Strategies for Accessible Learning and Differentiation in Middle Eastern Primary Schools

Aishah Khan
SEK International School, Saudi Arabia

ABSTRACT

Over the past few years, the governments and other stakeholders have woken up to the challenge of providing quality education to all the students, especially the students in the primary schools in the Middle East. The populations in the region are as a result, culturally, linguistically and socio-economically diverse. These approaches of learning are very significant in the current learning arena since every child is unique in his or her ability, language, or cultural background. This paper aims to examine the approaches in the Middle Eastern primary schools to enhance basic education's inclusively for all children who need different support and attention. Through exploring the notions of universal design of learning and differentiation, as well as early field experiences of using these concepts in the classroom, this present paper seeks to offer an understanding of the difficulties and accomplishments of developing inclusion of learning environments. Recommendations are provided for educators, policy makers, and school leaders to continue enhancing educational opportunities for all and address any student's needs more effectively in the region. Given the current trends towards inclusion and equity in education policies at the international level, this paper is evidence of a continuous discussion on the enhancement of provision of education for all children with special attention to the Middle Eastern environments (Booth & Ainscow, 2011).

Keywords: Accessible learning, Differentiation, Middle Eastern primary schools

INTRODUCTION

Children have the right to "good quality education" irrespective of their age all over the world. This natural right is underscored by the United Nations Convention on the Rights of the Child whereby the general welfare of the child should allow the education development of the human personality (UNICEF, 1989). The concept of education as a basic right needs to be the foundation of a global trend towards providing equal educational opportunities for all students regardless of their characteristics. Nevertheless, even if this right is recognised at the international level, children continue to have limitations to quality education that they need. This is more evident in many parts of the Middle East since various factors like; socioeconomic status, culture and educational backgrounds pose some hardship to students particularly the ones coming from vulnerable groups. The meaning of inclusion in particular, in the perspective of teachings has undergone several changes over the past years. As stated by the United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2009), inclusion is not a process of placing learners with disability in mainstream classrooms but is about putting in place the classroom condition where all learners regardless of the difficulties will succeed. The purpose is meant to ensure that all students have equal chances of learning based on the diversity within their community. Lafferre translated this philosophy to imply that every kid; no matter the disability, can academically and socially succeed if placed in the right environment.

A famous quote from the inclusion movement is of Sir Ken Robinson who in assertion that diversity of human mind is the problem to be solved was quoted as saying, "Instead, it's

obvious that the diversity of the human mind should be considered a dividend to be leveraged" (Robinson, 2013). This quote embraces the idea that various concerns with students' non-academic needs, personal peculiarities and or learning disadvantages testify to the fact that the learner is a resource that should be prized and developed, not a problem to be solved. If educators accept diversity, then teaching and learning processes would be more lively, catalytic, and productive. This means that it is high time schools abandon the model of standard procedures for classroom instruction and apply more stimulating instructions to the student's needs. Learning and differentiation are two related, however divided concepts, they have been at the forefront of bringing inclusion in learning. Inclusive learning environment can be described as the ability to ensure a learning environment to be free and receptive to persons with physical, sensory, learning, or emotional impairments and limitations. It means providing free access to learning resources and contexts, so that each learner can interact with the content according to his or her preferences. These may include either the use of facilities known as aids or the provision of learning materials in forms that may be easily understood by the intended learners or making changes to the physical environment or conditions in class in order to allow all students access to the learning.

Differentiation can be defined as the process of addressing varied students' needs, interests, and achievement levels through modifying teaching methods, content and assessments (Tomlinson, 2001). While typical, uniform instruction focuses on structure and pattern, differentiation is all about variability in the classroom. A teacher might change the rate at which he or she presents content, present different learning materials or employ a range of methods through which students can show their comprehension. The purpose is to make all the learners find reasonable demands on them, to be interested and to receive necessary encouragement to learn.

When looking at Accessible learning and differentiation, the defining factor between the two can be narrowed down to the range of strategies that are in use. We would expand on accessible learning to mainly mean that learners should be able to access the learning area physically and cognitively without disabilities. It could therefore entail architectural changes for instance putting down ramps for wheelchair bound students or exam accommodations for learners with visual or hearing impairment. Differentiation is a type of instructional approach that places a lot of emphasis on the variability of the learning activities to suit the student's learning profile. While accessible learning deals with the physical and environmental characteristics that either enable or disable learning, differentiation is more to do with how resources and curriculum are taught and measured in ways that reflect recognisable and acceptable means of implementation for diverse learners.

To cater for the region's culturally diverse student body, there is a need to make learning as accessible as possible while at the same time making differentiation possible within Middle Eastern primary schools. Middle Eastern countries also hold diverse cultural, linguistic and socioeconomic populations and many schools enrol children from low SES, immigrant and refugee status and minimal resource availability. However, the use of language can be a problem to learning, especially in those countries that have more than one language. Multilingual students have diverse language abilities and learning expectations that call for pedagogy which can facilitate their learning in regards to their language abilities without leaving out other students.

The purpose of this paper is to describe the approaches to effective learning and differentiation in Middle Eastern primary schools, and how faculty in the area is responding to this challenge. Analysing these strategies as theoretically and practically implemented, the paper will identify ways that Middle Eastern educators meet the needs of dramatically diverse students. A number of strategies and best practices will be described in the context of case-studies and actual examples will draw out good practice and things to avoid. Finally,

strategies will be suggested for further consideration of policy makers, educators, and administrators charged with assuring that learning environments are effectively arranged to meet the needs of all learners regardless of limitations or diversities.

ACCESSIBLE LEARNING

The goal of this research is to identify ways in which ensuring learning for physically disabled or academically challenged learners in Middle Eastern primary schools is promoted effectively. Accessible learning enables all students with no matter their physical, sensory, learning, or emotional impairments, to access all the learning and teaching needs. In light of the findings in this table, this study seeks to answer the following research questions: 1. What specific approaches/modules have been found to be most efficient when teaching children with different forms of disabilities? 2. How does disability type influence the learning styles among children with disabilities? 3. What other factors might affect instruction for children with disabilities? The findings provided in this research would be beneficial for educators, policymakers, and school administrators. The next part describes how to make learning accessible to learners with various types of disabilities and difficulties, talking about every condition peculiarity and the ways to arrange learning for them.
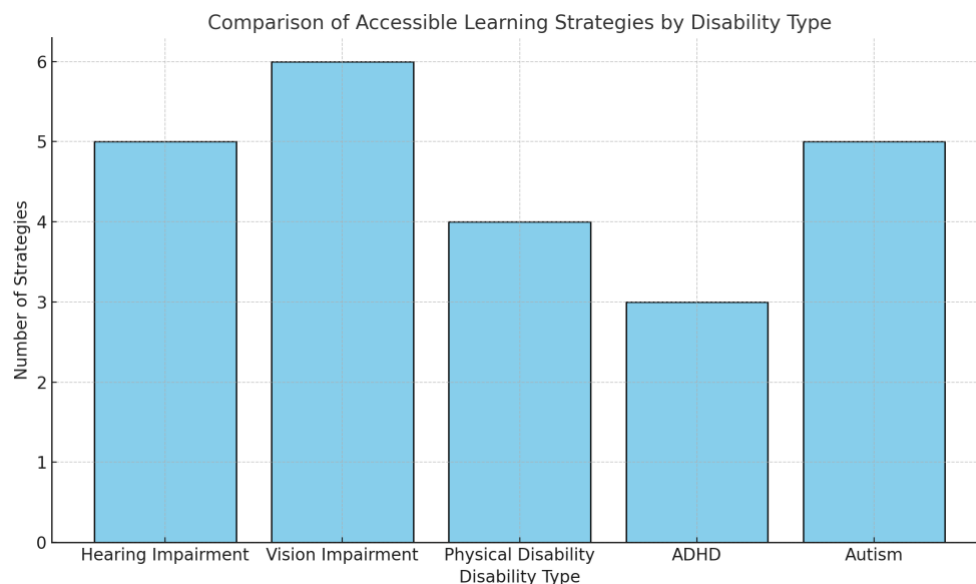

Figure 1: Comparison of accessible learning strategies by disability type
Source: Internet Researcher

Physical Disabilities

Physical disabilities can therefore enumerate all such ailments that hinder a person's ability to move around or use his limbs well for instance cerebral palsy, those injured in the spine or back, and those who have been amputated. Children with physical impairment can have difficulty with functioning in the classroom environment either physically or requiring assistance with fine motor coordination. Thus, the learning strategies aimed at increasing participation should address physical access only. Recommendations for addressing the needs of learners with physical impairment include the following; The school has to make some changes in the classroom so that the learner with physical impairment could easily access the place; the school has to be-barrier free; halls have to be fitted with ramps and lifts.

The furniture should be arranged to allow the student in a wheelchair to manoeuvre within the class or if the student cannot manoeuvre the seating arrangement should fit the student comfortably enough to signify whether he or she wants to move or contribute to the

class. Teachers themselves can offer use of assistive devices for those students with limited hand use in writing or using a computer. For example, adaptive keyboards, specialised mouse devices or other equipment facilitating handling writing assignments or any computer-based tasks (Rothstein, 2018). Furthermore, the mobility challenge is a crucial factor, but technology has a strong part to play. For example, voice inputs let the learner speak their ideas or compositions instead of typing.

Vision Impairment

In vision loss, there are partial vision loss and total vision loss depending on the severity of the problem. This can become a problem in comprehending printed words, in moving around a school, or in using visual clues to explain what has been taught in class. But implementation of proper process to let the students with vision impairments to be able to take part at the school activities.

One approach for accessibility for students with vision impairment is to obtain and make available learning resources in formats other than printed text. For instance, there are Text-to-Braille options, Text-to-Speech options such as book conversions, where books like textbooks can be in Braille or audiobooks; Audio options and devices: Specialised devices and software being used (Pogrund, 2006). The teachers can also use models and other objects that are sensory such as raised map, charts or diagrams to inculcate a better understanding of certain knowledge areas. Moreover, the students may need a screen reader to read the text displayed on computers, for instance when doing computer-based exercises.

In addition to enhancing the general academic needs of students with vision impairment, schools must ensure that students can navigate the school and the community. Other smart technologies adopted by schools for disabled students include the use of GPS-based facilities such as; navigation for the visually impaired being able to navigate the school's environment without anyone's help (Blasch, 2001). Moreover, teachers need to provide an oral description for a pictorial and think about the ergonomic position of children in class so that such a child can sit close to the board and/or use a relevant gadget easily.

Hearing Impairment

The students with hearing loss which may be mild to profound can hardly comprehend spoken language. Such obstacles can limit their interaction in lessons and in relations with other students and teachers. The best communication is appropriate sign language interpreting for the hearing impaired student as the child can get information as soon as in the same live signal form as the other student. Moreover, making videos captioned or using captions for real-time lessons enables names to access spoken information. For signed and spoken language, diagrams, charts, and written instructions should be produced to accompany oral directions; moreover, the teacher should always be facing the class in order to allow the students to lip-read the instructor.

Other classes include use of FM systems that relay the teacher's voice directly into the student's hearing aid or cochlear implant, and reduced background noise (Marschark & Knoors, 2014). Teachers should also not just use sound signals to gain the attention of learners; they should use hand signals or flashing signs to attract the attention of the learners in case of necessary interruptions during the practice.

Speech Impairment

In this case, students with impaired speech will have a challenge of expressing their ideas to the classmates coherently. These setbacks may limit a student in contributing to oral deliveries, group discussions, or one on one correspondence. It is essential for students with speech disabilities to require augmented and alternative communication (AAC) technology.

AAC encompasses objects such as communication boards, picture symbols or electronic devices that when operated, produce speech (Romski & Bradshaw, 2002). This means that students are able to express themselves as they are capable off. It can also be useful that teachers arrange communication opportunities in which one can respond without words, for example, in writing, in videos, or drawings.

Besides, children may receive speaking therapies to improve their ability to speak and communicate orally. Working with Speech-Language Pathologists (SLPs) will make sure that students need specific instructive trainers to facilitate their communication with regards to verbal fluency.

Autism Spectrum Disorder (ASD)

ASD is now established by difficulties with social communication and particularly by Repetitive and Restricted Behaviours. Students with ASD may find it difficult to comprehend the specific signs from the environment and other people as well as the issue of making friends and learning in an open classroom setting. To this end, efficient strategies work to achieve organisation in specific learning contexts.

Students with ASD fall under the wing of learners with special needs and one of the approaches for teaching them is Structured teaching. This involves establishing routine and clear behaviour expectations that will minimise anxiety and confusion (Mesibov, 2012). Finally, the use of a visual timetable which shows the different activities in sequence for the day enables the student to prepare for the change in activity.

Social stories and video modelling constitute another serious approach. Social stories organise information in a structured format and depict specific, actual-life social scenarios, for students with ASD to learn how to respond to social prompts (Gray, 2000). It also gets better through video modelling where students watch videotapes of proper social behaviours as a way of enhancing their performances. In addition, other special instruction methods that are common in student's treatment include; Applied behaviour analysis where students are taught new skills and discouraged from acting up through reinforcement.

Attention Deficit Hyperactivity Disorder or simply known as ADHD

Children suffering from attention deficit hyperactivity disorder (ADHD) usually exhibit deficits in attention, impulsivity and activity levels, issues which make it difficult to stay attentive during lectures and to do assignments. Another key intervention that may be of value when working with students with ADHD relates to the giving of directions, which are best done concisely, and then backed up by diagrams or bullet-pointed lists, checked off by the student. This is because teachers can always divide work into several small component parts so as not to overload the students. Employing the use of timers, or loading a set time with numerous breaks, can assist students in remaining attentive as they are given time to exert energy and then resume working (DuPaul & Stoner, 2003).

Also, they use positive motivation where the teacher can help the students for positive behaviour or follow the assigned goals and objectives. By using the principles of task design, fidget tools, movement seats, and freedom to stand also assists students with ADHD to focus due to numerous movements.

Learning Disabilities (Dyslexia, Dyspraxia, Dyscalculia)

Dyslexia, dyspraxia and dyscalculia are learning disabilities that prevent students from processing certain kinds of information adequately. To some students, dyslexia is characterised by reading disorders, which challenges the unfortunate learners' ability to unscramble written language, while those with dyspraxia have problems regarding their coordination and motor movements and learners with dyscalculia have issues regarding math

calculations. To help students with dyslexia, one has to teach with a phonics approach, provide reading materials in tapes, and embracing tools such as text to speech (Shaywitz, 2003). With dyspraxia, students need guidance on modifications and extended time on a particular task or assignment. I believe it is necessary to practice learning tasks that focus on large movements because it will improve coordination and the child's confidence.

In the case of students with dyscalculia, teachers should take advantage of actual tangible items as well as models when teaching various mathematical courses since such children find abstract courses challenging (Gross-Tsur, 2004). In order to enrich algebraic knowledge, methods are proposed such as extra practice, application of different applications on iPad, as well as using real life situations which also enhance understanding of mathematics.

Developmental Delay

Developmental delay is therefore defined as the occurrence of a delay in one or more areas of growth, these being cognitive or intellectual, motor, language, and social emotional. It has found that students with global developmental delay are going to require a slower approach to curricula and remedial dimensions. According to the guidelines, important components of learning and teaching for children with developmental delay include the use of many modalities, which involve the use of multiple senses to teach the concepts to the learners. This comes in the form of graphics, objects, real-life scenarios and anything that might help the students comprehend better by the use of their sight, touch and the imagination. Furthermore, speech, language, and motor development early intervention programmes are recommended for students with specific developmental learning needs (Bagnato, 2005).

Psychiatric Conditions (Anxiety, Depression, Trauma)

Papers show that students with psychiatric diagnosis including anxiety, depression or trauma may find it difficult to attend school, concentrate or manage their emotions. Some students need a caring and understanding atmosphere that would help them learn more effectively. Other common approaches are using trauma-sensitive education approaches to create a consistent learning atmosphere that makes students feel appreciated. (Mendelson et al., 2010), stresses that teachers can teach students how to handle stress by providing items such as mindfulness exercises or relaxation techniques. Furthermore, students with psychiatric conditions may require individual counselling, a weekly meeting with a teacher, and art or journalism classes. The table below shows the categories of accessible learning strategies.

Table 1: Categories of Accessible Learning Strategies

Category	Disability Type	Accessible Learning Strategies
Physical Disability	Mobility Impairments (e.g., wheelchair users)	-Accessible school building (ramps, elevators, etc) -Use of assistive devices (e.g., mobility aids) -Modifications to classroom furniture (adjustable desks)
Vision Impairment	Blindness, Low vision	-Use of braille materials -Screen reader technology -Audio books and recordings
Hearing Impairment	Deafness, Partial hearing loss	-Use of sign language interpreters -Captioning for videos -Visual cues and written instructions

Speech Impairment	Speech disorders (e.g., stuttering, articulation issues)	-Use of speech generating devices -Encouraging alternative communication methods (e.g., writing, gestures)
Autism Spectrum Disorder (ASD)	Autism	-Structured teaching environment -Visual supports and schedules -Sensory-friendly spaces
ADHD	Attention Deficit Hyperactivity Disorder	-Use of fidget tools -Frequent breaks -Clear, concise instructions
Learning Disabilities	Dyslexia, dyspraxia, dyscalculia	-Use of multi-sensory teaching methods -Provide extra time on tasks -Use of assistive technology (e.g., text-to-speech)
Developmental Delay	Global Developmental Delay	-Personalised learning plans -Individualised support services -Visual and hands-on learning materials
Psychiatric Disorders	Anxiety, depression, trauma	-Social-emotional support -Safe spaces for students to retreat to -Counselling and mental health services

DIFFERENTIATION

Differentiation may be described as a process through which teachers modify the ways they teach to address the differential needs, background, aptitudes or achievements of students. It is important for the teacher to have different methods of teaching because in a classroom there are many students with different disabilities, different abilities in class work, and learners from different cultures. These categories of differentiation will be discussed in this section as well as the strategies associated with each. With these tools, the probability of making proper learning environment and instructional practices for each learner increases, thus achieving equity in the classes (Alkahtani, 2013).

Figure 2: Differentiation Strategies for teaching disabled students in Middle East
Source: Internet Researcher

Task Differentiation

Task differentiation means altering the content, process or product of a particular lesson in order to meet the capacities of students. This makes it easier for learners to open the material in ways that they are ready to comprehend, so that each child is stretched but not pushed to the limits of frustration. To make such differentiation more efficient, the presentation of the tasks should vary within the same lesson, for instance offering easy, medium and hard ones. For instance, when introducing a topic in class, poor readers can be given summarised writing or picture displays as far as the content being taught is concerned (Tomlinson, 2001). In addition, the student who is eager for more challenges can be provided with extra questions or assignments that need to be solved with higher-level learning skills. Given divided students of different learning capabilities, teachers may offer tasks that come with varied means of presentation as part of the accomplishing assignment, this includes group work, written work, oral presentations or utilisation of other forms of media. When students are allowed to choose the way they will show their understanding of the topic, the teacher is able to capture everybody's ability so that those who understand it in one way can be accommodated by those who teach. Moreover, for other particularly learning students for instance, learners with speech or hearing impairments, specific instructional accommodation can be incorporated into assignments for example written instructions, speech to text solutions and so on.

Questioning Differentiation

This method of questioning helps the teacher distinguish developing, secure and proficient students by changing the kinds of questions as well as their difficulty level during the course of teaching. These questions should pose a degree of difficulty that encourages all students while requiring a more complex cognition from those that require it.

For the learners with low understanding, the teachers might start with questions that elicit rote answers in order to ensure the students grasp the fundamentals of the information provided. For example, asking questions which put the students to enumerate facts or points which they learnt will assist in improving mastery of basics (Black & Wiliam, 1998). In turn, while dealing with the higher order thinkers or those performers who did well the teacher may set complicated questions that are likely to demand critical thinking, analysis and synthesis by the learners. These may be questions that would force the students to forecast, to evaluate, or to arrive at some type of decision.

Division of questioning strategies also benefits students experiencing some difficulties or having some disabilities. For instance, the students that have learning disabilities, or other disabilities including dyslexia will find it easy to be asked questions, which are written or in other words, which are orally posed to them. It also mentioned that students with autism can have difficulties when responding to open ended questions, thus it is possible that the student is provided with more structured and less complex questions, the answers to which are unambiguous. This assists in ensuring that questioning allows all students an opportunity to ask questions and that it assists learning without negating it.

Instruction Differentiation

Instruction differentiation is a teaching type that has the implication of the delivery of different instructional methods, paces, strategies and techniques in the classroom in view of the learning style, profile, abilities and requirements of the individual learners. These might include content delivery style most common being visual, audial, kinaesthetic learning as well as presenting the content in a form any learner with any level of understanding is able to comprehend. Certain pupils may have physical or sensory disability and the instructors may use hardware and software to improve the question of content for these students. For

example, an audio-visual or text-voice converter will be useful to a student with defective vision while a tactile or graphic display or writing mode will be useful to a student with defective hearing. To students who learn with difficulties, the multiple approaches combining visual, audio and tactile cues to teach would assist in enhancing knowledge acquisition (Reiff, 2007). Pedagogy should also be rather free-form, using group work or independent paired work to address needs of students with particular learning styles.

For those children diagnosed with autism, teachers have to incorporate structured methods of teaching for students with autism due to the fact that such students feel more relaxed when there are expectations from teachers and other students, and a well structured learning environment enhances learning in students with autism. Likewise, students with ADHD can be given short and clear instructions supplemented with some pointers in the form of cues or checklists to ensure that they complete the tasks assigned to them.

Support Differentiation

Manage differentiation aims at offering a wide range of support to students so that during a certain lesson, all the children will be able to operate at their grade level. This can be especially so where there are other students with other forms of disability or learning difficulties in the classroom.

In cases of physical disabilities, learners may be provided for physically for example through use of adaptive furniture or special equipment such as a wheelchair. ADHD students may need more instructions regarding how to stay on task or how to be able to focus and this may involve using visual timers, behavioural checklists and/or classroom aides who particularly monitor the student with ADHD (DuPaul & Stoner, 2003). To have further access to the cooperative learning techniques for students with learning disabilities, additional support can be gained from teachers' instructions, the structure of the materials, and from peers. While sometimes, support differentiation is linked with the differentiation of roles among the group work, where the students have diverse capabilities to contribute according to their abilities. For instance, a student who is disciplined in organising documents can be in charge of the groups materials while a student who is verbose can take the responsibility of having to explain to the group or share the findings of the group. This way the classroom learning is effective for all students and none of the students is left out in the learning process.

Feedback Differentiation

Specific feedback is vital in improvement processes for any person or group of people. Feedback must be responsive to each learner's learning curve and ability needs giving the right feedback. To the struggling student feedback should be constructive with reference to specific areas and directions on how to correct the fault. Hattie and Timperley (2007) asserted also that teachers are in an excellent position to point out to learners where changes for enhancement have to be made and how to make the changes. On the other hand, feedback for high achieving students may only entice the student to think more by providing him/her with other higher level questions or considerations that may be out of the student's thinking area. For instance, a student who scored well on a maths segment may get coaching to go ahead and solve problems and or do research based on that segment.

Moreover, controlling the pace of feedback can be effective in facilitating learning, as well as in targeting different learning modes for accomplishing that purpose. Two helpful techniques of rewarding student's work are written feedback and verbal comments, peer assessment can also be effective as well as letting the students reflect on the amount of progress they have made and what can be done to rectify poor work. Feedback is a powerful tool that may facilitate motivation of the students, make them realise what aspects of study

they need to work on, and which aspects they can focus on practicing in order to achieve better results.

Outcomes Differentiation

Outcomes differentiation imply the delving of students' expectations and aims in accordance with their learning abilities. A differentiated classroom means that the outcome of a lesson or unit may differ student by student but every student is expected to achieve his and her utmost best. In special cases with learners having learning disabilities or other disabilities, one may modify the learning outcomes testing and award students according to their capacity to attain incremental goals and not the standard goals expected of a learner similarly with other learners in class. This means making certain that students feel successful and motivated while at the same time being able to work at their level of learning (Tomlinson, 2001). For instance, instead of presenting some of the content in essays, a student with dyslexia may be required to do that through oral means. This allows students to showcase their understanding in ways that work best for them.

For high-achieving students, outcomes can be designed to encourage mastery and allow for deeper engagement with the content. This may involve setting higher expectations and providing opportunities for independent study or research. Students who achieve mastery can move on to more advanced challenges or engage in project-based learning that allows them to explore the material in greater depth. The goal is to set individualised, achievable outcomes that help students grow without hindering their progress.

Resources Differentiation

Resource differentiation means making availability for students' specific materials, tools, or technologies aligned with learning achievement. This means that all students with special needs as well as gifted students have all the necessary resources to enable them to master their studies.

For example, students with physical disabilities would require the use of assistive technologies such as the use of an adaptive keyboard, or speech to text software; while students with learning disabilities would require additional materials such as, graphic organisers, recorded books, or study guides (Baker et al., 2001). Low achieving students may need basic items such as exercise books, textbooks or workbooks depending on the learning goals set in class, while the high achieving students may need enhanced resources such as research books, encyclopaedias, or other books that can help them go an extra mile in their studies.

This is particularly significant because in a differentiated classroom teacher should prepare different resources such as videos, interactive websites or use hands so as to fit all students' needs. This way every learner gets a variety of resources for use by the teacher to allow each learner to get the required assistance.

Level of Curriculum

A differentiation by level means the depth or difficulty of material presented in a classroom should be selected or varied appropriately. This is especially effective for the situations when the students are learning in groups and the students are of different ability levels, knowledge, skills and readiness. In case a child has a disability, then the contents are changed to suit their ability to understand as well as developmentally needed. For example, a child with a learning disability may be expected to complete activities that are less complicated than those assigned to a child with a learning disability. The curriculum may set extra work for those students who excel in class or works that will allow the student to apply whatever they learn in practice.

In the Reach and Teach Model for students with learning disabilities or slower transformation rate to ensure coverage at an appropriate rate the amount of time to cover a particular topic may need to be extended. On the other hand, successful students are free to learn at a faster pace for more depth on areas of concern or prepare for the next phase of studies.

High Achievers – Mastery

In other words, for those students who are outcome achievers, differentiation should be more on how additional opportunities can be offered to enhance and extend their learning. These students are deprived of any stimulation other than basics in order for them to learn, which definitely many cannot cope with.

Due to the nature of high achievers, other interventions involve promoting student learning, aggressive projects, or enhanced content on focused issues (Tieso, 2003). In the same way, one can motivate high achievers to advocate or educate their fellows, or lead a cooperative project or join extra-curricular activities that are linked with high accomplishment and learning. To develop means of extending high achievers that seems almost effortless as a way to motivate them and maintain their interest in the relevant. Meet their needs by ensuring that other students are offered something they consider challenging so that they are not easily bored. Furthermore, one gets a meaningful interaction with developmental peers hence promoting the creation of a positive environment in which all the high achievers can be in a position to assist all the students in the classroom to study.

Learning Goals

In its inception learning targets vary from one student to the other meaning that each student has personal targets mapped against his or her learning abilities. Special education learning objectives can include how a student with a disability will learn to communicate or gain coordination or how a student with a learning disability will learn math, for example. Those in the higher achievement bracket may have learning goals to grapple with matters of high academic understanding, whip the mind to perform demanding analyses, and work on complex problem-solving.

It also enables the teachers to assist the students to set personal as well as class coherent goals that the students are bound to achieve throughout their learning process. This practice encourages the students to work and also assists them to avoid eye watering when they focus on their progress instead of other people. Student differentiated learning targets support 'Personalised Learning' and assist teachers to identify students who require support, as individual progress is measured.

Interventions

Interventions are mostly developmentally based to respond to students who require more assistance to achieve the learning objective. Lego could be in extra-small groups, additional time to be taught or could involve specialist assistants (Fuchs & Fuchs 2006). They can include learning instructions and strategies which are adjusted to student's needs at positive behaviour interventions and supports, and social skills training. For gifted students, accommodations may include high-monotype learning, which entails increase in content, rate or level of instruction. Interestingly, the following table shows different categories of differentiation as well as the strategies that are expected to be adopted in the classroom for the facilitation of differentiation in the class for effective teaching and learning processes (Gargiulo, 2014).

Table 2: Differentiation Strategies

Category	Differentiation Strategies	Description/Implementation
Task	Varying Task Complexity	- Adjust the difficulty of tasks based on student ability - Provide tiered assignments that increase in complexity
Questioning	Open-Ended vs. Closed Questions	- Use questioning techniques to assess different levels of student understanding - Encourage critical thinking through open-ended questions
Instruction	Multiple Teaching Methods	- Visual, auditory, and kinaesthetic learning approaches - Personalised instruction (one-on-one, small groups)
Support	Providing additional resources	- Use of aides or teaching assistants - Peer support programmes - Additional time or modified tasks for students with special needs
Feedback	Timely and constructive feedbacks	- Provide specific, positive, and actionable feedback - Use both oral and written feedback for better understanding
Outcomes	Flexible learning outcomes	- Set flexible and individualised learning goals - Assess progress based on personalised criteria rather than uniform standards
Resources	Use of Assistive technology	- Provide access to digital tools, software, or apps tailored to student needs (e.g., speech-to-text, text-to-speech)
Level of Curriculum	Adjusting curriculum content	- Offer simplified or enriched versions of the curriculum - Modify content based on individual learning needs
High Achievers (Mastery)	Advanced learning opportunities	- Offer enrichment activities or advanced learning tasks - Provide opportunities for independent study or research
Learning goals	Personalised learning objectives	- Set specific learning targets tailored to each student's abilities - Regularly review and adjust goals based on student progress
Interventions	Implementing targeted intervention	- Provide intervention programmes for struggling students - Use evidence-based methods for addressing specific learning difficulties

ABILITY GROUPS VS. MIXED ABILITY GROUPS

Regarding the ways in which differentiation in the classroom occurs, one of the factors for thought for teachers is whether ability groups or mixed-ability groups of learners should be used in the learning-teaching process. Each of the grouping techniques is discussed amply and people appreciate differentiated benefits and limitations for each of the strategies. Approaching students' grouping it can be realised that it affects learning, interpersonal relationships and success of students in class. In this part of the discussion, the advantages and disadvantages of ability-based and mixed ability grouping will be analysed, as well as the ways in which such organisational approaches into different classrooms are manageable, especially in primary schools in the Middle East context.

Ability Groups

This organisation of students is called grouping by ability because it organises children according to academic performance or learning capabilities. They can be divided along lines like high performers, mid-performing students, and students who are falling behind. The primary rationale of grouping is as follows: The idea is to ensure that learning that is as systematic, tailor-made instruction takes place to meet the needs of the group, because when grouping is done, the teachers can change their pace and generalize their teaching to match the speed and level of learning of every group of students (Lou et al., 1996).

Benefits of Ability Groups:

- Tailored Instruction: Of all the benefits of ability grouping one can point out that with it teachers are able to pay more attention to individual needs. This enables the teachers to develop a lesson that will fit in the groups according to the strengths and the difficulties that students in the group have. For instance, for a group of gifted students, a teacher may assign denser levels of workload, engage in self-direction or select high-profile problems. On the other hand, for students within the low-ability subsets, the teacher can make instructions easier to understand, disintegrate the activities into manageable parts and provide some kind of assistance to ensure the low-ability student can excel (Pace, 2016).

- Improved Student Confidence: Effective groupings that may decrease student frustration that is related with learning difficulties may include ability grouping. If the students are grouped with other students of similar academic abilities then that may help reduce the stress they put themselves under. Likewise, those in high performing groups are encouraged by peers and can handle more challenging tasks because they do not feel they will be given group members tasks (Slavin 1990). In situations where students have a disability or need further assistance, assignment in ability groups means that they will be in a group that the school best believes they can perform well in thus making the atmosphere encouraging to learn in, and they get motivated to learn as well.

- Increased Focus on Learning Needs: It can make it possible for one to offer differentiated ability teaching. While, instead, teachers are able to spend less time categorising all the available range of abilities and can directly target a given group of children at their learning deficiencies or accomplishment. For instance, where students have a Special Learning Disease such as dyslexia or dyspraxia teachers can provide instruction in a identifying special needs group focused on their particular requirements in virtue of giving more structured instruction which might follow a specific reading scheme or use far more practical resources (Fuchs et al., 2001).

Implications of Ability Groups:
- Risk of Stigmatisation: Another weakness of ability grouping is that it fosters a stigmatisation of the low groups' learners. In particular, the data has demonstrated that lower ability groups tend to lower the motivation affecting students' sense of inferiority that is considered a threat (Oakes, 1985). Such students may develop perceptions of low capability and through the normal process of social validation, they may indeed find themselves intellectually unable to cope with their academic obligations.
- Limited Peer Interaction: The third concern with ability groups is that children in high ability groups may rarely come across their counterparts who are at low academic level. This can be detrimental to their social and academic advancement. More time is spent on screens. With such a system of group learning in place, students are deprived of the diverse collaborative processes that occur when students with varying understanding combine efforts to address problems and learning (Johnson & Johnson, 1989). This is because learners in mixed learning conduct's also get to learn from different abilities' which improves critical and innovative thinking.
- Reinforcement of Academic Inequality: Ability grouping on the other hand wants to teach at the student's level; it only tends to perpetuate inequities in learning. In complex ways, learners originating from disadvantaged environments may end up in lower ability groups frequenting which can be attributed social, cultural or language barriers rather than their genuine aptitude (Brophy, 2004). For example, in some countries of the Middle East, there may be children with different linguistic or cultural L1, and ability grouping will only maintain current educational segregation and exclusion of minorities.

Mixed-Ability Groups

As the name implies, it is a grouping of students with different levels of achievement in the same group and not otherwise. This learning strategy assumes that students have something to gain from being able to study with other students who may have different abilities and background experiences. Basically, teachers teaching in such groups have the challenge of providing instruction to learners who are placed in one group because they are alike in terms of their learning abilities yet these learners are different from each other in terms of the abilities they have (Tomlinson, 2001).

Benefits of Mixed-Ability Groups:
- Collaborative Learning Opportunities: Among the obvious gains made from such grouping is the facilitation of collaborative learning in the classroom. The material for the class has the potential to open the students to different viewpoints and ways of approaching the content. A group of students who have different abilities can learn from one another during group discussions or while tutoring the group members, project collaboration, etc. Such a type of learning fosters collaboration, cooperation, meaning/interpretation as well as conflict-solving skills in learners; all aspects that are critical both in classroom and in life situations (Gillies, 2006).
- Fostering Inclusivity: Grouping of students into mixed-ability groups results in equal treatment of all students as the kids interact with each other. It provides opportunities for students with disabilities including ADHD, autism or learning disability by doing what other students are doing, which reduces the sense of loneliness thus increasing belongingness. This does create a respect and cooperation atmosphere where each and every learner is appreciated for his/her special input irrespective of his/her learning capability (Hock et al., 2009). This configuration also has the potential of enhancing

cross-cultural learning and helps in the inclusion of learners of diverse abilities in Middle Eastern schools.

- Opportunities for Peer Teaching: Grouping of learners in groups that accommodate both the low and the high achievers affords a situation where learning can be taught by fellow learners. This benefits students who require extra learning and support but also enhances the understanding of the teachers who are teaching. Peer tutoring is another strategy that is very effective in achieving the intended objectives, because often a student can explain an issue in a manner that his peers will easily comprehend as opposed to the teacher (Fuchs et al., 2002). Peer support can also extend to high achieving students since they are urged to explain their thought process and reinforce their learning.

- Improved Social Skills: Grouping students in ability groups enables them to learn important interpersonal skills such as sensitivity, tolerance and team spirit. This way students practice how to interact with people using different modes of communication, how to cater for low and high activity students and how to handle conflict situations within groups. Such skills are rather vital for students with ASD and ADHD who have a tendency to exhibit social deficits, whereas group work provides them with transition 'frames' necessary for accurate learning. This then leaves the director to draw conclusions about mixed-ability groups from what participants are willing to reveal during an interview and discussion session – this approach is drawn out in the discussion section of the current paper.

Implications of Mixed-Ability Groups:

- Challenges of Differentiation: Teaching is equally easier in mixed ability groups as the teacher has the ability to teach the entire group, however, the teacher has the chin of teaching to an able group, and he/she has to divide the abilities of the students within the group. It can sometimes be challenging for teachers to address the needs of the group when they are grouped in a mixed-ability group without becoming work loaded. This means that it is very demanding in terms of time, money and efforts as well as involving a number of changes in strategies of teaching with an aim of taking care of every learner's needs (Tomlinson, 2001). For instance, low achieving students may necessitate more teacher modelling or materials while high achieving students may need more challenge in their work in order to stay interested or motivated.

- Potential for Frustration: Using the grouping method, learners may also get fatigued due to perceived lack of challenge or feel left out if they cannot compete with other kids in their group. It may prove very boring for students that excel in their studies, as well as be very difficult for students with learning disabilities due to complexity of the tasks or the work schedule. In such cases it intensively has to rely on differentiation which at the same time has to be very sensitive in case of the most able students or else the mixed ability strategy may demotivate or result in the poor performance of the able students.

- Group Dynamics and Unequal Participation: There is also great difficulty in being able to control group dynamics when implementing mixed ability grouping. Though all students are expected to contribute similarly in the class, it is often realised that some students with better academic performance will tend to participate more while others will tend to have lower participation. This issue can be especially common when working with a group of learners with a variety of learning needs, needs, and capabilities including children diagnosed with ADHD, speech difficulties or other learning disabilities. Teachers need to monitor these groups in order to guarantee that all students are participating, and their opinions are valued (Johnson & Johnson, 1994).

Balancing Both Approaches

As with any forms of group work organisation, academic grouping has specific merits and demerits associated with ability grouping as well as mixed-ability grouping. That is, which option to use is solely contingent on the circumstances of the lesson, and the students' learning profiles as well as the lesson objectives. In mixed-ability groups, students with disabilities are able to engage themselves with others, as well as achieve educational advantages from group study. However, ability grouping can be beneficial because it offers more focus on those students with classroom learning needs.

Thus, it is possible to conclude that the optimal strategy will be the moderation of both of these strategies in practice elaboration. Teachers should group students by ability to provide specific remedial or enrichment exercises whereas many other tasks could be assigned to groups that include students with varying abilities. It is for this reason that the two approaches can be used together so that teachers can benefit from the two strategies that enable them to include all the learners, differentiate among them and challenge them.

Table 3: Benefits and Implications of Ability Grouping vs. Mixed Ability Grouping

Grouping Type	Benefits	Implication/Challenges
Ability Grouping	-Students work with peers of similar abilities -Tailored instructions for specific needs -More focused and efficient teaching for specific groups	-Stigmatisation of lower groups -Limited opportunities for social learning across ability levels -Can lead to fixed mindset about learning
Mixed-Ability Grouping	-Promotes collaboration and peer support -Fosters a growth mindset -Encourages diverse perspectives and problem solving	-Potential for slower pace for advanced students -More challenging for teachers to manage diverse learning needs in a single group

APPLICATION OF STRATEGIES IN THE MIDDLE EAST

The Middle-East has observed a positive change in the situation of the last few years regarding the integration of students and educational opportunities for such students. With respect to students with disabilities, there is evidence of the emerging interest in implementing policies or strategies of inclusive education in the member countries across the region. Nevertheless, there are several obstacles in enhancing adequate implementation of integration of students with disabilities into mainstream education even after numerous efforts have been launched towards this goal. Some of the challenges of implementing an inclusion policy include, funding, preparation of teachers, and children's with disabilities acceptance in society. In this section, it is possible to consider measures undertaken by Middle Eastern countries in terms of inclusiveness, practices used by them, and the further weaknesses. The line chart below illustrates trends in educational policies in Middle Eastern Countries.
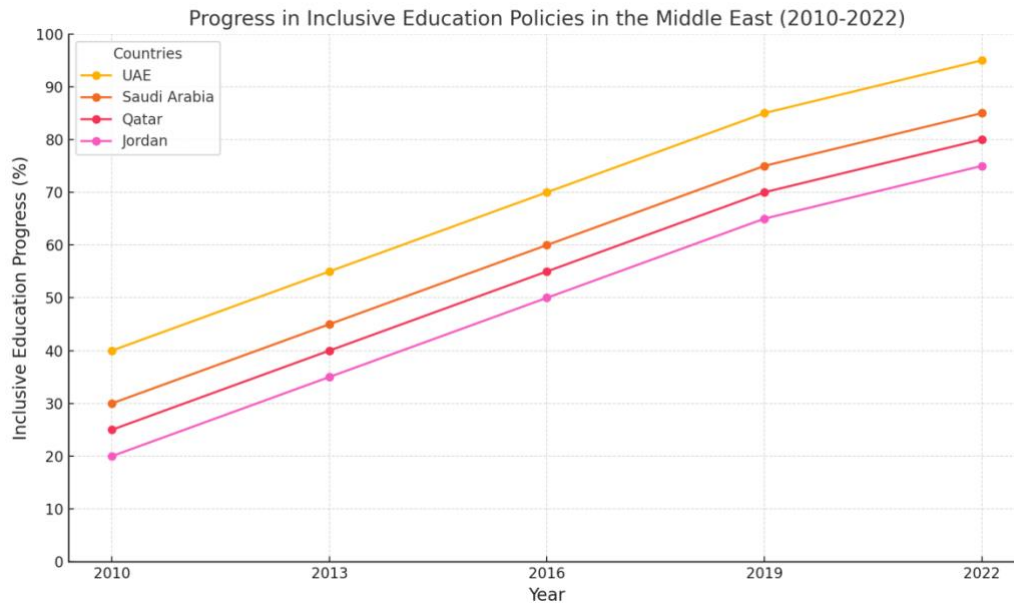
Figure 3: Trends in inclusive education policy implementation in UAE, Saudi Arabia, and Qatar

Commentary on Inclusive Education Trends in the Middle East (2010–2022)

The line chart above demonstrates the progress of inclusive education policies in four Middle Eastern countries: UAE, KSA, Qatar & Jordan. These trends show their concern of addressing education inequalities among children especially children with disabilities in particular.

United Arab Emirates (UAE)

Regarding the application of inclusive education policies, the UAE presents a lion share of improvements that are constant and impressive. Moving from 40% in 2010 to 95% in 2022. This upward trend suggests strategic action such as the National Policy for Empowering People of Determination (2017), improvements in transportation and facility accessibility, increasing the number of quality and intelligent minded educators, and educational application of assistive technologies. This has led to UAE boasting of being one of the most supportive nations delivering and focusing its efforts towards an inclusive education system in the region.

Saudi Arabia

Saudi Arabia has also shown a significant improvement from 30% in 2010 to 85% in 2022. Action taken under the KSA's Saudi Vision 2030 has been critical by incorporating the education of students with disabilities into mainstream learning. With teacher training and use of technology such as assistive technologies, access has been highly enhanced but there are issues of attitude and funding.

Qatar

Qatar's advancement has now been faster but a bit slower starting from 25 % in the year 2010 and reaching up to 80 % in the year 2022. Accommodation of special needs has been spurred by the Qatar National Vision 2030 with regards to infrastructure changes and curriculum change. Thus, there is potential for further increasing the preparedness of teachers for teaching children with disabilities, as well as changing cultural attitudes towards disability to make them more equal.

Jordan

Jordan's advancement process is gradual from 20 % in 2010 to 75% in 2022. These achievements have been realised through the Inclusive Education Strategy (2018–2022) and international collaboration. However, full implementation is still hampered by rural areas and resource constraint issues, therefore calling for more government funding and public participation.

Educational Policies and Plans for Inclusivity

The last few decades have witnessed most of the Middle Eastern nations fashion educational frameworks for inclusiveness. Its goals are in place to ensure that children regardless of their ability level, will get the best, quality education that they require. The direction towards integration is the result of the world trend towards educational equality and has been reinforced by such international treaties such as UN CRPD which guarantees the right of children with disabilities to education.

United Arab Emirates (UAE)

At the moment, the UAE can be regarded as one of the most successful states in the Middle East regarding the inclusive education approach. Beginning of 2017, the UAE Ministry of Education put into practice the UAE National Policy on the inclusion of people with disabilities to provide every individual a chance to learn in general education. It defines specific steps to design and implement policies for including students with a disability in school, providing additional support to learners with disabilities, and integrating students into normal classrooms wherever possible (UNESCO, 2020). This also contains work on making physical adjustments including ramps, and barrier-free classrooms, as well as individualised materials and instructional methods for disabled learners. The Zayed Higher Organisation for Humanitarian Care and Special Needs organisation assists the learners with disabilities by providing them with the necessary programmes to help them integrate in the public and private facilities.

Supporting the provision of inclusive education has also benefited from adequate funding as well as support from the government of the UAE. One of the major steps was the development of the Inclusive Education Policy. This policy has forced schools to provide programmes for disabled learners. The emphasis has been made to include has been incorporated in both public and private educational systems and the importance of schools to accommodate students with different disabilities. Here lies the UAE's development vision for 2021 and the UAE Vision 2030 of providing a better future for all citizens of the nation.

Saudi Arabia

In Saudi Arabia a lot of changes have taken place to make it easy to accommodate disabled students in the regular school systems. The country has emphasised developing institutions that provide for education of learners with special needs such as the hearing and visually impaired, autistic and learners with intellectual disabilities. Besides, the Kingdom of Saudi Arabia National Transformation Programme 2020 has stipulated the focus on education for children with disabilities and equal opportunity for all children. Ideally it is important to develop an effective plan in its education system that targets the integration of disabled students via training teachers, schools' facilities and the use of support technologies. In addition, Saudi Arabia has adopted the Inclusive Education Policy whereby as far as possible children with disabilities have to go to mainstream school as directed by the policy. Programmes are also being developed to engage families with their children's education. Government has also partnered with NGOs that specialise in disability rights and education,

they have also implemented laws and regulation that promotes including students with disability in mainstream education.

In parallel with implementing inclusive education reform policies, Saudi Arabia has stepped up investment in assistive technologies and learning tools for disabled learners and students. For example, today schools have been provided with technologies such as text-to-speech option, hearing aid and special software for the students with learning disabilities. These implementations show the commitment of Saudi Arabia to the rights of disabled students but there is still room for improvement.

Qatar

The education sector in Qatar has also recorded a lot of improvement in the matter of diversity. The QNV 2030 has also an educational pillar which seeks to enable people with disability access to education for the purpose of social inclusion. Currently, the Supreme Education Council or Qatar Ministry of Education and Higher Education has started some measures for the children with disabilities and facilitating them get enrolled and established in regular schools. An evident trend in the learning institutions in Qatar is that it is implementing provisions of facilities for the physically disabled learners including ramps, sensory rooms and tailored education learning programmes. Moreover, Qatar has also enhanced the instructional of focused teacher education programmes/ professional development which is aimed at preparing teachers from pre-service and or in-service, in order to attend to the needs of learners with special needs in classroom setting (Abdul-Wahab et al., 2019).

To further increase the inclusiveness, Qatar has also adopted an implementation of specialised curriculum models of students' disability. These models make certain that students with developmental delay or cognitive impairment get individualised attention within a general education framework. There have also been attempts put in place to ensure that the ministry of education works closely with NGOs that advocate for the disabled people and their rights so as to embrace a one stop- inclusive education society.

Jordan

This paper analyses that Jordan has made significant progress to address children with disability education. The Ministry of education in Jordan has come up with the inclusive education strategy in 2018-2022 with the purpose of providing education to the children with disabilities. This includes expanding capabilities for children's access to schools, supplying items for specialised instructive aids, and giving preparation to teachers' routines pertinent to educating for diverse children. It has also been seen that Jordan has also adopted international frameworks including the CRPD in integrating students with disability into Education policies. Moreover, it has worked towards raising awareness of disability and integration as the government also acknowledges that communities' perception heavily influences the effectiveness of integration programmes at schools (MEE, 2019).

Families and communities have been more supportive of incorporation of Learners with disabilities in Jordanian schools so that they have access to the general education systems. Some of the action plans under this strategy include; hiring dedicated teaching assistants who teach in normal classrooms, mobile therapy, and the implementation of IEPS to correspond to the student's needs. But scholars corroborated that much more needs to be done for those programmes to penetrate all corners of the nation especially in the rural zones.

SAUDI ARABIA VS UAE: PROGRESS IN INCLUSIVE EDUCATION

When it comes to the implementation of inclusive education, both the United Arab Emirates (UAE) and Saudi Arabia have gone through enormous changes in the last three decades emphasising the improvements made in the area, although there are profound and interesting differences and contrasts between both states.

Policy Frameworks

In this respect, the UAE has paid much attention to the development of an adequate legal basis to ensure the integration of children with disabilities into education. For instance, in 2017 an initiative called National Policy for Empowering People of Determination (2017) shows a clear governmental direction in making sure disabled persons are able to access education in mainstream schools. This policy is supported by a large-scale investment capital to infrastructure, teacher training, and assistive technology and the UAE was able to establish a better environment quickly.

On the other hand, the Saudis' advancement has been under what is known as "Vision 2030", in which everyone will have equal rights irrespective of disabilities. Although the policies on inclusion of disabled students in mainstream schools have been made, these are fairly recent. There has been more focus towards creating specific institutions, the provision of assistive devices as well as training of teachers. Nevertheless, many questions are still left unanswered in relation to how to connect these activities with the goal on its way to full inclusion.

Implementation and Funding

The UAE is another country that has in the recent past received a lot of funding in the education sector and has boosted the implementation of inclusion policies. So there are ramps for wheelchairs, accessible classrooms, and more sophisticated assistive technology in many schools around the country. Teacher training programs are required, making sure professional teachers are able to confront the various classes. These have made the UAE one of the strongest champions of integration of students with disabilities into mainstream school classrooms in the Middle East.

Even though Saudi Arabia has progressed a great deal in improving its innovation infrastructure and output, funding still remains an issue as does the issue of implementation of the strategies used. Physical facilities for students with impairment are scarce in many schools and preparation of teachers begins to be improved. These are the challenges that the government has faced, however, it has struck partnerships with NGO and international organisations to make additions to improve over the time period.

Societal Perceptions

When it comes to the Middle East, especially the UAE people's perception towards the adoption of inclusive education has improved due to awareness creation and government policies. Currently, the term 'Persons of Determination' which captures a positive meaning is the widely used term for the disabled persons.

Saudi Arabia on the other hand experiences social barriers that may slow down the implementation of inclusion. Stigma appears to be prevalent, with more needed to be done in order to change the social perspective to embrace disabled persons by the use of awareness created by organisations and the mass media.

Outcomes and Trends

In addition, the UAE that has chosen its niche and invests more money into the development of kindergartens has achieved more significant steps in a shorter amount of

time. Today, almost all schools' education systems follow inclusive education supported by strong policies and structures by 2022.

Comparatively Saudi Arabia is also on the right track though it is still a developing country. This inclusive education has been an affair well demonstrated by the country's efforts especially in driving improvements in urban schools where as often the rural region schools lag behind. Such a difference calls for closer examination and a search for methods that can improve generic access across the country.

In conclusion, in combining both countries' commitment towards advocating for inclusive education for children with disabilities, the UAE has been more progressive than Saudi Arabia due to the presence of comprehensive policies, the group's adequate funding and probably the society's reinforcement. Currently, Saudi Arabia following the Vision 2030 is on a good trajectory but to overcome the hiccups related to finance, development and social issues to operate and maintain it is still a way to go. The two countries also have a lot to learn from each other in terms of education, in the efforts they can make to apply equity measures towards the developing countries in the region.

Challenges and Area for Improvement

In fact, although many of these countries have made impressive strides that are worth emulating when it comes to provision of inclusive education, there is still much that remains to be done to ensure that children with disabilities effectively have equal opportunities as all other children in class setting as desired by the conception of inclusion of every child.

- Lack of Specialised Training for Teachers: Specialised teacher training in the area of special education is one of the biggest barriers to creating and implementing the inclusive education strategies for the Middle East. While there are some improvements in countries providing professional development in inclusive education many teachers are not aware of or equipped for supporting students with disabilities in class. A study by Al-Hassan et al. (2021) thus shows that teachers in Middle Eastern countries especially feel they are not well equipped to teach disabled students since they were not trained adequately in this specialty. According to the study, teachers with low training could fail in the application of differentiation strategy, and this evolves into a chasm in education achievement for the students with disability.

- Inadequate Funding for Inclusive Education: The third major problem affecting inclusive education in Middle Eastern countries is limited funding, a key factor that causes most policies to fail. Although the countries of the UAE and Qatar are trying to invest in the development of inclusive classrooms, there are still many schools that do not have enough money to support inclusive education in all its forms. This entails the acquisition of texts and apparatus, acquisition of special teaching aids and the employment of special educators, speech therapists and social psychologists. According to Hassan et al. (2020), many Middle Eastern educational institutions significantly lack adequate resources directed toward the inclusion of students with a disability, with inclusion remaining more of a concept as opposed to a reality in most countries in the region at the time of this research.

- Cultural and Societal Challenges: However, even though there have been positive changes in this area of policy, societal perception of disabilities remains a major obstacle to the integration of learners with disabilities into traditional school systems. Some Middle Eastern countries still have old culture when it comes to disability and this portrays negative attitudes of students and parents regarding inclusion. The authors, to buttress this argument, note that Ghanaian and Asamoah (2018) note that negative attitudes towards disabilities result in exclusionary practices in school even where there are policy provisions for inclusion. In addition, disability is a basis for exclusion that

students with disability experience at the hands of fellow students, hence they are left to sit alone and even fail in class. Overcoming these societal barriers requires extensive awareness-raising campaigns and community engagement to change perceptions and promote inclusivity as a societal value.

- Need for More Research and Evidence-Based Practices: While the Middle East has made significant progress in inclusive education, much of the research on this topic is still in its infancy. As Al Fadhli (2022) notes, more research is needed to assess the effectiveness of inclusive education programmes and to identify best practices that can be replicated across the region. Evidence-based practices, grounded in research and data, are crucial for informing policy decisions, improving teacher training, and ensuring that all students, including those with disabilities, receive the support they need to succeed in school.

THE ROAD AHEAD

The Middle East has improved in recent years on the subject of adopting inclusive education policies and providing enhanced opportunity for disabled students. The United Arab Emirates, Saudi Arabia, Qatar and Jordan have all begun to set measures and policies on integration into schools, which is further evidence of a regional push for educational equality. But, for these initiatives to receive optimal results, much more efforts are required in Teacher training programmes, resources, and prejudice about disability among the public. An understanding is therefore called for that aims at banning both tangible and structural barriers of exclusion. These entail supporting teacher professional development, making schools ready in this regard and advocating for the culture of non-discrimination and showcasing respect for diversity in the larger community. They have potential to provide high quality education to all learners including students with learning disabilities if there continues to be improvement on the existing efforts and closing of the mentioned gaps.

CONCLUSION

Accessible learning and differentiation are basic features of an education system that aims at satisfying educational needs of every learner, especially the disabled learners in the primary school in middle eastern countries. There are thousands of children and youths around the world who have a right to education, and it is important for education systems to be flexible to allow all learners who are out of other various impairments physically, cognitively, or even emotionally. This research work has also revealed many approaches and methods aimed at meeting the needs of students in this region; although, their complete utilisation still has issues. This learning refers to the delivery of education for students with diverse disabilities including physical, sensory, communication, developmental, and other neurological disorders. Thus, if specially designed strategies for each category, e.g., adaptive technologies for children with visual or hearing impairments, or socially-emotionally challenged children and adolescents with psychiatric disorders are implemented, including those defined as having intellectual and developmental disabilities, all the children are provided with equal opportunities to succeed. The above strategies are very important in helping scale the inequality parity and extend learning rights to those children who require special facilities before they are provided for during lessons.

While integration is a way of organising content, process, resource and assessment based on the student's learning styles and abilities, differentiation is a way of presenting content, structuring the process, selecting resources, and assessing students in a manner that differentiates from all other students. Basically, differentiation helps teachers to allow each student to work in more than one way on what the teacher is teaching thus helping each student to realise their full potential. Differentiation strategies such as task changes, question

selection, instructional approaches and feedback are critical in developing classroom atmosphere to accommodate all students' abilities. All these methods can be used hand in hand with low complexity learning approaches to establish the learning infrastructure for diversity and equitable education.

One of the major topics with regards to AL and differentiation is the debate between ability grouping and mixed ability grouping. Each approach I discussed has its advantages and consequences. When used in a positive manner, it is possible to give focused instruction to students and address lessons differently by providing required interventions since students exhibit different learning abilities. However, there is always a negative side of ability grouping in that it serves to enhance social segregation as well as serve to lower learner self-esteem since few of them are included in the high ability groups. On the other hand, mixed-ability grouping provokes cooperation, support among learners, developing the growth mentalities; however, it prescribes much planning in order all learners would be very interested and will get necessary support.

However, the implementation of more generic learning points and differentiation by Middle East teachers remain limited in their maturity. Collective progress has been seen in many countries in the region; schools have become more welcoming to those with disability needs and more resources have been bought in; and more schools have and are offering professional learning to educate them. However, there are some issues which include; issues to funding, teacher training, and more importantly the complete integration of students with disabilities into a regular classroom. According to the writing highlighted, more has to be done towards meeting the needs of students with disabilities by providing them with everything they require to overcome disability in an academic environment.

Furthermore, despite the increasing awareness and concern with the issue of limited access to learning and differentiation in the Middle East, more work is needed to ensure the countries in the region provide effective and equitable learning environments for all learners. Some of the things that fall under this category include both material support, proper preparation and professional development of teachers and carers as well as promoting and modelling appropriate, inclusive behaviours in school and classroom. Only in this way can states of the Middle East, developing the strategies of improvements of educational practices and policies, guarantee each child and teenager and students with the provision of quality education that will help them become successful in their personal journey in life, in spite of their abilities and personal backgrounds. The target has to be the development of learning communities free from bias and discrimination that can effectively address needs and learning interests of all students enrolled in those communities.

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