**Inclusive Education and SEN learners: A Call for Equity in Regular Schools**

**Abstract**

Learners with special educational needs have largely been marginalised from regular schools. As the 1900s drew to a close, the Education of All Handicapped Children Act put an end to child segregation from regular schools as an attempt to prevailing equity and, henceforth, optimising disabled learners’ academic outcomes. Moreover, the term Disabled Learners was replaced by learning difficulties and started being used, not only for those who suffer from certain impairment, but it furthered up to encompass all learners who encounter difficulties throughout their educational endeavour. Accordingly, disabled learners started studying alongside their same-age peers in regular schools. However, most of the teaching approaches adapted by teachers do not consider the significant diverse needs of those individuals. The challenging educational settings made learners experience a sense of discomfort because of their unmet needs, the thing that made learning a heavy burden for them. Inclusive Education is a new teaching approach which works as a catalyst to respond to disabled learners’ needs and interests; it mainly strives for potential solutions for those who have been pulled out from normal schools for so long. Essentially, its most salient concern is to amalgamate learners of different needs and backgrounds inside one classroom. It works on differentiating instruction so that all learners receive equal educational chances. The teachers’ role is said to be of focal importance in this regard. They are the frontline implementers of the inclusive policy.The aim of this research therefore is to examine in-service teachers’ attitude towards the adoption of inclusive education in the Algerian middle schools. It mainly aims at exploring teachers’ readiness to include learners with disabilities in regular schools alongside their same age peers. Essentially, this study seeks to investigate whether or not in-service middle school teachers receive any kind of training on inclusive education and suggested provisions to include disabled learners in regular schools. To obtain the necessitated data, the researcher opted for an adapted attitude questionnaire and an interview. They both are addressed to a sample of 20 middle school teachers to get in-depth insights about their attitude towards the implementation of inclusive education in the Algerian schools. The obtained results indicated that in-service teachers showed a positive attitude towards the adoption of inclusive education. They believe that all learners need to have equal educational opportunities, and that their needs need to be valued and respected. Moreover, the teachers’ training courses are subjected to criticisms in terms that it does not equip teachers with enough insights on how to accommodate learners’ array of needs. Accordingly, the study suggests the integration of inclusive education in pre and in-service teacher training courses as a catalyst which gives more impetus to learners’ needs matters and ultimately prevails equity and belongingness in the Algerian schools.

**Key words:** Education for all, inclusive education, in-service teacher training, Special education needs, teachers’ attitude