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Switch to a dark space that is friendlier to your eyes at night. Switch to a light mode that is friendlier to your eyes during the daytime. The education of children with special needs is very much from special education to integrated education and from integrated education to inclusive education. Children with special needs (CWSN) needed education in ordinary school, in their own society and from ordinary teachers. Inclusion Values diversity. It recognises the fundamental right of every learner to learn and accepts that every child has unique abilities and needs[1] The problems and challenges of inclusive education Children with special needs (CWSN) in inclusive education face different questions and challenges: The characteristics of individual pupils: As we know in a diverse class, all children sit in one classroom. Many students suffer various injuries. They are very difficult to identify in a diverse classroom. Lack of mainstream access: Currently, only 4-5% of the 30 million children with special needs have access to education. Many schools show no willingness to take into account the needs of these children Lack of awareness and attitude: The whole idea of inclusive education is defeated by a lack of awareness, positive attitude and sensitivity among teachers, classmates, parents and the community, and as a result, these children experience discrimination. Lack of educated teachers: Teachers lack qualifications and the need to change the methodology according to the needs of children and other children with special needs There are usually between 60 and 70 pupils in the classroom, which makes individual attention more difficult and teachers find it even more difficult for children with special needs. Lack of child-centred education and relevant curriculum: The curriculum lacks flexibility and offers no choice for these children. In addition, teaching materials are not suitable for children who have special needs to be researched and who do not have a special need. [1] Lack of adequate infrastructure: Children with specialties must require different teaching and learning tools. In India, most schools do not have proper teaching and learning tools To take part: Children with special needs need such a learning environment where they can learn by participating in small groups Parental and community participation: As we know, children with disabilities with learning difficulties are less encouraging. The non-participation of parents and the community will therefore become an obstacle Accountability: The lack of accountability of teachers poses challenges in inclusive educationPartnership: Partnership between parents, teachers, school and community, etc. We found that the programme lacks coordination or consultation: The various education agencies, such as the government, NGOs and cooperation between member states. Cooperation, noted that there is no collaboration between themTukilack: CWSN children needed regular support from parents and teachers for satisfactory learning. We found that there is a lack of support in some schools, even if they discriminate against children with special needsPeer Rejection: peers tend to try to bully and sometimes abandon them. They feel that these children are not one of them. This is one of the biggest causes of children dropping out of school. Peer review is one of the main obstacles to inclusive education Labelling means that classes of such children as disabled. These entries are not suitable for them because they seem rejected In the conclusion, it will not be possible for the millennium slogan EDUCATION FOR ALL to take place unless educational opportunities are offered to everyone, including children with special needs. [2] Knowing that the huge number of children with special needs and limitations in the formal system, the informal and informal form of education must provide support. Many open universities, such as IGNOU, provide needs-based education. The ODL mode offers flexible time, location and is self-paced, making it suitable for such a schedule, suitable for children with a special need. At the same time, ordinary schools should be encouraged to welcome diversity and allow children with special needs to feel welcome. [3] Back up

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