INTRODUCTION
Stainback and Stainback (1992) explained that, the demand for inclusion has its roots in earlier campaigns for access to education and human right for all. It is driven by the belief that all forms of segregation are morally wrong and are educationally inefficient. The inclusive idea during the early 1990s, highlighted the social value of inclusive classes and the need to place the individuals with severe disabilities in general classes (Fuchs and Fuchs, 1994). Stainback and Stainback continued that, it is necessary to avoid the negative effects of segregation and point out that separation is not equal.

Okyere and Adams (2003) posit that even though the current trends in special education focus on inclusion, there is no clear consensus about definition in inclusion. This is further evident by the numerous definitions given by various professionals. For instance, Mittler (2000) defines inclusion as radical reform of the school in terms of curriculum, assessment, pedagogy and grouping of pupils.

The Inclusive Position
Sapon-Shevin notes that inclusion embraces the vision that all students be served in their neighbourhood schools in the general classroom with individuals of their own age (O'Neil, 1994/1995). Sapon-Shevin maintains that little evidence exists to support the education of students in segregated settings. She espouses that inclusive schools are based on the belief that the world is an inclusive community with people who vary not only in terms of disabilities but in race, class, gender and religious background. To her, since the children will live as adults similar to the world so it is important to learn and grow within communities as such. Sapon-Shevin believes that educators should begin with the assumption
that all students are included and their needs will be met in inclusive settings.

**Objective**
The visit is to acquire first hand information on the practice of inclusive school on a pilot base in Cape Coast. It was also an opportunity to find out the progress of the schools and to learn about their challenges.

**History of the Inclusive School in Cape Coast**
In the line with the objective to implement inclusive education by Ghana Education Service by 2015, Special Education Division of Ghana Education Service, decided to have Education Strategic Plan – 2003-2015. As a result, some schools were selected to execute the idea on a pilot basis.

The content is to strategize output and specific activities on special needs education. Regions that were selected include Greater Accra, Central and Eastern with three and four districts respectively. These districts include Ada, Amasaman and Metropolitan Schools in Greater Accra region. In Central Region, Swedru District, Cape Coast, Winneba District and Eastern region. The latter has Somanya, Koforidua and Oda districts. In all, there are ten districts implementing inclusive education on a pilot basis.

Since it was a new philosophy of education as adopted at Salamanca Conference in 1994, personnel to implement this policy were also given some orientation. They include District Special Education Officer that is the Peripatetic, resource or special educators. The heads of these institutions like the headmaster/mistress and staff were included. Auxiliary staff like cleaners or labourers were not left out. This is important as they offer some form of assistants to the special needs child on school compound. School nurses and District Directors are not left
out of the orientation process. Cape Coast district of inclusive education was established in September 2004 at the Ghana National Basic School.

According to the headmistress, Madam Emelia Rose Slepp, she and her staff were informed about the presence of some disabled pupils in her school. When asked why her school was chosen, her answer was that, because it is close to school for the deaf and blind unit. Why the deaf were not included in her outfit, she said, because the deaf cannot hear the normal language, it will be difficult to interact with them hence the inclusion of the blind who can hear the normal language. She was informed that she should have to accept some disabled students (unit for the blind) to join the mainstream the next academic year 2004. She has no orientation.

She explained that her school serves both disabled like the blind as well as the non-disabled around Yamoransa, Moree, Cape Coast and its environs.

**METHODOLOGY**

In this project, descriptive research design was used. Descriptive research design is the one that specifies the nature of a given phenomena. It determines and reports the way things are. It thus involves collecting data in order to test hypothesis or answer research questions concerning the current status of the subject of study (Gay, 1992). The reason for using descriptive research design is that the situation is already in existence so the researcher is only observing, describing and documenting aspects as it is naturally.

**Population**

The population involved were the headmistress as mentioned already and her assistant of the Ghana National Basic School, Cape Coast.
Sampling
The sampling technique used was purpose sampling. With this technique, researchers handpicked the two cases to be included in the sample on the basis of their judgements of their typicality or particular knowledge about the issues understudy. Thus, the researchers chooses subjects who in her opinion are thought to be relevant to the research topic, hence the choice of head and the assistant.

Data Collection Techniques
This involves variety of tools including structured interview. According to Amedahe (2002), an interview is a form of questioning characterized by the fact that it employs verbal questioning as its principal techniques of data collection. It involves posing questions to respondents for answer in a face-to-face situation or by phone. Amadehe stated that, structured interviews are those in which specific questions are asked and the order of the questions predetermined and set by the researcher.

Findings
According to Madam Rose Slepp, the blind pupils are brought from the unit for the blind. The school is located along Accra-Takoradi highway. It is at the same vicinity of the school for the deaf, a distance of about 100 metres. It is very close to Ghana National College. She said, the population was 5 at the time of commencement, 4 boys and 1 girl. The population presently is 13 with 9 boys and 4 girls. These pupils walk from the unit for the blind to her school everyday without anybody assisting or accompanying them. When asked how they do it, she said they have studied the terrain very well so they can move about without any hindrance, but there are bushes around.

To her, there is no problem with staffing as some resource personnel assist the regular teachers during teaching periods as witnessed by the researchers. The first batch started in 2004 September from class 3 of the Unit for the Blind and they are now in class 5.
However, there are a lot of challenges facing them. Some of them include lack of social amenities like lavatory, light, lack of security on compound. The location is far from town.

Braille sheets and other materials to help the blind pupils is in short supply. Lack of capitation grant also makes running the school very difficult as parents do not pay any money because they have heard that, the government is taking care of it.

On their performance vis-à-vis their objective, she answered affirmatively that the disabled children are happy with their counterparts. During break time, they move around the compound without any problem. There is no teasing. The abled pupils normally assist by bringing brailled frames to the blind. There is no discrimination in class.

Asked on the reaction of non-disabled children, parents mixing with the disabled children, she said, there is no problem about that.

The ideals of inclusive education is being practised on a pilot basis in some regions of Ghana, yet there is not much attention being shown by stakeholders, that is, government, parents and some teachers. Reasons may be lack of information on the concept of the government. It is being done on the quiet as compared to the implementation of JSS concept in 1987. there is no aggressive approach as done to the JSS concept.

Again, the present infrastructure does not enhance the practice of inclusiveness. This is seen at the terrain of the compound not friendly for visually impaired pupils to play around, for instance, the landscape is sloppy and stony. They could hurt themselves in the process of playing. The road leading to the school from the unit for the blind premises is also not the best. This is because there are stairs with heaped stones all over the place and the children do not have guides or use white canes.
Conclusion
The philosophy of inclusiveness is good but if more attention could be shown in order to attract more personnel and admit more disabled, it will be of help to the human resource development. Many teachers do not have idea about inclusive education so conscious effort should be made to involve all teachers in the practice of inclusive education.

References