Today, more than ever, a population of diverse learners represents the general education classrooms. The increasing diversity of classrooms compels the need for teachers to develop skills and apply frameworks for addressing individual needs within heterogeneous settings. As schools continue to embrace a philosophy of inclusion, teachers are faced with the immense responsibility, not only to meet the needs of so many different learning styles but also to push students beyond their comfort zones to become active, successful learners. It is observed that to reach all learners, Differentiating Instruction looks to be a viable and optimistic option for educators at all levels. The present study was intended to overcome the exclusion of pupils with Learning Disability with the help of select Inclusive Differentiating Instructional Approaches (IDIA) and to test its effectiveness in enhancing the Academic Achievement, Self Concept and Achievement Motivation of pupils with LD and Non-Disabled pupils. An experimental study with mixed approach has been adopted for the study. The Quasi-Experimental study with Pre-test Post test non-equivalent group design was employed for the quantitative segment and survey for the qualitative segment of the present study. The sample consists of General and Special education teachers, Teacher educators, Experts in the field of LD and Upper Primary School Pupils. The major data gathering tools used in the study were Scale of Dispositions and Knowledge & Skills for Inclusion, Check lists for Reading, Writing and Arithmetic Difficulties, Screening Schedule for Learning Disabilities, Raven’s Matrices for Intelligence, Learning Style Inventory, select IDIA Lesson Transcripts, Achievement Test in General Science, Self Concept scale, Achievement Motivation scale, and Curriculum Based Assessments in General Science. The statistical procedures employed for analysis of data were Descriptive Statistics, Analysis of Variance, Analysis of Covariance, Estimation of adjusted means by using Scheffe multiple comparison, The Mann-Whitney U Test, The Friedman Test. The results of the study highlights the positive impact of IDIA practices towards Academic Achievement, Self Concept and Achievement Motivation of both pupils with LD and Non-Disabled pupils and also the Continuous Academic Performance of pupils with LD in the inclusive classroom set up.