Systemic barriers: the challenges in the provision of inclusive school libraries in Malaysia

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ABSTRACT

Special Education Needs (SEN) students who have difficulties in learning have traditionally been marginalized within or even excluded from the school libraries. To explore the practices of the school library media service provision and programmes conducted for SEN students in the mainstream schools and understand conditions that may facilitate or deter the provision of an inclusive school library in a Malaysian setting, a total of 24 participants comprising special educators, teacher librarians and students with disabilities were interviewed. The study found that although examples of good practice of school library services and programmes were found, there is need for improvement in service delivery to SEN students. Much of this could be achieved by enhanced communication and cooperation between teacher librarians and special educators. The analysis suggests six barriers in the provision of inclusive school libraries: physical, resources, curriculum, policy, unintentional and intentional attitudinal barrier. The paper concludes with a consideration of possible strategies for improvements in provision of inclusive school libraries. It is hoped that the results will stimulate and encourage moves to create more effective and inclusive library arrangements for students with disabilities.

Keywords: Inclusive education; Inclusive school libraries; Special education; Special needs children; Students with learning disabilities

INTRODUCTION

The philosophy of education in Malaysia proposes that education is the right of all children and the education provision must be extended to children with disabilities. The Ministry of Education (MOE) Malaysia provides facilities and services for students with disabilities who are 'educable', or those children who are "able to manage themselves without help, and being identified by the medical officer as capable to participate in the national educational programme" (Education Act 1995 (Act 550) 2004). This coincides directly with the Convention on the Rights of the Child that all children, with or without special needs, have fundamental rights to an education and to experience full involvement within society (Office of the United Nations High Commissioner of Human Rights 1990). The Salamanca Statement also reaffirms the pledge "Education for All", and asserts that regular school should accommodate the needs of all children as a means of reducing prejudiced attitude and to promote a more accepting society (UNESCO 1994). Together, these documents confirm the essential requirement for each society to maintain an inclusive education

system which aims to "end all forms of discrimination and foster social cohesion" (UNESCO 2010).

In Malaysia, students with disabilities are placed either in the special schools or in the mainstream schools. The special schools are provided only for students with hearing and visual impairments, while children who are diagnosed with Down syndrome, mild autistic tendency, attention deficit and hyperactive disorder (ADHD), minimal mental retardation and other specific learning problems are being transferred into inclusive education in the mainstream government pre-schools, primary and secondary schools. As such, inclusive education subscribes to the placement of Special Education Need (SEN) students into mainstream classes to be educated with their peers, either with or without additional support, and within the school system (Ministry of Education Malaysia, 2004). The students with SEN use any facilities and participate in any activities or programmes that are provided by the school with the normal students. Concisely, inclusive education is about placing SEN students into the mainstream schools to allow them to interact with the mainstream peers and to share the available resources in the mainstream school.

School libraries are in a strong position to support the expansion of inclusive learning opportunities for all students since the role of any school library is to support teaching and learning. IFLA/UNESCO School Library Manifesto 1999 stated that providing services equally to all members of the school community is a role of the school library and specific services must be provided to those who are unable to use the mainstream library services and materials (IFLA 2006). Wesson and Keefe (1995) who reasoned why SEN students should be included in library activities wrote that school libraries are excellent examples of places where integration can be readily facilitated due to the range of skills that can be taught there, given the technology and resources available. Hopkins (2004) who investigated the relationship of the school library to the development of students' self-concepts revealed that using assistive technologies at the school library could play an important part in the development of positive self-concepts in SEN students and consequently academic achievement. Her review of previous research identified six factors that contributed to positive self-concepts in these students: opportunities for collaboration or teamwork with other students; independence; success; a positive and welcoming learning environment; challenge in learning situations; and a feeling of personal value or acceptance. However, research has found that the inclusion comes with many challenges for schools and teachers, among others the lack of appropriate teaching equipments and learning materials (Williams 2005) and failure to make modifications to the school environment to make it fully accessible (Evans and Heeks 1997). The integration of special education into mainstream schools may present more challenges to the teacher librarians to enhance the school library accessibility for the whole school community.

This paper presents findings from an exploratory qualitative study investigating the practices of the school library media service provision and programmes conducted for SEN students in the mainstream schools. This is the first attempt to explore the conditions that may facilitate the provision of an inclusive school library in a Malaysian setting and to understand the systemic barriers that exist in its provision. In the context of this study, the term "systemic barrier" is used to refer to the barriers that are related to or affected an entire system, studied from a holistic point of view. This study denotes inclusion in the context of a school library as the practice in which SEN students spend their time in the library with non-disabled students. Implementation of this practice varies; schools can use it for selected students with mild to severe special needs. An inclusive school library is therefore defined as a school library in the mainstream school that (a) allows SEN students

to interact and use school library services with their non-SEN peers; (b) serves individual needs of all students including SEN students; (c) is physically accessible; and (d) provides services that are appropriately adapted to meet the special needs of all students. As such the study investigates any condition that the school library in the mainstream school could help to achieve an objective of inclusive education.

LITERATURE REVIEW

Library literature offers both philosophical and practical support on the creation of inclusive school libraries, however the provision of school library media services to students with disabilities is a topic not often addressed in the professional literature. The authors' review of the literature reveals the following three themes on this topic: (a) Contribution of school library media programmes to the personal growth of students with disabilities and inclusive education; (b) Strategies for creating inclusive school library media programmes; and (c) Barriers that impede the provision of an inclusive school library. Evans and Heeks (1997) who sampled ten United Kingdom secondary schools found that school libraries are able to support the education of SEN students by providing a wide range of resources relevant to the formal curriculum and children's personal interest, programmes which assist development of information skills across the curriculum, and library environment which is welcoming and stimulating. Their findings emphasized the relation between school libraries, librarians and curriculum delivery for SEN students. Galler's study (1997) highlighted that school libraries can contribute to the education of students with special needs through the librarian's awareness of school aims and initiatives, and education developments nationally; the librarian's knowledge of both the children served and the resources appropriate to them; the library development plan which is linked to the school development plan; and the staffing structures of school library which encourage collaboration. Another study carried out in Australia (Murray 1999) also explored the impact of inclusive schooling on the provision of library and information services to students with disabilities. The findings of the study support the finding by Evans and Heeks (1997) which indicated that the key factors in the effective delivery of school library services to student with disabilities are (a) school library managers with knowledge of student with disabilities in the school; (b) resources for SEN students; (c) library policy that reflects the school policy; and (d) experience sharing on disability or disability awareness amongst the library staff. Apart from that, the study also recognized the involvement of the special educators in the selection of library resources and information skills programme, and the culture of the school as key factors in the effective delivery of school library to SEN as it enhances interaction between school library and special education department. Murray's 2002 study identified the following facilitators of inclusive school library: (a) the provision of effective information literacy programs; (b) a welcoming and physically accessible library environment, and (c) access to information technology and electronic information sources that have a significant effect on the development of confidence, independence and self-esteem in these students (Murray 2002). She wrote that school library can promote a positive image, value and acceptance of these students to their student colleagues by engaging these students as a library monitor or providing a good collection of disability information and sensitive fiction titles.

Barriers to the implementation of inclusive school libraries have been identified through a few studies. A case study by Agada and Dauenheimer (2001) found that library staff lacks the knowledge and appropriate disposition to be socially inclusive of students with disabilities. The study recommended a workshop to raise staff's awareness on psychosocial

issues with respect to serving students with disabilities and modifying their behaviors accordingly. A study by Cox and Lynch (2006) among library media specialists in rural elementary schools found that even the teacher librarians received general disability training but almost half of them felt that the training is not beneficial. Thus, the study suggested the needs of professional information and development training to assist teacher librarians to meet the needs of all students and to work effectively with students who have disabilities. The study also found that students with sight, hearing and physical impairments have difficulties in accessing the library's facilities, services, resources and technologies due to (a) lack of appropriate materials (such as Braille, large print materials and audio resources); (b) lack of assistive technologies and (c) library space design issues. This finding is supported by Downing (2006) who pointed out that the primary barrier faced by SEN students in using the library is the library physical design such as having narrow aisles between shelves to accommodate a wheelchair, items placed on higher shelves that are unreachable, poor lightings, and inadequate signage. An international survey of library schools conducted by Galler (1997) showed that most school library's curriculum around the world lack coursework in serving the disabled students and lack sensitivity of the needs of the disabled in library. Galler (1997) recommended the importance of training in this area to ensure successful inclusive school library arrangement.

DESIGN, SETTING AND PARTICIPANTS

The study focused on the practices of the school library media services and programmes conducted for SEN students in the mainstream schools. The objectives were on exploring the conditions that can facilitate the provision of an inclusive school library and understanding the issues that exist in its provision. It sought to answer the following research questions:

   a) What are the school library media services and programmes currently available for SEN students in the mainstream schools?
   b) As inclusive school library has been shown to benefit all students and the total school environment, why have best practices still not been implemented across Malaysian school systems?

The study employed qualitative data gathering approach using interviews and observations because of its potential to provide insights into essential meanings of fundamental phenomena within the inclusive education context by exploring the lived experiences of participants in the field (Bourke 2007). Qualitative studies are suited to understand the "participants' perspective," the event, situation, experience and action they are involved with or engage in (Maxwell 2005). Qualitative data gathering through interviews and observational field notes is more appropriate than administering questionnaires, as there are participants in this study who might unable to verbalize their thoughts, feelings, and experiences in writing due to their disabilities. Methodological triangulation was used as this strategy can reduce the tendency of concluding and at the same time, create a broader and more secure understanding of issues investigated (Maxwell 2005).

Since the study involved students and teachers as participants, the research had to undergo human subject review and was approved by the Educational, Planning and Research Division (EPRD), Ministry of Education Malaysia. As required in the EPRD's approval process, the objectives of the research were clearly communicated both orally and in writing to each participant. The samples were obtained from both convenience and

purposeful sampling. The former was utilized because of feasibility and access to the samples. The latter was used as the case schools chosen maintained the following characteristics to meet the purpose of this study:
   a) Having a qualified teacher librarian to manage the school library
   b) Having different types of learning disabilities for the SEN students
   c) Having a state level benchmark for the integration of disabled children
   d) Having special educators who volunteered or who can be easily persuaded to be interviewed

Table 1 shows the profile of the case schools chosen and the number of teacher and student participants recruited for the study. The four case schools, comprising two primary and two secondary schools, are located in the Klang Valley, Kuala Lumpur within 30 kilometres from the university which conducted this research. A total of 24 participants were interviewed, comprising 4 teacher librarians, 13 special educators and 7 SEN students. Selection of student participants was done with the help of the special educators and interview sessions with them were conducted in the presence of their teacher. Interviews with SEN students in case school B were not conducted, as their teachers felt that the students were unable to provide reliable data. Interviews were conducted in the Malay language, face-to-face, video-taped and transcribed, verbatim. Each session ranged from 20 to 30 minutes. Interviews with teacher librarians discussed the problems faced by the school library to support SEN children – the discussion started with the roles of teacher librarian, moving on to the library policy, sources and services provided for the SEN students, and finally outlining the issues surrounding library service provision for the disabled and how the teacher librarian can contribute to the development of an inclusive school library. The interview questions administered to the special educators focused on their perception of the school library media services and programmes for SEN students and the issues faced by the teachers, as well as their students, to have access to the school library. With the assistance from the special educators, open-ended questions were used to encourage the SEN students to share their opinions and experiences in using the school library. The interview questions covered the aspects of the school library that the students like (or dislike), how accessible students find the school library is, and how students are made involved in library programmes. Observations carried out in this study covered elements of physical environment and resources of the school library, as well as interaction among teacher librarian, special educators, SEN students, school library prefects and other students in the school library. Findings from the observation provided the researchers a personal insight and preview of the SEN students' behaviour during their visit to the school library, with or without their teachers' presence. It provided a broad understanding of what they want from the school library in terms of the resources and services provided, the challenges that they might face regarding disability issues, and how the library can match provision to their needs.

Member checking by reading transcribed interviews and observational notes to participants, as well as requesting clarification or addition when necessary, verified responses and themes. Additional verification was provided through triangulation. That is, the responses from the teacher librarians verified those of the special educators and students with regards to library usage and the conditions that might facilitate or deter its use among SEN students. Rich description allowed readers to make decisions about the transferability of the findings. Verbatim transcripts were prepared with each participant and phase coded to ensure anonymity. Analyses took place throughout data collection and writing, and were coded through an iterative process of identification. Constant-comparative methodology (Bogdan and Bilken 1998) was used in an attempt to create

categories that captured the nature of the participants' stories. In the preliminary coding scheme, the interviews were coded by pawing through texts (Bernard 2000) to identify recurring themes and sub-themes. Findings were structured around the themes that emerged from the interviews, along with the data demonstrating them in more depth.

Table 1: Profile of Case Schools and Participants Included in the Study

Case school	School A (Primary)	School B (Primary)	School C (Secondary)	School D (Secondary)
Profile of Case Schools				
Student enrolment	1160	1953	1645	2010
Total no. of teachers	67	108	98	125
Year of establishment for Special Education programme	2002	1994	1979	1997
Type of Special Education programme	Learning disabilities & Hearing impairment	Learning disabilities	Learning disabilities	Learning disabilities
No of SEN students	65	98	28	63
No of SE teachers	12	28	5	13
The Study Participants				
Teacher librarians	1 (TL_A)	1 (TL_B)	1 (TL_C)	1 (TL_D)
Special educators	4 (SEC_A, SE_A1, SE_A2, SE_A3)	3 (SEC_B, SE_B1, SE_B2)	3 (SEC_C, SE_C1, SE_C2)	3 (SEC_D, SE_D1, SE_D2)
SEN students	3 (SEN_A1, SEN_A2, SEN_A3)	-	2 (SEN_C1, SEN_C2)	2 (SEN_D1, SEN_D2)
Total participants	**8**	**4**	**6**	**6**

TL – Teacher librarian   SEC – Special educator coordinator   SE – Special educator

FINDINGS

What is currently happening in School Libraries to Support Students with Special Needs?

The study revealed that there were attempts in the case schools to address and support students with special needs. They were included in basic library activities where the special educators and teacher librarians worked together to teach library skills and conduct reading as well as enrichment activities to mildly and moderately disabled students.

(a) Collaboration, Planning and Preparation of Library Programmes and Services for SEN Students

Special educators and teacher librarians in this study perceived that the school library could facilitate SEN students by providing more library programmes and services that are appropriate for them in the form of library and information skills, reading and resource or enrichment activities. The study found that School A and D conducted various library activities (Table 2) jointly conducted by the special educators and the teacher librarians to support the SEN students. Findings showed that except in one case school, the other three provided only minimal instruction pertaining to information skills work was provided to the SEN students, which takes in the form of library orientation. However the teacher librarians indicated that they did not conduct formal information skills instruction for SEN students as had been scheduled in the school timetable. In one interview with a teacher

librarian (TL_D), she honestly stated, "*Up to now, I have not even taught this [information skills] to the normal classes, not to mention to the special education*". An interesting finding in case school D that is allocated with a Special Education Resource Centre (SERC) indicated that the special education coordinator worked together with the teacher librarian to train their SERC prefects to carry out library tasks such operating the photocopier machine and shelving materials. In order to familiarize the SERC prefects to a library environment and methods in shelving materials, the special educators of the school organized a visit to the National Library for the SERC prefects. "*We even organized a visit to the National Library, to let them have a look at the library environment and see how books are shelved*" remarked SEC_D. However, another teacher librarian (TL_A) reflected from her own experiences and revealed: "*I give information skills class when the students visit the library with their [special education] teacher; we use 30 minutes to teach them how to use the library and another 30 minutes to help them with the NILAM [redaing] programme. I teach them using the syllabus used for Year 1-Year 3, then after a few minutes their teacher takes over the class and uses sign language to communicate my teaching to those who have hearing impairment*". The data gathered from the participants showed that special educators and teacher librarians have the opportunities to collaborate as instructional partners although not to the extent of designing authentic learning tasks and assessments (American Association of School Librarians 1998).

Table 2: Types of School Library Media Programmes Conducted for the SEN Students

Case Schools	School library media programmes		
	Library & Information skills	Reading Activities	Resource Activities
School A	Library orientation; Library visits during class hours	Mentoring sessions for NILAM ** programme	Puppet show; Colouring contest; Storyteling contest; Bulk loan to SERC*;
School B	Not conducted	Not conducted	Colouring contest
School C	Library orientation	Not conducted	Colouring contest
School D	Library orientation; Visits to the National Library (for SERC* prefects only)	Mentoring sessions for NILAM ** programme	Information hunt; Movie screening; Storytelling contest

*SERC – Special Education Resource Centre
** NILAM (*Nadi Ilmu Asas Membaca*) – The National Reading Programme for Malaysian Public Schools

In order to create inclusive school library programmes and to ensure SEN students participation, the teacher librarians interviewed admitted requesting the special educators to suggest and conduct appropriate library activities for their students. This seemed that the teacher librarians have been closely consulting the special educators in the planning of school library activities for SEN students. This was confirmed by the special education coordinators who stated:

- "*TL_A will allocate a session in the school library once a week to discuss and evaluate the appropriateness of activities conducted for the [special education] students. She wanted us to conduct appropriate activities for those students. She would sometimes suggest the activities; we, however, will get rid of the inappropriate ones. I think the [school library] has always helped us to conduct the activities for our students. Their skills are essential for us to record and document the programmes conducted, for example the video documentation of the students' activities during the Quran Recital* (SEC_A)

- "*We always work together with the teacher librarian to plan appropriate activities for the School Library Week*. (SEC_B)
- "*Previously, the school library has asked us what extra books we want; in terms of activities, there were a few that we together organized.* (SEC_C)
- "*We were asked to suggest suitable activities while they prepare the prizes. As for the quiz, we would come up with the questions and conduct the quiz*". (SEC_D)

Downing (2006) indicated that library media specialists are able to easily locate information resources designed for, or easily adaptable to the needs of students with disabilities, whereas special educators are "likely to possess more detailed knowledge concerning effective, data-based instructional strategies for students with disabilities". As such, a special attempt was made to see the extent of collaboration between teacher librarians and special educator to plan, conduct and evaluate learning activities and act as instructional partners. Findings indicated two conditions regarding this: (a) in schools with SERC (School A and D), there was no collaboration at all in terms of procuring special materials for the school library. The teacher librarians of the case schools stated that the special educators had neither involved them in obtaining special materials, nor asked them to collaborate in the selection of the resources. This was affirmed by SE_A3 who expressed his frustration that the "school library" had never helped them in developing their SERC or toy library: "*No, no help from the library. We were the ones who helped the library.*" With much amusement, SEC_A disclosed*, "We were only asked to decorate and do up the school library.* "

Collaboration in resource development is evident only in case school B, where SERC does not exist. The teacher librarian and the special educators collaborated in the selection of resources, as well as developing the Special Education Corner in the school library. Special materials for the corner were either collected by the special educators or purchased by the school library. According to the special educators, collaboration was initiated when the school was chosen as the District Reference Centre for Special Education by the State Education Department. SE_B2 explained: "*To develop this District Reference Centre, the school library and the department* [*Special Education*] *work together to generate more funds from the private companies.*" TL_B stated: "*Materials, we need a lot of special materials for the library, we even collected them from other schools in the district. They [the state] will use us as the reference centre for special education*".

b) SEN Students' Usage of the School Library
Findings from the teacher interviews revealed that the SEN students only received basic library skills and rarely use the school library. These findings were evident in the students' ignorance of library rules and book loan procedures. One student reported: "*I like to read but I don't know how to borrow library books* (SEN_C1). Another remarked, "*I don't know, I never borrowed [library books], but I borrowed from my [previous] school library when I was in Standard [primary school]. Now my sister borrows for me from her school library* (SEN_D2).

Findings also revealed that the SEN students had to pass up their opportunity to visit the school library after they were being placed in the special education class, as remarked by the following responses:

- *When I was in normal class, I used to visit the library, now I don't go there anymore* (SEN_D1)
- *This year, I have never been there. My teacher has never brought us. But in primary school yes..we can go to the library* (SEN_C2)

- *No…but last year in normal class, I went to the library once with that teacher [pointing to the teacher librarian]…and twice with the Bahasa Melayu {Malay language] teacher* (SEN_D2)

Although the students placed in the special classes have lesser opportunity to access their school libraries, probably due to various intervention programmes, lack of appropriate library materials and time constraint, their responses clearly suggested that the school library could still conduct or modify the reading programmes to meet their needs in the library. The school library can become a platform helping to foster the development of reading and information skills, as well as appropriate social skills because there are those SEN students who like reading and would like to use the library. SEN_C2 noted, "*I don't go to the library, teacher said no time [to take us], our class always have programmes, but I like to read, I want to be clever*". SEN_A1, a visually impaired girl said, "*I like to read Bahasa [Malay language] books but not many Bahasa books in the library for me*. Another remarked, "*I want to read there (the school library), but no time to go there. I eat with teacher recess time and grandfather picks me up after school* (SEN_A3).

In a visit to the case school A, the researchers came across one hearing-impaired student who sitting quietly and looking through a pictorial encyclopedia in the Special Education Corner of the school library after class (after 12.30 a.m). When asked, the teacher librarian acknowledged that this particular student frequently come to the school library about the same time, while waiting for his mother (who is a teacher at the school) to send him home. Concisely, these findings suggested that it is possible for the SEN students to use the library on their own if (a) they have the physical means and are given the opportunity to do so; and (b) the school library provides access to the facilities, in this case having a special education corner and appropriate materials in the school library.

Why have the Best Practices for Inclusive School Libraries not Implemented?

Respondents were asked about the problems they faced in using the school library. The discussion with students involved on the effectiveness and adequacy of the school library facilities and services in meeting the needs of the SEN students. The discussion with teachers involved their perceptions on the problems that the SEN students might face in using the school library. This study has identified six barriers (Table 3) that might deter SEN students from using the school library, which may collectively affect the provision of inclusive school libraries in Malaysia.

Table 3: The Barriers Revealed in this Study

Barriers	SEN students have difficulties or not using the school library due to…..
Physical	o Inaccessible location of the school library o Lack of basic ergonomic considerations in layout and equipment
Curriculum	o Inappropriate information skill curriculum o No adaptation of the NILAM reading programme
Resource	o Inappropriate library materials
Policy	o School library policy that addresses only the normal students
Unintentional attitudinal	o Establishment of the Special Educational Resource Centre (SERC) o Limited time for library visits
Intentional attitudinal	o Teachers' lack of interest to bring SEN students to the library

(a) Physical Barrier

Pivik, McComas and Laflamme (2002) indicated that the major problem experienced by SEN students, especially those with mobility problem is barriers in the physical environment. Physical environment includes the surroundings of the school library, the entrance, stairs, elevators or ramp, special rooms that should be accessible for persons with different kinds of disabilities. Adaptations and accommodations to the physical environment can be made to provide access to the SEN students and enable them to participate in various library activities. Two main physical barriers emerged in this study are the location of the school library, and the ergonomic consideration in the library design and equipment, which were also highlighted by Evans and Heeks (1997) and Murray (2002).

Location of School Library

Findings indicated that in all four cases, the school library and its services are inaccessible to SEN students due to its location, especially to those students having mobility problems. This is the main barrier encountered by SEN students and their teachers attempting to visit the school library. Observations found that none of school libraries are located on the ground floor (Table 3), on the other hand special education classes are located on the ground floor. The following responses from the teacher participants reflected that the location of the school library has deterred them from taking their students there for instructional purposes:

- *..But the library is up there and even I find it tiring to climb up the staircase, not mention those students who have difficulties walking. Because of this, we hardly visit the library.* (SEC_B)
- *How do we get them into the library? Do they have to climb steps when they can't climb steps?* (SE_B1)
- *The library is on the third floor, far from the special class. It is inconvenient for the special students to access. Moreover, it is difficult to take care of them because I have to go up and down to bring the students to their toilet on ground floor; and they are not using the toilet used by the normal students* (SEC_D)

The special educators realised that the SEN students with physical challenges face inconvenience to move about the staircase to access the school library, especially for those who are wheelchair-bound. A few teachers do ensure that those students on wheelchair are not left out in visits to the school library. A male teacher participant reminisced of when he had to carry his students on his back up to the school library which is situated on the first floor: *I had to hook them on my hip to go up to the library. I can't call the office or other [female] teachers for assistance. However, as the students mature, it will be rather indecent for me to lift the girls as they themselves might feel embarrassed* (SE_A3). This teacher specifically suggested the school library to be placed on the ground floor because the numbers of SEN children are increasing: "*The library should be user-friendly to these special students. The number of the children is increasing hence it will be impossible for me to carry all the students on my own. Going up and down the stairs is indeed tiring and time – consuming – 30 minutes. The school should provide ramp for wheelchairs. There are students who have problems to move around, it is not proper to make them use the stairs to reach the library.*" Other teachers agreed that the school library need to be accessible to the SEN students. SE_B2 remarked, "*We have students on wheelchair, and [those with] cerebral palsy. The library should be on the ground floor. The present location is not suitable, not convenient. The management should find another location that is accessible by both special and normal students. Our library is placed on the third floor!*"

Just like any other government schools, all of the case schools are not equipped with ramp or elevator to accommodate students with mobility problem to move upstairs conveniently. This situation is also similar with the school library at other country. For example, most school libraries in Singapore are located on the second or third floor, making it difficult for the wheelchair-bound students to access the library (Leong and Higgins, 2002). Murray (1999) also emphasized the problem in accessibility for SEN students since the school libraries in Australia are not located on the ground floor.

Ergonomic Considerations in Library Design
Observations made on the school libraries revealed the absence of important ergonomic considerations in library design and choice of equipment to cater for the needs of students with disabilities (Table 4). This include the physical design and layout for floor space, choice of furnishings and equipment, methods of handling and organizing books, easy-to-read signage and labels, and a special study space. Special educators felt that the arrangement of furniture in the school library is not appropriate to conduct activities for the SEN students. SE_D2 said, "*The setting is not good, more for quiet study space and reading, our students are more towards playing*". SE_B2 quipped when asked to comment on the suitability of the library design for SEN students, "*That place [the library] is just for borrowing and returning books, what can they [the SEN students] do there?*

Observation carried out at the primary school libraries (Case school A and B) showed that although chairs and tables were neatly arranged, the aisles between the furniture were too narrow to accommodate wheelchairs. On the other hand, school libraries in the secondary case schools had spacious aisles between furniture to accommodate wheelchairs, however they did not have suitable activity area for SEN students. The library also lacks of well-defined activity area that has visible boundary and surfaces to accommodate the activity and adequate space for display of materials for them. Only case school A developed a special education corner equipped with many reading materials, educational games and therapeutic toys, however the responses obtained from the special educators from this school indicated that the teachers were not keen to take their students to the school library because of its location on the first floor. The school libraries in this study do not provide big and easy-to-read labels for shelves and resources to assist SEN students in locating the required materials. Special educators acknowledged the fact that their students did not "shelf-browse", did not know how to select and use the library materials, and they usually required the assistance of their teachers in finding the materials appropriate for themselves. SE_C1 remarked, "*They do not know which materials to use, which shelves to go to, I have to choose the materials I think [are] appropriate and put [them] in their hands*". SEC_D explained, "*We will bring them to their seats and put the books on the table. We pick the books for them. We cannot let them go to the shelves, [they] cannot reach [the books]*". To ensure that SEN students are able to understand the signage, labels and rules of the school library, SE_C1 suggested that "*the school library display the signage and [library] rules in symbols, to facilitate those who cannot read to understand the signage and rules.*" These imply that organization of books on the shelves, clear shelf signage, highlighting books of interest as well as having adjustable and reachable shelves are important strategies to facilitate and encourage independent use among SEN students.

Table 4: Observation Made on the Physical Layout and Furniture in the School Library

	Case school A	Case school B	Case school C	Case school D
Location	First floor	Third floor	Third floor	Third floor
Ergonomic layout				
Aisles between furniture	Too narrow	Too narrow	Able to accommodate students in wheelchair	Able to accommodate students in wheelchair
Furniture arrangement	Organized	Organized	Organized	Organized
Adjustable desks and comfortable seating area	Low tables, carpeted floors, able to accommodate 6-8 students	Low tables, carpeted floors, able to accommodate 6-8 students	Carpeted self-access learning area able to accommodate 10-14 students	Low tables, carpeted floors, able to accommodate 6-8 students
Adjustable and reachable book shelves	Magazine racks Low tables	Magazine racks Low tables	Not available	Not available
Clear and easy to read signage	Not available	Not available	Not available	Not available
Special area for SEN students (Special Education corner)	Located opposite the entrance and is carpeted; it is also furnished with adaptable tables and open bookshelves	Not available	Not available	Not available

The special education coordinators in this study unanimously felt the physical access limitations, inappropriate library design and lack of space to cater for activities for the disabled students are the major reasons why the students are not taken to the school library. SEC_B indicated the need for her physically-disabled students to "*sit in a bean bag chair rather than on the floor*". SEC_C expressed, "*they need a place where they would be comfortable using, with some special furniture, special chairs for these children, otherwise they can't stay [there] that long, the library is not the place.*" SEC_D also reaffirmed the disregard for taking the students to the school library: "*we want to make them enjoy going to the library, but as it is now, there is no place where they can comfortably sit on to play, stacking and knocking down blocks, and relax during story time. Climbing up the stairs to go to the library is another problem to them.*"

(b) Curriculum Barrier

School curriculum can be a mismatch of the different needs of every different learner (UNESCO 2003) if the content of the curriculum or syllabus is generalized for normal students, making it not suitable for the learning needs and abilities of the SEN students. Children face barriers within schools and classrooms owing to organization of curriculum and teaching methodologies that are "not child-friendly and relevant to of the students" (Jha 2002). This study has identified two conditions of curriculum barriers in the provision of inclusive school libraries which have not been reported in previous literature – inappropriate information skills curriculum and no adaptation of the national reading programme.

Inappropriate Information Skills Curriculum

Information literacy instruction has become crucially important in Malaysian schools since 2002 when it was touched upon as one of the measures to promote and enhance reading culture in schools (Mohd Sharif and Edzan 2005). Although the term "information literacy" is not presented formally anywhere in the Malaysian school curriculum, school libraries are expected to play an active role in producing students who are information literate and the teacher librarians are wholly responsible to carry out the syllabus and conduct information literacy related activities. As revealed earlier, teachers in this study conducted minimal instruction pertaining to information skills work. When probed further, interviews with the teacher librarians revealed two main findings regarding teaching information skills to the SEN students: (a) special educators were not familiar with the content and have difficulties imparting information skills to SEN students; (b) teachers and teacher librarians rarely conducted information skills activities even though their students were scheduled for information skills class in the school library.

During the interviews, special educators discussed issues of teaching their students how to use the school library facilities and to search for and access information. SE_B1 felt that the syllabus for "Information Skills and School Resource Center Use" was too difficult for the students to comprehend as some students suffer from Down syndrome and autism and they have low cognitive skills. She sincerely revealed: "*The syllabus is too high, more for the normal students, they need to search for information with the help of the computer, the Internet, I never started this [referring to the Internet] with my students, my students have difficulties learning, when you talk to them they don't look at you, they look to the side when you look at them in the eyes.*" SE_B2 confirmed this by saying, "*I am not sure what to teach…nobody really come to the school to give us a talk or anything on how to deal with information skills for the special children.*" Another teacher, SE_D1 acknowledged that she conducted information skills activities to only those who can read. She explained, "*Of course they don't go all over the library, the school in information hunt [activity], I give them all the materials, they will bring together on their own, cut and paste pictures and words in the scrapbook. Most schools do this for the special kids…those who can read.*" When further asked on teachers' willingness to be properly trained to teach information skills for students with learning disabilities, SEC_C remarked, "*well..that's how inclusive education would work, we have to accept that we have to do a little bit more to teach the special children, I guess when teachers are trained they are more ready to play their part.*"

No Adaptation of the National Reading Programme

The national reading programme, NILAM (*Nadi Ilmu Amalan Membaca)* was drawn up as the national agenda in 1998 with the goal to create a lasting reading habit among Malaysian students. Schools are proposed to conduct reading related activities such as through story-telling contest, book exhibition, reading together, book seminar, reading theatre and reading camp during language lessons, library periods, co-curriculum or students' leisure time. Earlier findings revealed that only two case schools (A and D) conducted the reading programme for the SEN students placed in the special classes. Most of the special educators in case schools B and C who were interviewed seemed not keen to involve their students in NILAM. One consistent response from teacher participants on why they did not do so was that the programme is only meant for those students who are able to read.

From her own personal experience, Special Education Coordinator of case school C testified, "*I am telling you, I am talking about 10 years experience, our children here are not interested to read. Sometimes, if we give them books, they play, instead of reading*". She

felt that the programme is only practical for students who are able to read because *"they [students] need to record the books [they have read] and recognition is given to students based on the number of books that they have read"* (SEC_C).

SEC_B revealed the reason why students were not included in NILAM , *"the ability of special children that we receive is decreasing each year. They can't read, we even get those who are not able to colour because [the hands] very weak, yes, hand tremor. Although they are eight years old, their ability equals those of a two-year old."* An inspection of the special education official documents in school B revealed that more than 50 percent of the SEN students are categorised as slow learners, and the remaining comprises down syndrome, autistic, cerebral palsy, dyslexic, hyperactive and mentally disabled children.

Special educators also commented that the model of the reading programme, as well as its criteria of recognition, is not aligned with the SEN students' cognitive ability. The following are the remarks made by the teacher participants about the appropriateness of the NILAM reading programme for students with learning disabilities:

- *"For us to do this [implement reading programme], we have to be realistic. In the first place, do these special kids have to really read? How do we verify that they do? How do we reward them? Maybe the ministry has to plan for a model... a reading programme that suits the special kids. We are talking about these special students who cannot read competently."* (SE_C2)
- *"The library should be more [special education] friendly.....conduct activities and give different kinds of award that are appropriate based on their reading abilities. Not all of the students are unable to read; nine of mine can read* (SE_D2)
- *"NILAM programme should be adjusted a bit for the special students. I know that this is not easy because the students cannot read. Some can read but cannot write what they read. You should see them struggling to memorize a story, and tell it back to us despite having problems to speak "*(SE_A3)

Although teachers highlighted the difficulties to involve their students in NILAM reading programme, they nevertheless felt that the programme could still be carried out for those students who can read. They felt that the elements of NILAM, comprising reading record, verification of records and recognition, as well as the activities could be adapted in order to fit the special students in school library media programmes together with the normal students. As firmly stated by a teacher librarian who believed that the special educators should be creative to adapt school programmes to the needs of their students,*"If they want to involve them, they have to be creative, the teachers have to modify this [the programme], any school programme. Students who cannot write will draw what they have read. Can let the students tell stories too. Teachers can also read to students, show pictures. You just need to be creative when working with these special children"* (TL_A). Katims (1994) who studied the development of literacy in children with disabilities concluded that "the challenge for teachers of young children with special needs is to adopt curriculum and procedures similar to, yet more structured than, those successfully used with non-disabled learners"

(c) Resource Barrier

A lack of resources is perceived as a barrier to inclusion across cultural, geographical and economic boundaries. Resources barriers can be categorized into human resources, material resources and access to information and knowledge (Miles, 2000) which include inadequate schools facilities, lack of qualified teachers, lack of learning materials and absence of supports (UNESCO,2003). This study has identified the lack of suitable library materials as the resource barrier. Provision of resources relevant to the SEN curriculum

and children's personal interest (Evans and Heeks 1997), and development of a good collection of disability information and sensitive fiction titles (Murray 2002) were reported as a need for an effective school library that serves special children.

Inappropriate Library Materials

Special educators of the case schools B, C and D acknowledged that the school library materials were not suitable for their SEN students. The researchers found that only case school A provided a variety of special resources for the SEN students although the resources are inadequate and limited to only non-electronic types. Teachers acknowledged that only a few SEN students were able to utilize and benefit from the materials provided by their school library. When asked about library materials to support the inclusion of SEN students in the school library, SEC_D stated: "*we found the books provided are not suitable for them. Only a few [students] can benefit from the books*. She added that, "*we need educational toys to help the student and what they need are not books".* She further expressed that educational games and simple reading materials needed by the students are not available in their school library. SEC_B also supported this by stating: "*the students need materials that are appropriate for them. I am using materials for pre-school level students such as colourful pictures to teach my special students. Those materials are not available in the school library*."

The absence of appropriate library resources for SEN students such as large print materials, toys and educational games make it difficult for inclusive school libraries to occur. SE_C1 described this obstacle: "*There is nothing I can show to them there [the school library]. I have to show them my children's large print books that I brought from home. Most of us [special educators] took the effort to use our own materials for teaching."* Similarly SE_C2, another teacher from the same school stated similar reasons: "*No suitable materials for them. They [SEN students] don't know what to do in the library. They like to play, and they play…wonder around because there's nothing else that they can do there. So like there's no benefit they go there."* The Special Education Coordinator confirmed this by saying, "*They can't stay there too long… no appropriate materials, so they just be naughty. They can't read, no pictures for them to see, no games provided for them* (SEC_C)

Teacher participants from case school A found that their school library lack appropriate books in the Malay language for SEN students despite the large quantity of reading materials available in the library. SE_A2 expressed her frustration regarding this situation, as she needed more "*large size Malay fiction books, with large font size and colourful pictures*" for reading activities. SEC_A also supported this by saying, "*no, we don't have much BM [Malay] picture books there for them, we don't have suitable ones for them, maybe when people write books, they don't have special children [as readers] in mind".* Earlier findings showed that a student participant (SEN_A1) also remarked on the unavailability of Malay fiction books in the school library.

Apart from the lack of appropriate books, educational games and therapeutic toys in the school library, it was also observed that most of the library resources available are confined to only print materials. Little attention has been devoted to the assistive technology of students with disabilities as these resources are clearly absent all libraries of the four case schools. There was no modification to the computers in the school library to cater for the needs of the students with disabilities. This is understandable for the following reasons indicated by Hopkins (2004); assistive technology is a relatively new and rapidly developing field of educational technology specialization, additionally, many special educators remain unaware of the range of enabling technology options for SEN students.

The teacher participants confessed not having experience using portable magnification devices, specialized software with screen reading and magnification capabilities and audio products such as talking books. This study showed that the inappropriate and insufficient library materials had deterred the creation of an inclusive school library as this condition leads to the low usage of the library among SEN students and their teachers.

(d) Policy Barrier

This study identified access to library services for disabled students is not a priority as there is no library policy to support these students. It is crucial for the school library programmes to be governed by the policy that supports the SEN children and this has been clearly stated and recommended in the IFLA School Library Manifesto 1999 (IFLA 2006). Policy barrier was also reported by Evans and Heeks (1997) and Murray (2002) who identified that the critical factor in the effective delivery of school library to students with disabilities is the library policy that is linked to the school policy and the school development plan.

School library policy that addresses only the normal students

Earlier findings through student interviews indicated that student participants were ignorant of the school library rules and book loan procedures. The special educators in this study also recognized the lack of school library policy to address the needs of their students. Interviews with teacher librarians and observations indicated that the school library policy and rules do not address the individual needs of SEN students. Incidentally, the special educators were also of the opinion that that the school library rules were not appropriate for the SEN students. SE_C2 remarked, "*I think the school library treats the special kids just like other normal students, that's why the library does not develop a different set of rules for them [SEN students]."* SE_D1 commented, "*These [special] kids need an easier set of rules for them to follow. How do you expect them use call numbers to locate books.*" With much amusement, SE_D2 disclosed, "*They are not allowed to borrow books, except for those students from K1 and K2 [higher level groups]. Obviously the library does not allow the students to take the books home because they would keep the books, never return, but then again everybody knows that all students can borrow library books, it is in the policy."*

Although it is clearly documented that all students are allowed to borrow books, the use of library resources by the SEN students is only restricted in the school library. According to the teacher librarian of case school A, SEN students are allowed to borrow books only through their respective teachers. However, the teacher participants of school A indicated that they do not allow their students to take the books home. The teachers in the other three schools were aware that the school library would not allow the SEN students to borrow books. The special education coordinator from case school B also disclosed, "*They don't have library card,*" and firmly remarked, "*all students, normal or special, can read or cannot read, should be exposed to libraries and books, allowing [special children] to borrow books is not an option*" (SEC_B). When asked if the school library should consider having different library rules and procedures to encourage and entice potential users among this "unserved and underserved" students, most of them said "Yes". One teacher librarian admitted that "*special students do not borrow books because there is not much [books] here that are suitable,*" (TL_D). However, all four of them unanimously felt having different provision was not necessary as "*the library rules are meant to familiarize all students with libraries and services out there*" (TL_B). The existence of separate provision in special schools and classes creates complex policy dilemmas, leading many countries to operate

what Pijl and Meijer (1991) refer to as "two tracks", where schools have parallel but separate segregation and integration policies.

(e) Unintentional Attitudinal Barrier

Unintentional attitudinal barriers relates to the lack of awareness, knowledge, understanding, negative attitude or effort on the part of the educational system or staff (Pivik, McComas and Laflamme 2002). However these attributes did not surface during the interviews. This study however found two conditions that have unintentionally become a barrier to the provision of an inclusive school library: (a) a resource facility purposely created by the school system to serve the learning needs of the special children; and (b) time constraint for library visits due to special intervention programmes. These two conditions are new and have not been reported in previous literature.

Establishment of the Special Education Resource Centre (SERC)
Inclusion rejects the use of special classrooms to separate students with disabilities from students without disabilities. Teacher librarians highlighted one major reason why the school library is not fully utilized for special education – that it has its own "*special library*" (TL_D). Three of the case schools (B, C and D) each has a special education library which is known as the Special Education Resources Centre (SERC) or the "toy library". While teacher librarians in case schools B, C, and D reported involving the SEN students in the school library activities, only the case school A's teacher librarian was interested to obtain special resources for the school library. Findings indicated that the development of SERC is a barrier to the provision of inclusive school library for the following observations which have deprive the SEN students from using the school library with the mainstream students:
   a) Teacher librarians are not keen to procure special materials because the special education programme has established their own special library (SERC).
   b) Special educators prefer to take their students to SERC because there is extensive collection of special resources for their students there.

Table 5 presents the in vivo coding highlighting (in bold) the SERC as an unintentional attitudinal barrier in the provision of inclusive school libraries.

Limited time to visit the school library
From the entire special educator sample, another frequently reported unintentional attitudinal barrier was students' lack of time for library visits. This took the form of other activities which according to one special educator as "*more important and should be given high priority*" (SE_C2) such as horse riding, swimming and fishing. SEC_A indicated that the intervention programmes and outdoor activities usually overlap with the time scheduled for the special classes to the school library. She informed, "*In fact, TL_A scheduled slots for us every Tuesday; but we need to take the students for swimming on Tuesday*". Similarly, SEC_C complained, "*We don't have that much time to carry out reading programme for them, we have many weekly programmes of our own: horse riding, and swimming competitions at district level.*"

Table 5: In vivo Coding Highlighting SERC as an Unintentional Attitudinal Barrier

Why TL not keen to acquire SEN resources for the school library	Why special educators prefer SERC to the school library
"We do not have many [special materials] since they [special educators] **have their own resource centre**. I do contribute some big print books [for SERC] that are easily accessible for special education students and level 1 students as those books suit their ability. They also have audio books there" (TL_B) "But they do have **their own resource centre**. I don't get any materials for them (TL_C) "There are not many collection for the special education in this library, due to the situation of this school and because there is already **a resource centre** for the special education program (TL_D)	"There's not much…no collaboration to select special materials for the school library. Because we have our own **special resource centre** (SEC_D) We use our own materials. There are adequate materials **here** [SERC].(SE_B2) We also have our own materials **here**, toys for the special kids. (SEC_C) The Special Education department provides us with the materials, we put them in **the toy library**. (SE_C1)

(f) Intentional Attitudinal Barrier

Intentional attitudinal barrier in this study refers to a barrier that is originated from the attitude of a person that is done on purpose. The responses from the study participants seemed to indicate that this barrier originated from teachers' attitude that purposely deprives SEN students, especially those with emotional and behavioral disorder from library use. Negative attitude of teachers was reported as a barrier to the provision of inclusive education (Pivik, McComas and Laflamme 2002). However this study did not find any intentional attitudinal barriers related to the physical and emotional bullying and isolation of the students as reported in Pivik, McComas and Laflamme (2002). Murray (1999) opined that school libraries can help to remove intentional attitudinal barriers by allowing students with disabilities to contribute the school library by becoming library prefects or student librarian because this can build up their confidence, self-esteem and promote their acceptance by other students

Teachers' lack of interest to bring SEN students to the library

This study found that there were special educators who are not keen to bring their SEN students to the school library. Students with disabilities depend on their teachers for library visits. The teacher librarians in this study reported that SEN students visit the school library only with the companion of their teachers. SEC_A confirmed this by saying, "*It is impossible for them to go there on their own, they're always at our sight, here [in school] we are at where our students are, even recess time at the canteen. We stay with them until their guardians come to take them home*." Earlier findings from student interviews also emphasized the need for them to be given the chance to "read" in the school library. As such, SEN students will be deprived of a holistic library experience if they are not scheduled to be taken there.

The authors have reasons to believe that special educators' lack of interest to allocate library visits was not done on purpose (Pivik, McComas and Laflamme 2002) but stemmed from the problems that their students faced in terms of mobility, emotion and behaviour, as well as other systemic barriers (physical, resource, curriculum and policy) reported earlier. SE_B2 acknowledged, "*I only take the students who have no behavioural problems, hyperactive students do not get to go there*." Special educators seemed reluctant to bring their students to the school library as they felt that these students might be troublesome

to others. SE_A2 said, "*We seldom go to the library. We are worried if [we] cannot control them, if the students get very noisy and disturb others, sometimes the behaviour goes to an extreme.*" According to one teacher participant, SEN children have short attention span and they are unable to concentrate on books for more than 10 minutes. "*They can get easily distracted after a short while, they will start to make noise, wonder around and mess up with the books on the shelves, mess up with the computers*", SE_A1 narrated. The teacher librarian of the case school A indicated her frustration with some teachers "*for not being able to control the students*". "*Last year, a hyperactive child screamed loudly here (school library), this should not happen in a library* " (TL_A).

In order to prevent such problems from arising, special educators had to isolate the SEN students from the other normal students. Teacher librarian from case school D said, "*When they use (the library) they cannot interact with the other students. Their teachers don't let them talk with the other students because there are hyperactive*" (TL_D). Another teacher librarian revealed, "*When their teachers take them here, I have to separate them from other students because their teachers asked me to do so. They don't interact with the normal students*". This finding showed that special educators will either refrain students who have behavioural or emotional problems from library visits, or segregate them from the other students when using the library. This is indeed an intentional attitudinal barrier, of the teachers' attitude, that has led to the low utilization of the school library by students with disabilities.

CONCLUSION

This study has provided a snapshot of the experiences at four case mainstream schools in the provision of library services for students with disabilities. The findings of this study, whilst limited, do provide a valid litmus test in the professional practice of inclusive education and school librarianship. Through assessing the perspectives of teacher librarians, special educators as well as SEN students from the four case schools, the study has come to the following conclusions:

a) An inclusive school library, through its services and programmes that supports the aims of inclusive education to enhance social integration and learning success of SEN students in the school setting is not apparent. Attempts in the mainstream schools to address and support students with special needs were only evident in basic library activities where the special educators and teacher librarians worked together to teach library skills, reading as well as enrichment activities to mildly and moderately disabled students. Library usage among SEN students in this study is low. Although examples of good practice were found, there is need for improvement in service delivery for these students. Much of this could be achieved by enhanced communication and cooperation between school librarians and special education teachers.

b) Six categories of systemic barriers to implement inclusive school libraries emerged in this study – physical, resources, curriculum, policy, unintentional and intentional attitudinal barrier. It is not the researchers' preference to focus on barriers; the researchers would rather focus on the many good examples of inclusive library programmes and services and ways to improve them for the SEN students. However, only through a clear and deep understanding of these systemic issues, and other issues that hinder inclusion, and the elimination of them will make inclusive school libraries a reality for all children to learn together.

c) The study has drawn attention to the strategies which may be targeted to assist in the implementation and support of inclusive school libraries. Facilitating inclusive school libraries requires having library space that is physically accessible and ergonomically designed, as well as ensuring a diverse collection of appropriate materials and accessible technology options. Without these elements in place, students with disabilities are deprived of full participation and equitable library educational and social experience. The presence of library instructional curriculum and library policy that address their learning needs would help acquaint SEN children with the organization of the library, the arrangement of the collection and the facilities in attempt to reduce anxiety and enable effective use. To ameliorate negative attitudes, both special educators and teacher librarians should maintain a positive and proactive collaborative approach toward students with disabilities as postulated by Hunt et.al (2004) who identified that collaboration between teachers and special educators is the cornerstone to effective high quality inclusion. Teacher librarians may need to review the varying learning needs and abilities the students as they plan instruction and choose information resources. In addition to using their expertise to locate quality information resources on meeting the learning and information needs of students with disabilities, teacher librarians can also collaborate with special educators to learn more about designing positive learning experiences for students with disabilities (Hopkins 2005). Besides offering general information about accommodation and inclusion, special educators can also provide school library media specialists with more specific information about the needs and abilities of individual students (Wojahn 2006).

The provision of inclusive school libraries involves a process of removing barriers and enabling all students, including previously excluded groups, to learn and participate effectively within the school library systems. As the number of students with disabilities enrolled in mainstream schools is increasing, teacher librarians have to be aware of the needs of these students, in order to provide them with adequate library services. It is hoped the analysis provided in this paper will stimulate and encourage moves to create more effective and inclusive library arrangements for students with disabilities. In the words of one teacher participant, "*The library is an essential part of school's life and the barriers facing disabled students need to be broken down. Don't deprive them of library visits.*"

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