

On Inclusive Education in Spain: Policies and Practices

Mario Toboso Martín

Instituto de Filosofía, CSIC

Miguel A. V. Ferreira

Eduardo Díaz Velázquez

Matilde Fernández-Cid Enríquez

Nuria Villa Fernández

Concha Gómez de Esteban

Universidad Complutense de Madrid

mabferre@ucm.es

Abstract:

This article develops a vision of inclusive education process in Spain over the last forty years, from two perspectives: one that corresponds to the political side and another that attends to daily practice in schools. Regarding the first, we present the development of the evolution of education legislation for people with disabilities throughout the mentioned period of time, which goes from an educational model of segregation to a model of integration, currently trying to configure, with great effort, a model of inclusion. From the point of view of the practice we will go to the most recent data on inclusive education and attention to pupils with special educational needs, in order to develop an outline of the main barriers currently faced by the process of inclusive education in Spain.

Keywords: education, special education, inclusive education, disability, diversity, inclusion, integration, special educational needs, segregation