

NATIONAL STANDARD OPERATING PROCEDURES ON INCLUSION AND ACCESS OF PERSONS WITH DISABILITIES TO PRE-TERTIARY EDUCATION



**NATIONAL COMMISSION FOR
PERSONS WITH DISABILITIES**

JULY, 2024

FOREWORD

It gives me great joy and a high sense of fulfilment to present to the education community in Nigeria, the National SOPs (Standards Operating Procedures) on Inclusion and Access of Persons with Disabilities to Pre-Tertiary education. This SOPs is another historic intervention made by the National Commission for Persons with Disabilities (NCPWD) towards ensuring that persons with disabilities, who have been globally acknowledged as the most educationally disadvantaged among typically marginalized vulnerable persons can now receive qualitative and functional education, especially at the pre-tertiary level.

The population of vulnerable persons who are unable to access qualitative and functional education in the world has been rising consistently and credible researches reveal that persons with disabilities are in the majority. In Nigeria, several studies have shown that children with disabilities constitute up to 40% of the over 15 million out-of-school children, while the education available to very few children with disabilities in the country is of the lowest quality and standard. This situation has eroded the rights of most persons with disabilities in Nigeria to access qualitative and functional education, unlike their non-disabled peers. The overall implication of this is the inability of persons with disabilities to effectively participate in, and contribute to all aspects of national development.

Past efforts by all levels of government to provide education access to persons with disabilities have not yielded appreciable results. This is due to the absence of appropriate legal and policy frameworks; paucity of qualified special teachers and other relevant professionals; inadequate school infrastructure and other learning resources. Another key problem has been the absence of an appropriate school-based regulatory framework required to set national standards and operating procedures for classroom teachers, school heads, and other school-based service providers. This is responsible for the prevalence of very low quality and standards in the delivery of education to persons with disabilities.

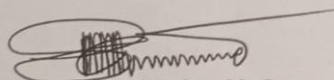
The release of the National Policy on Inclusive Education in 2017 and the review of the same policy in 2023, as well as the enactment of the Discrimination Against Persons with Disabilities (Prohibition) Act 2018 are a clear demonstration of the total resolve of the Federal government to strongly commit to reversing the trend of poor education access for persons with disabilities. The Inclusive Education Policy sets the broad policy and institutional framework for enhancing education access for typically marginalized vulnerable persons; with a clear recognition of persons with disabilities as among the most educationally disadvantaged. The Disability Act in Sections 17, 18, 19, 20, and 38(a) makes specific provisions empowering the

NCPWD to develop and enforce guidelines that contribute to improving education access for persons with disabilities. This SOPs therefore contribute to the broader goal of ensuring that no one, regardless of their disabilities is left behind from gaining unhindered access to qualitative and functional education, especially at the pre-tertiary level.

Improving access to education for persons with disabilities must necessarily begin from the entry or basic levels, and measures should be directed at frontline education workers. This is why this SOPs is developed as a school-based tool to support school heads, classroom teachers, caregivers, and other relevant professionals, parents of children and learners with disabilities, as well as relevant community-based actors who are directly or indirectly involved in the delivery of education to persons with disabilities in the school. The SOPs sets teaching and learning standards and procedures in line with all necessary professional and global best practices. It covers a wide scope of fundamental school programs and activities such as procedures of enrolment assessment and development of Individualized Education Plan (IEP) respectively. It is therefore our expectation that this SOPs will help to remove the barriers which hinder access and inclusion of persons with disabilities to pre-tertiary education in Nigeria.

Besides setting the standards and procedures of disability inclusion in schools, this SOPs also serves as a regulatory instrument to enforce relevant legal and policy frameworks. Accordingly, this SOPs will be used by the NCPWD as a tool to monitor and enforce compliance with the aforementioned sections of the Disability Act. It is also expected that Quality Assurance officials, education inspectors and other relevant education officials will use this SOPs in the review and redesign of their school monitoring instruments to accommodate standards and procedures of disability inclusion.

Finally, our target is to ensure that at least 90% of all public and private pre-tertiary schools and learning centres in Nigeria are accessible to, and can provide all relevant reasonable accommodations to all children and learners with disabilities by 2030. We believe that this is achievable if the adoption and use of this SOPs in all public and private schools receives the support of all relevant stakeholders including the Federal Ministry of Education, Universal Basic Education Commission and all other national and subnational education agencies, international development partners, education-focused civil society organizations, organizations of persons with disabilities, faith-based organizations, community-based organizations, and the media.

A handwritten signature in black ink, appearing to read 'James David Lalu', is positioned above the printed name.

James David Lalu, Ph.D npom,
Executive Secretary
National Commission for Persons with Disabilities

ACKNOWLEDGEMENT

This National SOPs (Standards Operating Procedures) on Inclusion and Access of Persons with Disabilities to Pre-Tertiary Education is produced by the National Commission for Persons with Disabilities (NCPWD) in collaboration with Festus Fajemilo Foundation (FFF), a disability-focused organization. The first draft of the SOPs was developed at a 2-day National Summit on Access of Persons with Disabilities to Education, held in FCT-Abuja on 28th and 29th September, 2023 with support from SightSavers, Disability Rights Fund, The Leprosy Mission Nigeria, Liliane Foundation, Daughters of Charity of St. Vincent De Paul Province of Nigeria and CBM Global Disability Inclusion. The validation of the draft SOPs was held in Keffi, Nasarawa State on the 21st and 22nd of February 2024 with support from SightSavers and FCDO-Plane. The document was printed with the support of Christian Blind Mission (CBM) International.

The NCPWD is most grateful to the Honourable Minister of Education Prof. Tahir Maman and the Executive Secretary, Universal Basic Education Commission (UBEC) Dr Hamid Bobboyi for ensuring the full participation of their respective institutions in the processes leading to the development of this SOPs. This is a clear demonstration of the strong commitment of the Federal Ministry of Education, UBEC, and other education agencies to the promotion of disability inclusion in all levels of education.

The Commission deeply appreciates all the stakeholders who participated in all the events and processes that produced this SOPs including the 2-day National Summit and the Validation Workshop respectively. In particular, we are grateful to our team of Experts including Prof. Abu Egwa Ozegya, Prof. Ngozi Obiyo, Prof. Oladele Akogun, Prof. Olubukola Christianah Dada, Dr. Chijoke Onuwerike, Dr. Hafsat Lawal Kotangora, Dr. Adeleke Philip, Dr. Abolarinwa Grace Abimbola, and Dr. Catherine James Atteng, whose technical paper presentations, panel discussions and technical reviews produced the main content of this SOPs.

Our warm appreciation also goes to all civil society organizations including organizations of persons with disabilities such as Joint National Association of Persons with Disabilities (JONAPWD), Inclusive Friends Association (IFA), TAF Africa, National Association of Special Education Teachers (NASET), National Association for Exceptional Children (NAEC), for their very rich contributions to this SOPs.

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We acknowledge and appreciate the high-quality work by Inclusive Development Consults Nigeria which provided technical support all throughout the process of developing this SOPs. Specifically, we thank the team of Rapporteur led by Dr. Adebukola Adebayo, comprised of Dr. Shuaib Muhammed, Mr Kehinde Ogunbiyitan, and Ms Jamila Aliyu Yusuf for providing the research support and compilation of this SOPs.



LIST OF ACRONYMS

AIP	Annual Implementation Plan
DICS	Disability Inclusion and Support Committee
EFA	Education for All
EMIS	Education Management Information System
FFF	Festus Fajemilo Foundation
FCT	Federal Capital Territory
IFA	Inclusive Friends Association
IEP	Individualized Education Plan
JONAPWD	Joint National Association of Persons with Disabilities
MOV	Means of Verification
NAEC	National Association for Exceptional Children
NASET	National Association of Special Education Teachers
NPE	National Policy on Education
NCPWD	National Commission for Persons with Disabilities
NERDC	Nigerian Educational Research and Development Council
NGOs	Non-Governmental Organizations
OPDs	Organizations of Persons with Disabilities
SBMC	School-Based Management Committee
SDG	Sustainable Development Goals
SOPs	Standard Operating Procedures
SUBEB	State Universal Basic Education Board
UBEC	Universal Basic Education Commission
UNCRPD	United Nation Convention on the Rights of Persons with Disabilities

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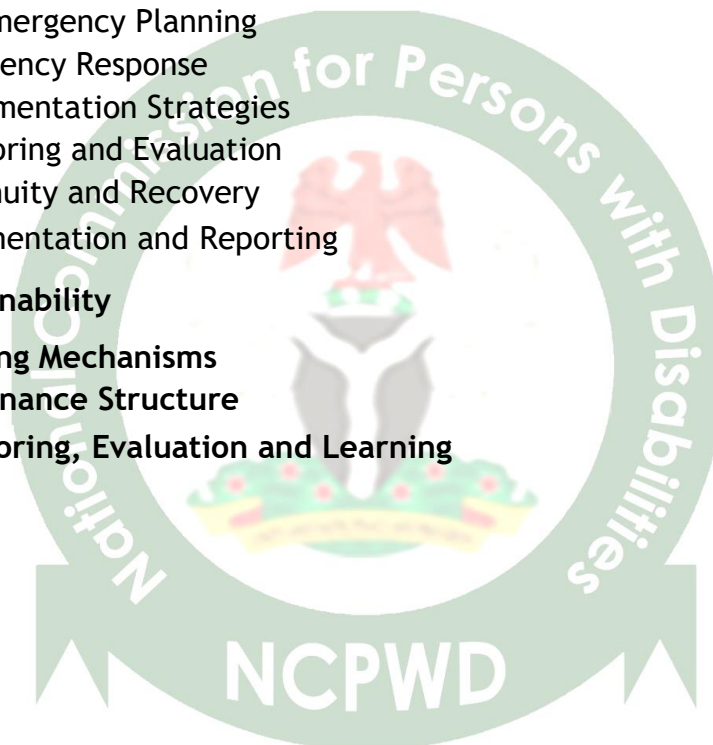
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1.0 INTRODUCTION

1.1 BACKGROUND

In the last two decades, the Federal Government of Nigeria and several states have been making visible efforts towards improving access of children and learners with disabilities to basic and other levels of education in Nigeria. In this regard, Federal and state governments have instituted policy frameworks on inclusive education in line with the 1994 Salamanca Declaration on Inclusive Education, the 2000 Dakar World Conference on Education for All (EFA), Sustainable Development Goals (SDGs) the UN Convention on Rights of Persons with Disabilities (2006), Protocol to the Africa Charter on Human and Peoples' Rights on the Rights of Persons with Disabilities in Africa (2023), as well as relevant provisions in the Discrimination Against Persons with Disabilities (Prohibition) Act of 2018 and other state-level disability legislations. Specifically, the Federal Government released the National Policy on Inclusive Education in August 2017 revised in December 2023 and equally made explicit provisions for inclusive education in the 2013 National Policy on Education (NPE). Some states such as, Lagos, Kaduna, Jigawa, Kwara, Akwa-Ibom, Enugu, Sokoto, Kano, the FCT- Abuja etc, have developed and are currently implementing inclusive education policy and frameworks.

Despite the availability of national and state level disability laws, policies and frameworks on inclusive education, evidence shows that most persons with disabilities are still unable to access education especially at the pre-tertiary level. In addition, it is observed that the standard and quality of education available to the very few PWDs who manage to get some education is very poor due to the absence of a national Standard Operating Procedures (SOPs) designed to address the disability components of inclusive education. Particularly, the UBEC 2021 National Needs Assessment report showed that, practitioners and stakeholders adopt unregulated and non-standardized practices and procedures in the delivery of inclusive education across the country. Only few states are making efforts towards the use of integration education model. No school in Nigeria currently delivers full inclusive education as envisaged in all available local and international disability rights frameworks. As a result of this, teaching and learning methodologies and approaches are largely poor with very low learning outcomes.

It therefore becomes imperative to develop a National SOPs to support inclusion and access of persons with disabilities to pre-tertiary education. This SOPs will support school and classroom level delivery of qualitative and functional education to children and learners with disabilities. The SOPs will also equip school administrators, quality assurance officials, inspectors and monitors, classroom teachers and community stakeholders with basic

information and knowledge on the core standards in all operating procedures and practices required to deliver disability-inclusive education.

1.2 RATIONALE

The National Commission for Persons with Disabilities (NCPWD) has developed this SOPs in fulfilment of its mandate contained in Sections 17 to 20 and 38(A) of the Discrimination Against Persons with Disabilities (Prohibition) Act 2018 to provide relevant guidelines for the inclusion and access of persons with disabilities to all levels of education. This SOPs therefore respond directly to the disability components of the broad concept of “inclusive education” as defined by the national and state policies and frameworks on inclusive education. It provides the disability-specific standards and procedures that pre-tertiary education institutions must comply with to guarantee education access for persons with disabilities.

1.3 PRINCIPLES

Implementation of these SOPs are to be guided by the following principles—

- a. Adherence to rights-based approaches.
- b. Compliance with the twin track approaches to inclusion.
- c. Promotion of universal designs for physical and digital accessibility.
- d. Promotion of reasonable accommodations across all aspects of inclusive education.
- e. Avoidance of all forms of discrimination and abuses.
- f. Consideration for safety, security and sustainability.

1.4 OBJECTIVES:

The key objective of these SOPs is to promote the adoption of uniform national standards at school and classroom levels in the delivery of disability-inclusive education in Nigeria.

1.5 METHODOLOGY FOR DEVELOPING THE SOPs:

These SOPs was developed through—

- a. Review of International disability legal and policy frameworks including but not limited to the CRPD, SDGs, etc; National and subnational disability laws; National and subnational policy frameworks on inclusive education; and Relevant research literature on inclusive education.
- b. Relevant content and key issues derived from technical paper presentations, technical group discussions and plenary sessions at the 2-day National Summit on Access to Education for Persons with Disabilities, organized by the NCPWD in FCT-Abuja on 28th/29th September, 2023.

- c. Technical inputs made into the draft SOPs during a 2-day Experts Validation Workshop held on 21st/22nd February 2024 in Keffi, Nasarawa State.

1.6 GUIDE FOR USERS

This guide applies to all users of this SOPs. It is to be strictly adhered to guarantee the achievement of the key objective of the SOPs.

- a. This SOPs applies only to pre-tertiary institutions including pre-primary schools, primary schools, junior and senior secondary schools, vocational skills training centres, as well as other similar institutions that provide all forms of pre-tertiary education.
- b. This SOPs is to serve as a guide for the establishment and operation of special schools, mainstream schools, and inclusive schools at the pre-tertiary level.
 - i. Special schools: this term refers to schools where education is offered to learners with disabilities/special needs separately from their peers and general school settings.
 - ii. Mainstream schools: this term refers to schools that are not special but are regular schools that accommodate and cater for the learning needs of children with disability.
 - iii. Inclusive schools: this term refers to pre-tertiary educational institutions where all learners including learners with disabilities/special needs are placed in age-appropriate general education classes to receive high-quality instruction, interventions, accommodations, and support services that enable them to meet success in the core curriculum.
- c. It is the responsibility of school heads (or leaders) and their staff to ensure full implementation of this SOPs.
- d. Implementation of this SOPs will be monitored by Quality Assurance officials, Education Inspectors and such other relevant education officials, as well as officials of the NCPWD in charge of compliance and enforcement of the Disability Act.
- e. All users of this SOPs are required to go through at least 2 to 3 days of training in order to help gain full understanding of its content, the contexts or situation in which the SOPs can be used and their roles in the implementation of the SOPs.
- f. School Heads (or Leaders) are to set up a Disability Inclusion and Support Committee (DISC) to oversee the implementation of this SOPs. The DISC is to be Chaired by the School Head and the membership is to include: the head of the Inclusive Unit or their equivalent, two special educators, two regular teachers, the school Guardian and Counselling Officer, a

parent representative, a care-giver, two representatives of pupils/students one each with and without disability respectively, as well as any other person(s) who the school considers could be of good support to the DISC. However, it is strongly advised that the membership size of the DISC should be kept as small as possible.

- g. The DISC is required to work with all existing school Management structures including the School-Based Management Committee (SBMC), as well as other implementation Teams that are prescribed in this SOPs in the discharge of its responsibilities.
- h. The DISC is required to develop an Annual Implementation Plan (AIP) to guide the implementation of this SOPs. The AIP should be designed strictly in line with the 12 sections of this SOPs. The AIP should contain the list of scopes covered in the SOPs; corresponding activities to be carried out under each scope; reasonable timelines for each activity; the person or group to be responsible for each activity; as well as the means of verification (MOVs) that will serve as evidence for the implementation of each activity.
- i. The DISC is required to present a report on the implementation of this SOPs to the school at the end of the term and the end of every school calendar year.
- j. The DISC, in conducting its business, is required to meet at least twice monthly or as frequently as may be desired.
- k. Teachers, other in-school and external officials, and professionals who are to be involved in the implementation of this SOPs are to undergo an initial detailed briefing session by the DISC only after they have undergone the 2-to-3-day training on the use of the SOPs. The DISC is also required to hold regular briefing sessions with all staff involved in the implementation of the SOPs.
- l. Quality Assurance and other related officials involved in monitoring the implementation of this SOPs are to develop their monitoring tools using the relevant content of the SOPs.

1.7 SCOPE OF THE SOPs:

This SOPs shall cover the following areas, operations, and practices on the inclusion of persons with disabilities in pre-tertiary education—

- a. School Environment (Internal and External) and Infrastructure
- b. Categories and qualities of teaching and non-teaching personnel.
- c. Procedures of enrolment and development of Individualized Education Plan (IEP).
- d. Mapping of in-school and home service providers and support.

- e. Referral pathways for in-school and home support.
- f. Classroom teaching procedures and support
- g. Transition and exit process.
- h. Procedures for promoting gender and social inclusion.
- i. Adaptations for delivery of disability-inclusive education in humanitarian, emergency and crisis periods.
- j. Sustainability:
- k. Funding Mechanisms

2.0 SCHOOL ENVIRONMENT (INTERNAL AND EXTERNAL) AND INFRASTRUCTURE:

This aims to ensure that the school environment and infrastructure are designed, constructed, and maintained to accommodate the needs of all learners, including those with disabilities, to promote equality and inclusivity. It covers the entire school environment, including buildings (school clinics, libraries, laboratories, toilets, hostels, classrooms), outdoor spaces, walkways, and resources.

2.1 SITE PLANNING (INTERNAL & EXTERNAL)

To accommodate all learners including those with disabilities each building and its site shall be planned and designed as an integral unit from the very beginning of the design process. Walkways shall be smooth, devoid of non-slip materials and shall have a firm level surface suitable for walking and wheeling. It is important to note that irregular surfaces as cobble stones, coarsely exposed aggregate concrete, bricks etc. often cause bumpy rides. (see National Accessibility Codes and Standards developed by the National Commission for Persons with Disabilities -NCPWD)

- b. All buildings and facilities in the school should conform to National Accessibility Codes and Standards. (see National Accessibility Codes and Standards developed by the National Commission for Persons with Disabilities -NCPWD).
- c. Provision of ramps, hand rails and steps while stair case should be painted in different colours for those with albinism and low vision.
- d. The entrance door, windows, and corridors should conform to National Accessibility Codes and Standards. (see National Accessibility Codes and

Standards developed by the National Commission for Persons with Disabilities -NCPWD).

- e. There should be availability of detachable chairs and tables.
- f. The toilets should be adapted and accessible to learners with disabilities.
- g. There should be land scaping of the school environment.
- h. There should be reserved parking space for persons with disabilities.
- i. There should be contrasting colours in all the classrooms.
- j. There should be adequate lighting in the classrooms, libraries, laboratories, etc.
- k. There should be provision of disability friendly furniture and seating arrangement with accessible classroom spacing.
- l. There should be adapted sports and games facilities.
- m. There should be accessible sanitary facilities.
- n. Provision of accessible and disability-friendly playground.⁶
- o. Inclusive schools should be within the neighbourhood and accessible for learners with disabilities.

3.0 CATEGORIES AND QUALITIES OF TEACHING AND NON-TEACHING PERSONNEL:

Human resources for inclusive education bring together what is popularly known as the **multi-disciplinary team**.

These experts work either individually, collaboratively, or collectively to achieve the set goals of the children or the child as determined by the nature of the child's problems or learning styles while some of the experts work as part-time staff or voluntarily. Also, there is a need for collaboration with NERDC to develop a unique curriculum for learners with special needs in Nigeria.

3.1 Categories and Qualities of Human Resources Required in Inclusive Schools:

Many personnel are needed for effective inclusive education practice. These include:

- a. General education teachers or subject teachers

- b. Special educators in various fields of disability Sign language interpreters, (hearing and deaf interpreters)
- c. Braillists
- d. Orientation and Mobility Specialists
- e. Resource room specialists
- f. Computer teachers (experts in disability software)
- g. Rehabilitation officers/facilitators
- h. Audiologists
- i. Psychologists
- j. Social workers
- k. Note takers
- l. **Medical personnels:** depending on the health condition(s) of the learner, the services of the specialists would be needed. They include: Otologists, paediatricians, Neurologists, School nurses, physiotherapists, ophthalmologists, Dieticians, Auxiliary staff such as drivers, cleaners, security personnel, gardeners,
- m. Parents
- n. Caregiver
- o. NGOs
- p. Organizations of Persons with Disabilities (OPDs)
- q. Philanthropists

3.2 Requirements and Skills for Inclusive Education Teachers

- a. Proven experience as an inclusive education teacher.
- b. Good knowledge of current inclusive education contents, practices and methodologies.
- c. Experience working with learners with a wide range of disabilities.
- d. Ability to create IEPs.
- e. A patient, resourceful, and resilient personality.
- f. Excellent interpersonal and communication skills.
- g. Valid special education/ disability certificate (DIP, NCE, BSc/Ed, M.Ed or other professional certificates in special education and related disciplines).
- h. Can demonstrate accurate specialized communication skills.

3.3 Roles of Human Resource Workforce

- a. Carries out identification and assessment of disabilities.
- b. Teaches specialized skills to learners with special needs.
- c. Collaborates with a multi-disciplinary team to design IEP Conferencing for the learners with special needs.
- d. Implements special education intervention programmes e.g. IEP
- e. Prepares Individualized lesson plans for learners based on their areas of needs.
- f. Adapts learning materials to learner's needs.
- g. Hold meetings to discuss the plans with parents, administrators, counsellors, and other individuals involved in the education of learners with special needs.
- h. Informs parents about their children's performance and potential problems.
- i. Can demonstrate accurate specialized communication skills.
- j. Serves as an advocate for the education and rehabilitation of learners with special needs
- k. Mentors other staff who work with learners with special needs
- l. Manages classroom inappropriate behaviours and resolves conflicts
- m. Prepares learners for transition to the next level of instruction and progress

4.0 PROCEDURES OF ENROLMENT AND DEVELOPMENT OF INDIVIDUALIZED EDUCATION PLAN (IEP).

Pre-enrolment Assessment should be carried out on all prospective learners with disabilities to identify the type of support that will be needed by the child in the inclusive education programme. The Child Functioning Module (CFM) and Inclusive Education Module developed by UNICEF and the Washington Group on Disability Statistics (WG) are adopted for this pre-enrolment assessment with the adapted assessment tools for the gifted and talented children tool within the context of intersectionality between Giftedness and Talented and other forms of disabilities can be used to assess a child in the inclusive school and development of individualized education plan.

The Child Functioning for Children Age 5-17 covers children and adolescents between 5 and 17 years of age and assesses functional difficulties in the domains of seeing, hearing, mobility, self-care, fine motor, communication/comprehension, learning, remembering, playing, affect, controlling behaviour, attention and concentrating, coping with change, and relationships. It conforms to the 'biopsychosocial' model of disability, focusing on the presence and extent of functional difficulties rather than on body structure or conditions (i.e., causes of those difficulties).

The module is designed to capture this continuum of functional abilities across several domains. It is not intended as a diagnostic tool. The **Inclusive Education Module (IEM)** questions are designed to better understand the environmental factors affecting school participation. While the IEM was specifically designed to capture the educational experience of children with disabilities, its questions are applicable to all children, regardless of their disability status.

4.1 Ethical Considerations:

- a. Parental/Guardians' Consent
- b. Confidentiality
- c. Non-discrimination
- d. Professional Competence
- e. Collaboration and Communication

4.2 Questionnaire and Checklist are designed to identify children for placement purposes.

Table i: The Child Functioning Module (CFM) Questionnaire:

CHILD FUNCTIONING (AGE 5-17)		CF
CF1. I WOULD LIKE TO ASK YOU SOME QUESTIONS ABOUT DIFFICULTIES YOUR CHILD MAY HAVE.		
DOES (<i>name</i>) WEAR GLASSES OR CONTACT LENSES?	Yes1 No2	2⇒CF3
CF2. WHEN WEARING HIS/HER GLASSES OR CONTACT LENSES, DOES (<i>name</i>) HAVE DIFFICULTY SEEING?		

WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty1 Some difficulty2 A lot of difficulty3 Cannot do at all4	1⇒CF4 2⇒CF4 3⇒CF4 4⇒CF4
CF3. DOES (<i>name</i>) HAVE DIFFICULTY SEEING? WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty1 Some difficulty2 A lot of difficulty3 Cannot do at all4	
CF4. DOES (<i>name</i>) USE A HEARING AID?	Yes1 No2	2⇒CF6
CF5. WHEN USING HIS/HER HEARING AID, DOES (<i>name</i>) HAVE DIFFICULTY HEARING SOUNDS LIKE PEOPLE'S VOICES OR MUSIC? WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty1 Some difficulty2 A lot of difficulty3 Cannot do at all4	1⇒CF7 2⇒CF7 3⇒CF7 4⇒CF7
CF6. DOES (<i>name</i>) HAVE DIFFICULTY HEARING SOUNDS LIKE PEOPLE'S VOICES OR MUSIC? WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty1 Some difficulty2 A lot of difficulty3 Cannot do at all4	
CF7. DOES (<i>name</i>) USE ANY EQUIPMENT OR RECEIVE ASSISTANCE FOR WALKING?	Yes1 No2	2⇒CF12
CF8. WITHOUT HIS/HER EQUIPMENT OR ASSISTANCE, DOES (<i>name</i>) HAVE DIFFICULTY WALKING 100 YARDS/METERS ON LEVEL GROUND? THAT WOULD BE ABOUT THE LENGTH OF 1 FOOTBALL FIELD. [OR INSERT COUNTRY SPECIFIC EXAMPLE]. WOULD YOU SAY (<i>name</i>) HAS: SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	Some difficulty2 A lot of difficulty3 Cannot do at all4	3⇒CF10 4⇒CF10
CF9. WITHOUT HIS/HER EQUIPMENT OR ASSISTANCE, DOES (<i>name</i>) HAVE DIFFICULTY WALKING 500 YARDS/METERS ON LEVEL GROUND? THAT WOULD BE ABOUT THE LENGTH OF 5 FOOTBALL FIELDS. [OR INSERT COUNTRY SPECIFIC EXAMPLE]. WOULD YOU SAY (<i>name</i>) HAS: SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	Some difficulty2 A lot of difficulty3 Cannot do at all4	

CF10. WITH HIS/HER EQUIPMENT OR ASSISTANCE, DOES (<i>name</i>) HAVE DIFFICULTY WALKING 100 YARDS/METERS ON LEVEL GROUND? THAT WOULD BE ABOUT THE LENGTH OF 1 FOOTBALL FIELD. [OR INSERT COUNTRY SPECIFIC EXAMPLE]. WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty1 Some difficulty2 A lot of difficulty3 Cannot do at all4	3⇒CF14 4⇒CF14
CF11. WITH HIS/HER EQUIPMENT OR ASSISTANCE, DOES (<i>name</i>) HAVE DIFFICULTY WALKING 500 YARDS/METERS ON LEVEL GROUND? THAT WOULD BE ABOUT THE LENGTH OF 5 FOOTBALL FIELDS. [OR INSERT COUNTRY SPECIFIC EXAMPLE]. WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty1 Some difficulty2 A lot of difficulty3 Cannot do at all4	1⇒CF14 2⇒CF14 3⇒CF14 4⇒CF14
CF12. COMPARED WITH CHILDREN OF THE SAME AGE, DOES (<i>name</i>) HAVE DIFFICULTY WALKING 100 YARDS/METERS ON LEVEL GROUND? THAT WOULD BE ABOUT THE LENGTH OF 1 FOOTBALL FIELD. [OR INSERT COUNTRY SPECIFIC EXAMPLE]. WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty1 Some difficulty2 A lot of difficulty3 Cannot do at all4	3⇒CF14 4⇒CF14
CF13. COMPARED WITH CHILDREN OF THE SAME AGE, DOES (<i>name</i>) HAVE DIFFICULTY WALKING 500 YARDS/METERS ON LEVEL GROUND? THAT WOULD BE ABOUT THE LENGTH OF 5 FOOTBALL FIELDS. [OR INSERT COUNTRY SPECIFIC EXAMPLE]. WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty1 Some difficulty2 A lot of difficulty3 Cannot do at all4	
CF14. DOES (<i>name</i>) HAVE DIFFICULTY WITH SELF-CARE SUCH AS FEEDING OR DRESSING HIM/HERSELF? WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty1 Some difficulty2 A lot of difficulty3 Cannot do at all4	

CF15. WHEN (<i>name</i>) SPEAKS, DOES HE/SHE HAVE DIFFICULTY BEING UNDERSTOOD BY PEOPLE INSIDE OF THIS HOUSEHOLD? WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty1 Some difficulty2 A lot of difficulty3 Cannot do at all4	
CF16. WHEN (<i>name</i>) SPEAKS, DOES HE/SHE HAVE DIFFICULTY BEING UNDERSTOOD BY PEOPLE OUTSIDE OF THIS HOUSEHOLD? WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty1 Some difficulty2 A lot of difficulty3 Cannot do at all4	
CF17. COMPARED WITH CHILDREN OF THE SAME AGE, DOES (<i>name</i>) HAVE DIFFICULTY LEARNING THINGS? WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty1 Some difficulty2 A lot of difficulty3 Cannot do at all4	
CF18. COMPARED WITH CHILDREN OF THE SAME AGE, DOES (<i>name</i>) HAVE DIFFICULTY REMEMBERING THINGS? WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty1 Some difficulty2 A lot of difficulty3 Cannot do at all4	
CF19. DOES (<i>name</i>) HAVE DIFFICULTY CONCENTRATING ON AN ACTIVITY THAT HE/SHE ENJOYS DOING? WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty1 Some difficulty2 A lot of difficulty3 Cannot do at all4	
CF20. DOES (<i>name</i>) HAVE DIFFICULTY ACCEPTING CHANGES IN HIS/HER ROUTINE? WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty1 Some difficulty2 A lot of difficulty3 Cannot do at all4	
CF21. COMPARED WITH CHILDREN OF THE SAME AGE, DOES (<i>name</i>) HAVE DIFFICULTY CONTROLLING HIS/HER BEHAVIOUR?	No difficulty1 Some difficulty2 A lot of difficulty3	

WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	Cannot do at all4	
CF22. DOES (<i>name</i>) HAVE DIFFICULTY MAKING FRIENDS?		
WOULD YOU SAY (<i>name</i>) HAS: NO DIFFICULTY, SOME DIFFICULTY, A LOT OF DIFFICULTY OR CANNOT DO AT ALL?	No difficulty1 Some difficulty2 A lot of difficulty3 Cannot do at all4	
CF23. HOW OFTEN DOES (<i>name</i>) SEEM VERY ANXIOUS, NERVOUS OR WORRIED?	Daily1 Weekly2 Monthly3 A few times a year4 Never5	
CF24. HOW OFTEN DOES (<i>name</i>) SEEM VERY SAD OR DEPRESSED?	Daily1 Weekly2 Monthly3 A few times a year4 Never5	

Table ii: Inclusive Education Module (IEM) Questionnaire:

CHILD'S BACKGROUND		CB
CB1. On what day, month, and year was (<i>name</i>) born? <i>Probe: What is (<i>his/her</i>) birthday?</i> <i>If the mother/caregiver knows the exact date of birth, also record the day; otherwise, record '98' for day.</i> <i>Month and year <u>must</u> be recorded.</i>	DATE OF BIRTH DAY DK DAY98 MONTH YEAR..... <u>2</u> <u>0</u>	

CB2. How old is (name)? <i>Probe:</i> How old was (name) at (his/her) last birthday? <i>Record age in completed years.</i> <i>If responses to CB1 and CB2 are inconsistent, probe further and correct.</i>	AGE (IN COMPLETED YEARS)..... _ _	
CB3. Has (name) ever attended school or any early childhood education programme?	YES.....1 NO2	2 ⇒ End
CB4. What is the highest level of school (name) has ever attended?	EARLY CHILDHOOD EDUCATION.....0 PRIMARY.....1 LOWER SECONDARY2 UPPER SECONDARY3 HIGHER.....4	0 ⇒ End interview 4 ⇒ End interview
CB5. Did (name) ever complete that level?	YES1 NO2	
CB6. Check CB4 and C]B5: Did (name) attend upper secondary education (CB4=3) and complete that level (CB5=1)?	COMPLETED UPPER SECONDARY EDUCATION (CB4 = 3 AND CB5=1) 1 NO 2	1 ⇒ End interview
CB7. At any time during the current school year did (name) attend school?	YES1 NO2	2 ⇒ End
CB8. During the current school year, which level is (name) attending?	PRIMARY1 LOWER SECONDARY2 UPPER SECONDARY3	

SCHOOL TYPE		ST
ST1. Check CB3: Has (name) ever attended school or any early childhood education programme ?	YES 1 NO 2	2 ⇨ End
ST2. Check CB7: At any time during the current school year did (name) attend school?	YES 1 NO 2	2 ⇨ End
ST3. Does (name) attend school outside of the home or is (he/she) taught only at home?	OUTSIDE (PARTIALLY OR FULLY) THE HOME..... 1 ONLY AT HOME 2	1 ⇨ ST5
ST4. Is (name) taught by a teacher or private tutor?	YES 1 NO 2	1 ⇨ ST8 2 ⇨ ST8
ST5. Is (name) 's school a place where (he/she) lives and sleeps for most of the week?	YES 1 NO 2	
ST6. Does (name) attend a regular school or a special school for children with disabilities?	A REGULAR SCHOOL 1 A SPECIAL SCHOOL FOR CHILDREN WITH DISABILITIES 2	2 ⇨ ST8
ST7. Does (name) attend a regular classroom or a special classroom for children with disabilities or both?	A REGULAR CLASSROOM 1 A SPECIAL CLASSROOM FOR CHILDREN WITH DISABILITIES 2 BOTH REGULAR AND SPECIAL CLASSROOMS3	

	DON'T KNOW 8	
ST8. During the current school year has (name) missed half or more days of school?	YES 1 NO 2 DON'T KNOW 8	
ST9. Do you expect (name) to complete the current school year?	YES 1 NO 2 DON'T KNOW 8	

SCHOOL ENVIRONMENT		SE
SE1. Check CB3: Has (name) ever attended school or any early childhood education programme ?	YES 1 NO 2	2 ⇒ End
SE2. Check CB7: At any time during the current school year did (name) attend school?	YES 1 NO 2	2 ⇒ End
SE3. Check ST3: Does (name) attend school outside of the home or is (he/she) taught only at home?	OUTSIDE (PARTIALLY OR FULLY) THE HOME 1 ONLY AT HOME 2	2 ⇒ End
SE4. The following questions ask about the school that (name) is currently attending.		
SE5. Check ST5: Is (name) 's school a place where (he/she) lives and sleeps for most of the week?	YES 1 NO 2	1 ⇒ SE9
SE6. Does (name) need help from another person to get to that school?	YES 1 NO 2 DON'T KNOW 8	2 ⇒ SE8 8 ⇒ SE8

SE7. Why does (name) need help to get to school? Is it because: [A] There is no transportation to get to school? [B] (He/She) is too young to go alone? [C] The distance is too far for (him/her) to travel alone? [D] It is not safe for (him/her) to go alone? [X] Is it because of any other reason?	Y N DK NO TRANSPORTATION 1 2 8 TOO YOUNG TO GO ALONE 1 2 8 DISTANCE IS TOO FAR 1 2 8 NOT SAFE TO GO ALONE 1 2 8 OTHER REASON 1 2 8 SPECIFY: _____	
SE8. How long does it usually take (name) to get to school?	LESS THAN 30 MINUTES 1 30-60 MINUTES 2 MORE THAN 1 HOUR 3 DON'T KNOW 8	
SE9. During the school day, does (name) receive any of the following types of support from school staff to prevent (him/her) from falling behind? Does (name) receive: [A] Extra academic support? [B] Support in moving around? [C] Communication support?	Y N DK EXTRA ACADEMIC SUPPORT 1 2 8 SUPPORT IN MOVING AROUND 1 2 8 COMMUNICATION SUPPORT 1 2 8	

[D] Psychosocial or counseling support? [X] Any other type of support?	PSYCHOSOCIAL/COUNSELING SUPPORT 1 2 8 OTHER TYPE OF SUPPORT 1 2 8 SPECIFY: _____	
SE10. Does (name) use books or other learning materials provided by the school?	YES 1 NO 2 DON'T KNOW 8	
SE11. Are there desks or tables for every student in (name)'s classroom?	YES 1 NO 2 DON'T KNOW 8	
SE12. Does (name)'s classroom have enough light for (him/her) to do (his/her) work?	YES 1 NO 2 DON'T KNOW 8	
SE13. Is (name)'s classroom cool or warm enough for (him/her) to do (his/her) work?	YES 1 NO 2 DON'T KNOW 8	
SE14. Is (name)'s classroom well ventilated?	YES 1 NO 2 DON'T KNOW 8	
SE15. Is there too much noise in (name)'s classroom for (him/her) to do (his/her) work?	YES 1 NO 2 DON'T KNOW 8	
SE16. Does (name) move around in school easily?	YES 1 NO 2 DON'T KNOW 8	
SE17. Does (name) use the drinking water facilities at school?	YES 1 NO 2 NO SUCH FACILITIES AT SCHOOL 7	

	DON'T KNOW 8	
SE18. Does (<i>name</i>) use a toilet at school?	YES 1 NO 2 NO TOILETS AT SCHOOL 7 DON'T KNOW 8	
SE19. Does (<i>name</i>) use areas at school where children play and socialize, such as a playground or sports field?	YES 1 NO 2 NO SUCH AREAS AT SCHOOL 7 DON'T KNOW 8	
SE20. Does (<i>name</i>) feel accepted by (<i>his/her</i>) classmates?	YES 1 NO 2 DON'T KNOW 8	
SE21. Is (<i>name</i>) safe at school?	YES 1 NO 2 DON'T KNOW 8	
SE22. Is the school responsive if you have concerns about (<i>name</i>)'s education?	YES 1 NO 2 NO CONCERNS 7 DON'T KNOW 8	
SE23. Does the school meet (<i>name</i>)'s learning needs?	YES 1 NO 2 DON'T KNOW 8	
SE24. Do teachers know how to meet (<i>name</i>)'s learning needs?	YES 1 NO 2 DON'T KNOW 8	

OS1. Check CB3: Has (name) ever attended school or any early childhood education programme ?	YES 1 NO 2	2 ⇒ OS4
OS2. Check CB7: At any time during the current school year did (name) attend school?	YES 1 NO 2	2 ⇒ OS4
OS3. Check ST3: Does (name) attend school outside of the home or is (he/she) taught only at home?	OUTSIDE (PARTIALLY OR FULLY) THE HOME 1 ONLY AT HOME 2	1 ⇒ End
OS4. Is there a school that other children of (name) 's same age who live in this area attend?	YES 1 NO 2 DON'T KNOW 8	2 ⇒ End 8 ⇒ End
OS5. The next questions ask why (name) is not going to that school.		
OS6. Is (name) not attending that school because:	Y N DK	
[A] There is no adequate transportation to get to the school?	NO ADEQUATE TRANSPORTATION 1 2 8	
[B] No one is available to take (him/her) ?	NO ONE IS AVAILABLE 1 2 8	
[C] (He/She) would not be safe getting there?	UNSAFE GETTING THERE 1 2 8	
[D] (He/She) would not be safe in school with other students?	UNSAFE IN SCHOOL 1 2 8	
[E] (He/She) would not be able to use the toilet?	UNABLE TO USE TOILET 1 2 8	
[F] (He/She) would not be able to move around the school or classroom with ease?	UNABLE TO MOVE AROUND 1 2 8	
OS7. Is (name) not attending that school because (he/she) needs assistive devices or technology that are not available at that		

school? By assistive devices or technology, we mean things such as braille textbooks, a hearing aid, or a wheelchair.	YES 1 NO 2 DON'T KNOW 8	
OS8. Is (name) not attending that school because (he/she) needs extra help or services that are not available at that school? By extra help or services, we mean assistance provided by people such as a speech therapist, a support worker, or a sign language interpreter.	YES 1 NO 2 DON'T KNOW 8	
OS9. I have a few more questions about why (name) is not attending that school. Is it because:	Y N DK	
[A] The teachers do not know how to meet (his/her) learning needs?	TEACHERS DO NOT KNOW HOW TO MEET NEEDS 1 2 8	
[B] The teachers would not treat (him/her) fairly?	TEACHERS WOULD NOT TREAT FAIRLY 1 2 8	
[X] Of other conditions at that school?	OTHER CONDITIONS 1 2 8 SPECIFY: _____	
OS10. Was (name) ever denied enrolment in that school?	YES 1 NO 2 DON'T KNOW 8	

SCHOOL ATTENDANCE DETERMINANTS		SA
SA1. Check CB3: Has (name) ever attended school or any early childhood education programme ?	YES 1 NO 2	2 ⇒ SA6
SA2. Check CB7: At any time during the current school year did (name) attend school?	YES 1 NO 2	2 ⇒ SA6

SA3. Check ST3: Does (name) attend school outside of the home or is (he/she) taught only at home?	OUTSIDE (PARTIALLY OR FULLY) THE HOME 1 ONLY AT HOME 2	2 ⇨ SA6
SA4. Check ST8: During the current school year has (name) missed half or more days of school?	YES 1 NO 2 DON'T KNOW 8	1 ⇨ SA6
SA5. Check ST9: Do you expect (name) to complete the current school year?	YES 1 NO 2	1 ⇨ End interview
SA6. Is there enough money to pay the costs of (name) 's schooling?	YES 1 NO 2 DON'T KNOW 8	
SA7. Does (name) currently need to work or earn money?	YES 1 NO 2 DON'T KNOW 8	
SA8. Does (name) currently care for other children in the household, or for other household members who are old, sick or have a disability?	YES 1 NO 2 DON'T KNOW 8	
SA9. Check CB2: (Name) 's age?	LESS THAN 10 YEARS 1 10 YEARS OR ABOVE 3	1 ⇨ SA12
SA10. Is (name) married or about to get married?	YES 1 NO 2 DON'T KNOW 8	
SA11. Does (name) have children or is (he/she) about to have children?	YES 1 NO 2 DON'T KNOW 8	
SA12. Check ST3: Does (name) attend school outside of the home or is (he/she) taught only at home?	OUTSIDE (PARTIALLY OR FULLY) THE HOME OR BLANK 1 ONLY AT HOME 2	1 ⇨ SA14
SA13. Does (name) have a serious health condition that prevents (him/her) from going to a school outside of the home?	YES 1 NO 2 DON'T KNOW 8	1 ⇨ End interview

		2 ⇒ End interview 8 ⇒ End interview
SA14. Does (<i>name</i>) have a serious health condition that prevents (<i>him/her</i>) from going to school?	YES 1 NO 2 DON'T KNOW 8	
SA15. Do you consider (<i>name</i>) to be too old or too young to attend school?	YES 1 NO 2 DON'T KNOW 8	
SA16. Has (<i>name</i>) completed enough schooling?	YES 1 NO 2 DON'T KNOW 8	
SA17. Is (<i>name</i>) interested in going to school?	YES 1 NO 2 DON'T KNOW 8	
SA18. Will going to school help (<i>name</i>) make a living?	YES 1 NO 2 DON'T KNOW 8	1 ⇒ End interview 2 ⇒ End interview 8 ⇒ End interview

Table iii: Checklist for Observing Characteristics of Gifted and Talented Children

S/N	Items	Seldom	Occasionally	Frequently
A	General Intellectual Ability			
	Response to information rapidly			
	Ask intellectual and complex questions			
	Very good in different subject areas			
B	Specific Academic Aptitude			
	Excellent in a subject area			

	High verbal and linguistic aptitude			
C	Leadership Ability			
	Highly skillful in problem-solving			
	Express himself fearlessly			
	High Emotional maturity			
D	Creativity			
	Shows much curiosity at many things			
	Likes to adapt, improve or modify things to make it better			
	Display high level of originality			
E	Visual and Performing Arts			
	Advance artistic skills			
	Exceptional skills in playing musical instrument singing, composing or conducting music			
	Exceptional physical flexibility			
F	Psychomotor Ability			
	Skilful in manipulative skills			
	Exception motor skills			
	Athletic Versatility			

4.2.1 Disability Assessment:

In addition to the questionnaires and checklist for identification of different functioning areas, further assessments can be carried out depending on the disability. These include:

S/N	TYPES OF ASSESSMENT	INSTRUMENT
1.	Hearing test	Audiometer
2.	Visual acuity test	Snellen Chart
3.	Speech and language test	Dynamic Evaluation of Motor Speech Skill (DEMSS)
4.	Intelligence test	Slossan Intelligent test

5.	Learning Disability Test	Quantum Digital Image Analyzer
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Other disability assessment tests can be sourced by other experts.

4.3 Developing an Individualized Education Programme (IEP)

Individualized Education Programme (IEP) is a document that provides services for children with disabilities. It entails all programmes and activities to help meet educational needs of individuals with disabilities based on individual strength, needs and age as determined by multi-disciplinary team or school experts. The child needs an Individualized Education Plan (IEP). It is meant to improve teaching, learning and results of education generally.

Drawing a plan for a child with a disability is the core of the matter in responding to individual needs. It is important to identify all the needs of the child. For example, a child with Cerebral Palsy has several needs: psychomotor; speech; cognitive; learning disabilities; visual and behavioural challenges. The child also needs assistive devices for writing and speaking.

4.3.1 IEP Development Procedures.

a. IEP Planning Meeting:

- Convene a meeting with the ' child's teachers, parents, and any relevant specialists to develop the IEP.

b. Assessment Review:

- Share assessment results and observations to inform the IEP development process.

c. Goal Setting:

- Establish clear and measurable academic and functional goals tailored to the child's needs. The goals should be child-centered.

d. Accommodations and Modifications:

- Identify and document specific accommodations and modifications to support the child in the learning environment.

e. Parental Input:

- Solicit input from parents or guardians regarding their expectations, concerns, and goals for their child.

f. Documenting the IEP:

- Prepare a comprehensive IEP document outlining goals, strategies, accommodations, and responsible parties.

4.3.2 What IEP Must Contain

- i. **Current performance.** The current performance level of the child in the current school must be stated in the IEP (it is known as present levels of educational performance). This information usually comes from the evaluation results such as classroom tests and assignments, individual tests given to decide eligibility for services or during re-evaluation, and observations made by parents, teachers, related service providers, and other school staff. The statement about "current performance" includes how the child's disability affects his or her involvement and progress in the general curriculum.
- ii. **Annual goals.** These are goals that the child can objectively attain in a year. These goals should be broken down into short-term objectives or benchmarks. They may be academic, social or behavioural needs, physical needs and other educational needs. The goals must be measurable and achievable by the learner, i.e., must be possible to measure whether the learner has achieved the goals.
- iii. **Special education and related services.** IEP document must contain the special need education and related services to be provided to the child or on behalf of the child. This includes assistive aids and services that the child needs. It must also include modifications (adjustments) to the program or support activities for school personnel, such as training or professional development that will be provided to enhance and assist the child.
- iv. **Participation with typical children.** IEP must explain the extent (if any) to which the child will or not participate with children who have no disability in the regular classroom and other school activities.
- v. **Participation in state and national tests.** All states of the federation and federal government give achievement tests to children in several grades. IEP must contain what modifications will be needed in the administration of these tests the child will require. If a test is not appropriate for the child, the IEP must state why the test is not appropriate and how the child will be tested instead.
- vi. **Dates and places.** IEP must describe when services will begin, how often, where they will be provided and how long they will last.
- vii. **Needed transition services.** Depends on the level and type of disability, and when the child is age 16 (or age appropriate). IEP must state what

transition services are needed to help the child prepare for independent living.

- viii. **Measuring progress.** The IEP must state how the child's progress will be measured and how parents will be informed of that progress.

4.3.3 Template for Individualized Education Plan (IEP)

Functional IEP should contain relevant information based on the listed areas. The template is expected to be used in developing IEP for each learner with disability.

Table ix: Template for IEP Plan

Components (a)	Description
Current performance	The current performance level of the child in the current school must be stated in the IEP (it is known as present levels of educational performance). This information usually comes from the evaluation results such as classroom tests and assignments, individual tests given to decide eligibility for services or during re-evaluation, and observations made by parents, teachers, related service providers, and other school staff. The statement about "current performance" includes how the child's disability affects his or her involvement and progress in the general curriculum. A good source of the description above information could be from past academic reports; observations made from the child in the course of being presented for admission; simple responses to questions and pencil grasp. It must be understood that, at the IEP level, all the professionals involved are expected to have turned in a report on their observations. There must be a Special Education specialist who is able to serve as a general Advisor to interpret the components to make meaning out of the submissions.
Annual goals	These are goals that the child can objectively attain in a year. These goals should be broken down into short-term objectives or benchmarks. They may be academic, social or behavioural needs, physical needs and other educational needs. The goals must be measurable and achievable by the learner, i.e., must

	be possible to measure whether the learner has achieved the goals. For example, in the case of a child with short attention span standing as a behavioural need, the maximum time of attention would have been determined as in CURRENT PERFORMANCE above (i.e., 25 seconds). Based on this, activities are set up to increase the attention span from 25 to 30-35 in the first three terms of facilitation. Documentations of weekly attainments are carefully noted. The consistency on the results attained over time must be ascertained and celebrated with the learner consciously. Pencil Grasp of a child of 7 with possible physical disability or Cerebral Palsy could be considered again. Activities based on intensive sand tray play; beans bottle refilling activities determined by number of plastic bottles filled in an hour, or a given specified time; holding of stick to create some impression on sand tray; etc. Goals are set in line with the learning traits intended by the program drawn. No general claims can be made for all.
Special education and related services	IEP document must contain the special need education and related services to be provided to the child or on behalf of the child. These include assistive technologies, and services that the child needs. It must also include modifications (adjustments) to the program or support activities for school personnel, such as training or professional development that will be provided to enhance and assist the learner. For example, most classroom chairs in the general school systems are not adequate to place a child with Cerebral Palsy in class. There may be need for a developed chair based on the stability of the neck hold or waist support. In the area of speech training for a child stuttering, a speech therapist might be required to support the learning process; a physiotherapist might be required to stabilise in muscle build up as a support for mobility. These are decisions to be taken as ancillary support to the main instructions accordingly.

Participation with typical children	IEP must explain the extent (if any) to which the child will or not participate with learners without disabilities in the regular classroom and other school activities. Though the Inclusiveness of the learner is desired, there are circumstances where the safety of the child takes priority beyond participation. Rather, an adaptation of the original activity is most desirable or an outright exemption. For example, high jump for a Blind or learner with a physical disability, or intensive outdoor sunny activity for a learner with albinism. These limitations should be developed and attached to the IEP program accordingly
Participation in state and national tests	Each state of the federation and federal government give achievement tests to children in several grades. IEP must contain what modifications will be needed in the administration of these tests the child will need. If a test is not appropriate for the child, the IEP must state why the test is not appropriate and how the child will be tested instead. Most public examination agencies are interested in the Special needs of a child at the point of registration. It is important to fill appropriately the needs. If the provision on paper is inadequate, efforts should be made to react outside the box to add further information or make specific and appropriate contact to ensure provisions are made to meet the needs. For example, a Braille reader, an interpreter, or level of distraction along the examination environment as the case may be.
Dates and places	IEP must describe when services will begin, how often, where they will be provided and how long they will last. In a standard practice, most children with Disabilities are required to spend a designated period in a Resource room with an itinerant teacher to develop certain skills and at the same time interact with their peers to build competitiveness and socialization. For example, assembly time if available must be specified. Such timing could involve an outright rotation of days in school and out of school to attend medical therapy or vocation training not available within the school environment

	All of these must be indicated as a part of the IEP initiatives. Where and when required the school administrator must make provision and contact with the host institutions
Needed transition services	Depending on the level and type of disability, and when the learner is age 16 (or age appropriate), IEP must state what transition services are needed to help the learner prepare for independent living. An IEP considers an appropriate setting with the age group of the learner in question. An appropriate transition should be considered. For example, in the case of a learner who has just undergone a surgery to improve on the gait, independent movement may be limited. In such a situation, the transition MUST be specified. Also, from one school setting and grade, it is very important to be specific on what to do and how to go about it by specifying services and setting to provide the needs accordingly.
Measuring progress	The IEP must state how the learner's progress will be measured and how parents will be informed of that progress. The usual practice includes: - To create an information notebook on short term weekly basis for learners who returns home daily. - An Open Day is created for all parents - A quarterly meeting for review - A very comprehensive report coming from all the stakeholders of the plan must be adopted. - Format and duration must be agreed upon by ALL
Component (b)	Description
Present Levels of Academic Achievement and Functional Performance	- Academic skills—math, reading, writing - Daily living or self-help skill—dressing, eating, using the bathroom - Social skills—making friends - Behavior - Sensory skills-hearing. Seeing - Communication skills—talking - Mobility—getting around in school and the community - Vocational skills—working

	- How the learner's disability affects his or her involvement in the general education curriculum. - (If the child is preschool age, the team will focus on how the disability affects his or her involvement in typical activities and development). - If the child is new to special education, this information will come from the tests and observations done during the child's evaluation for eligibility. - If the child's IEP is being revised, the information may come from evaluations done during the year (by the school or from an Independent Educational Evaluation). - Teachers and others who work with the learner may offer information gained during the learner's day-to-day school routine. - Information given by a parent can also be included in the learner's present levels.
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4.3.4 IEP Team Members and Responsibilities

The process of writing IEP is a team work, that requires that certain individuals must be involved. An IEP team member may fill more than one team position if the situation requires and based on the expertise of the person concerned, e.g., child's evaluation result interpreter may also serve as the school representative. IEP team members are expected to work together to prepare the IEP document (Individualized Education Plan). The document must be prepared within a stipulated time frame. Team members are expected to provide relevant document for the development of the plan for each learner and make learner's case more understandable.

The team members should include at least most of the following:

- Parents/Guardian:** As key member of IEP team, parents know their child very well and should provide information about the child's strengths, challenges, needs and previous interventions as well as giving necessary ideas that can enhance their child's education. They have insight about their child learning style, interests and basic needs. The parent should represent the child, and the child should be consulted, when required.
- Regular education teachers:** If the learner is participating in the regular classroom, at least one of the learner's regular education teachers must be on the IEP team. The regular education teacher collaborates with the Special Education teacher and parents in IEP development and

implementation. The teacher should talk about the general curriculum in the regular classroom, the aids, services or changes to the educational program that would help the learner learn and achieve; and strategies to help the child with behaviour, if behaviour is an issue. The Regular education teacher also provides differentiated instruction and accommodations as outlined in the IEP as well as discuss with the IEP team the supports for school staff that are needed so that the learner with disability can be well provide for in the school system.

- iii. **Special education teacher:** as a professional, he/she facilitates the enrolment process for students with special needs and coordinate the development of IEPs in collaboration with teachers, parents, and other specialists. The special education teacher contributes important information and experience about how to educate children with disabilities. As a well-trained specialist, special teacher can work on curriculum modification and accommodations as well as monitor the implementation and effectiveness of IEPs.
- iv. **Educational Psychologist:** This team member is expected to carry out psychological test and interpret the child's evaluation result.
- v. **Guidance counsellor:** This team member is expected to guide the learner on academics and career pathways.
- vi. **Representative of school management:** The individual representing the school system is expected to be a valuable member of IEP team. He must know about special education services available in the school and allocate necessary school resources. This individual must have the authority to commit school resources and be able to ensure that whatever services are set out in the IEP will be provided and executed.
- vii. **Other specialists working with the child:** The IEP team may also include additional professionals such as vocational therapist, speech-language pathologists, occupational therapist, and physiotherapist. These individuals can be invited by the parent or the school system to participate on the teamwork. This depends mostly on the child's individual needs, and they help to develop the IEP relevant to the child's needs.

4.3.5 Implementation of the IEP

Having develop the IEP, the regular classroom teacher in collaboration with special educator and other relevant professionals are to implement the plan. Areas of assessment for implementation include the following:

- i. **Curriculum-Based Measurement (CBM):** A curriculum-based is used in monitoring the progress of a child in the classroom based on the curriculum context.
- ii. **Criterion-Related Assessment:** This is done using the criterion-referenced test also called mastery of a skill or an objective.
- iii. **Norm-Referenced Assessment:** This uses norm-referenced test (NRT) to obtain a score that can be compared with the score of others who have taken the same test.
- iv. **Performance Assessment:** This is used to measure a learner's ability to create a product that demonstrates unique skills or competency.
- v. **Portfolio Assessment:** This is used to evaluate a learner's progress, strength and weakness using a collection of different measurements and work samples over a period of time to monitor learners' progress and behavioural changes over time.
- vi. **Dynamic Assessment:** The child is assessed on his capacity to learn new skills rather than testing for mastery.
- vii. **Error Analysis:** This uses learners' errors to analyse specific learning problem. For instance, a spelling error can be assessed through error analysis.
- viii. **High-Stake Assessment:** This determines the effectiveness of educational performance and it evaluates the standard and credibility of a programme for accreditation.
- ix. **Ecological Assessment:** This assesses the learners' total environment to determine factors that are contributing to learning or behavioural problem.

4.3.6 Monitoring and Keeping on track the IEP

In order to ensure quality assurance in education and make sure that existing opportunity-gap is filled and each learner with disability benefits maximally from the education programme, there must be periodic monitoring of the IEP, expected to be carried out by education supervising MDAs in the state.

State Ministry of Education, through State Basic Education Department and State Universal Basic Education Board (SUBEB) is expected to regularly monitor all-inclusive education units in the state to find out:

- i. How and whether the IEP team made the decisions contained in the IEP document.
- ii. Whether IEP content is based on the learner's needs.
- iii. Whether there are state or local policies or practices that interfere with IEP content for the learner's educational needs and the needed school services that would help to meet those needs.
- iv. Whether the school has made provision for the services listed in the IEP document.

5.0 MAPPING OF IN-SCHOOL AND HOME SERVICE PROVIDERS AND SUPPORT.

Mapping in-school service providers and support in inclusive schools involves identifying and organizing the various services and supports available within a school to meet the needs of learners with disabilities. Home service support for learners with disabilities refers to the provision of specialized assistance and resources in the home environment. These services are designed to ensure that learners have equal access to education and are supported to succeed academically.

Procedures for mapping in-school and home service providers and support for learners with disabilities in inclusive schools include the following:

- a. Identify and list all in-school service providers such as:
 - i. Special education teachers
 - ii. Regular classroom teachers
 - iii. Speech therapists
 - iv. Occupational therapists
 - v. Physical therapists
 - vi. Behaviour therapists
 - vii. Audiologists
 - viii. Ophthalmologist
 - ix. Social workers
 - x. School counsellors
 - xi. Braillists
 - xii. Sign Language Interpreters
 - xiii. Orientation and mobility specialists
 - xiv. Note takers
 - xiii. Caregivers
 - xiv. Other support staff
- b. Identify all home service providers based on the needs of each learner such as:

- i. Therapists
 - ii. Medical professionals
 - iii. Caregivers
 - iv. Parents support forum
 - v. Supportive family members and so on.
- Support Service Guide for Parents and Caregivers of Children with Disabilities (insert link).
- c. Document the expertise and contact information for each provider.
 - d. Facilitate regular coordination meetings among in-school service providers.
 - e. Discuss learner's progress, share insights, and adjust strategies as needed.
 - f. Encourage collaboration and cross-disciplinary discussions.
 - g. Establish partnerships with external service providers offering home-based services.
 - h. Share relevant learner's information, goals, and expectations with home-based service providers.
 - i. Facilitate communication channels between in-school and home-based service providers to ensure a cohesive support approach.
 - j. Provide ongoing professional development for all service providers, emphasizing collaboration and inclusive practices.
 - k. Encourage continuous learning and the adoption of new methodologies.
 - l. Establish feedback mechanisms for parents, learners, and service providers to communicate their experiences and suggestions.
 - m. Use feedback to refine the mapping process and enhance overall support.

6.0 REFERRAL PATHWAYS FOR IN-SCHOOL AND HOME SUPPORT.

Developing clear referral pathways for learners with disabilities in inclusive schools is essential to ensure that they receive the necessary support both within the school environment and at home.

Here are procedures for establishing referral pathways for in-school and home support:

6.1 In-School Support Referral Pathway

a. Identification of Learners with Disabilities:

- i. Establish a comprehensive system for identifying learners with disabilities through collaboration with teachers, parents, and special education professionals.
- ii. Use a variety of assessment tools and strategies to identify diverse learning needs.

b. Teacher Observation and Concerns:

- i. Encourage regular teacher observation and monitoring of learner's performance.
- ii. Teachers should communicate any concerns about a learner's progress to the school's special education coordinator or designated point of contact.

c. Initial Screening and Assessment:

- i. Conduct initial screenings to determine if further assessment is necessary.
- ii. Collaborate with special education professionals to perform in-depth assessments when needed.

d. Referral to the Learner's Support Team:

- i. Establish a student support team comprising teachers, special educators, counsellors, and administrators.
- ii. Teachers can refer learners to the support team for collaborative problem-solving and planning.

e. Development of Individualized Education Plans (IEPs):

- i. If the student qualifies for special education services, develop an Individualized Education Plan (IEP) outlining specific goals, accommodations, and support services.

f. Regular Progress Monitoring:

- i. Implement a system for ongoing progress monitoring to assess the effectiveness of interventions and supports.
- ii. Adjust the IEP as needed based on progress and feedback.

g. Communication with Parents:

- i. Keep parents informed throughout the process, seeking their input and collaboration.
- ii. Schedule regular parent-teacher meetings to discuss the learner's progress and address concerns.

6.2 Home Support Referral Pathway:

a. Parental Involvement and Communication:

- i. Encourage open communication between parents and teachers to understand the child's needs and strengths.
- ii. Provide parents with information about available resources and support services.

b. Parent Training and Workshops:

- i. Offer workshops and training sessions for parents on understanding and supporting children with disabilities.
- ii. Provide resources and strategies for home-based learning activities.

c. Collaboration with External Support Services:

- i. Establish connections with external support services such as speech therapists, occupational therapists, or behavioural specialists and so on.
- ii. Refer parents to these services when appropriate and ensure coordination with in-school support.

d. Home-Based Interventions:

- i. Work collaboratively with parents to implement home-based interventions that align with the learner's IEP goals.
- ii. Provide resources, materials, and guidance for supporting learning at home.

e. Regular Progress Updates:

- i. Maintain regular communication with parents regarding their child's progress at home.
- ii. Adjust home-based interventions as needed based on the child's Progress.

f. Transition Planning:

- i. Collaborate with parents on transition planning, especially when moving between classes, schools, or vocational centres.
- ii. Ensure that relevant support services are communicated and in place in the new academic environment.

g. Feedback and Reflection:

- i. Encourage parents to provide feedback on the effectiveness of home support strategies.
- ii. Use feedback to continually improve and tailor support services.

7.0 CLASSROOM TEACHING PROCEDURES AND SUPPORT

Creating effective classroom teaching procedures and providing support for learners with disabilities in inclusive schools is crucial for fostering an inclusive and supportive learning environment. Below are the guidelines for classroom teaching procedures and support:

a. Classroom Teaching Procedures:

- i. **Universal Design for Learning (UDL):** Implement UDL principles to provide multiple means of representation, engagement, and expression.
- ii. Use varied instructional methods, materials, and assessments to accommodate different learning styles and abilities.

b. Clear Communication:

- i. Establish clear and consistent communication channels with all learners, emphasizing openness and accessibility.
- ii. Use visual aids, gestures, sign language, braille reading and writing skills, augmentative communication support, and technology to enhance communication for learners with diverse needs.

d. Flexible Seating and Classroom Arrangement:

- i. Arrange the classroom to allow for flexible seating and easy mobility for learners with disabilities.
- ii. Ensure that the classroom is organized to minimize distractions for learners with attention or sensory issues.

e. Visual Supports:

- i. Utilize visual supports such as visual schedules, charts, and cues to assist learners with difficulties following daily routines.
- ii. Provide visual instructions alongside verbal instructions to enhance comprehension.
- iii. At least 30% of reading materials should be in large print and bold
- iv. Provide at least 10% braille copy of text books
- v. Provide e-copy of books with book reader

f. Assistive Technology Integration

- i. Identify and implement provide appropriate assistive technology tools to support learners with disabilities in accessing and engaging with the curriculum based on their unique need, such as screen readers, JAWS, and other assistive aids.
- ii. Ensure that both teachers and learners are familiar with the assistive technology used in the classroom.
- iii. Extra- time consideration for learners with albinism, low vision as well as others with learning disabilities, intellectual and developmental disabilities.

g. Collaborative Learning:

- i. Foster a collaborative and cooperative learning environment where learners work together.
- ii. Encourage peer learning and cooperative group activities to promote understanding and inclusivity.
- iii. Implement peer support systems where learners support each other academically and socially.
- iv. Encourage a culture of empathy and understanding among learners.

h. Flexible Assessment Methods:

- i. Use a variety of assessment methods, including project-based assessments, presentations, and alternative forms of evaluation.
- ii. Allow for flexibility in how learners demonstrate their understanding.

i. Adapted Instructional Materials:

- i. Provide instructional materials in multiple formats to accommodate different learning preferences, such as visual, auditory, tactile and so on.
- ii. Ensure that materials are accessible to learners with diverse needs.

j. Sensory-Friendly Environment:

- i. Create a sensory-friendly environment by considering lighting, seating arrangements, and minimize classroom noise.
- ii. Provide sensory breaks or quiet spaces for learners who may benefit from them.

k. Behavioural Support Plans:

- i. Implement behavioural support plans for learners with behavioural challenges, focusing on reinforcements and clear expectations.

- ii. Collaborate with behavioural specialists to develop and refine strategies as needed.

I. Specialized Materials and Resources:

- i. Provide access to specialized materials and resources, such as large-print materials, audiobooks, braille materials, screen reader, JAWS, Speech-to-Text and other assistive technology, based on individual learners needs.
- ii. Ensure that the physical environment is accessible to all learners.

8.0 TRANSITION AND EXIT PROCESS.

The school must put in place a transition and exit process for all learners. The transition process includes the following:

a. Transition Team:

- i. Form a transition team consisting of special education teachers, general education teachers, school counsellors, social workers, parents, and relevant specialists.
- ii. The transition team shall prepare plan and guide the learners to the next level of academic or vocational skills.

b. Periodic Assessment:

- i. Conduct assessments to determine the learners' skills, preferences, and needs.
- ii. Assess vocational skills, independent living skills, social skills, and academic abilities.

c. Transition Planning:

- i. **Setting Goals:** Establish short-term and long-term goals for the learner considering post-school outcomes (employment, further education, independent living).
- ii. **Curriculum Modifications:** Modify the curriculum to meet the learner's individual needs, ensuring accessibility and inclusion.
- iii. **Skill Development:** Implement strategies to develop essential life skills, vocational skills, and social skills.
- iv. **Work-Based Learning:** Provide opportunities for work-based learning experiences, internships, or job shadowing.

- v. **Guidance and Counselling:** Offer career guidance and counselling to help learners explore their interests and potential career paths.

- d. **Transition Implementation:**
 - i. **Collaboration:** Foster collaboration between special education and general education teachers to ensure a cohesive learning environment.
 - ii. **Support Services:** Provide necessary support services, such as assistive technology, adapted materials, and additional instructional support.
 - iii. **Regular Monitoring:** Regularly monitor the learner's progress towards their transition goals and make adjustments as needed.

- f. **Exit process:**
 - i. **Review IEP:** Conduct a thorough review of the learner's IEP to ensure all goals have been addressed and met.
 - ii. **Graduation Requirements:** Verify that the learner's has met all graduation requirements, making necessary accommodations as needed.
 - iii. **Transition Portfolio:** Develop a transition portfolio showcasing the learner's achievements, skills, and goals.
 - iv. **Post-Primary/Secondary Planning:** Collaborate with relevant education agencies and organizations to facilitate the learner's transition to secondary school or post-secondary education, vocational training, employment, or independent living.

- g. **Post-Exit Support:**
 - i. **Follow-Up:** Provide post-exit support to monitor the learner's progress after leaving the inclusive school environment.
 - ii. Connect learners with community resources and support services that can assist in their ongoing activities.
 - iii. **Alumni Network:** Establish an alumni network to provide a support system for former learners with disabilities.

Regular communication and collaboration among educators, parents, and relevant professionals are essential throughout the transition and exit process to ensure the success of learners with disabilities in inclusive schools.

9.0 PROCEDURES FOR PROMOTING GENDER AND SOCIAL INCLUSION.

Promoting gender and social inclusion is paramount for the inclusive environment where every individual learner feels valued, respected and empowered by implementing proactive procedures and initiatives to address systemic barriers, biases, and inequalities. Schools can create culture of inclusivity. Below are some procedures for promoting gender and social inclusion in an inclusive school:

a. Policy Domestication:

- i. Inclusive school shall adapt the national gender and social inclusion policy to suit peculiarities of their school.
- ii. Conduct a needs assessment to identify specific inclusion challenges within the school.
- iii. Research best practices on gender and social inclusion policies in educational settings and disaggregated data on gender and social inclusion.
- iv. Draft a policy guideline with input from stakeholders, including staff, learners, and parents.
- v. Seek approval from the school board or relevant governing body.
- vi. Disseminate the policy guidelines to all stakeholders and ensure understanding through training sessions.

b. Professional Development:

- i. Implement ongoing training for staff on gender sensitivity, cultural competence, and inclusive teaching practices.
- ii. Schedule regular professional development sessions throughout the academic year.
- iii. Collaborate with external experts or organizations to provide specialized training.

c. Classroom Practices:

- i. Implement inclusive teaching practices that cater for diverse learning styles of the learners.
- ii. Encourage collaborative learning through group activities that promote gender and social inclusion.
- iii. Monitor classroom dynamics to ensure all learners have equal opportunities to participate.
- iv. Integrate inclusive language into daily interactions. E.g classroom interactions should be gender sensitive.

d. Safe Spaces and Support Systems:

- i. Establish safe spaces and support systems to address the specific needs of learners.
- ii. Designate safe spaces within the school where learners can express themselves.
- iii. Implement counselling services to address mental health and emotional well-being.
- iv. Create peer mentorship programmes to support learners facing social exclusion.
- v. Conduct regular awareness campaigns to ensure learners are aware of available support systems.

e. Anti-Bullying Programmes:

- i. Develop and implement anti-bullying programmes that address issues related to gender and social factors.
- ii. Define clear reporting mechanisms for incidents.
- iii. Train staff and learners on recognizing and addressing bullying cases.
- iv. Investigate reported incidents promptly and implement appropriate measures. (contact PLANE GESI for a link)
- v. Foster a culture of respect and empathy through awareness campaigns.

f. Community Engagement:

- i. Involve parents, guardians, SBMC and the wider community in discussions about gender and social inclusion.
- ii. Organize regular meetings or fora for open discussions.
- iii. Collaborate with community organizations that specialize in diversity and inclusion.
- iv. Share success stories and initiatives with the community to build support.

g. Diverse Representation in Materials:

- i. Ensure that materials and visuals used in the school represent a variety of gender, ethnicities, and abilities.
- ii. Review and update posters, textbooks, and educational materials to reflect diversities.
- iii. Encourage teachers to use diverse examples and role models in their teaching.
- iv. Provide guidelines for selecting and incorporating inclusive visual aids.

h. Inclusive Language Usage:

- i. Establish guidelines for using inclusive language in all communications.
- ii. Provide a list of gender-neutral terms and encourage their use.

- iii. Conduct training on the importance of language in fostering an inclusive environment.
- iv. Regularly review and update communication protocols to ensure inclusivity.

i. Celebrating Diversity:

- i. Organize events and activities that celebrate the diverse cultural, ethnic, and gender backgrounds of the school community.
- ii. Plan cultural awareness events, diversity fairs, and inclusive celebrations.
- iii. Showcase learner's talents and achievements from various backgrounds.
- iv. Encourage learner-led initiatives that promote gender and social inclusion.

j. Collaboration with External Organizations:

- i. Collaborate with external organizations that specialize in gender and social inclusion.
- ii. Identify potential partners in the community or non-profit sectors.
- iii. Establish communication channels and partnerships with relevant organizations.
- iv. Participate in joint initiatives, workshops, or awareness campaigns.

k. Documentation and Reporting:

- i. Document incidents related to gender and social inclusion and establish reporting mechanisms.
- ii. Designate a point of contact for reporting incidents.
- iii. Develop a standardized incident report form.
- iv. Ensure confidentiality and prompt resolution of reported incidents.
- v. Ensure documentation of success stories and lessons learnt.

10.0 Adaptations for Delivery of Disability-Inclusive Education in Humanitarian, Emergency and Crisis Periods.

In times of humanitarian crises and emergencies, ensuring the delivery of disability-inclusive education is essential to support the diverse needs of all learners. Adaptation aims to provide a framework that addresses the unique challenges faced by learners with disabilities during these critical periods, fostering a more inclusive and equitable learning environment for all is necessary.

10.1 Pre-Emergency Planning:

a. Identification and Assessment:

- i. Identify potential emergency scenarios and develop risk assessments to anticipate the impact on educational institutions and individuals with disabilities.
- ii. Create disaggregated database of learners with disabilities, their specific needs, and contact information for effective communication during emergencies.

b. Resource and Infrastructure Preparation:

- i. Stock necessary supplies, adaptive tools, and assistive technologies required for learners with various disabilities.
- ii. Ensure educational facilities are accessible and safe for individuals with disabilities.

10.2 Emergency Response:

a. Immediate Assessment and Response:

- i. Assess the impact of the crisis on educational institutions and the accessibility to education for learners with disabilities.
- ii. Deploy an emergency response team to evaluate the specific needs of individuals with disabilities and the adjustments required.

b. Provision of Accessible Education:

- i. Establish temporary educational setups, ensuring they are accessible to learners with disabilities. (Domesticate the National Policy on Safety, Security and Violence-Free Schools)
- ii. Provide necessary accommodations, such as accessible teaching materials, communication aids, and appropriate learning environments.

10.3 Implementation Strategies:

a. Inclusive Education Planning:

- i. Develop a comprehensive plan for delivering inclusive education during crisis periods, considering the diversity of disabilities and individual needs.
- ii. Implement training sessions for teachers and staff to create awareness and build capacity for accommodating diverse disabilities.

b. Access to Information and Communication:

- i. Utilize alternative communication methods to ensure information reaches learners with various disabilities effectively. Offer sign language interpretation, braille reading and writing, as well as audio descriptions.

10.4 Monitoring and Evaluation:

a. Regular Assessments:

- i. Conduct regular evaluations to gauge the effectiveness of the adapted education programs for students with disabilities.
- ii. Modify strategies based on feedback and observed challenges to improve the delivery of disability-inclusive education.

10.5 Continuity and Recovery:

a. Transition and Recovery Plan:

- i. Create a transition plan for a post-crisis period, focusing on the recovery of educational facilities and continuous support for students with disabilities.
- ii. Ongoing access to necessary resources and accommodations post-crisis.

10.6 Documentation and Reporting:

a. Record Keeping:

- i. Maintain detailed records of adaptations made, resources utilized, challenges faced, and successes achieved during the crisis period.
- ii. Produce regular reports for stakeholders, highlighting achievements, challenges, and recommendations to forestall future crises.

10.7 Stakeholder Collaboration:

a. Collaboration and Partnerships:

- i. Collaborate with relevant stakeholders, including government agencies, NGOs, community leaders, and Organizations of Persons with disabilities, to ensure a coordinated response.

11.0 SUSTAINABILITY

This includes the implementation of the SOPs through existing educational structures, school SBMC, and other stakeholders. This is with the aim of reducing the cost of implementation of the SOPs.

12.0 FUNDING MECHANISMS

Funding for the implementation of this SOPs shall be expected from the National Commission for Persons with Disabilities, Federal Ministry of Education, Universal Basic Education Commission (UBEC), State Governments, State Ministries of Education, State Universal Basic Education Boards (SUBEBs),

International Development Partners, NGOs, Voluntary Organizations, Philanthropist or public-spirited individuals etc.

This would be for the purpose of achieving disability inclusion in the following:

- a. Inclusive Planning
- b. Inclusive Budgeting
- c. Inclusive Procurement
- d. Inclusive Transportation
- e. Inclusive Monitoring, Evaluation, and Learning among others.

13.0 GOVERNANCE STRUCTURE

The NCPWD shall drive the implementation of this SOPs in collaboration with all education MDAs at federal, state and local government levels, as well as relevant non-state actors working in the education sector. These include Federal Ministry of Education, Universal Basic Education Commission (UBEC), State Ministries of Education, State Universal Basic Education Boards (SUBEBs), Local Government Education Authorities (LGEAs), International Development Partners, the Academia, civil society organizations, and organizations of persons with disabilities. Accordingly, the governance structure for implementation of this SOPs shall be structured as follows—

- a. In line with provisions of the Discrimination Against Persons with Disabilities (Prohibition) Act 2018, the Compliance and Enforcement Department of the NCPWD shall conduct routine and special compliance monitoring and enforcement visits to pre-tertiary schools and institutions across Nigeria to assess the level of compliance with the standards and procedures established in this SOPs.
- b. Based on the outcome of a compliance monitoring visit using the indicators set-out in Annex 1 of this SOPs, the NCPWD shall award “Disability Inclusion Certificates” to pre-tertiary schools and institutions who meet disability inclusion compliance threshold prescribed by the NCPWD. The NCPWD may also withdraw a “Disability Inclusion Certificates” previously awarded to a pre-tertiary school or institution where in subsequent Compliance Monitoring Visit, such school falls below the disability inclusion threshold prescribed by the NCPWD.
- c. Education MDAs of Federal, state, and local governments shall adopt this SOPs and embed same into their quality assurance and school inspection and monitoring tools, procedures and systems to ensure that the design

and delivery of pre-tertiary education is inclusive of, and accessible to children and other learners with disabilities.

- d. None-state Actors working in the education sector who wish to support the promotion of disability inclusion in pre-tertiary schools and institutions shall use this SOPs to assess the level of “disability inclusion” in schools for the purpose of identifying disability inclusion situation, gaps and needs of such schools, as well as in designing and implementing appropriate support to such schools.

14.0 MONITORING, EVALUATION AND LEARNING

- a. The NCPWD shall conduct regular Disability Inclusion Compliance Monitoring and enforcement visits to pre-tertiary schools in Nigeria and issue quarterly and annual reports listing schools and institutions which have complied with the provisions of the Discrimination Against Persons with Disabilities (Prohibition) Act 2018.
- b. The NCPWD shall collaborate with education MDAs of Federal, State and Local Governments and non-state Actors working in the education sector to share information containing results of Disability Inclusion Compliance Monitoring and Enforcement, and in the use of such information in the design and delivery of relevant support to pre-tertiary schools and institutions with demonstrated commitment to promoting inclusion of, and access of persons with disabilities to education.
- c. The NCPWD shall collaborate with education MDAs of Federal, State and Local Governments and non-state Actors working in the education sector to conduct a review of this SOPs after every five (5) years to accommodate relevant, emerging trends, disability-inclusive education ideas, practices and processes aimed at facilitating delivery of functional, qualitative and inclusive education to children and learners with disabilities.

ANNEX 1**COMPLIANCE CHECKLIST/RATING SCALE FOR SOPs**

The scale is for the assessment of school compliance to the SOPs. Assessment procedure must consider the presence of learners that need the facilities to determine the level of compliance.

Determining compliance: calculate the percentage of yes to determine the level of compliance

Fully met: 70% above

Partially met: 40%-60%

Not met: 40% and below

SCHOOL ENVIRONMENT AND INFRASTRUCTURE (INTERNAL AND EXTERNAL)			
S/N	ITEMS Compliance with National Accessibility Codes	CHECKING	
		YES	NO
1	Ramps are provided in each classroom		
2	There are hand rails to each classroom		
3	Staircases are painted in different colours		
4	Detachable chairs and tables are available		

5	School toilets are adapted and accessible to learners with physical disability		
6	Classroom doors are of approved size (width and height)		
7	Classroom windows are of approved size (width and height)		
8	There is land scaping of the school environment		
9	There is reserved parking space for persons with disabilities		
10	There is contrasting colours in all the classrooms		
11	There is adequate lighting in the resource rooms		
12	There is adequate lighting in the classrooms		
13	There is adequate lighting in the school libraries		
14	There is adequate lighting in the school laboratories		
15	Classroom furniture are disability friendly		
16	The classroom seating arrangement is disability friendly		
17	Adapted sport game facilities are adequately available		
18	Classrooms are well spaced to enable free movement		
19	The school is close to all learners in the school (neighborhood school)		
20	The school playground is accessible to learners with disabilities		
21	The school sanitary facilities are accessible to all learners		

STAFFING

S/N	CATEGORIES AND QUALITIES OF TEACHING AND NON-TEACHING PERSONNEL	CHECKING			
		Adequate	Not adequate	Not available	Available
1	General education teachers				
2	Teacher for learners with intellectual disability				
3	Teacher for learners with visual impairment				
4	Teacher for learners with hearing impairment				
5	Teacher for learners with learning disabilities				
6	Braillists				

7	Resource specialists				
8	Orientation and Mobility Specialist				
9	Computer teachers (experts in disability software)				
10	Rehabilitation officers/facilitators				
11	Audiologist				
12	Psychologist				
13	Medical personnels				
14	Social workers				
15	Parent forum				
16	Caregivers				
17	School counsellor				
18	Presence of NGOs				
19	Presence of Disability Organisation				

The compliance has to be determined based on the available categories of learners with disabilities in the school.

Teacher competence scale (to be rated by the learners at higher levels or the school head for each teacher)

S/N	Items	Yes	No
1	Share learning materials with colleagues that meet students' different learning profiles.		
2	Create new teaching methods or materials together with colleagues in order to support students with learning difficulties.		
3	Ask colleagues for feedback to improve own teaching.		
4	Integrate lesson ideas from colleagues into own teaching practice.		

5	Involve the school team (e.g.: teachers, student counselor, . . .) when one of your students has extra needs.		
6	Consult other professionals (e.g.: SEN teachers, speech therapists etc) when one of the learners has extra needs.		
7	Allows parents to give some input about own lessons.		
8	Always available for questions from parents during school hours.		
9	Involve the parents of students with special needs in their children's educational career.		
10	Make parents from different backgrounds feel comfortable about coming into school.		
11	Help parents to support their children to do well in school.		
12	Empathize with the situation and motivations of different parents.		
13	Involve the parents of learners with special needs in their children's educational career.		
14	Adapt the way to communicate with different kinds of families (e.g. single mothers/fathers, nonnative speakers).		
15	Use the insights that parents give you about their child.		
16	Establish a good relationship with all parents		
17	Actively make time for parents who want to have a conversation the teacher.		
18	Noticing diversity		
19	Collaborating with parents		
20	Collaborating with colleagues		
21	Possesses skill for inclusive class management		
22	Possesses skills for appropriate and timely referral		
23	Possesses skills for individualized teaching		
24	Has ability to adjust curriculum		
25	Possesses skill to use different teaching strategies		
26	Possesses skill to promote inclusive classroom climate		
27	Has ability for resources managing		

28	Has ability for effective evaluation and monitoring		
29	Has ability to solve problem, to be able to informally assess the skills a learner needs rather than relying solely on standardized curriculum		
30	Has ability to take advantage of children's individual interests and use their internal motivation for developing needed skills		
31	Has ability to set high but alternative expectations that are suitable for each learner		
32	Has ability to make appropriate expectations for each student, regardless of the student's capabilities.		
33	Has ability to determine how to modify assignments for learners; how to design classroom activities with so many levels that all learners have a part.		
34	Has ability to learn how to value all kinds of skills that learners bring to class, not just the academic skills.		
35	Has ability to provide daily success for all learners.		
36	Knowledge of the rights of special needs children		
37	Has knowledge of variety of instructional strategies and how to use them effectively		
38	Has skills to work as a team with parents and special education teachers to learn what skills a child needs and to provide the best teaching approach		
38	Has ability to view each child in the class as an opportunity to become a better teacher rather than a problem to be coped with		
39	Has skills to assess individual needs of children and set appropriate, realistic and measurable goals while planning IE		
40	Knowledge of the rights of special needs children		
41	Appreciate the attitudinal change required for inclusion in personnel at different levels		
42	Evaluate each student's present level of functioning		
43	Plan appropriate arrangements and adaptations of classroom physical environment		

Enrolment Procedure Assessment (Check the following)**Learner Personal File**

S/N	Items	Yes	No
1	Learner's personal folder is available		
2	The initial assessment was conducted for each learner before entry		
3	Each learner's medical report is available		
4	Initial assessment was conducted by a team of experts		
5	Parental consent was secured		
6	Parents participation in the initial assessment was evident		
7	Parents agree with the initial assessment report for each learner		
8	Necessary assessment tool was used to identify areas of need for each learner		
9	The report for each learner specifies areas of strength, weakness and needs		
10	The report contains additional services each learner needs to function maximally in the inclusive classrooms		
11	IEP report is available in the learner's folder		

Identification of Learners with Disabilities

S/N	Items	Yes	No
1	There are tools for initial screening of children with disabilities		
2	Teachers have knowledge of how to use the screening tools		
3	Teachers are skilful in using observation to identify children with some learning challenges		

4	There is an established learner support team		
5	There is a referral pathway for learners that may require additional services outside the current school		
6	There is an effective pathway to communicate with parents regularly		

Individualized Education Plan (IEP)

S/N	Items	Yes	No
1	Individualized Education Plan (IEP) is available for each learner		
2	IEP document spelt out educational goal and objective for each learner		
3	IEP document for each learner contains the current education (ability) level of the learner		
4	IEP document was developed by a team of experts relevant to the child education		
5	There is evidence of parental participation in the development of each child's IEP		
6	IEP spells out the educational goal/objectives for each learner		
7	The IEP document contains additional services required by each learner to function maximally in the regular classroom		
8	Specific facilities for each learner are spelt out in the IEP document		
9	The roles of various professional for effective inclusion of each learner is spelt out in the IEP document		
10	Classroom accommodation and modification support's requirement is well spelt out in the IEP document for each learner		
11	IEP document spelt out the transition process for each learner		
12	IEP document spelt out the evaluation modalities for each learner		

13	IEP is implemented for each learner		
14	There is evidence of regular monitoring of the IEP implementation for each learner		

Home Support

Home support			
S/N	Items	Yes	No
1	There is evidence of parental involvement in the school activities of learners with disabilities		
2	There is evidence of training for parents on how to participate effectively in their children education		
3	There is evidence of external support in the school activities		
4	There is evidence of home/school collaboration		
5	There is evidence of effective communication between the homes and school		
6	There is evidence of home/school collaboration for the special needs learner's transition programme		

Classroom teaching procedures

Classroom teaching procedures			
S/N	Items	Yes	No
1	Learners with disabilities are learning with learners without disability in the same classroom		
2	The classroom arrangement allows for flexible seating and easy mobility for learners with disabilities (learners with disabilities are not arranged separately)		

3	Necessary instructional facilities are available for learners with disabilities to be duly accommodated in the teaching and learning activities		
4	Necessary support staff are available as required (eg sign language interpreter for the deaf etc)		
5	Teacher used communication mode that is inclusive		
6	There is adequate visual support in the classroom (eg. Charts, postal etc)		
7	Teacher adopts teaching strategies that accommodate slow learners in the inclusive classroom		
8	Assistive devices are available in each classroom		
9	Teachers and learners are trained on the use of the assistive devices		
10	There is evidence of collaboration between regular teachers and special teachers		
11	There is evidence of multiple means of evaluation to accommodate learners with different learning abilities (eg children with Cerebral Palsy)		
12	The classroom lightening is conscious of learners with visual impairment		
13	There is evidence of behavioural support system for children with behavioural challenges		
14	There is adequate provision for specialized materials and resources such as braille materials, audiobook, tape recorder, scree reader, speech-to-test etc, in the school		

Transition and Exit Plan

Transition and exit plan			
S/N	Items	Yes	No
1	There is a school transition team in place		
2	The team is made up of necessary members for effective transition of the learner with disability		
3	The parent of the learner is functional member of the transition team		

4	Appropriate assessment is carried out to determine the learner's skills and preference		
5	Adequate plan is in place for smooth transition of the learner with disability from school to next place (Home or vocational centre e.t.c)		
6	There is assurance of the learner's competence for and readiness for transition		
7	There is adequate provision for support service during transition implementation		
8	Adequate consultation and arrangement are made with the centre the learner is transiting to (backed up with evidences)		
9	There is provision for follow up to provide for a support system for former learners with disabilities after the exit		

Procedures for promoting gender and social inclusion

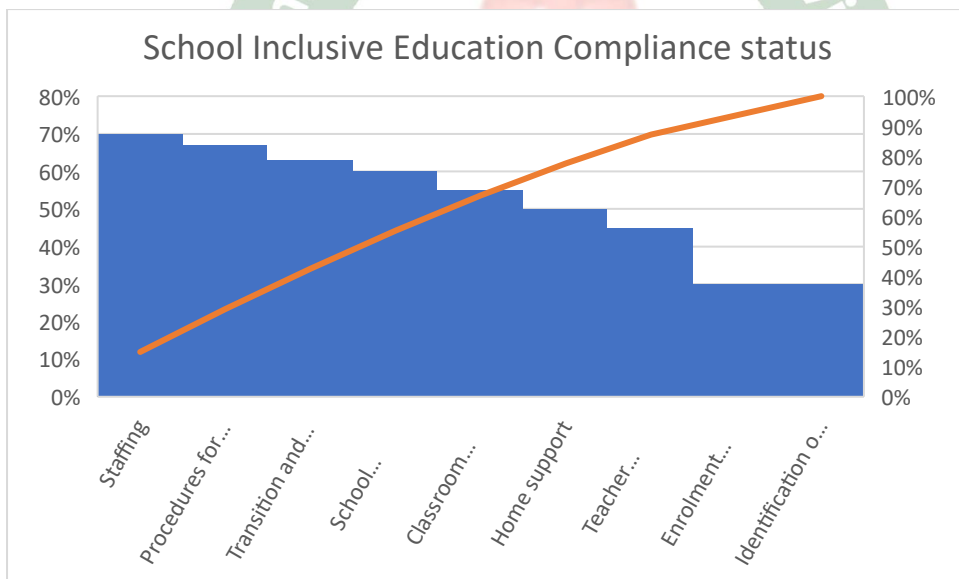
Procedures for promoting gender and social inclusion			
S/N	Items	Yes	No
1	School has adapted the national gender and social inclusion policy to suit the peculiarities of the school		
2	There is regular training for staff on gender sensitivity, cultural competence, and inclusive teaching practices		
3	There is collaboration with NGOs and other external organizations for staff training		
4	There is adequate provision for safe spaces and support systems to address the specific needs of learners		
5	There is necessary provision to guide against all forms of bullying in the school		
6	There is adequate provision for community engagement to include School-based Management committee (SBMC),		

	parent forum, community groups and faith-based organizations in the immediate community		
7	There are evidences of improvisation of instructional materials by teachers to meet the teaching and learning needs of the school		
8	There are evidences of teachers using appropriate (inclusive) language for effective communication		
10	There is provision in place to identify and take care of emergency situation in education system		
11	There are evidences of adequate provision of instructional facilities in the school		
12	There is evidence of the domesticated of National Policy on Safety, Security and Violence-Free for the school		
13	There are evidences of funding support for inclusive education practice in the school by external bodies		
14	There are evidences of awareness creation for on inclusive education in the community		
15	There is provision for regular assessment of inclusive education practice to foster implementation modification		
16	There are evidences of documentations of adaptations made, resources used, challenges faced, and successes recorded during the crisis period		
17	There is strategy in place for continuity of inclusive education practice in the school		
18	Specific sources of fund are identified for effective practice of inclusive education		

The compliance status can be determined by calculating the percentage and present the result in pictural format. See example below:

Inclusive Education Compliance Performance Assessment		
Items	Performance	Compliance status
School Environment and Infrastructure (Internal and External	60%	Partially met

Staffing	70%	Fully met
Teacher competence	45%	Partially met
Enrolment procedure	30%	Not met
Identification of Learners with Disabilities Individualized Education Plan (IEP)	30%	Not met
Home support	50%	Partially met
Classroom teaching procedures	55%	Partially met
Transition and exit plan	63%	Partially met
Procedures for promoting gender and social inclusion	67%	Partially met



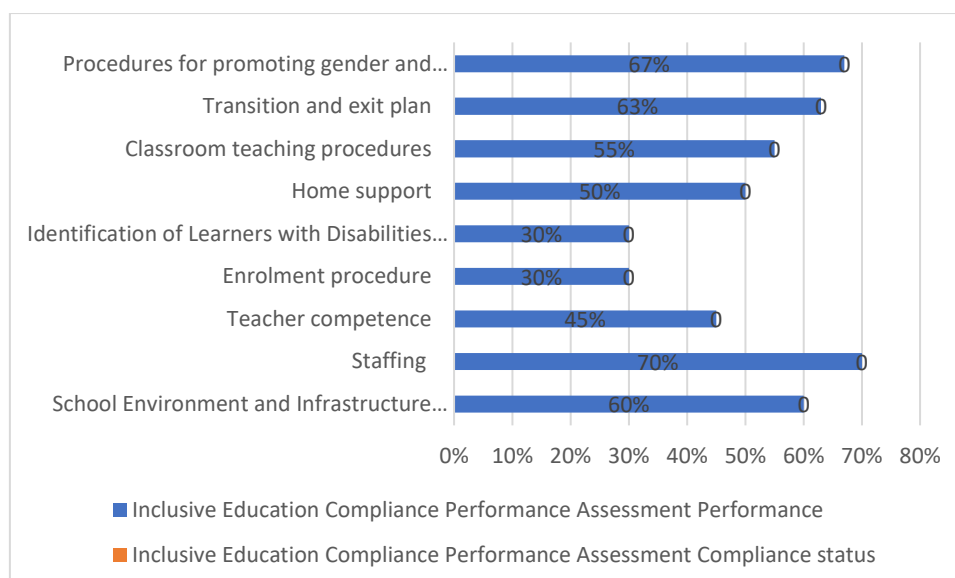


Table CF.2: Child functioning for children aged 5 to 17 Tabulation Narrative

Responses to questions CF1-CF24 are used to determine whether children have functional difficulty in the reported domains. For indicators generated from the questionnaire for children aged 5-17, the denominator should be confined to all children aged 5-17 including those with missing data.

- Levels of functional difficulty are tabulated for each functional domain. Refer to Plan 2 below:

Plan 2 Tabulation Narrative: Tabulations for prevalence of functional difficulty among children aged 5-17

Functional domains	Functional difficulty if the following is true:
Seeing	If CF2=3 OR CF2=4 OR If CF3=3 OR CF3=4
Hearing	If CF5=3 OR CF5=4 OR If CF6=3 OR CF6=4
Walking	If (CF8=3 OR CF8=4) OR (CF9=3 OR CF9=4) OR If (CF12=3 OR CF12=4) OR (CF13=3 OR CF13=4)
Self-care	CF14=3 OR CF14=4
Communication (being understood inside or outside the household)	CF15=3 OR CF15=4 OR CF16=3 OR CF16=4
Learning	CF17=3 OR CF17=4

Remembering	CF18=3 OR CF18=4
Concentrating	CF19=3 OR CF19=4
Accepting Change	CF20=3 OR CF20=4
Controlling Behaviour	CF21=3 OR CF21=4
Making Friends	CF22=3 OR CF22=4
Anxiety	CF23=1
Depression	CF24=1

- The percentage of children aged 5-17 years with functional difficulty in at least one domain are those children for whom **at least one domain** is coded 3 or 4 [1 for Anxiety or Depression] (true) as tabulated according to **Plan 2** above.

