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Addressing the Needs of Students with Learning Disabilities in Light of Hifz Al-A'ql

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Abstract Ensuring both inclusivity and equity remains a central challenge in education, particularly for a significant proportion of children worldwide with learning disabilities such as dyslexia, dyscalculia,

and dysgraphia. Often erroneously perceived by their teachers as being "slow", these children frequently suffer from low self-esteem, withdrawal from academic and social engagement, and a heightened risk of psychological and emotional problems if they do not receive timely intervention. Highlighting the case of children with dyslexia, this conceptual and analytical essay focusses on the application of Maq & amacr;sid al-Shar & imacr;'ah in the preservation of the 'aql (intellect), which would entail the providing of a good and sound education to all members of society, leaving no child behind. It then proceeds with a

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