

Special Issue

Inclusive Education Pedagogy: Innovations in Effectively Supporting Teaching Teams

Message from the Guest Editors

In most countries, the thinking behind inclusive education has grown out of discussions around specialist segregated provision, integration and mainstreaming. Inclusive education has developed from a single-layered concept, focused on 'mainstreaming' learners with disabilities or special needs into regular schools—as described in the 1994 Salamanca Statement—to a multi-layered concept that must be understood as being concerned with developing equitable quality education systems for all learners by moving away from the categorisation of learners and towards a focus on removing barriers to their presence in mainstream schools, full participation in school and community, and achievement of valued goals—including those wider than academic learning. This Special Issue aims to showcase diverse examples of how school teams can be effectively supported in innovative ways to provide high-quality inclusive education for all their learners.

Guest Editors

Dr. Amanda Watkins

School of Sociology and Social Policy, University of Leeds, Leeds LS2 9JT, UK

Dr. Annet de Vroey

Parenting and Special Education, KU Leuven, Leopold Vanderkelenstraat 32, Box 3765, 3000 Leuven, Belgium

Deadline for manuscript submissions

30 September 2026



Education Sciences

an Open Access Journal
by MDPI

Impact Factor 3.5
CiteScore 6.2



mdpi.com/si/272447

Education Sciences
Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland
Tel: +41 61 683 77 34
education@mdpi.com

[mdpi.com/journal/
education](https://mdpi.com/journal/education)





Education Sciences

an Open Access Journal
by MDPI

Impact Factor 3.5
CiteScore 6.2



[mdpi.com/journal/
education](https://mdpi.com/journal/education)



About the Journal

Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

Editor-in-Chief

Prof. Dr. Daniel Muijs

School of Social Sciences, Education and Social Work, Queen's
University Belfast, BT7 1NN, Northern Ireland, UK

Author Benefits

High Visibility:

indexed within Scopus, ESCI (Web of Science), Educational Research Abstracts, PsycInfo, and other databases.

Journal Rank:

JCR - Q1 (Education and Educational Research) / CiteScore
- Q1 (Physical Therapy, Sports Therapy and Rehabilitation)

Rapid Publication:

manuscripts are peer-reviewed and a first decision is provided to authors approximately 24.8 days after submission; acceptance to publication is undertaken in 4 days (median values for papers published in this journal in the first half of 2026).