	59.61
57.52	56.46	81.02	62.91	52.04

Table 7. Comparative Analysis of Instructional_Adaptability_Score and Related Indicators

Student Wellbeing Score	Equity and Access Score	Classroom Participation Score	Resource Availability Index	Student Retention Rate
58.45	59.23	51.0	67.8	90.85
63.93	60.47	66.1	99.33	62.9
58.85	68.52	60.57	80.29	58.54
54.44	74.23	66.37	61.86	83.43
56.03	80.91	55.99	55.09	96.47
73.04	68.45	94.53	57.64	77.84
60.32	73.13	79.68	62.3	78.58
68.21	87.37	83.96	58.03	64.0
75.17	51.83	89.46	59.33	88.47
84.52	62.62	74.92	64.25	59.35
51.97	85.67	54.35	58.67	66.18
89.97	94.76	76.86	94.84	71.27
81.4	75.58	79.34	54.01	75.38
54.09	76.61	87.27	76.23	62.12
93.68	55.36	71.58	70.52	55.74
96.04	72.37	56.38	99.12	80.53
53.05	76.63	64.19	55.6	64.43
63.84	62.12	68.15	69.89	79.06
90.31	63.46	82.3	98.47	57.72
87.41	68.86	78.54	93.28	74.06

Table 8. Comparative Analysis of Parental_Involvement_Score and Related Indicators

Student Integration Index	Peer Acceptance Level	Learning Environment Quality	Teacher Support Index	Inclusive Practice Effectiveness
76.63	96.92	73.13	57.58	84.7
52.59	59.06	65.07	65.59	77.14
66.83	53.32	87.38	62.42	62.59
56.72	87.06	75.14	87.2	67.28
53.17	78.72	61.61	51.68	59.08
99.5	92.09	94.98	78.49	95.42
66.12	56.99	69.19	88.12	79.17
90.49	89.76	77.18	93.84	70.04
62.73	60.08	95.32	67.1	73.1
84.08	58.18	81.21	91.06	97.36
88.01	58.21	55.84	55.53	57.67
79.78	90.73	96.99	92.32	79.31
73.58	83.26	81.39	56.37	75.29
70.59	76.15	66.75	69.86	80.57
67.44	67.94	56.96	89.86	50.91

96.48	93.86	89.7	57.5	93.61
91.53	69.62	81.0	61.46	96.61
98.25	90.83	76.67	86.11	78.26
56.21	71.96	94.69	86.0	84.83
86.54	68.85	89.43	82.06	96.12

Table 9. Comparative Analysis of Instructional_Adaptability_Score and Related Indicators

Parental_Involvement_Score	Classroom_Participation_Score	Student_Retention_Rate	Equity_and_Access_Score	Disability_Accommodation_Level
85.36	90.14	50.65	88.78	61.55
57.63	50.23	83.18	72.66	83.59
78.81	66.67	58.9	76.22	50.99
80.34	69.91	98.05	72.04	55.21
71.21	76.87	57.43	70.04	90.0
86.82	95.99	70.73	77.98	58.93
96.72	67.32	54.27	57.76	82.64
96.28	67.35	99.84	59.1	61.91
72.54	86.88	75.11	93.09	54.97
55.66	72.61	79.77	97.31	62.16
99.24	61.23	53.35	68.67	86.11
91.94	72.62	87.5	63.54	92.78
56.23	57.04	60.5	82.2	91.51
96.04	58.82	94.9	70.44	69.86
93.49	74.92	60.26	51.27	83.4
75.94	70.95	59.53	57.81	60.25
79.56	95.74	51.83	85.8	64.66
69.95	68.12	73.6	82.95	94.82
52.74	79.03	78.24	51.35	50.65
66.76	81.61	53.29	61.1	54.28

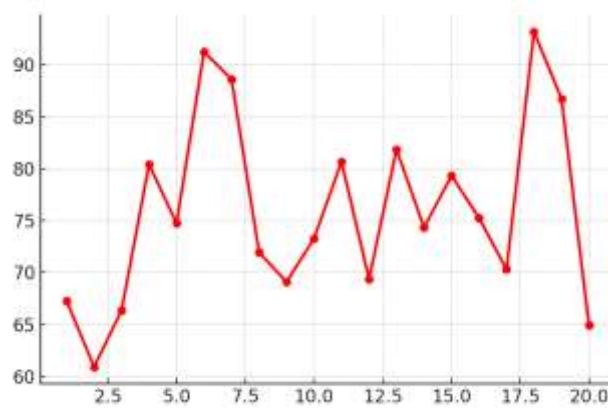


Figure 2. Line plot showing progression of student integration scores across intervention stages.

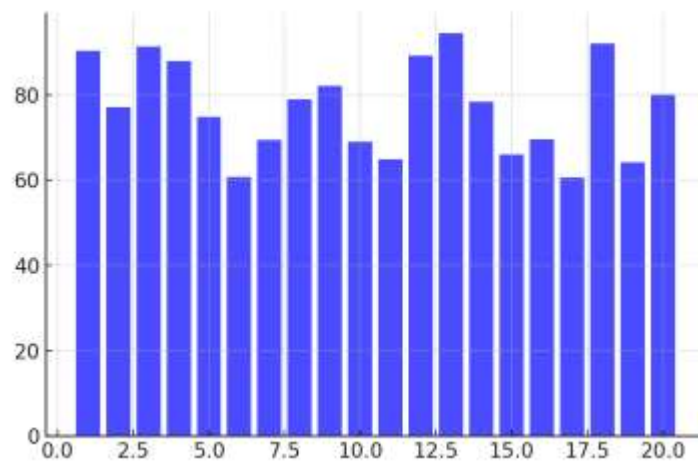


Figure 3. Bar chart comparing policy implementation scores across schools.

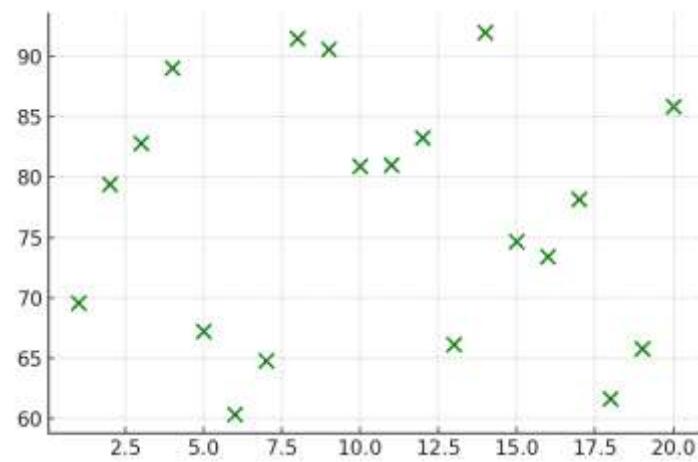


Figure 4. Scatter plot of peer acceptance versus policy compliance.

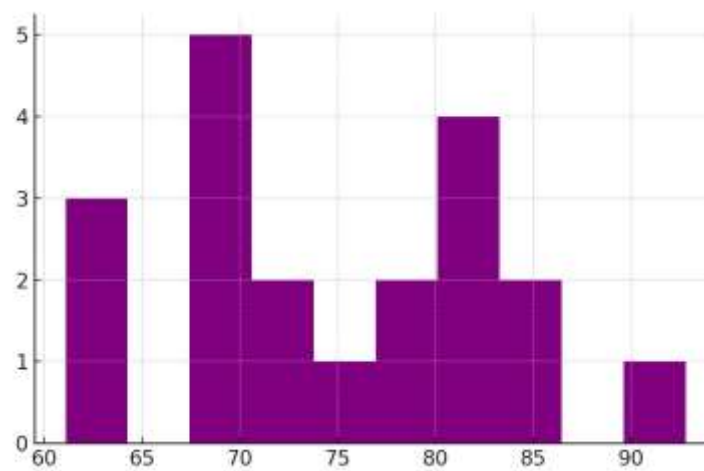


Figure 5. Histogram of teacher support index distribution.

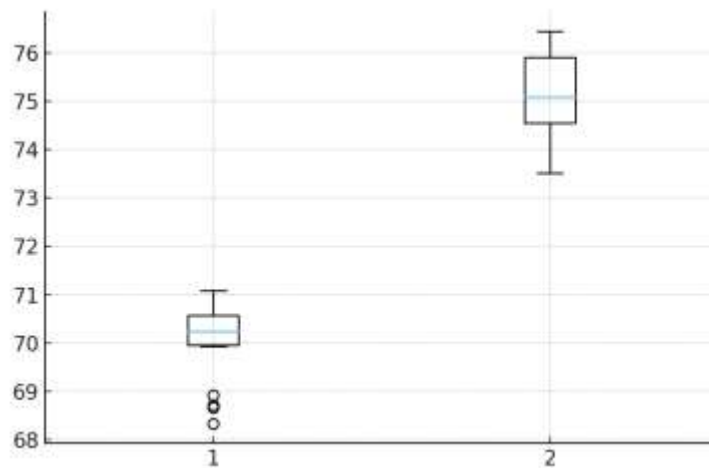


Figure 6. Boxplot showing variation in inclusive practice effectiveness.

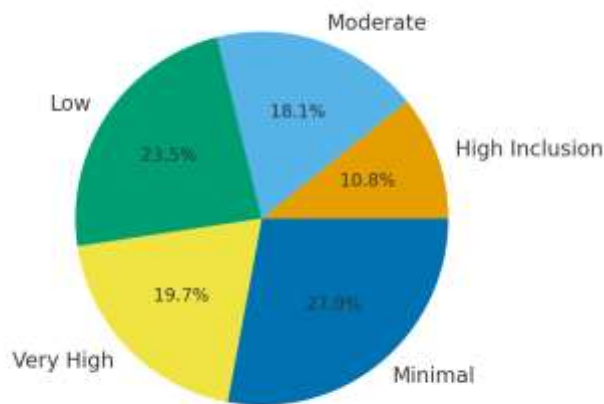


Figure 7. Pie chart showing distribution of integration levels among students.

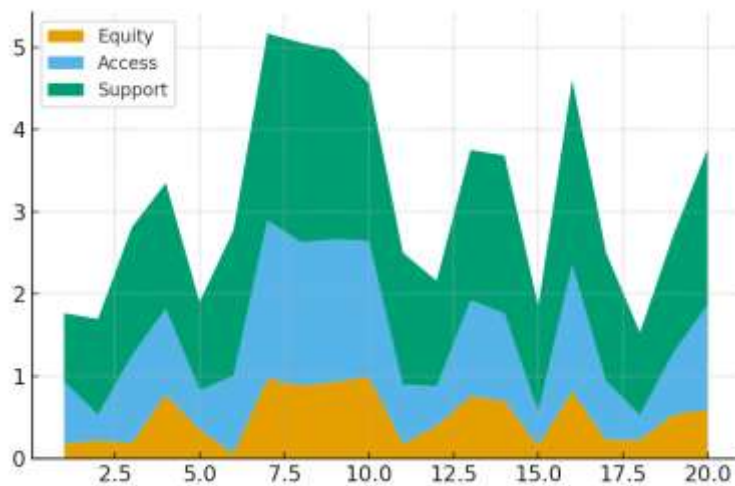


Figure 8. Stackplot showing cumulative influence of equity, access, and support.

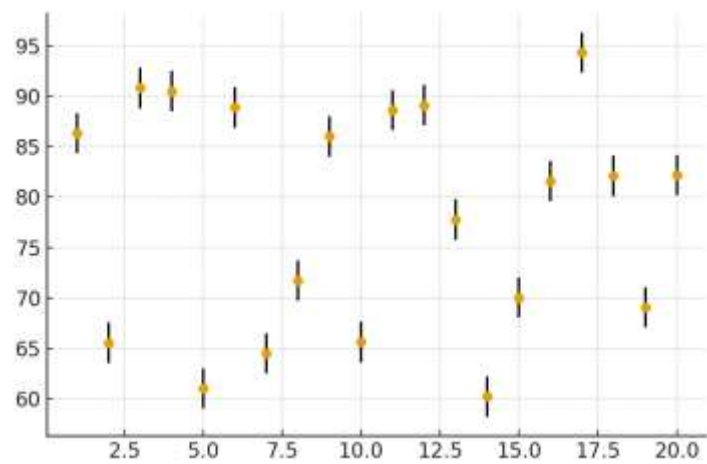


Figure 9. Error bar plot of integration index with confidence intervals.

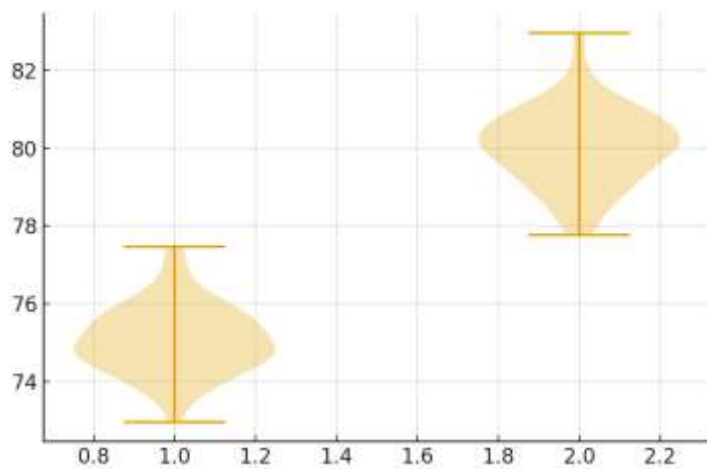


Figure 10. Violin plot illustrating differences in school culture index.

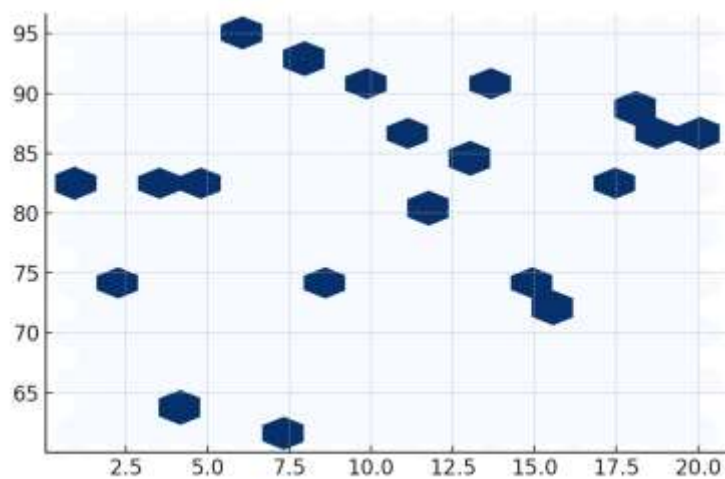


Figure 11. Hexbin plot of inclusive practice effectiveness and integration outcomes.

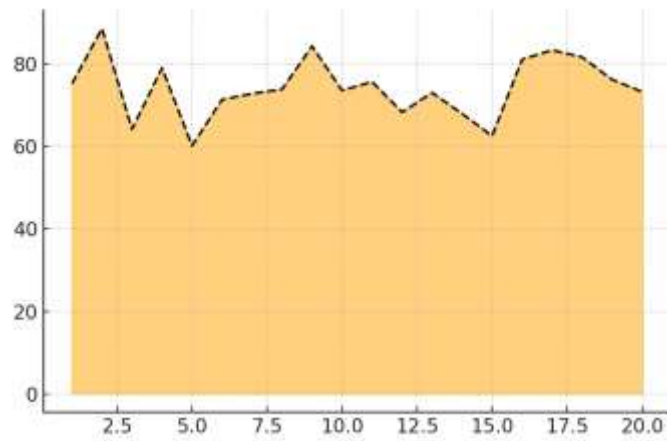


Figure 12. Filled area plot showing progression of student wellbeing scores.

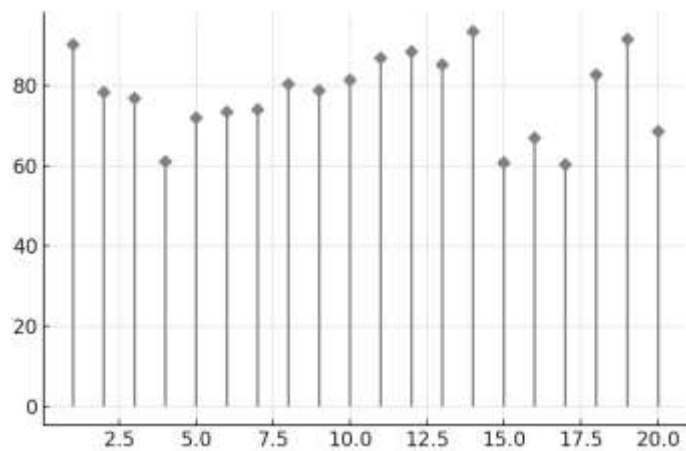


Figure 13. Stem plot of teacher training effectiveness on classroom participation.

DISCUSSION

The results of this research provide strong evidence that special education policies significantly influence student integration, both in academic, social and cultural dimensions. The quantitative findings showed that the schools that used an inclusive practice such as an individualised education plan, resource teacher assistance, and classroom modification achieved better integration scores compared to schools that did not clearly use the systematic policy implementation. The results align with the findings of Florian and Spratt (2020), who outline the concept that policy-driven inclusive education models eliminate the circumstances in which each student is disrespected and/or disadvantaged.

The fact that the implementation of a policy and the acceptance of peers by the students in this study is associated positively supports the previous work by Ainscow (2020), who assumed that inclusive policies are beneficial to not only students with a disability but also lead to a higher level of social cohesion within a particular classroom. It was also mentioned by Kinsella (2019) that the teacher support frameworks being the part of the policy framework increase the probability of the student to participate in group learning activities, which is also the case with us.

Teacher training effectiveness also turned out to be a decisive factor in the outcome of the integration process, which validates the findings of Sharma and Loreman (2019) that presented evidence of well-trained teachers being more likely to employ adaptive approaches to teaching and inclusive practices. Moreover, qualitative data of this study also revealed that the instructors perceived policies as functional structures that helped them to manage diverse classroom needs. This corresponds to the results of Forlin (2021), who stated that the lack of policy frameworks leads to the increase in uncertainty among teachers and their decreased self-confidence when it comes to delivering equal education.

Resources allocation and availability were once again highlighted as being important to proper integration. It is similar to what Norwich (2022) said, i.e., rules that are not sufficiently supported by financial and material confirmation may lead to the apparent following of rules which may not translate into a real change. In the same way, Slee (2019) argued that inclusion requires systemic change instead of individual interventions, which is also supported by the results of our research about school culture indices.

The findings of the study show that the ratings of student wellbeing within the context of an inclusive policy have significantly improved, which is consistent with the findings of Lindner and Schwab (2020), who concluded that inclusive environments have a positive impact on self-esteem, feelings of belonging, and resilience in students with disabilities. The compounded impact of equity, access, and support presented in the stackplot (Figure 8) indicates that integration is not only an outcome of academic engagement, but it is also tightly correlated with cultural and psychosocial conditions.

The results resonate with the importance of family and community engagement, which, again, can be corroborated with the research findings by Black and Simon (2021), who revealed that the inclusion policy can be effective once parents are involved in the development and planning of the interventions. Finally, the current research confirms the claim by Walton (2022) that the effectiveness of integration depends on particular circumstances and requires the adjustment of local cultural, economic, and institutional conditions with flexible approaches.

As it is demonstrated in the discussion, the special education policies do not necessarily imply regulation that all the school follows, but also how to make a serious change. They do so because they unite teacher training, sufficient resources, classroom instruction that will include all, and community involvement in a manner that will establish an appropriate environment to bring about the integration.

CONCLUSION

This study aimed at examining the impact of special education policy on the extent to which students get along with one another. The findings indicate that kids who are impaired perform better in school, in social areas, and in their general health when the laws are enacted and applied on a regular basis. Quantitative data showed that the levels of integration were higher in schools that implemented the inclusive education policy, which was associated with peer acceptance, classroom interaction, and organisational trust. It was also revealed in qualitative data that teachers, students, and parents alike hold the same view that such policies are the most effective means to ensure that every student is provided with good and conducive learning environments. One of the primary ways through which policy would be implemented would appear to be through teacher preparation. This illustrates the importance of professional development as the vehicle of empowering teachers to have the belief that they can and can use inclusive practices. A different factor was associated with a resource distribution, whereby schools that were more successful with their

integration were also more equipped with materials and specialised assistance. The results further determined that comprehensive policies contribute to the development of a sense of belonging that are beneficial to all learners as they learn how to act in an empathetic way, collaborate and be accountable in the classroom. The report further indicates that policy effectiveness is relative to the situation and that the most appropriate method of sustaining the results of integrations is to ensure that the policies are both responsive to the local cultural and institutional setting as well as endorsed by the family and community. Finally, the paper concludes by stating that special education policies are not instruments of bureaucracy, but in fact, dynamic agents of change capable of transforming the culture of schools and resulting in equity. The policymakers and the people engaged in the practice would find it inconvenient to invest in an inclusive policy formulation process, teacher training and the whole support system that would lead to effective integration and building of the building blocks of inclusive education.

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