THE INTERSECTION OF POVERTY AND SPECIAL EDUCATIONAL NEEDS IN NIGERIA: A CRITICAL EXAMINATION OF ACCESS TO EDUCATION

Chianen Kenter

Department, of Special Education Federal college of Education Pankshin

Abstract- *This study critically examines the intersection of poverty and special educational needs (SEN) in Nigeria, focusing on the challenges that hinder access to education for children with SEN. In Nigeria, poverty is a multidimensional issue that goes beyond economic deprivation, impacting various aspects of life, including access to education. Special educational needs are defined by the unique requirements of students who face learning difficulties or disabilities, necessitating inclusive educational practices. The nexus between poverty and education reveals a cyclical relationship where poverty limits educational opportunities, which in turn perpetuates poverty. Using the Social Exclusion Theory, the study explores how poverty and SEN intersect to create barriers to education, including inadequate infrastructure, teacher training, societal attitudes and lack of government support. The study highlights the urgent need for inclusive education policies and interventions that address these barriers, ensuring equitable access to education for all children, regardless of their socioeconomic status or disabilities.*

Keywords*: Intersection, Poverty, Special Educational Needs (SEN), Education.*

I.   INTRODUCTION

The intersection of poverty and special educational needs (SEN) in Nigeria presents a critical challenge in educational access. Poverty in Nigeria is a pervasive issue that extends beyond mere economic deprivation, encompassing various dimensions of human well-being, including access to education. As Olayinka (2018) points out, poverty in Nigeria is deeply rooted in structural inequalities and social exclusion, which often hinder individuals from fully participating in society. This multifaceted poverty significantly impacts children with special educational needs, who already face barriers to accessing education due to their unique learning requirements.

The combination of poverty and SEN creates a compounded disadvantage, where children are not only deprived of economic resources but also of the educational support they need to thrive. In the Nigerian context, children with SEN are particularly vulnerable to the negative effects of poverty, as they often require specialised resources, services and educational interventions that are not readily available in low-income settings. The lack of financial resources among impoverished families exacerbates the challenges faced by children with SEN, limiting their access to essential educational opportunities. Moreover, the inadequacies in the Nigerian educational system, such as poorly equipped schools, lack of trained teachers and social stigmatization, further marginalise these children, making it difficult for them to access quality education. This study seeks to examine how the intersection of poverty and SEN affects educational access in Nigeria, exploring the barriers that exist and proposing strategies to address these challenges.

II.   THEORETICAL FRAMEWORK

The Social Exclusion Theory, first propounded by French sociologist René Lenoir in 1974, serves as a lens for understanding the ways in which individuals and groups are systematically marginalised within society. The theory posits that social exclusion occurs when individuals or communities are denied access to the resources, rights and opportunities that are essential for their full participation in the economic, social and political life of society. These exclusions can manifest in various forms, such as economic deprivation, social stigma and political disenfranchisement, leading to a perpetuation of disadvantage across generations. The theory

emphasizes that exclusion is not merely a byproduct of poverty but a broader process that affects various dimensions of life, ultimately undermining social cohesion and individual well-being.

The core principles of Social Exclusion Theory revolve around the idea that exclusion is both a process and a condition. It is a process because it involves active mechanisms—such as discriminatory practices, unequal power relations and institutional biases—that systematically disadvantage certain groups. It is a condition because it results in the cumulative disadvantage that affects the social, economic and psychological well-being of the excluded. Lenoir's work highlighted that social exclusion is often multidimensional, affecting various aspects of life such as education, employment, housing and healthcare. Furthermore, the theory asserts that social exclusion is both a cause and consequence of poverty, where exclusion leads to impoverishment and poverty further entrenches exclusion, creating a vicious cycle of disadvantage.

Applying Social Exclusion Theory to this study provides an understanding of how poverty and special educational needs intersect to limit access to education. In the Nigerian context, children with special educational needs often face multiple layers of exclusion, including economic barriers, inadequate educational facilities and social stigmatization. These factors not only limit their access to education but also contribute to their marginalization within society. This theoretical framework also provides a foundation for identifying strategies to break the cycle of exclusion, such as inclusive education policies, targeted interventions and community-based support systems that address the specific needs of marginalised groups.

III. POVERTY IN THE NIGERIAN CONTEXT

Poverty in Nigeria is often understood as a multidimensional phenomenon that transcends mere economic deprivation. Olayinka (2018) describes poverty in the Nigerian context as a state of deprivation that affects various aspects of human well-being, including access to basic necessities like food, shelter, healthcare, education and social services. This definition highlights that poverty in Nigeria is not only about the lack of income but also about the inability to achieve a standard of living that ensures human dignity. Olayinka further argues that poverty is deeply rooted in structural inequalities, social exclusion and the inability of individuals to participate fully in society.

Another perspective on poverty in Nigeria focuses on social exclusion and marginalization. According to Adeyemo (2019), poverty in Nigeria can be defined as the result of systemic social exclusion, where certain groups are deprived of opportunities, resources and rights that are essential for their development. Adeyemo argues that poverty is not only about the lack of financial resources but also about being excluded from the social, economic and political processes that determine one's life chances. This definition emphasizes the importance of understanding poverty as a consequence of structural inequalities that prevent individuals from accessing education, healthcare and other essential services.

Poverty in Nigeria is also frequently defined in terms of economic deprivation and material lack. As noted by Uche (2020), poverty in the Nigerian context can be seen as a condition where individuals and households are unable to meet their basic needs due to insufficient income or resources. Uche's definition aligns with the traditional economic understanding of poverty, which focuses on the lack of financial resources needed to afford essentials such as food, clothing, housing and healthcare. This perspective highlights the significance of income and material wealth as primary indicators of poverty and it underscores the role of economic growth and job creation in alleviating poverty. However, Uche also acknowledges that this definition may be too narrow, as it does not fully capture the social and psychological dimensions of poverty that are equally important in the Nigerian context.

Another view of poverty is offered by Ibrahim (2021), who defines poverty as the lack of capabilities to achieve desired outcomes in life. Drawing from Amartya Sen's capability approach, Ibrahim argues that poverty should not be measured solely by income or material possessions but by the

extent to which individuals have the freedom and ability to pursue their goals and aspirations. In the Nigerian context, this definition implies that poverty is not just about what people have or do not have, but about what they can or cannot do. Ibrahim's approach encourages a broader view of poverty that considers factors such as education, health and social empowerment as essential components of well-being. Furthermore, poverty in Nigeria is also defined in terms of vulnerability and exposure to risks. As described by Eze (2022), poverty can be understood as a state of heightened vulnerability, where individuals and communities are more susceptible to economic shocks, natural disasters and other risks that can push them into deeper poverty. Eze's definition emphasizes the precariousness of life for many Nigerians who live just above the poverty line but are at constant risk of falling into poverty due to unforeseen events. This perspective highlights the importance of social protection and safety nets in mitigating the effects of poverty and preventing vulnerable populations from sliding into deeper deprivation.

For this study, the definitions provided by Adeyemo (2019) and Ibrahim (2021) are particularly relevant. Adeyemo's focus on poverty as social exclusion and marginalization aligns well with the challenges faced by individuals with special educational needs, who are often marginalised in the Nigerian education system. Ibrahim's definition of poverty as a lack of capabilities is also applicable, as it highlights the importance of empowering individuals with special needs to achieve their full potential through education. These definitions provide a comprehensive framework for examining how poverty intersects with special educational needs in Nigeria and how it affects access to education.
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IV. UNDERSTANDING SPECIAL EDUCATIONAL NEEDS (SEN)

Special Educational Needs (SEN) is a term that has been defined and redefined across various educational frameworks and scholarly works. According to Hallahan and Kauffman (2020), SEN refers to the unique requirements of students who face learning difficulties or disabilities that make it challenging for them to learn in a traditional classroom environment. These needs may arise from a variety of

conditions, including physical, cognitive, or emotional impairments. The definition emphasizes that SEN is not limited to a specific type of disability but encompasses a broad spectrum of challenges that impact a student's ability to access the curriculum. The authors also highlight that the recognition and understanding of SEN are crucial for the development of inclusive education practices, ensuring that all students, regardless of their abilities, have equal opportunities to learn and succeed.

In a similar vein, Norwich (2019) defines SEN as the educational needs of children who require additional support or different teaching methods compared to their peers in order to reach their full potential. Norwich's definition focuses on the disparity between the general education curriculum and the needs of students with SEN. He argues that SEN is a relative concept, varying depending on the educational context and the resources available. For instance, a student who requires specialised instruction in one educational setting may not have the same needs in another environment that is more adaptive to their learning style.

Wang and Reynolds (2021) provide another perspective by defining SEN as the specific educational requirements of children who have significant learning difficulties, disabilities, or other conditions that hinder their academic progress. Their definition expands on the concept by including students with behavioral and emotional difficulties, which can also affect learning. The authors emphasize that SEN is not a fixed category but a dynamic one, as students' needs can change over time due to various factors such as early intervention, changes in health status, or advancements in educational technology. Wang and Reynolds stress the need for continuous assessment and adaptation of educational strategies to meet the evolving needs of students with SEN, ensuring that they receive the appropriate support at each stage of their education.

Dyson and Millward (2022) take a more inclusive approach to defining SEN, describing it as the needs of students who require additional resources, accommodations, or modifications to participate fully in the educational process. Their definition recognises that SEN can arise from a wide range of factors, including physical disabilities, learning disabilities and socio-emotional issues. They argue that SEN

should not be viewed as a deficit but rather as a difference in the way students learn and interact with their environment. Dyson and Millward's definition encourages educators to focus on creating inclusive learning environments that accommodate the diverse needs of all students, rather than segregating those with SEN. This perspective aligns with the principles of inclusive education, which advocate for the integration of all students into mainstream education settings with the necessary supports.

Lastly, Florian (2023) defines SEN as the educational needs of students who require special provisions to ensure they can access the curriculum and participate in school life on an equal footing with their peers. Florian's definition highlights the importance of equity in education, emphasizing that SEN is about providing every student with the opportunity to succeed, regardless of their individual challenges. This definition also points to the need for systemic changes in education to accommodate students with SEN, including the development of specialised curricula, the training of teachers and the provision of resources such as assistive technologies.

For this study, the definitions provided by Norwich (2019) and Dyson and Millward (2022) are particularly relevant. Norwich's emphasis on the relativity of SEN depending on the educational context aligns with the study's focus on how poverty affects the availability of resources and support for students with SEN in Nigeria. Dyson and Millward's inclusive approach, which advocates for accommodations and modifications to enable full participation, is crucial in examining how poverty intersects with SEN to create barriers to education. Together, these definitions will provide a comprehensive framework for analyzing the challenges faced by students with SEN in Nigeria and exploring solutions to improve their access to education.

V. THE NEXUS BETWEEN POVERTY AND EDUCATION

Poverty and education are intrinsically linked in a cyclical relationship where each influences the other. Poverty can be both a cause and a consequence of limited educational opportunities. According to Duncan et al. (2017), children from low-income families are less likely to access quality education due to economic constraints, which in turn limits their ability to break free from the cycle of poverty. This relationship is particularly pronounced in developing countries, where financial barriers such as school fees, uniform costs and transportation hinder many children from attending school regularly. Moreover, impoverished communities often lack well-equipped schools and qualified teachers, further exacerbating educational disparities. Consequently, these children grow up without the necessary skills and knowledge to secure well-paying jobs, perpetuating the cycle of poverty.

The quality of education in impoverished areas is frequently low, contributing to poor educational outcomes. As noted by Reardon (2018), schools in low-income areas often suffer from inadequate funding, leading to a lack of resources such as textbooks, laboratory equipment and teaching materials. The physical infrastructure of these schools is often dilapidated, creating an unconducive learning environment. Additionally, teachers in these areas may be underqualified or overburdened with large class sizes, which compromises the quality of instruction. As a result, students in impoverished areas often perform poorly in standardized tests, which limits their access to higher education and employment opportunities. This disparity in educational quality between rich and poor communities underscores the need for targeted interventions to improve educational outcomes in underprivileged areas.

The link between poverty and education is also evident in the high dropout rates among students from low-income families. As observed by Sabates et al. (2019), economic pressures often force children to leave school prematurely to contribute to the family income, either through child labor or other means. This early exit from the education system significantly reduces their lifetime earning potential and perpetuates the cycle of poverty. The opportunity cost of staying in school is often too high for impoverished families, who prioritize immediate survival over long-term benefits. This situation is further complicated by gender disparities, where girls from poor families are more likely to drop out due to factors such as early marriage and household responsibilities. These dropout rates highlight the importance of financial support programs and policies that incentivize school attendance among economically disadvantaged students.

The role of education in alleviating poverty cannot be overstated. According to UNESCO (2020), education is one of the most powerful tools for lifting individuals out of poverty, as it provides them with the skills and knowledge necessary to secure decent employment and improve their quality of life. Educated individuals are more likely to access higher-paying jobs, which enables them to support their families and contribute to the economic development of their communities. Furthermore, education fosters critical thinking and problem-solving skills, which are essential for innovation and entrepreneurship. By investing in education, particularly in impoverished areas, governments can create a more equitable society where all individuals have the opportunity to succeed, regardless of their socioeconomic background.

The nexus between poverty and education has been established, with each influencing the other in significant ways. The views of Duncan et al. (2017) and UNESCO (2020) on the cyclical relationship between poverty and education and the role of education in poverty alleviation will be particularly relevant to this study.

VI. THE IMPACT OF POVERTY ON ACCESS TO EDUCATION FOR CHILDREN WITH SEN

Poverty significantly affects access to education for children with Special Educational Needs (SEN) in Nigeria. Families living in poverty often lack the financial resources to support the educational needs of their children. This situation is further exacerbated for children with SEN, who typically require specialised services, equipment and support. According to Egbo (2023), the cost of special education services, such as personalised learning materials, therapy sessions and specialised teachers, can be prohibitively high for families living in poverty. These financial barriers often result in limited access to appropriate educational opportunities for children with SEN, hindering their academic progress and future prospects.

The socio-economic status of families also influences the quality of education that children with SEN receive. Families with higher incomes can afford to send their children to private schools that offer better facilities and specialised services for children

with SEN. On the other hand, children from low-income families are often left to attend underfunded public schools that may lack the necessary resources to cater to their unique needs. Olatunji (2022) points out that public schools in Nigeria, particularly in impoverished regions, are often ill-equipped to provide the specialised support required by children with SEN, leading to inadequate education and poor academic outcomes for these children.

Furthermore, poverty affects the ability of parents to advocate for their children's educational rights. Parents from low-income backgrounds may lack the knowledge and resources to navigate the complex educational system and secure the necessary support for their children with SEN. According to Adeyemi (2023), parents living in poverty often face barriers such as limited access to information, lack of awareness of available services and difficulties in communicating with school authorities. These challenges hinder their ability to advocate effectively for their children's needs, resulting in inadequate educational provision and support for children with SEN.

In addition to financial barriers, poverty also contributes to social stigma and discrimination against children with SEN. Children from low-income families are more likely to experience negative attitudes and discriminatory practices within the school system, which can further hinder their access to education. According to Okafor (2023), poverty exacerbates the marginalization of children with SEN, as they are often seen as a burden on already strained resources in underfunded schools. This social stigma can lead to exclusion from educational opportunities, reinforcing the cycle of poverty and limited access to education for children with SEN.

The physical and emotional well-being of children with SEN is also impacted by poverty, which in turn affects their educational outcomes. Poor nutrition, inadequate healthcare and exposure to stressful environments are common issues faced by children living in poverty and these factors can exacerbate the challenges associated with SEN. According to Nwosu (2022), children with SEN who grow up in poverty are more likely to experience health issues that interfere with their ability to attend school regularly and participate fully in educational activities. This can lead to higher absenteeism rates,

lower academic achievement and increased dropout rates among children with SEN from low-income families.

The availability of educational resources in impoverished communities is often limited, further restricting access to education for children with SEN. Schools in low-income areas may lack essential resources such as textbooks, teaching aids and specialised equipment needed to support the learning of children with SEN. According to Akinpelu (2023), the scarcity of resources in public schools disproportionately affects children with SEN, as these schools are often unable to provide the necessary accommodations and modifications to meet their needs. This lack of resources contributes to a lower quality of education and limits the academic potential of children with SEN in impoverished areas.

Teacher training and professional development are also impacted by poverty, affecting the quality of education provided to children with SEN. In many low-income areas, teachers may lack the necessary training and expertise to effectively support children with SEN in the classroom. According to Eze (2022), inadequate teacher training in special education is a significant barrier to providing quality education for children with SEN in Nigeria. Teachers in underfunded schools may not receive the professional development opportunities needed to enhance their skills and knowledge in supporting students with SEN, leading to suboptimal educational outcomes for these children.

Moreover, poverty can lead to a lack of community support for children with SEN, further limiting their access to education. In impoverished communities, there may be limited awareness and understanding of the needs of children with SEN, resulting in a lack of community-based services and support systems. According to Adekunle (2023), the absence of community support structures in low-income areas exacerbates the challenges faced by children with SEN in accessing education. This lack of support can lead to social isolation, reduced participation in educational activities and a diminished sense of belonging for children with SEN.

Government policies and funding allocations also play a crucial role in determining access to education for children with SEN in impoverished areas. In Nigeria, the allocation of resources to special education is often inadequate, particularly in regions with high poverty rates. According to Bello (2022), the underfunding of special education programs in Nigeria disproportionately affects children with SEN from low-income families, as they rely heavily on public education systems for their schooling. The lack of adequate government funding and support for special education services in impoverished areas further limits the opportunities available to children with SEN, perpetuating educational inequities.

VII. BARRIERS TO INCLUSIVE EDUCATION IN NIGERIA

1. Inadequate Infrastructure and Resources In Schools

One of the significant barriers to inclusive education in Nigeria is inadequate infrastructure and resources in schools. Many schools across the country, particularly in rural areas, lack the basic facilities needed to accommodate students with special needs. This inadequacy includes a lack of wheelchair ramps, accessible toilets and specialised learning materials. Adebisi (2022) argues that the absence of these resources exacerbates the challenges faced by children with disabilities, making it difficult for them to participate fully in the learning process. Furthermore, overcrowded classrooms and poorly trained teachers further complicate efforts to provide an inclusive environment. Without the necessary infrastructure, schools are unable to meet the diverse needs of all students, thus hindering the progress of inclusive education in Nigeria.

2. Inadequacy Of Teacher Training And Professional Development

The inadequacy of teacher training and professional development is another barrier to inclusive education. Many teachers in Nigeria lack the necessary skills and knowledge to effectively teach students with special needs. According to Okeke (2021), most teacher training programs in the country do not include sufficient content on special education, leaving teachers ill-prepared to handle the diverse needs of their students. This lack of training leads to a situation where teachers are unable to differentiate instruction or provide the necessary support to students with disabilities. Consequently, these students are often marginalised in the classroom, as teachers struggle to accommodate their unique learning needs.

The lack of continuous professional development opportunities further exacerbates this issue, as teachers are not given the chance to improve their skills in inclusive education.

3. Cultural and societal attitudes towards disability and special needs

Cultural and societal attitudes towards disability and special needs are also significant barriers to inclusive education in Nigeria. In many communities, there is a stigma attached to disability, which often leads to discrimination and exclusion of children with special needs. Olaniyan (2023) notes that these negative attitudes are deeply rooted in traditional beliefs and practices, which view disability as a form of punishment or a curse. As a result, families may hide their children with disabilities, preventing them from accessing education. Even within schools, students with special needs may face bullying and ostracism from their peers, further alienating them from the educational process. These cultural attitudes not only discourage the inclusion of children with special needs but also hinder efforts to raise awareness and promote inclusive education.

4. The lack of government support and political will

The lack of government support and political will is another major barrier to inclusive education in Nigeria. Although there are policies and frameworks in place that advocate for the inclusion of children with special needs, their implementation has been largely ineffective. Ezeh (2022) points out that the government's failure to allocate sufficient funds to special education programs and inclusive practices is a significant obstacle. Additionally, the lack of monitoring and evaluation mechanisms means that many schools are not held accountable for their inclusive education practices. Without strong government support, it is difficult to achieve the systemic changes needed to make inclusive education a reality in Nigeria. The absence of political will also means that there is little advocacy for the rights of children with disabilities, leaving them at a disadvantage.

5. Poverty

Another barrier to inclusive education is poverty. Many families in Nigeria are unable to afford the costs associated with sending their children to school, particularly those with special needs who may require additional resources and support. Adeyemi (2023) highlights that poverty exacerbates the challenges faced by children with disabilities, as families are often forced to prioritize their limited resources on survival rather than education. This situation is particularly dire in rural areas, where poverty levels are high and access to education is limited. The high cost of specialised equipment, transportation and medical care for children with disabilities further limits their access to education. Poverty not only affects the ability of families to support their children's education but also impacts the overall quality of education available to them.

6. Lack of awareness and advocacy for inclusive education

The lack of awareness and advocacy for inclusive education is another barrier. Many parents, teachers and community members are unaware of the importance of inclusive education and the rights of children with special needs. According to Musa (2023), this lack of awareness is a significant obstacle to the implementation of inclusive education policies. Without proper advocacy, there is little pressure on schools and governments to prioritize inclusive education. Additionally, the absence of awareness campaigns and outreach programs means that many families are unaware of the resources and support available to them. This lack of information further marginalises children with special needs, as their families may not know how to access the services they need.

7. Language and communication barriers

Language and communication barriers also play a role in hindering inclusive education in Nigeria. Many children with special needs, particularly those with hearing or speech impairments, face significant challenges in accessing education due to the lack of appropriate communication methods in schools. Ibrahim (2021) points out that most schools do not have teachers who are trained in sign language or other forms of alternative communication, making it difficult for these children to participate fully in the classroom. The lack of accessible learning materials, such as braille books and audio resources, further limits the ability of students with visual impairments to engage with the curriculum. Language barriers also exist for children from ethnic minority groups, who may not speak the dominant language used in schools. These communication challenges create an

environment where children with special needs are excluded from the learning process.

8. lack of data and research on the needs of children with disabilities in Nigeria

Another significant barrier to inclusive education is the lack of data and research on the needs of children with disabilities in Nigeria. According to Ojo (2022), there is a dearth of reliable data on the number of children with disabilities in the country, their specific needs and the challenges they face in accessing education. This lack of data makes it difficult for policymakers and educators to develop targeted interventions and allocate resources effectively. Without accurate data, it is challenging to assess the progress of inclusive education initiatives and identify areas that need improvement. The absence of research also means that there is little evidence to support the development of best practices in inclusive education, further hindering efforts to create an inclusive educational system in Nigeria.

9. Lack of conducive Environment

The physical environment of many schools in Nigeria is not conducive to inclusive education. Many school buildings are not designed to accommodate students with physical disabilities, making it difficult for them to navigate the school environment. Akinpelu (2022) notes that the lack of accessible infrastructure, such as ramps, elevators and wide doorways, prevents students with mobility issues from attending school. Additionally, the poor maintenance of school facilities, such as broken desks and chairs, further exacerbates the challenges faced by students with physical disabilities. The physical environment of schools plays a crucial role in determining the accessibility and inclusivity of education. Without the necessary modifications, students with disabilities are often excluded from the educational process.

Given these barriers, it is evident that the intersection of poverty and special educational needs in Nigeria significantly impacts access to education. The views of Adeyemi (2023) on poverty and Musa (2023) on the lack of awareness are particularly in agreement with this conclusion. Poverty limits the ability of families to support their children's education, while the lack of awareness about inclusive education further marginalises children with special needs. These factors create a cycle of exclusion that

prevents children with disabilities from accessing the education they deserve.

VIII.   CONCLUSION

The intersection of poverty and special educational needs in Nigeria presents significant challenges to access to education, highlighting the barriers faced by children with disabilities. These barriers include inadequate infrastructure, insufficient teacher training, societal stigma and a lack of government support, all of which are exacerbated by poverty. The cyclical relationship between poverty and limited educational opportunities further entrenches social exclusion and perpetuates inequality.

IX.   RECOMMENDATIONS

Here are some recommendations based on the study:

1. The Nigerian government and educational institutions should prioritize the inclusion of comprehensive special education content in teacher training programs.

2. Schools across Nigeria, especially in rural areas, should be provided with the necessary infrastructure and resources to accommodate students with SEN. This includes building wheelchair ramps, accessible toilets and providing specialised learning materials and adaptive technologies.

3. Community-based awareness campaigns should be conducted to challenge and change negative perceptions of disabilities. These campaigns should aim to reduce stigma and promote the rights of children with SEN, ensuring their inclusion in mainstream education.

4. The Nigerian government should increase funding for special education programs and ensure the effective implementation of inclusive education policies. Monitoring and evaluation mechanisms should be strengthened to hold schools accountable for their inclusive education practices.

5. To address the financial barriers faced by families with children who have SEN, the government should introduce financial support programs, such as scholarships, grants and subsidies. These programs should be targeted at low-income families to reduce the cost burden of special education services.

6. There is a need for widespread advocacy for inclusive education. Schools, non-governmental organizations and government bodies should work together to raise awareness about the importance of inclusive education and the rights of children with SEN.

7. Collaboration between teachers, parents, policymakers and community members is essential for the success of inclusive education. Stakeholders should work together to share best practices, resources and strategies to create a unified approach to inclusive education.

8. Schools should be designed or modified to accommodate students with physical disabilities. This includes ensuring accessible infrastructure and maintaining school facilities to create a safe and inclusive learning environment.

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