



ST. MARY'S SCHOOL - NAIROBI, KENYA

SPECIAL EDUCATION NEEDS POLICY

KCPE

KCSE

IGCSE

IBDP

2017

Contents

| | |
|--|----|
| Contents | 2 |
| List of Abbreviations and Acronyms | 4 |
| Preamble/Introduction | 5 |
| Status of Special Needs Education in Kenya | 6 |
| Definition of terms..... | 7 |
| School Philosophy | 8 |
| IB mission statement | 9 |
| IB learner profile | 10 |
| SPECIAL NEEEDS EDUCATION POLICY FOR ST. MARY’S SCHOOL..... | 11 |
| Introduction | 11 |
| Rationale | 11 |
| Implementation and Review..... | 11 |
| Communication..... | 11 |
| Aims and Objectives..... | 11 |
| Roles and Responsibilities..... | 13 |
| Board of Management..... | 13 |
| Principal | 13 |
| Diploma Programme Coordinator | 13 |
| The Class/subject teacher..... | 13 |
| Support Teachers..... | 14 |
| Parents | 14 |
| Other Professionals..... | 14 |
| Individual Education Plan..... | 14 |
| The Review process..... | 14 |
| TYPES OF SPECIAL EDUCATION NEEDS | 15 |
| POLICY CONTENT | 16 |
| Enrolment | 16 |
| Assessment & Intervention..... | 17 |
| Conducive and Safe Environment – Health and Safety (Adaptation of Facilities)..... | 18 |

| | |
|--|----|
| Capacity Building and Human Resource Development | 19 |
| Inclusive Education | 20 |
| Background | 20 |
| Objective | 20 |
| Policy statements..... | 20 |
| Participation and Involvement..... | 20 |
| Background | 20 |
| Objective | 21 |
| Disaster Preparedness | 21 |
| Objective | 21 |
| Guidance & Counseling..... | 21 |
| Background | 21 |
| Objective | 22 |
| Communication:..... | 22 |
| REFERENCES..... | 24 |

List of Abbreviations and Acronyms

| | |
|----------|---|
| ADD/ADHD | - Attention deficit disorder/attention deficit hyperactivity disorder |
| DCD | - Dyspraxia—Developmental coordination difficulties |
| EFA | - Education For All |
| IBO | – International Baccalaureate Organization |
| ICT | - Information Communication and Technology |
| IGCSE | - International General Certificate of Secondary Education |
| IT | - Information Technology |
| KCPE | - Kenya Certificate of Primary Education |
| KCSE | - Certificate of Secondary Education |
| KISE | - Kenya Institute of Special Education |
| LD | - Learning disabilities |
| MDGs | - Millennium Development Goals |
| MOE | - Ministry of Education |
| MOH | – Ministry of Health |
| SEN | - Special Education Needs |
| SLCN | - Speech, language and communication needs |

Preamble/Introduction

St. Mary's school Nairobi is a private school located in Nairobi County, the capital city and Financial hub of the country. St Mary's School is a private Catholic day school, owned by the Archdiocese of Nairobi. It was founded in Parklands in 1939 by the Irish Holy Ghost Fathers. The school is currently situated within the expansive 85 Acres in Muthangari, Nairobi. We have a combined program consisting of Junior (Primary) and Senior School (Secondary). Our junior school teaches the Kenya Certificate of Primary Education (KCPE) curriculum while our Senior school programme teaches the Kenya Certificate of Secondary Education (KCSE), Cambridge key stage 3 (Lower Secondary / secondary1), Cambridge International General Certificate of International Secondary Education (IGCSE) – key stage 4 and International Baccalaureate (IB) Diploma. The KCPE curriculum runs eight years from Standard 1 to 8 and it is for 6-13years old. KCSE runs for four years from form 1 to form 4 and is for 14-17 years old. Cambridge keys stage 3 runs for two years from Year 8 to 9; it is for 14-15. IGCSE- Key Stage 3 runs for two year from Year 10 to 11and it is for year 16-17. IB diploma is a two year program for year 18-19. Most of our students advance in the school from Std1 in primary to IB diploma. The KCPE, KCSE and IGCSE programmes are for boys. IB programme is co-educational and admits both boys and girls. We are internationally recognized and accredited. Most of our students get placement in some of the best universities in the world.

This is the Special Education Needs policy for St Mary's School Nairobi. It has been developed with the participation of all stakeholders. It outlines how St Mary's school will align this policy to specific IB standards and practices, operate within the country's constitutional bounds and other school polices to meet the needs of all students, teachers, parents and requirements of The Ministry of Education - Kenya, International Baccalaureate – Diploma programme, The Associated Board of the Royal Schools of Music, and Cambridge International Examinations - International General Certificate of education programme within the school's vision and mission.

The Government of Kenya recognizes the importance of Special Education Needs as a crucial subsector for accelerating the attainment of Education for All (EFA) and the Millennium Development Goals (MDGs). Sessional Paper No 1 of 2005 on "A Policy Framework for Education, Training and Research" outlines the vision of our education sector as a major enabler of our youth (*Republic of Kenya THE NATIONAL SPECIAL NEEDS EDUCATION POLICY FRAMEWORK, 2009*).

Status of Special Needs Education in Kenya

Special needs education was for a long time, only offered in special schools until the 1970s when units and integrated programmes were initiated. Special needs education has continued to expand and currently includes Learners with/who:

1. Hearing impairments
2. Visual impairments
3. Physical impairments
4. Cerebral palsy
5. Epilepsy
6. Mental handicaps
7. Downs Syndrome
8. Autism
9. Emotional and behavioral disorders
10. Learning disabilities (LD)
11. Speech and language disorders.
12. Multiple handicaps
13. Albinism
14. Other health impairments
15. Are gifted and talented
16. Are deaf blind
17. Are orphaned
18. Are abused
19. Are living in the streets
20. Are heading households
21. Are of nomadic / pastoral communities
22. Are Internally displaced

While educational opportunities for learners with special needs is a major challenge to the education sector, the government's commitment to special needs education has been demonstrated through establishment of a special needs education section at MOE headquarters. Other developments have included the preparation of teachers of learners with special needs and disabilities that have led to the establishment of Kenya Institute of Special Education (KISE) and departments of special needs education at most Kenyan Universities (*Republic of Kenya THE NATIONAL SPECIAL NEEDS EDUCATION POLICY FRAMEWORK, 2009*). In addition, the IBO has provided support by availing opportunities for such learners to acquire quality education based on its four principles of good practice: affirming identity and building self-esteem; valuing prior knowledge; scaffolding and extending learning (*Learning diversity and*

the IB Programmes: Special educational needs within the International Baccalaureate programmes, 2010:5).

The school's vision is to become a school of choice for academic excellence and holistic development, ensuring disciplined and God fearing global Learners, while the mission is to educate learners in a holistic manner, faithful to the Catholic ethos in order to acquire knowledge, skills and values relevant to the society in order to compete effectively.

St. Mary's School recognizes that learners have different needs and learn in different ways. The school has identified such differences in learners and seeks to provide an inclusive arrangement to cater to them in their quest for education. The Ministry of Education expects that the education act that spells out "education for all" , the relevant sections of the Kenyan constitution that address the rights of children, the rights of learners with disability and the united Nations decree on Children's education must be adhered to. Therefore, to be able to meet the above mission and realize the school's vision, for the learners to be inquirers and show independence in learning, to churn out knowledgeable students who explore concepts, ideas and issues, students who act with integrity, honesty and take responsibility for their own actions, it is necessary that an all inclusive-special education needs policy is formulated.

The leadership team understands quite clearly its role in realizing the school's mission. It was deeply involved in developing effective strategies to increase access and participation by formulating the Special Education Needs committee, providing the human and material resources to support inclusion, identifying learners with special needs, identifying specific special needs of students within the school, suggesting teaching strategies, coming up with ideas for resources, identifying the constitutional /local requirements, or policies regarding educating students with special needs in Kenya, considering the medical and financial implications of adopting the policy, sourcing for qualified personnel to provide guidance on students with special needs, infrastructural development and staff training.

Definition of terms

Inclusion: This is a philosophy which focuses on the process of adjusting the home, the school, and the society so that all the individuals, regardless of their differences, can have the

opportunity to interact, play, learn, work and experience the feeling of belonging and experiment to develop in accordance with their potentials and difficulties.

Integration:

This is a process through which learners with and or without special needs is taught together to the maximum extent possible in a least restrictive environment. The child is expected to adapt to the environment.

Intervention Programs:

These are programs that include assessment, placement and adaptation of the curriculum, environment and facilities to ensure that they are disability friendly and can accommodate the various categories of learners with special needs.

Special Needs Education: This is education which provides appropriate modification in curriculum delivery methods, educational resources, medium of communication or the learning environment in order to cater for individual differences in learning.

Support Staff:

These are personnel who are employed to assist learners with special needs and disabilities in institutions and include cooks, house mothers/fathers, drivers and others.

Specialist Support Staff:

These are trained personnel employed/deployed to provide professionally recognized services, other than teaching, to learners with special needs and disabilities. These include sign language interpreters, sighted guides, refractionists, braillists, transcribers, readers, physiotherapists, occupational therapists, counselors, orientation and mobility trainers and ICT experts.

(source: THE NATIONAL SPECIAL NEEDS EDUCATION POLICY FRAMEWORK Ministry of Education 2009)

School Philosophy

Most of our learners have gone on to be notable leaders and influencers worldwide. This makes us proud as they value St. Mary's as a place where they spent the best of their school years. It is them that keep us passionate about our school's philosophy of educating an all-rounded individual in line with our school moto:

BONITAS DISCIPLINA SCIENTIA.

Our Vision

“Respected and God-fearing learners”

Our Mission

“Our single minded aim is “to create and maintain an [ideal]/conducive learning environment modeled on the Catholic tradition.”

Our Core Values

We teach our Learners to learn to

- Be God Loving
- Respect All
- Uphold Integrity
- Embrace collegiality
- Show concern for others
- Be committed to success
- Demonstrate International Consciousness
- Be loyal to the spirit of St. Mary’s school

IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

As IB learners we strive to be:

Inquirers We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference to the lives of others and in the world around us.

Risk-takers We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

SPECIAL NEEDS EDUCATION POLICY FOR ST. MARY'S SCHOOL

Introduction

The purpose of this SEN policy is to provide practical guidance for teachers, parents and other interested parties on the provision of effective learning support to pupils and students experiencing low achievement and/or learning difficulties, as well as to fulfill our obligations under the Education Act and in line with the IBDP expectations.

Rationale

The rationale for this policy is to ensure compliance with the Basic Education Act (2015) and Disability Bill (2011) and International Baccalaureate Standards and Practices (2014).

Implementation and Review

The implementation of this policy will commence in March, 2017. It will be reviewed every year or as circumstances may warrant.

Communication

A copy of this policy will be made available to teachers, parents and pupils/students. It is also available on the school's website.

Aims and Objectives

- To ensure all children gain access to broad and balanced curriculum and have opportunity of access to an appropriate education
- To set out the whole school approach to teaching and learning for pupils with special Needs
- To set out procedures for the enrollment of children with Special Needs in the school.
- To assist parents in making an informed decision in relation to the enrollment of their children in our school.
- To outline procedures and practices to be followed in relation to supporting the learning of pupils with special education needs.
- To use the available resources in ensuring that children develop as learners, engage meaningfully with the curriculum and develop the skills and competencies necessary to lead a competent life.
- To establish communication structures for the involvement of all the partners in the education of pupils with special educational needs.

The following IB standards and practices requiring schools to demonstrate their support for learning diversity have been considered;

- **Philosophy**

A9. The school supports access for students to the IB programme(s) and philosophy.

- **Organization**

B1:5. The school develops and implements policies and procedures that support the programmes.

B2:8. The school provides support for its students with learning needs and support for their teachers.

- **Curriculum**

C1:6. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

C2:8. The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.

C3:6. Teaching and learning addresses human commonality, diversity and multiple perspectives.

C3:10. Teaching and learning differentiates instruction to meet students' learning needs and styles.

C3:14. Teaching and learning fosters a stimulating learning environment based on understanding and respect.

C3:15. Teaching and learning encourages students to demonstrate their learning in a variety of ways (*IB Programme Standards and Practices, 2014*)

Roles and Responsibilities

Board of Management

The B.O.M fulfils its statutory duties towards learners with Special Needs

Principal

The Principal has overall responsibility for the day to day management of the provisions, working closely with the SEN coordinator, securing training to the **staff** and reporting to the Board.

Classroom Support

Diploma Programme Coordinator

Will plan for special access arrangements available for DP students on their examination by abiding by the IB policy on Inclusive assessment arrangements where reasonable forms of access arrangements may be authorized for Candidates with individual needs such as:

- Learning disabilities
- Specific learning difficulties
- Communication and speech difficulties
- Autism spectrum disorders
- Social, emotional and behaviour challenges
- Multiple disabilities and/or physical, sensory, medical or mental health issues.

Any reasonable adjustments for a particular candidate pertaining to his or her unique needs will be considered. The DPC will also participate in the process for identification to facilitate the acquisition of the necessary support from the IB. (*Inclusive assessment arrangements, in the Hand book of Procedure 2017 A4.12*)

These will be considered both for Assessment arrangements either requiring authorization or those that do not require such authorization.

DPC will facilitate the acquisition of Evidence and information required during the request for such arrangements.

The Class/subject teacher

The class teacher liaises with the parents regarding the decision to initiate the classroom support process. The class teacher may also seek advice from the learning support teacher and will seek the SEN teacher's advice.

The class teacher will keep the records of relevant information which will be used.

Support Teachers

The support teachers will provide advice and resources for the class teachers, which will assist in the assessment process and the development of classroom and where appropriate home based interventions for the student.

Parents

Parents consent to the full implementation of the policy and providing cooperation with the school to assist the learners.

Other Professionals

Other professionals such as education psychologists, visiting teachers and language and speech therapists may be involved indirectly, offering consultation and advice for the implementation of the policy.

Individual Education Plan

An Individual Education Plan is drawn up based on the assessment gathered for each learner's case.

The I.E.P will describe:

- The nature and degree of the learner's educational need and how these affect their educational development
- The present level of educational performance of the learner
- The learner's language needs and their language profiles
- The necessary assessment tools.
- The special education and related services to be provided to the learner(s) to enable the them to benefit from education including
 - Intervention programmes (small group or individual)
- Specific methodologies/ programmes to be implemented
 - Specific equipment/materials and/or IT supports needed to support learning and access to the curriculum

The management of I.E.P's is the responsibility of class teachers and support teachers.

Parents are invited to participate in meetings with class teacher, support teacher and any other relevant professionals in drawing up IEP. A review is conducted yearly.

The Review process

The goals which will be reviewed yearly will include:

- The students priority learning need
- Long and short term targets to be achieved

The review process is to be coordinated by the SEN coordinator. Parents and outside professionals who will be involved as appropriate.

The review will focus on:

- Progress towards targets made by the pupil
- Any new information or assessment results
- Effectiveness of strategic / methodologies/equipment and materials
- Effectiveness of supports provided

The results of the review may be either one of the following:

- The child continue to receive support at school level
- The Child no longer requires support at school level

TYPES OF SPECIAL EDUCATION NEEDS

1. ADHD or ADD
2. Autism
3. Dyscalculia
4. Dyslexia
5. Developmental dyspraxia
6. Gifted and talented or exceptionally able
7. Hearing impairment
8. Medical conditions include: allergies, asthma, arthritis, lupus, epilepsy, seizures, diabetes, cancer, chronic middle ear infections, hypertension, anxiety disorders and HIV/Aids.
9. Mental health problems
10. Physical disabilities
11. Speech, language and communication needs

| A staged approach to meeting the Needs of Pupils/ students with Special Needs Education | | |
|--|--|--|
| Observation | Process | Personnel Involved |
| Stage 1 Class teacher/ parent has concerns regarding a pupil's academic, physical, social , behavioral or emotional development | The Class teacher administers appropriate screening measures. Class teacher devises a plan, which aims to meet the pupil's identified needs within the normal classroom setting. The success of this plan is regularly reviewed in consultation with the parents | Class teacher Parent SEN Committee Guidance and counseling Department School nurse |
| | | Additional Support Available |
| | | SEN teacher |
| If concerns remain after a number of reviews , the Special Education Support Team in the School ; may be consulted about the desirability of a move to Stage 2 | | |
| Stage 2 Child is referred to learning support teacher, with parental permission for further diagnostic testing | If diagnostic testing indicates that supplementary teaching would be beneficial, this is arranged. Parent, class teacher and learning support teacher collaborate in devising, implementing and reviewing the pupil's learning plan. | Class teacher Parent SEN teacher Guidance and counseling Dept School nurse |
| | | Additional Support Available |
| | | Visiting teacher Other support staff |
| If significant concerns remain after a number of reviews, it may be necessary to implement stage 3 | | |
| Stage 3 School formally requests a consultation, and, where appropriate an assessment of need from a specialist outside the school | A learning plan is devised by personnel involved, which includes identification of any additional available resources considered necessary in order to implement the plan. Parents to be fully consulted throughout this process. This learning plan should be subjected to regular reviews, leading to revisions of the learning plan and referral for specialist review as necessary | Class teacher Parent Learning support teacher Relevant specialist |
| | | Additional Support if Available |
| | | Therapist- Occupational Psychiatrist Speech and Language |

POLICY CONTENT

Enrolment

Enrolment/Admissions Policy

Parents are required to notify the school of their child's Special Needs in advance of enrolling in Mainstream. The School shall request a copy of the child's medical or psychological report. The learners' language profile will be developed to inform decisions on placement, subject allocations and levels and the necessary support.

Assessment & Intervention

Background

The primary purpose of assessment is to ensure early identification, assessment and intervention and placement of learners with special needs and disabilities.

The aim is to improve growth and quality of SEN services by placing emphasis on assessment and early intervention. In order to carry out these functions adequately the school shall be fully equipped with the necessary tools and qualified personnel. The Assessment policy will provide guidance on the methodology.

Objective

To strengthen the existing structures and develop new ones for early identification, assessment and support of learners with Special needs within the school.

Policy Statements

The school in collaboration with other development partners and actors shall:

1. Conduct in-service and professional development courses for staff teachers.
2. Establish formal linkages with relevant ministries, partners and professionals in assessment, referral and intervention of learners with special needs and disabilities, including but not limited to the MOE, The Catholic church, IBO, MOH.
3. Have a formalized multi-disciplinary team appointed by the School Principal
4. Develop new, and continually review existing assessment and referral tools and other school policies.

Strategies

To implement the foregoing policy interventions, the school shall engage the following strategies:

1. The School shall develop training manuals and guidelines in assessment of learners with special needs
2. The School shall conduct regular in –service and professional development courses for teacher deployed to work as assessment teachers.

3. The School in collaboration with the Ministry of Education shall carry out review of the existing assessment and referral tools.
4. The School shall establish and enhance linkages with the Ministry of Health and other relevant ministries for appropriate assessment,
5. The school in collaboration with the parents/ guardians shall strengthen the need for home based programs for Learners with Special Needs.
6. The school shall maintain the IB standards and practices aimed at supporting learners with SEN.

Early Interventions

- The triggers for early intervention will be:
- The learner makes little progress even when teaching approaches are directed at identified areas of weakness.
- The child is slow to develop literacy and numeracy skills
- The child has social difficulties (communication, relationships etc)
- The child has emotional/behavioral difficulties, which do not respond to behavioral management techniques
- The child has physical difficulty issues

Conducive and Safe Environment – Health and Safety (Adaptation of Facilities)

Background

Learners with Special Needs require a barrier-free environment to maximize their functional and full potentials.

Objective

To enhance provision of accessible, safe and friendly learning environment and facilities for learners with special needs.

Policy Statements

The school in collaboration with stakeholders shall:

1. Facilitate establishment of barrier free environment within the school.
2. Continuously develop modalities for enhancing safety measures in the school.
3. The school Health office in coordination with the parents/ guardians to ensure that learners with special needs and disabilities are provided with regular treatment and medicine to preserve or improve their level of functioning.

4. The school shall put in place measures to ensure appropriate modification of the learning environment to the needs of learners with special needs and disabilities.
5. Provide a learning environment that is free from violence, sexual harassment and abuse, drug and substance abuse.

Strategies

The School (in collaboration with partners) shall:

1. Provide resources to make learning accessible to children with special needs.
2. Ensure provision of adequate and friendly infrastructure - buildings, ramps, furniture and equipment among others in the school for learners with special needs.
3. Ensure appropriate modification of tuition, boarding and sanitation facilities to respond to the needs of learners with special needs.
4. Ensure that all learning institution have a safe environment that is user friendly to learners with special needs.

Capacity Building and Human Resource Development

Objective

To facilitate provision of effective and efficient professional and support services to learners with special needs.

Policy statement

The school shall ensure recruitment of adequate SNE teachers and other support staff

Strategies

The School Shall:

1. Facilitate the provision of support staff in SNE such as the School Nurse.
2. Sensitize the staff to ensure the welfare of learners with special needs is safeguarded.
3. The school to provide a SEN room + 1 language unit. All Special Needs students have access to computers
4. Resources for the provision of SEN teaching include a variety of textbooks, library books and ancillary materials and oral language development materials.

Inclusive Education

Background

The goal of inclusion is to enable all students to belong within an educational community that values their individuality. The school's core values emphasize respect for all and showing concern for others. This is also reflected in the Education Act cap () of the Kenyan Law, which states that This factor is reinforced by the IB mission statement that aims to encourage students across the world to become active, compassionate and lifelong learners who understand that other people with their differences can also be right.

Objective

To increase enrollment and promote values which will enhance access to education and retention of learners with special needs and disabilities in the school.

Policy statements

The school shall recognize and reinforce inclusive education as one of the means for children with special needs to access education.

Strategies

1. The school shall provide funds for adaptation of infrastructure, equipment and facilities within the school.
2. The school shall create awareness among teachers and learners (both with and without disabilities), parents and other members of the community about inclusive education through:
 - Modifying activities
 - Allowing all children to participate in oral work
 - Allowing all students the opportunity to participate in group work
 - Providing appropriate tasks and practical work
 - Allowing all learners to participate in Co-Curricular activities with appropriate guidance and monitoring.

Participation and Involvement

Background

Participation and involvement of learners with special needs directly or indirectly is important in the process of ensuring that these learners enjoy equal opportunities in society. It is therefore critical that learners with special needs participate in all matters within the learning environment and are encouraged to be involved in activities and decision making process.

Objective

To promote the participation of learners with special needs and other stakeholders in decision making on matters that affect their education.

Policy Statements

The School will involve learners with special needs in decision making:

Strategies

1. The school shall appoint learners with special needs to positions of responsibilities.
2. The school shall develop modalities to involve learners with special needs and disabilities in decision making on issues that concern them.

Disaster Preparedness

Objective

To put in place measures to advocate, mitigate and evacuate and care for people with special needs during disasters and conflicts.

Policy statements

The School shall develop and enforce mechanisms for mitigation, evacuation and care for learners with special needs during disasters and conflicts.

Strategies

1. The school shall train SEN teachers and other support staff in practical knowledge and skills in the delivery of services during disasters and emergencies.
2. The school shall prepare disaster preparedness information and communication materials and disseminate to all the learners and staff.

The school shall facilitate provision of guidance and counseling services to learners with special needs during disaster and conflict period.

Guidance & Counseling

Background

This is essential to learners with SEN as it helps develop self-reliance and self-confidence.

Objective

To develop diverse and specialized guidance and counseling opportunities to meet the varied needs of learners with special needs.

Policy Statement

The school shall avail and provide guidance and counseling services to learners with special needs.

Strategies

1. The school shall develop guidance and counseling guidelines for learners with special needs
2. The school shall ensure interests of learners with special needs are addressed in guidance and counseling programmes.

Communication:

Communication in relation to Special Needs is ongoing with:

Parents/ Guardians

Health Service executive

Special Education Needs Officer

Occupational therapists

Educational Psychologists

Social workers

All teachers during collaborative planning and meeting sessions

Confidentiality: The school shall communicate this policy to all stakeholders through the school website, newsletters, meetings and via emails. However, confidential information on students shall not be made public except to those dealing directly with the learners. Equally, it will only be such persons that shall have access to the students' files.

Parents

The role of parents in providing the Learning Support for their children is vital to their success. Thus the parents will be expected to maintain:

- Regular communication with the class teacher and the SEN teacher
- Creating a home environment where literacy can thrive
- Fostering a positive attitude about school and learning in the child
- Developing the child's oral language
- Developing the Childs social mathematics
- Provide a medical report upon admission
- Provide the required finances aimed at assisting their wards for necessary services

Success Criteria

The schools wide implementation of this policy will result in enhancement of learners learning in the following ways:

- Improved standards of academic achievement with the pupils individual learning programme.
- Discontinuation of the provision of SEN teaching based on positive assessment results.
- Enhanced parental involvement in supporting their child's learning needs.
- Compliance with the local, national and international obligations on inclusion.
- The maintenance of the school's core values.

REFERENCES

Candidates with assessment access requirements DP (2014)

Creating inclusive classrooms—IB professional development: <http://ibo.org/en/professional-development/>

Language and learning in IB programmes (2014)

Learning diversity and the IB Programmes: Special educational needs within the International Baccalaureate programmes, (2010:5).

Meeting student learning diversity in the classroom (2013)

Programme standards and practices (2014)

The IB guide to inclusive education: a resource for whole-school development (2015)

What is an IB education? (2015)

Kenya Gazette Supplement No.37 legislative Supplement No. 2 I)

LecarNorcENo.39

THE BASIC EDUCATION ACT (No. 14 oJ2013) Kenya Subsidiary legislation, 2015

THE NATIONAL SPECIAL NEEDS EDUCATION POLICY FRAMEWORK Ministry of Education JULY 2009

International Baccalaureate. (2014). *Programme Standards and Practices*. Cardiff: IBO LTD.

Sessional Paper No 1 of 2005 on “A Policy Framework for Education, Training and Research”