World of education for disable children is constantly changing. Special schools have to change according to the demand of its clients or the environmental factors. Inclusion is seen as a right and inclusive education has become a compulsion in the field of special education. Irrespective of disability, a child with disability has the same rights to education as any other child in his/her age. Many declarations, decades and policy papers have fueled this drive world over and have been showing the direction for policy makers and practitioners.

This study explores and highlights the importance of inclusive education and role of special schools in promoting it. The research focus has been to investigate various roles for special schools, so that they can meet some of the challenges of inclusive education. The purpose of the research was for me to develop an understanding and knowledge about this growing phenomenon of inclusive education, its challenges and how special schools can contribute to make it effective.

The literature review examines theories and concepts of inclusive education and evolution of special education. It is mainly focused on Indian response to inclusive education, effect of medical/social models on special education and international movement towards inclusive education with special focus on the UK, the Netherlands and Czech Republic. This is because of the location of my study; I could look deeper into the system of education of these three countries and can learn some more lessons from my practical experience.