



Disability Policy

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Title:	Principal	Department:	Academic Affairs

Purpose / Objective

Explains why the policy exists and the problem it addresses or goal it aims to achieve.

This Disability Policy ensures that all learners with disabilities are treated with dignity, equity, and respect, and are provided with equal access to quality education in an inclusive learning environment.

The policy aims to:

- Eliminate discrimination and barriers that hinder full participation in school life.
- Promote inclusion and accessibility by making reasonable accommodations for learners with physical, sensory, intellectual, or psychosocial disabilities.
- Ensure compliance with national disability laws and international commitments.
- Support educators and staff with the tools, training, and resources to respond appropriately to the needs of learners with disabilities.
- Foster a culture of acceptance and awareness, encouraging students, families, and staff to work together in creating a supportive learning environment for all.

Scope

Defines who the policy applies to (e.g., staff, students, parents) and when or where it applies.

This policy applies to the entire school community, including:

- Students with disabilities – whether physical, sensory, intellectual, developmental, or psychosocial.
- Teaching and non-teaching staff – who are responsible for delivering education and supporting learners.
- Parents, guardians, and caregivers – involved in the child's education and care.
- School leadership and administration – who shape school policies, infrastructure, and support services.
- Visitors, volunteers, and service providers – who interact with learners on school premises.

Policy Statement

The core rules or principles of the policy. Outlines what is allowed, required, or prohibited.

1. Non-Discrimination and Equal Opportunity

No student, staff member, or applicant shall be denied access to education, participation, or services based on disability.

2. Right to Inclusive Education

Learners with disabilities have the right to learn in mainstream classrooms, with support and adjustments as needed, unless it is clearly demonstrated that alternative settings are more suitable.

3. Reasonable Accommodation

The school will make practical modifications to learning materials, teaching methods, assessments, and infrastructure to support the individual needs of learners.

4. Accessibility

The physical environment, digital platforms, communication formats, and learning tools must be accessible to all students, including those with mobility, hearing, vision, or cognitive impairments.

Definitions

Explains key terms used in the policy to ensure clarity and avoid misinterpretation.

- **Disability:** A long-term physical, sensory, intellectual, or mental health condition that may hinder full participation in school activities on an equal basis with others.

- **Inclusive Education:** An approach that ensures all learners, regardless of ability or disability, learn together in the same settings, with necessary supports and accommodations.
- **Reasonable Accommodation:** Adjustments or modifications made to the learning environment, teaching methods, or school infrastructure to support the needs of a learner with disabilities, without imposing undue burden on the school.
- **Accessibility:** The design of facilities, resources, information, and technologies so that they can be used independently and effectively by persons with disabilities.
- **Barrier:** Any physical, social, institutional, or attitudinal factor that limits full participation and inclusion of persons with disabilities.

Roles and Responsibilities

Specifies who is responsible for implementing, enforcing, or reviewing the policy.

Role	Responsibilities
School Leadership	- Ensure compliance with disability rights laws- Allocate resources for inclusion- Review and approve accommodation plans
Special Needs Coordinator / SENCO	- Lead the identification and support of learners with disabilities- Develop and oversee Individualized Education Plans (IEPs)- Coordinate with teachers, parents, and specialists
Teachers	- Adapt teaching strategies and classroom environment- Collaborate with SENCO and parents- Identify learners needing support
Support Staff	- Provide direct assistance to learners with disabilities as needed- Maintain a safe and accessible environment
Parents and Guardians	- Share relevant information about their child's needs- Participate in planning and review meetings- Support learning at home
Learners	- Respect and support peers with disabilities- Communicate their own needs where possible
School Board / Governing Body	- Monitor implementation of the policy- Promote a culture of inclusion and accountability

Procedures / Implementation Guidelines

Step-by-step instructions for how the policy will be put into practice.

1. Identification and Referral

Teachers, parents, or staff observe and document signs of possible disabilities. A referral is made to the SENCO for screening and initial assessment.

2. Assessment and Planning

The SENCO conducts further evaluations, sometimes in collaboration with external professionals. An Individualized Education Plan (IEP) is developed for eligible learners, outlining specific accommodations and support.

3. Implementation of Support

Classroom accommodations (e.g., differentiated instruction, assistive technology) are put in place. Support staff or specialists are assigned if necessary.

4. Parental Engagement

Parents are invited to participate in the development and regular review of the IEP. Ongoing communication is maintained between the school and home.

5. Monitoring and Review

Progress is monitored regularly by teachers and SENCO. IEPs are reviewed termly or as needed to adjust supports and goals.

6. Training and Capacity Building

Staff receive regular training on inclusive practices, legal obligations, and supporting diverse learners.

7. Access and Safety

The school ensures physical and digital accessibility (e.g., ramps, large-print materials, screen readers). Emergency protocols are adapted to accommodate students with disabilities.

Compliance and Enforcement

Outlines how adherence will be monitored and what happens in case of non-compliance.

Addressing Non-Compliance

Any failure by staff to implement agreed accommodations or discriminatory behavior is reported to the Headteacher or School Board.

Investigations are conducted, and appropriate disciplinary action may follow, in line with staff conduct policies.

Learner Safeguards

Any instance of bullying, neglect, or exclusion based on disability is addressed immediately, in accordance with the school's safeguarding policy.

Related Documents / References

Lists other policies, laws, or documents that relate to or support the policy.

- Kenya Basic Education Act
 - Children's Act (Kenya)
 - Teachers Service Commission (TSC) Code of Conduct and Ethics
 - Relevant Ministry of Education Guidelines
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