

From Assessment to Intervention: A Model for Utilizing Disability Service Unit Assessment Findings to Strengthen Inclusive Education Services in Primary Schools

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ABSTRACT

Inclusive education is about making sure that schools can help all students, including those with disabilities. One big problem is making sure that what we learn from assessing students with disabilities actually helps us teach them better. This study looked at how a Disability Service Unit in Bandung City Indonesia uses what they learn from assessments to make education better for students with disabilities. The study talked to 22 people, including the head of the Disability Service Unit, someone who does assessments, 10 teachers and 10 parents of students with disabilities. They also looked at reports and records from assessments. What they found out is that the assessments give us a lot of information about what students need to learn what they're good at how they communicate, how they feel and what kind of support they need. The study also found out that we can use what we learn from assessments to help students by changing the way we teach making plans for each student working together with parents and teachers and using special interventions. So they made a six-stage model that shows how we can use assessments to help students. The model has these stages: assessing students figuring out what they need and what they are good at making recommendations working together with parents and teachers teaching students and checking to see how it is all working. This model helps us make sure that we are using what we learn from assessments to make decisions about how to teach students with disabilities. It also shows how important Disability Service Units are in making sure that schools are inclusive. The study helps us understand more about how assessments can inform the way we teach students with disabilities and how we can make education better for all students. Inclusive education is important and Disability Service Units play a big role, in making it happen. The study of education and Disability Service Units is ongoing and this study is a part of it.

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1. INTRODUCTION

Inclusive education has become an integral part of modern schools, with the concept of inclusivity being embraced by educational institutions to promote diversity and inclusivity within the learning environment. The idea is to make sure that every student gets a good education, no matter what their learning challenges are, where they come from, or what they need. The Salamanca Declaration and the UN Convention on the Rights of Persons with Disabilities are clear in their recognition of this fact. Both documents emphasise that students with disabilities should learn in mainstream classrooms so that they can fully participate in school life. Despite recent global efforts to establish fair school settings for everyone, achieving real inclusion remains a challenge in many places. This is especially the case in developing countries, where there is often a shortage of facilities and resources. There is often a lack of full preparation among teachers for the provision of assistance to students with disabilities, and inadequacies in the availability of support services. The provision of an appropriate education for students with special needs is ultimately complicated by these limitations. Achieving equity is dependent on inclusivity and educational equality. It is incumbent upon educational establishments to make greater efforts and implement concrete improvements to provide students with disabilities with the support and assistance they require in order to facilitate optimal learning [1]. The government of Indonesia is firmly dedicated to achieving fair education for all by implementing a range of policies. There are some rules that support this. These include Rule 8 of 2016 for disabled people, Rule 13 of 2020 for students with special needs, and Rule 48 of 2023 from the Minister of Education, Culture, Research, and Technology. It is very important to make sure that all children can go to school together. This is because it can help them to do well in their studies, be good citizens, and feel happy. But there are still many problems in making sure that all children can go to school together. This is because the help given to children with disabilities is different in each school. A considerable number of educational institutions continue to grapple with comprehending the distinct requirements of each student, formulating suitable mentoring programmes, and imparting learning methodologies that align with a variety of learning styles. By means of these manifold improvement initiatives, the overarching aspiration is to establish an educational framework that can furnish comprehensive assistance and accommodate the requirements of each individual, without exception [2], [3].

Schools can offer inclusive education services more successfully if they have an organised way of checking how students are doing. Teachers need to check a lot, and this is because it helps them to understand two things: what their students are good at, and what they find difficult. It also helps them to see what kind of help their students need in order to learn. The findings from these inspections are utilised to devise a plan for the pedagogical content that students will be expected to acquire, the manner in which instruction will be delivered by teachers, and the nature of the assistance that students will be furnished with. Therefore, monitoring pupils' advancement is not about classifying them or determining whether they require additional support. Decisions about how to teach students with disabilities can be made easier with this tool, which helps teachers to ensure

that these students get the help they need to succeed. Inclusive education services rely on this kind of assessment. Ensuring that students with disabilities receive the right kind of education is something that assessment can help with, as it is an integral part of inclusive education services [4], [5]. Assessment is very important for inclusive education, but many studies and ways of teaching show that the results of tests are often not used well when decisions are being made. Checking how well students are doing usually ends with finding out what they need and putting them into groups. After that, not much is done with this information to plan lessons and help them. This means there's a gap between what's found in the assessments and the support services actually provided in schools. This can result in interventions that just aren't suited to the needs of individual students. This means that programmes for all students are less good and stop students from doing as well as they could. Nevertheless, the findings and results of such evaluations are of the utmost importance, given the inextricable linkage between inclusive education and evaluation. The fundamental purpose of evaluation in education is to facilitate and nurture student success[6], [7].

The primary issue at present is how to interpret test results in a way that provides real help for students. This necessitates robust cooperation between educators, head teachers, guardians, special needs instructors and ancillary personnel. It is vital that they collaborate to comprehend the significance of test results and establish suitable measures. In addition, schools require a lucid system for correlating test results with specific actions in the classroom. This process is not merely about amassing scores or data from tests; rather, it is about leveraging this information to devise bespoke instruction, provide assistance to students encountering difficulties, and furnish support tailored to each child's distinct requirements. The results of evaluations and educational support programmes are essentially complementary. The most optimal learning plan for each student must be developed through the integration of both [8], [9]. In Indonesia, they have something called the Unit Layanan Disabilitas (DLU), also known as Disability Service Units (DSUs). These units are part of a system that makes education accessible to all. The main role of the DSUs is to support students with disabilities by assessing their needs and abilities, providing them with the necessary assistance, and collaborating with other stakeholders to ensure they receive appropriate support. DSUs use a team of people from various fields to assess each student, determining what they can do, how they learn, what obstacles they face, and what kind of support they need. The creation of plans that are just right for each student and the making of schools more inclusive should be informed by this information. Nonetheless, it remains opaque as to the extent to which information from Disability Service Units is genuinely utilised to assist students with disabilities within educational institutions. The issue with regard to education for students with disabilities is that a considerable amount of research has already been conducted on how to make schools more inclusive, how prepared teachers are, what kind of assistance students require and how to assess them. In addition, it is evident that the utilisation of data for decision-making purposes and the implementation of efficacious methodologies are of paramount importance in facilitating student learning. However, we do not know much about how people who support students with disabilities translate test results into practical classroom

plans. Researchers' attention is usually focused on either the testing of students or the provision of assistance to them. There is an absence of consideration given to the manner in which these two elements are interconnected and the potential for collaboration to assist students with disabilities. When it comes to education for students with disabilities, we need to consider the bigger picture. This means examining the way Disability Service Units and schools collaborate to ensure students receive the support they require. A way to make education more inclusive for students with disabilities must be found by Disability Service Units and schools, with the assessment findings being used [10], [11].

Schools are where the difference is really noticeable. It's crucial to identify issues early on and provide students with immediate support, as this can have a significant impact on their academic success, social well-being, and long-term school performance. This kind of help is needed in primary education settings like these. In the absence of a system for leveraging the insights from assessments to formulate plans that will assist students, the valuable information gleaned from these assessments will be rendered largely ineffectual in terms of enhancing our pedagogical practices. Therefore, it is necessary to find a method of demonstrating how we can utilise the knowledge gained from evaluations to formulate strategies that will assist students and enhance educational institutions for the benefit of all. This will improve education. Primary education is very important, and it is essential for children to receive a good quality education from an early age. The necessity for improvement is clear, with the use of assessment findings for guidance in the planning process [12]. The objective of this study is to devise a model that utilizes the findings of the Disability Service Unit in order to enhance the quality of education for all individuals within the school environment. The model should prove to be of practical utility and grounded in empirical evidence. It should establish a nexus between the manner in which we evaluate our students and the manner in which we formulate their educational curricula. People should be able to work together to provide students with disabilities with the necessary support. Research into the use of the findings from the Disability Service Unit to help students with disabilities in schools has not been conducted by us. We have knowledge of the methods for the creation of inclusive education, the assessment of students and the provision of support for students with disabilities. We are not privy to the extent of the manner in which the findings of the Disability Service Unit are utilised in the formulation of educational plans for these students. The way in which the findings are used to provide students with disabilities with the necessary support is something we are unaware of in Indonesia at the primary school level. This predicament arises from the necessity to acquire a more profound understanding of the application of the findings to assist these students. Consequently, it is imperative to undertake research on this subject.

2. METHOD

The focus of this study was to examine the manner in which a Disability Service Unit employs assessment findings to devise strategies, provide support and enhance education services for all individuals within the school environment. The study's location was a Disability Service Unit in Bandung City, Indonesia. It is referred to as DSU-X to protect the identity of the location. The selection of people to talk to was intentional, due to

their direct involvement in checking students and planning support. The study included 22 people: the head of the Disability Service Unit (n = 1), one assessor (n = 1), ten teachers (n = 10) from inclusive schools and ten parents of children with disabilities (n = 10). Information gathering in this investigation was carried out via unstructured interviews and document review. In-depth interviews were conducted to explore participants' comprehension of the assessment process, encompassing the manner in which it was executed, the manner in which the results were disseminated, the significance of the recommendations, and the implementation of the educational program. Also, the people doing the study looked at different important documents, like reports about how well the students are doing, notes about what should be done next, and plans for the programme. This document review aimed to see how the results of the assessment were used to improve education services. The data that had been collected was then analyzed using a method that had been developed by Braun and Clarke. This analytical process was conducted in stages, commencing with the perusal of the complete data set, followed by the coding of salient points, the identification of themes, a subsequent re-examination of these themes, and, finally, their interpretation. During this procedure, analysts concentrated on recognising motifs connected to the utilisation of evaluation outcomes, the multiple individuals involved, the elements that support them, and the difficulties in planning the programme. Researchers used various sources of information. They reconfirmed with participants. This was to ensure the reliability of the research results. A comprehensive model was then formed by synthesising all the identified themes. The goal of this model is to show how the Disability Services Unit can get better results from its assessments. The aim of this is to improve the quality of educational services for students [13].

3. RESULTS AND DISCUSSION

3.1. Assessment Findings as the Basis for Understanding Students' Learning Needs

The Disability Service Unit conducted a meticulous analysis of the students' learning requirements and aptitudes. The students' school performance was not the only thing taken into consideration. Their communication skills, relationships with others, conduct, and ability to complete tasks independently were also evaluated. This approach would enable educators to discern the distinctive characteristics that define each student, and consequently tailor the learning experience to align with their unique needs and aptitudes. All students with disabilities were found to be very different, as demonstrated by the results of the assessment. Comprehension of complex concepts and tasks, which are not easily observable, posed a challenge for some students. Others required additional time to complete their schoolwork. The findings further demonstrated that a significant proportion of students exhibited superior learning outcomes when presented with tangible, haptic stimuli, when guided by a demonstrator, and when provided with a structured plan. This indicates that educators must be able to adapt their pedagogical approach to align with the diverse needs of their students. The way in which they teach and test students needs to be able to be changed by them. All students must be given the opportunity to learn in a way that suits them. The importance of this lies in the fact that it demonstrates the value of schools in meeting the needs of each student as opposed to the implementation of a one-

size-fits-all approach to teaching. The Disability Service Unit's evaluation highlights the necessity for educators to adapt to the needs of students with disabilities. That is what inclusive education is all about, and it is something that should be embraced by all.

There were some differences in how students could talk to people. Some students could say what they wanted to say by talking but other students needed to see pictures or have some extra help to tell people what they wanted. Some students also had a time talking to other people controlling their feelings and getting used to new things. This shows that we need to make sure schools are places where students can learn and feel happy. We want students to be able to do their schoolwork and also be able to make friends and feel good about themselves. Other people have found the things in their studies, which says that we need to really look at what is hard, for each student and what they need to do well because just looking at their schoolwork is not enough. [14], [15]. This evaluation procedure is vital because it aids in determining each pupil's strong points and capabilities. To illustrate, some students possess remarkable mnemonic abilities, while others demonstrate exceptional dexterity in technological applications. Furthermore, some students exhibit keen cognitive abilities. Rather than concentrating exclusively on flaws, this evaluation assists in optimising their educational prospects. This approach is congruent with an asset-based model in education, which meticulously plans learning predicated on students' initial capabilities. The findings of this evaluation are priceless for deciding on curriculum alterations, picking teaching techniques, and supplying suitable resources and assistance. This approach allows students to fully participate in learning activities and achieve the best possible results. The promotion of a more inclusive education is ultimately the goal of this assessment. It does this by ensuring that students receive full support for success, while also focusing on their strengths.

3.2. Utilization of Disability Service Unit Assessment Recommendations in Inclusive Educational Services

The Disability Services Unit interprets assessment results into pragmatic suggestions that connect the assessment process with tangible actions in education. These recommendations, informed by the findings of the evaluation process, aspire to establish education services that are meticulously tailored to the needs of students, with a profound emphasis on their learning requirements. In addition, the unit offers exhaustive counsel and assistance to educators, educational institutions, and the parents of pupils. With unambiguous direction, all those concerned can collaborate efficiently to guarantee that each learner gets the suitable help and guidance customised to their specific requirements. Teaching methods in the classroom must be changed, according to one of the main recommendations. It is recommended that educators adopt a more adaptable approach by utilizing visual aids and real-life illustrations, breaking down instructions into more straightforward stages, and adapting the complexity of assignments to align with each pupil's capabilities. This approach is instrumental in facilitating a more profound comprehension of the subject matter and enhancing student engagement throughout the learning process. This idea is based on two ways of teaching: different ways of learning and ways of teaching that work for everyone (UDL). Both ideas show how important it is

for teachers to change the things they teach, how they teach them, and how they help their students. The most important aim is to create a learning system that works well and includes all students. This means that every child has an equal chance to take part in the classroom [16], [17], [18], [19]. A key recommendation arising from this research is the need to develop personalised learning plans, known as Individualised Education Programmes (IEPs), for students who require additional support. These are learning plans designed to meet each student's specific needs. These programs help teachers to do three things. First, they help teachers to set learning objectives. Second, they help teachers to select the right learning strategies. Third, they help teachers to decide what services and support each student needs. To put it another way, IEPs are a kind of manual for teachers, helping them to plan and deliver learning in a way that is focused, systematic and personalised for each student. As well as helping teachers to plan how students will learn, IEPs also help to check how well students are doing. Teachers can assess the effectiveness of the provided strategies and support, and make adjustments if necessary. This discovery is in line with earlier studies demonstrating that personalised learning programmes can enhance the efficacy of learning for students with special requirements. Additionally, IEPs enhance collaboration among educators, support personnel, and other stakeholders involved in delivering educational services to students with impairments. Consequently, the implementation of IEPs must be sustained and cultivated within educational institutions, as they have been demonstrated to assist students in acquiring learning support that is tailored to their specific requirements and enhance the calibre of the educational services they receive [20].

The findings of the investigation demonstrate that educators, guardians, special needs personnel, and other experts must collaborate to deliver optimal assistance to pupils. The participants clarified that the suggestions from the evaluation could be put into practice successfully when all parties communicated frequently, exchanged data, and stayed dedicated to the same objectives. The discussion of assessment results together and the use of these results to create consistent support both at school and at home had the greatest positive impact. These findings are similar to the opinions of education experts, who say that working together and building relationships between everyone involved is very important for helping students do better and be successful [21], [22], [23]. Teachers' ability to adapt lessons to meet the different needs of students also needs to be improved, according to the Disability Service Unit. In addition, educators are strongly encouraged to employ more adaptable assessment methodologies, effectively supervise student conduct, and implement pedagogical approaches that facilitate the engagement of all students in the educational process. Also, schools were told to make their buildings and classrooms easier for students with disabilities to get to. At the same time, they were asked to create a friendly and helpful learning environment for these students. These suggestions demonstrate that evaluation outcomes should be utilized not only to assist individual learners but also to promote more extensive enhancements in educational institutions and fortify educators' practical abilities. This is particularly significant because educators' self-assurance and proficiency have been determined to be vital elements in establishing effective and inclusive teaching. When educators possess the essential understanding,

abilities, and self-assurance, they are more equipped to furnish significant educational opportunities for all learners [24]. The recommendations made by the Disability Service Unit are of great significance when it comes to altering the manner in which we teach our students. The implementation of these recommendations will allow for changes to be made in the classroom. The assessment reports are not regarded as papers for filing away. Rather than using them for that purpose, we employ them to devise strategies that will facilitate improved student learning. This is what our investigation revealed. It was evident that when individuals collaborate and educational institutions provide backing, evaluation reports become highly beneficial for the development of educational planning. All students can benefit from improved education thanks to the recommendations of the Disability Service Unit. They demonstrate how to employ evaluations to enhance inclusivity in educational institutions. A plan that connects assessments, recommendations, planning and services in schools can be created using this information. The recommendations of the Disability Service Unit form an integral component of this plan.

3.3. From Assessment to Intervention: A Model for Utilizing Disability Service Unit Assessment Findings

The use of assessments carried out by the Disability Service Unit is for the determination of the type of support required by students for better participation in the learning process at school. In order to elucidate the modus operandi of this process, a rudimentary model was formulated on the basis of interviews and an analysis of various documents. The findings suggest that the Disability Service Unit's evaluations offer optimal advantages when utilized as a foundation for formulating educational strategies for students. These schemes are created through cooperation between the Disability Service Unit and different groups involved in the student's learning. There are six stages in this model, all of which are interconnected. The first stage is the assessment, which is implemented by the Disability Service Unit. In the second stage, the results of the test are used to see what the student can do and what they need more help with. The third step is the creation of an educational scheme customized to the learner's requirements. In the fourth stage, the plan is to be implemented effectively with the Disability Service Unit collaborating with relevant parties. The fifth step is the execution of the strategy to aid the student's growth and educational journey. The last step is a review of how well the plan was carried out to see how useful it was and to decide if any more changes are needed. Consequently, the evaluation undertaken by the Disability Service Unit assumes a pivotal role in guaranteeing that each student is furnished with services and assistance that are commensurate with their requirements during their period of schooling.

The first stage of the special educational needs process is the assessment carried out by the DSU. Each student's condition is comprehensively assessed by the DSU at this stage. This evaluation encompasses the learner's capacity to undertake regular tasks, their learning approaches, interaction abilities, emotional growth, capacity to adjust to their setting, and the kind of assistance they require. In contrast to customary evaluations that concentrate exclusively on scholarly achievements, this evaluation takes into account all elements that can impact a student's educational journey, encompassing their experiences

within the educational environment. The findings of this evaluation are pivotal as they underpin numerous choices concerning a learner's schooling. In addition, teachers can use the DSU's assessment to understand each student's needs. This allows them to design learning strategies and provide suitable support. For this reason, the evaluation procedure is a pivotal preliminary stage in each learner's academic voyage. The second stage is all about pinpointing each student's learning needs, while also acknowledging their existing skills and the potential they have yet to tap into. At this point, educators employ evaluation outcomes to construct a more detailed picture of each pupil. New studies demonstrate that evaluation records are deployed not only to pinpoint learning challenges or obstacles but also to pinpoint each learner's strong suits, capabilities, and possibilities. Both aspects must be given due consideration and balanced, for effective inclusive education assists students not only in surmounting the challenges they face but also in cultivating their extant abilities. By comprehending each pupil's requirements and capabilities, educators can devise suitable learning schemes and tactics so that pupils feel more assured and autonomous and have the chance to flourish. By adopting this strategy, assistance is more precise, making certain that every learner gets the support they require to achieve success in the educational journey.

The third stage is making suggestions based on the results of the check. At this point, all data acquired from the evaluation procedure is converted into multiple suggestions that can be executed in educational activities. The DSU's recommendations are usually centered around three main points: enhancing teaching methods, adopting more effective ways of communicating, and providing assistance to students to improve their behavior. Additionally, they advocate adapting the learning process to align with the individual needs of each student. Moreover, the DSU contributes to the creation of Personalized Education Programs (IEPs). The findings of research demonstrate that this stage assumes a pivotal role, given that it functions as a nexus between the outcomes of assessments and the actualization of specific actions within the educational milieu. Consequently, data gathered from the evaluation procedure is not only useful as information but can also be utilized as a foundation for creating more suitable learning experiences that can encourage student growth and educational achievement. The fourth stage is all about working together with stakeholders, who are really important in making sure inclusive education is a success. Teachers, parents, principals and DSU personnel can work together more effectively to implement recommendations from the assessment process, according to the research findings. The sharing of information, experiences, and insights is facilitated through this collaboration, enabling a more comprehensive understanding of each student's needs. This enables them to formulate bespoke learning plans and services that align with the institution's specific conditions and requirements. These results show that inclusive education's success is not dependent on one person, but rather on dedication, cooperation, and the active involvement of everyone involved.

The fifth stage is educational intervention. At this point, all the plans that have been made start to be used in the classroom and with other services that help. It has been determined by the results that significant benefits to the learning process can be provided by the implementation of learning strategies customized to the needs of students and the

modification of the curriculum. In addition, the ability to carry out assessments, provide counseling and mentoring services, and implement behavior management strategies is also important in supporting student development. Every student is provided with a personalized learning program that is tailored to their specific needs and characteristics. These results suggest that utilizing data acquired from the evaluation procedure as a foundation for decision-making can enhance the efficacy of the intervention provided. In this manner, the findings of the evaluation function as a resource for educators to decide suitable learning methods and the optimum type of assistance for each pupil. The provision of optimal results by educational interventions is dependent on their design and implementation based on accurate information from assessment results. By employing suitable stratagems, scholars can procure superior assistance to accomplish ideal cognitive growth.

The final stage of the process is the follow-up. At this stage, the student's progress continues to be monitored and evaluated by teachers and other professionals, with effectiveness of support and teaching strategies being assessed. The explanation given by the participants was that there may be changes to the needs of the students over time, with the necessity for regular reviews in order to ensure the continued appropriateness of the support provided. Checking on things regularly also gives useful information that helps teachers get better at teaching and plan what to do next. This process is repeated over and over, which lets teachers help students in the way they need while making sure that all students learn better and in a way that includes everyone. The new model shows that the value of assessment is not about making reports. It is about using the information from these assessments to make decisions about education. This model helps us see how assessment can make education better for everyone. It does this by linking what we learn from assessing students to planning with teachers putting plans into action and always checking to see what is working. So this model gives schools, Disability Service Units and people who make education policies a way to make education better for all students, in primary schools.



Figure 1. Model for Utilizing Disability Service Unit Assessment Findings to Strengthen Inclusive Education Services in Primary Schools

Figure 1 shows how the results of assessments done by the Disability Service Unit (DSU) are used to make changes in normal primary schools. Assessments are not just about identifying student needs – they're also the foundation for working together to make decisions, planning services, and constantly improving the quality of support. As it uses a cyclical model, this process is ongoing. The necessity for periodic evaluation and reassessment of students is for the purpose of ensuring the alignment of interventions provided with development and changing needs. The results of the evaluation then act as a foundation for deciding suitable actions, which are then modified as required based on the findings of additional supervision and assessment. Therefore, this framework assists schools in guaranteeing that every pupil is given personalised educational assistance.

3.4. Assessment as a Foundation for Inclusive Educational Decision-Making

The findings demonstrate that assessment conducted by the Disability Service Unit (DSU) serves as a fundamental basis for educational decision-making in inclusive primary schools. Unlike conventional assessments that often emphasize academic achievement, the assessment process examined in this study generated comprehensive information regarding students' communication skills, social-emotional development, adaptive behavior, learning characteristics, and support needs. Such findings indicate that assessment plays a broader role in identifying factors that influence students' participation and learning experiences within inclusive educational settings.

The comprehensive nature of the assessment aligns with contemporary perspectives on functional assessment, which emphasize understanding how students function within real educational contexts rather than merely identifying diagnostic categories. Through the assessment process, teachers and parents obtained detailed information regarding both students' challenges and strengths, enabling more individualized educational planning. This finding supports previous studies suggesting that educational assessment should function as a mechanism for generating actionable information rather than merely classifying learners [20].

An important finding of this study is that assessment reports provided information about students' strengths and potentials in addition to learning barriers. Several students demonstrated abilities in visual thinking, technology use, artistic expression, and memory skills. This finding reflects a shift from deficit-oriented approaches toward strength-based perspectives in inclusive education [17], [14]. Rather than focusing exclusively on limitations, assessment becomes a tool for identifying resources that can be leveraged to facilitate participation and learning. Such an approach is consistent with current inclusive education principles that emphasize recognizing diversity as an educational asset rather than a problem to be managed.

The findings further suggest that comprehensive assessment contributes to the development of more responsive educational services. By understanding students' individual profiles, educators are better positioned to adapt instructional strategies, learning materials, and assessment procedures. Consequently, assessment serves not only as an identification process but also as a strategic foundation for educational planning and the development of interventions. This reinforces the notion that effective inclusive education requires evidence-informed decision-making supported by systematic assessment practices.

Similar findings have been reported in studies highlighting the importance of instructional adaptation and differentiated learning experiences for supporting meaningful participation among learners with diverse educational needs [25].

3.5. The Strategic Role of Disability Service Units in Bridging Assessment and Intervention

The Disability Service Unit performs a significant function in this investigation. It aids in linking what we gain from evaluations to the actions we can take to assist students in their learning. Assessment and intervention are usually talked about as two separate things. It became evident that the function of the Disability Service Unit is to serve as a conduit, metamorphosing the findings from assessments into concrete recommendations that educational institutions and families can implement. The Disability Service Unit proffers recommendations such as modifying pedagogical methodologies, facilitating communication, addressing behavioural concerns, effecting adjustments for learning and devising Individualized Education Programmes for each student. These recommendations are based on the findings from evaluations. The transformation of this into things we can actually do to help students is essential. This is of paramount importance because occasionally educational institutions are at a loss as to how to proceed with the information they receive from assessments. In such circumstances, the onus falls upon the Disability Service Unit to furnish educational institutions with the requisite guidance on appropriate measures to implement. The Disability Service Unit also assists schools in adhering to the regulations and guidelines set forth by the government, which are aimed at fostering greater inclusivity in education. It has been demonstrated by other studies that educational institutions are capable of achieving success in their endeavours to provide a conducive learning environment for their pupils, provided they are furnished with the requisite support and are under the aegis of leaders who are invested in the well-being of their pupils. Ensuring that every student receives the education they deserve is the responsibility of the Disability Service Unit, which is helping schools to achieve this goal [12]. The Disability Services Unit was set up as a result of the government's realisation that schools needed more support for students with special needs. The research showed that the unit is very good at making schools more inclusive, especially because it makes sure that assessment results are used in planning the teaching process. Additionally, the investigation determined that the practicality of the unit's suggestions is contingent on their ability to be adapted to actual classroom settings. The provision of recommendations was met with appreciation by teachers, who found them most helpful when they offered solutions to their teaching challenges and practical ideas for immediate implementation in their schools. These results underline the significance of effective communication between the assessment group and educators in ensuring that recommendations are more pertinent and beneficial. Therefore, creating an optimal learning environment is key, and this can only be achieved through close collaboration between the service unit and teachers.

3.6. Collaboration as a Key Mechanism for Effective Inclusive Education Services

A further pivotal revelation underscores the pivotal function collaboration performs in translating evaluation findings into tangible educational schemes. The demonstration of sound recommendations as the result of a robust evaluation process, and their heavy dependence on the extent of involvement of various stakeholders in planning and decision-making, is provided by this research. Effective cooperation has been shown to be essential for the successful execution of each suggestion. All stakeholders must be involved in the planning stage, because it is only by their active participation that we can ensure the effective implementation of all evaluation results [15], [8]. There was a wide range of views on what students need and what they want to achieve in school, with teachers, parents, school leaders and DSU personnel all having something to say. The tests' results were explained and understood when they talked together, and they were able to determine how to help the students. This is what other people have found out before, and it is something that we should take into consideration. It's preferable to have many people working together to help students, rather than relying on a single teacher. The involvement of parents was a key factor in the success of the program. Parents were familiar with their children's behavior and capabilities at home, as well as their areas of difficulty. When parents were involved in the discussions, it helped to ensure that what was happening at school and at home was consistent, which in turn helped to create a more harmonious environment for the children. It is considered to be of great importance because if the kind of support that is offered at school and at home is received by students, better results can be achieved by them in their studies. The provision of assistance to students by people at school and at home is necessary for the achievement of progress [10]. [21]. Moreover, collaborating proved to be beneficial in ensuring the longevity of educational initiatives. In circumstances where pedagogues, progenitors and DSU personnel collaborate, proposals for the assistance of juveniles are more likely to be executed in accordance with protocol and to be frequently reviewed. The impact on children's school performance is influenced by various factors, including their family, the school environment, and the community they live in. Therefore, collaboration is not merely an added bonus; it is a fundamental component of assisting all young learners to receive the instruction they require.

3.7. Implications of the Proposed Model for Inclusive Education Practice

A way to turn what is learnt from assessments into things that can actually help students is given to us by the new model that was developed in this study. The model illustrates a process that begins with a close examination of each student, followed by the identification of their learning needs, the development of a plan, collaboration with all relevant parties, the implementation of the plan, and the evaluation of its effectiveness. This demonstrates the connection between assessments and classroom activities, and their mutual influence. The significant lesson to be gleaned from this paradigm is that evaluations ought to constitute a recurrent phase in a continuous process, as opposed to a one-time undertaking. As students' needs evolve over time, it is imperative that we meticulously assess and recalibrate our pedagogical approach in order to provide them with the requisite support. The circular nature of the model reminds us to continually review

how students are progressing and use this information to enhance our teaching. Schools that want to ensure the inclusion of all students will find this model particularly useful. It provides teachers with a framework to follow, enabling them to leverage the insights gleaned from assessments to make informed decisions. By leveraging the insights yielded from these evaluations, educational institutions can formulate bespoke plans that are tailored to the unique needs of each student, ensuring that their pedagogical approach is optimised and they receive the requisite support. This approach encourages schools to be more consistent and responsible. Teachers need the right training. This training should help them use assessments to make a difference in the classroom. The model can aid schools in ensuring education is inclusive of all students, including those with special requirements, by leveraging assessment findings to guide teaching and provide assistance [16].

Children with special needs in school are helped by the Disability Services Unit, which has a very important role. The need for clarification of guidance regarding the utilisation of assessment results is therefore apparent. The necessity for good cooperation between the Disability Services Unit and the school is also paramount. Teachers must be given sufficient training to provide students with the necessary support, based on the results of the assessments carried out. The investigation we carried out is part of a wider conversation about the use of evaluation to enhance the standard of education for all children. Assessment and intervention are often considered two separate things. Nevertheless, our study demonstrates that evaluation outcomes can be leveraged to effect favourable transformation in the classroom. This constitutes a sound foundation for subsequent research endeavours aimed at enhancing the assessment function in diverse educational institutions, each characterised by a unique student demographic. It is vital to make certain that school leaders are wholly dedicated to utilising assessment outcomes to enhance education for all students. This stage will guarantee that the alterations made will be advantageous for all parties and can endure over time. Ultimately, it is imperative that there is a symbiotic relationship between the Disability Services Unit, the utilisation of assessment results and the education system in its entirety if this goal is to be realised. [25].

4. CONCLUSION

This study looks at how results from the Disability Services Unit can be used to improve education for children with special educational needs in primary schools. The findings suggest that evaluations from this department offer detailed data regarding learners' educational requirements, capabilities, interaction abilities, societal and psychological welfare, and the forms of assistance they need. This information constitutes a pivotal foundation upon which educational institutions can formulate decisions and conceptualize learning experiences that more effectively cater to the multifaceted requirements of students with disabilities. The investigation further determined that the key worth of evaluation is not only in pinpointing learner attributes but also in converting evaluation outcomes into functional educational suggestions. Assessment results can be used to improve student participation and learning outcomes. This is done by adapting teaching methods, creating individual learning plans, collaborating with various parties, and providing targeted support. The Disability Services Unit's recommendations are vital

in connecting assessment results with specific actions, making sure educational services are perfectly matched to each student's needs and abilities.

The model for using assessment results, which is based on these findings, consists of six stages that are interconnected. These six stages comprise a thorough evaluation, identification of learning requirements and aptitudes, formulation of recommendations, collaboration with pertinent parties, implementation of educational interventions, and monitoring and subsequent follow-up. The demonstration by this model is of the continuous and cyclical nature of inclusive education services. Evaluation is regarded as the starting point for a continuous process of planning, execution, assessment, and enhancement. This suggested model provides a joined-up way of looking at how to check and help children in schools that include children of all abilities. The findings under discussion make it clear that effective implementation of assessment recommendations requires the close cooperation of Disability Services Units, schools, teachers, and families. From a policy standpoint, the study emphasizes the necessity of augmenting the capacity of Disability Services Units and instituting more explicit guidelines for translating assessment outcomes into daily educational practices. As this study centered on a solitary case study within a single Disability Services Unit, it is recommended that further research be conducted to ascertain the validity of this model in diverse geographical regions, across a range of educational levels, and within a variety of institutional contexts. Further research must be conducted in order to ascertain the efficacy of this model in enhancing the learning outcomes of students with special needs within the context of an inclusive education system.

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