

Inclusion, education and social policy

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Over the last decade, the social and educational policy, at national and international level, emphasizes its commitment to the notion of inclusion for disabled children, however, we observe that disability is examined and faced in terms of "special needs" in these particular papers. In this way, discriminatory and inequality practices, which at the level of rhetoric are renounced, are actually legitimized and reproduced. We claim that the close examination of the Law Act which refers to "Special Education and Education" deals with inclusion in terms of personal tragedy and personal fight for the disabled students. Structural social inequalities remain unexamined and continue to reproduce segregation and exclusion in the educational field.