



Benefits and limitations of different schooling modalities: professionals' assessments [

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Analítica

Introduction: This article analyses the assessments of education professionals who work in different schooling modalities aimed at providing an adequate educational response to students considered to have special educational needs. **Method:** Qualitative research has been carried out, using in-depth interviews as a technique for collecting information. More specifically, we interviewed professionals from management teams and diversity care teams from different educational centres: public centre, public centre with specialised classroom, private centre with specialised classroom in infant, primary and secondary and special education centre. **Results:** Among the most important results highlighted by the participants were the need for greater awareness and sensitisation in ordinary schools, as well as improvements in the initial and continuous training of teachers and in the structures and resources available that make it possible to develop a more globalised and flexible curriculum. **Discussion:** The participants in this study recognise the importance of transforming ordinary classrooms to favour the inclusion of all students, but there is no consensus that this is feasible under current conditions. One of the essential requirements for making progress on this path is a better relationship between the university and the reality of schools

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