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MINISTRY OF EDUCATION

GUIDELINES FOR THE IMPLEMENTATION OF INCLUSIVE AND SPECIAL EDUCATION FOR TEACHERS IN ZAMBIA

Directorate of Teacher Education and Specialised Services
Ministry of Education

Lusaka – Zambia
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Ministry of Education, Directorate of Teacher Education
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ACRONYMS

ADL	Activities for Daily Living
AMEP	Alternative Modes of Education Provision
CAP	Country Action Plan
CBC	Competence-Based Curriculum
CDC	Curriculum Development Centre
CPD	Continuing Professional Development
CSO	Civil Society Organisation
ECE	Early Childhood Education
ECZ	Examinations Council of Zambia
EFA	Education for All
ESO	Education Standards Officer
GBV	Gender-Based Violence
HBEP	Home - Based Education Programme
ICT	Information and Communication Technology
IE	Inclusive Education
IECo	Inclusive Education Coordinator
IEP	Individualised Educational Programme /Plan
ILP	Individualised Learning Plan
LSEND	Learner with Special Educational Needs and/or Disabilities
MCDSS	Ministry of Community Development and Social Services
MoE	Ministry of Education
NGO	Non-Governmental Organisation
OPD	Organisations of and for Persons with Disabilities
RTIA	Regional Teachers Initiative for Africa
SDG	Sustainable Development Goal
SE	Special Education
SIECO	School Inclusive Education Coordinator
SIT	School Inclusion Team
SRGBV	School-Related Gender-Based Violence
TESS	Teacher Education and Specialised Services
TVET	Technical and Vocational Education and Training
TEVETA	Technical Education, Vocational and Entrepreneurship Training Authority
UDL	Universal Design for Learning
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
ZAPD	Zambia Agency for Persons with Disabilities

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PREFACE

Education is the cornerstone of a just and inclusive society. In Zambia, our vision is to ensure that every child regardless of ability, background, or circumstance has the opportunity to learn, thrive, and contribute meaningfully to their community. These Inclusive Education and Special Education Implementation Guidelines for Teachers have been developed to serve as a practical compass for educators, helping them translate policy into practice.

The guidelines recognize that diversity in the classroom is not a challenge to be managed, but a strength to be celebrated. They provide teachers with strategies to create supportive learning environments, adapt curricula, and foster collaboration among learners, teachers, families, and communities. By embracing inclusive education, we affirm the rights of all children to equitable access, participation, support and achievement while acknowledging the diverse needs of those requiring additional support.

This document is not merely a set of instructions: it is a call to action. It invites teachers to become champions of inclusion, advocates for equity, and innovators in pedagogy. It emphasizes that inclusive education is a shared responsibility, requiring commitment from educators, administrators, parents/guardians, and policymakers alike.

As Zambia continues to build an education system that reflects on access and participation, quality, equity, excellence, partnership and efficiency, these guidelines stand as a testament to our collective resolve. They are designed to empower teachers with the knowledge, tools, and confidence to nurture every learner's potential, ensuring that no child is left behind.



Kelvin Mambwe (PhD)
Permanent Secretary - Educational Services
Ministry of Education

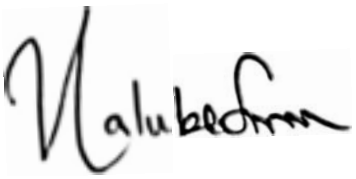
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ACKNOWLEDGEMENTS

These Guidelines for the Implementation of Inclusive and Special Education for Teachers in Zambia are a product of extensive engagements, consultations and reflections involving several stakeholders. We wish to acknowledge the collaboration by line ministries that worked in close liaison with the Ministry of Education. We also recognise the invaluable support given by the Provincial Education Officers, District Education Officers, institutional managers, teachers, parents, learners, development partners, Non-governmental Organisations, Organisations of and for Persons with Disabilities, Colleges of Education and universities. This consultative process involved intensive desk reviews, technical meetings, workshops, validation forums and feedback analyses.

Developing implementation guidelines of this magnitude requires focused engagement and analysis of the implications of guidelines, as well as the measures adopted. Specifically, we wish to recognise the tremendous effort which was put into the development of these guidelines by the Regional Teachers Initiative for Africa (RTIA) Facility financed by European Union, the Zambia Country Action Plan (CAP) team of the Directorate of Teacher Education and Specialised Services and Cowater consultants.

Lastly, we are confident that these Guidelines will provide practical guidance to realise an inclusive education for all.



Sidney Nalube (Mr.)
Director – Teacher Education and Specialised Services
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The Role of Teachers in the Implementation of Inclusive and Special Education in Zambia



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1. INTRODUCTION

The Government of the Republic of Zambia is committed to the principle of Education for All, recognising education as a fundamental human right and a key driver of national development. This commitment is enshrined in national legislation, particularly the *Education Act No. 23* of 2011, which prohibits discrimination in education and requires that Learners with Special Educational Needs and/or Disabilities (LSEND) are integrated into mainstream education to the greatest extent possible, with reasonable accommodations, and appropriate support services. This commitment is further reinforced by the *Persons with Disabilities Act No. 6* of 2012, which affirms the rights of persons with disabilities to inclusive education. *The National Education Policy* of 2025 also defines inclusive education as a process of enabling all children to access, participate and benefit from learning, within the mainstream education system.

In 2015, the Ministry of Education (MoE) developed the *Guidelines for the Implementation of Inclusive Education and Special Education: Policies, Practices and Procedures* to support implementation of the *Education Act* No. 23 of 2011. However, as inclusive education practices have evolved and expanded, there has been a growing need for more practical, teacher-focused, and policy-aligned guidance to support teachers and schools in implementing inclusive and special education in everyday classroom practice.

In July 2024, the Ministry of Education, through the Directorate of Teacher Education and Specialised Services (TESS), requested for technical assistance from the Regional Teachers Initiative for Africa (RTIA) to revise and update the Guidelines. This revision took place within the RTIA framework, funded by the European Union to support teacher policies and professional development, as well as strengthen teacher capacity, motivation, and inclusion across basic education systems in Sub-Saharan Africa.

The Zambia *Education Act* No.23 of 2011 and the Guidelines for the Implementation of Inclusive Education and Special Education (MoE, 2015) form a complementary regulatory framework in which the Act sets the mandate for inclusion and the Guidelines provide an important foundation for implementation. The 2015 Guidelines remain valid, and the update focuses on their implementation by teachers aiming at supporting them in translating inclusive education policy into effective classroom practice from Early Childhood Education to secondary and tertiary education.

The revision of the Guidelines was conducted through a broad and participatory consultative process involving more than 600 stakeholders. These included Ministry of Education officials at national, provincial, and district levels, teachers, school management, learners, parents/guardians, and representatives of Organisations of and for Persons with Disabilities (OPDs). This inclusive process ensured that the Guidelines reflect practical realities in learning institutions, respond to the

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voices of teachers, learners, and communities, and align with national priorities and international commitments.

Purpose of the Guidelines

The purpose of the 2026 Guidelines is to provide clear and practical guidance for teachers in learning Institutions on how to implement inclusive and special education in line with national legislation and policy.

In Zambia, the *Education Act* No. 23 of 2011 sets the national commitment, principles, values and intent to ensure that all learners have equal access to education and learning. The Guidelines, in turn, provide the framework on how schools and teachers should implement it. They offer a comprehensive framework not just for teachers, but also for policy and decision makers, Education Standards Officers, teacher trainers, and other stakeholders to determine appropriate actions and various strategies for meeting the requirements.

In accordance with the 2015 Guidelines, the revision maintains a focus on disability inclusion, also recognising that inclusive education practices benefit all learners. Approaches such as differentiated instruction, Universal Design for Learning (UDL), positive behaviour support, and collaborative teaching enhance learning outcomes not only for LSEND but also for learners without disabilities and special educational needs. Inclusive classrooms are therefore the expected norm within Zambia's education system.

The structure of the updated Guidelines is aligned with that of the 2015 Guidelines in order to ensure ease of reference and consistency with the established policies, practices, and procedures. By offering practical guidance rooted in Zambian law, policy, and classroom realities, the Guidelines aim to strengthen teacher confidence and competence in inclusive education, promote equity and participation, and contribute to the broader national vision of quality, inclusive, and lifelong education for an empowered society.

The Guidelines aim to be consistent with the social model of disability, which shifts attention from medical diagnosis to removing barriers for learners. Therefore, it is important to distinguish between impairment (a physical, sensory, intellectual, or psychosocial condition affecting body or mind function); and disability, which occurs when barriers in the environment or society prevent equal participation in education.

Audience and Use of the Guidelines

These Guidelines are primarily intended for teachers, but they are also relevant to school managers, Education Standards Officers (ESO), teacher trainers, education

[1]Zambia Agency for Persons with Disabilities (ZAPD) (n.d.) Disability Language Guide: Dos and Don'ts. Lusaka. https://zapd.org.zm/

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planners, and professionals in social and health services. They provide a framework that supports development of teacher training and professional continuous development for teachers aligned with the policy, coordination across sectors and strengthens collaboration with parents/guardians, communities, civil society organisations, and Organisations of and for Persons with Disabilities (OPDs).

Disability Etiquette

The Ministry of Education has adopted the term “Learners with Special Educational Needs and/or Disabilities” (LSEND) to refer to learners who require additional educational support beyond regular classroom activities for various reasons, including disability. This aligns with the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2006), which prioritizes the individual, in this context, the learner first.

Always **prioritise the individual by saying “person with a disability”**. Do not use terms such as normal, healthy, or able-bodied; instead, refer to someone as a person without a disability. Avoid euphemisms like differently abled, gifted, challenged or slow learner.

Persons with disabilities include ‘those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others’ (UNCRPD, 2006, Article 1).

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2. INCLUSIVE AND SPECIAL EDUCATION IN ZAMBIA

The Zambia *Education Act* No.23 of 2011 provides the legal foundation for inclusive and special education. According to the Act, inclusive education means educating all learners together in mainstream schools wherever possible, without discrimination, and providing reasonable support and accommodations needed so that Learners with Special Educational Needs and/or Disabilities can participate and achieve on an equal basis with others. Where learners have significant support needs, special education settings may be used, with movement between mainstream and special education guided by assessment and the best interests of the learner.

Inclusiveness is an **approach** for ensuring educational opportunities for all, a **process** for making the education system accessible and welcoming for all learners and an **outcome**, as spelled out in the *National Policy on Persons with Disabilities* (MCDSS, 2025):

'An inclusive education system includes all students/learners, welcomes and supports them to learn, whoever they are and whatever their abilities or requirements are. It entails ensuring that teaching and learning benefits all learners in a barrier free environment; and that the curriculum, teaching and learning materials, school buildings, classrooms and other environments including play areas, transport and toilets are appropriate for all children at all levels, meeting their diverse needs. It improves learning for all children with and without disabilities'.

Special Education refers to educational approaches and provisions designed to support learners who require additional assistance and/or adapted teaching and learning strategies due to physical, intellectual, sensory, emotional, behavioural, or social needs, in order to ensure their full participation, access, and achievement in learning. Special needs education may be provided on a full-time or part-time basis, depending on the learner's needs and context.

The *Education Act* No. 23 of 2011 is the legal foundation for the provision of educational services for LSEND. It provides principles guiding the education system and education institutions:

- **Prohibits discrimination** against any learner. (*Education Act* No. 23 of 2011, section 23(19)).

- Provides that, to the greatest extent possible, a LSEND should be **integrated into mainstream education** (*Education Act* No. 23 of 2011, section 23(5)).

- The Education Act Ensures that educational institutions provide LSEND with **quality education** in **appropriately designed and well-resourced educa-**

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tional institutions, staffed by qualified and dedicated teachers. (*Education Act* No. 23 of 2011, section 23(8)).

- Requires education systems to promote "interventions at all levels" to ensure **equality of access and participation** of LSEND. (*Education Act* No. 23 of 2011, section 23(1)).

- Requires that educational institutions adopt a policy of **positive and affirmative action** in relation to LSEND. (*Education Act* No. 23 of 2011, section 22(5)).

- *Education Act* No 23. of 2011 Acknowledges the role of **special education institutions** (special schools) for learners with significant special educational needs and disabilities and allows transfers between mainstream and special environments, as necessary. (*Education Act* No. 23, section 22(6)).

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3. EDUCATION PROVISION FOR LEARNERS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

Educational services for Learners with Special Educational Needs and/or Disabilities (LSEND) are provided in the following settings:

Inclusive Class

An inclusive class is a mainstream school class in which LSEND learn, supported by reasonable accommodations, appropriate support, and inclusive teaching methods. National policy and other support documents in Zambia expect all schools and classes to be organised in an inclusive way, with LSEND following the regular curriculum and receiving appropriate support within mainstream settings.

Special Education Class and Special Education Unit

Special Education Classes provide specialised instruction for a small group of LSEND within mainstream schools. If a school has more than one Special Education Class, they form a Special Education Unit. A preferred, maximum number of learners is five. Special Education Classes and Units are part of the mainstream school administration and are overseen by the head teacher.

Special School

A Special School (Special Education Institution) offers specialised instruction for learners with significant educational needs and/or disabilities. Special Schools can enrol learners without identified disabilities up to 40% of enrolment, provided this does not disadvantage LSEND. Facilities and resources should reflect prevalent disabilities in local communities, and similar needs across groups should receive equitable support.

Other Provisions

Home-Based Education Programme (HBEP), Hospital Special Education Units and Hospital Teaching Service provide education for learners who cannot attend school because of health issues or severe disabilities.These services and Home-School Education can be temporary and transition to mainstream school or special education can be done based on assessment.

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Alternative Modes of Education Provision (AMEP)

Alternative Modes of Education Provision (AMEP) Programmes are accessible to LSEND. AMEP offers the same national curriculum subjects at Early Childhood Education (ECE), primary and secondary level, as well as literacy and vocational programmes for youths and adults, while reasonable accommodations, accessible formats and individualised support is provided so that LSEND can effectively participate and achieve.

Inclusive School

The following defines the characteristics of an **inclusive school**.

INCLUSIVE SCHOOL

An inclusive mainstream school enrols all learners with and without special educational needs and/or disabilities and provides reasonable accommodations and appropriate support to enable all learners to participate meaningfully alongside their peers. Key features of an inclusive school include:

- Learners with and without Special Educational Needs and/or Disabilities (LSEND) participate in all school activities.
- LSEND are identified and screened at an early age and early intervention is conducted.
- School management, teachers and school staff welcome diversity and understand the needs of LSEND and know how to address them.
- Special education teachers and mainstream teachers collaborate to ensure that individual needs of learners are addressed.
- School management supports all teachers and a whole-school approach to inclusion.
- There is a respectful, non-violent, and supportive school climate, where bullying and stigma are actively prevented and addressed.
- School infrastructure is accessible to all (ramps, clear paths, accessible toilets).
- Various modes of communication are applied (e.g. Sign Language).
- Reasonable accommodations (e.g. large print, assistive devices where available) are provided.
- Parents/guardians, learners, health services and the community actively support inclusion efforts and participate in supporting learning at home and at school.
- Learners' views are heard and considered in decisions affecting them.

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4. SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

Learners have diverse and individual learning needs, and those with Special Educational Needs and/or Disabilities (SEND) may differ widely, even within the same category of need. Therefore, it is important to focus on learners' functional challenges; how they learn, communicate, move, or participate, rather than relying only on medical diagnoses. This functional approach makes it easier to identify specific barriers to participation and learning and to design appropriate support strategies. Presented below are common characteristics associated with special educational needs, together with corresponding accommodations to support effective learning. This also aims to clarify the difference between impairment and disability, and highlight the responsibilities of educational institutions and teachers in addressing them.

Impairment versus Disability

Impairment is a person's physical, sensory, cognitive, or mental difference, while disability is the disadvantage created when society fails to remove barriers that limit their participation. If a learner with visual impairment cannot read materials because they are not in accessible formats, the barrier creates the disability.



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Below are some characteristics of impairments and special educational needs and corresponding accommodations:

Visual Impairments

Visual impairments include all levels of visual loss, from low vision to total blindness, and can affect mobility, access to information, and how learners process visual materials. Learners with visual impairments require accessible learning environments, including clear signage, adequate lighting, and adapted learning materials such as large print, Braille, and audio resources. Assistive devices, including magnifiers and information and communication technology (ICT) support learning and independence. Teachers can further support these learners by adjusting classroom layouts, providing alternative formats of learning materials and adapting assessments and examinations to ensure full participation.

Hearing Impairments

Hearing impairments can include partial to total hearing loss, which affects communication and participation in classroom activities. Learners who are hard of hearing often rely on spoken language, hearing aids, or assistive technology, while learners who are deaf usually use Sign Language. Individuals who have acquired hearing loss after acquiring language may lip-read, use Sign Language or Signed Language. These learners may need hearing devices, visual aids, and sign language instruction as provided for under *Education Act* No. 23 of 2011. Accessible communication can be supported through instructional strategies, visual aids, and assistive technology.

Deafblindness

Deafblindness is the combined loss of hearing and vision, which affects communication, access to information, and movement. Most people with deafblindness have some remaining hearing or vision, but the combination of both impairments creates unique challenges. Learners with deafblindness require individualised communication methods, tactile learning approaches, appropriate classroom adaptations, mobility support, and the use of assistive technologies to participate effectively in learning.

Physical / Orthopaedic impairments

Physical impairments affects movement, strength, coordination, or motor skills. Schools should enable learners with physical impairment in mainstream classes to access and participate equally by removing barriers, providing reasonable accommodations, and ensuring a safe learning environment. Adapted furniture, assistive devices, and inclusive teaching methods and assessments support their meaningful participation in learning.

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Intellectual Disability

Intellectual disability involves limitations in both cognitive and adaptive skills, which may impact learning and daily life. Intellectual disabilities may range from mild to profound. Learners benefit from individualised and structured instruction, concrete learning materials, clear routines, and positive behavioural support. The curriculum may be adapted to focus on functional and vocational skills where appropriate.

Specific Learning Difficulties

Specific Learning Difficulties are neurodevelopmental conditions that affect particular areas of learning, including reading (dyslexia), spelling (dysorthographia), writing (dysgraphia), and mathematics (dyscalculia). These difficulties do not reflect a learner's overall intelligence. Learners benefit from adapted materials, multisensory teaching approaches, flexible assessment methods, extra time, assistive technologies, and targeted instructional support.

Behavioural, Emotional, and Social Difficulties

Behavioural, emotional, and social difficulties can affect learners' attention, self-regulation, social interaction, and ability to cope with stress or change. Learners with these difficulties require targeted and consistent support. Effective support includes structured routines, positive behaviour support strategies, explicit teaching of emotional and social skills, strong and trusting teacher–learner relationships, and access to counselling services within an inclusive learning environment.

Attention Deficit and Hyperactivity Disorder (ADHD) and Attention Deficit Disorder (ADD)

Attention Deficit and Hyperactivity Disorder (ADHD) involves ongoing inattention, hyperactivity, and impulsivity that can affect learning and participation in school. When hyperactivity is not present, it is referred to as Attention Deficit Disorder (ADD). In education settings, ADHD and ADD can make it difficult for learners to focus, organize tasks, follow instructions, manage behaviour, and maintain attention. Learners benefit from structured routines, clear instructions, movement breaks, positive reinforcement, and flexible, responsive and adaptable instructional approaches.

Autism

Autism Spectrum Disorder (ASD) is a neurodevelopmental condition characterised by differences in social communication, social interaction, and patterns of behaviour, interests, or sensory processing. In school settings, autism can affect how learners communicate, understand social cues, respond to sensory input, and engage in learning activities. Because autism exists on a spectrum, learners show

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a wide range of abilities, strengths, and support needs. As a result, teachers must provide individualised and flexible support. Effective educational responses include predictable routines, clear and unambiguous instructions, sensory-responsive learning environments, visual supports, and targeted social and communication interventions to reduce barriers to learning and to promote meaningful participation.

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5. POLICY FRAMEWORK FOR INCLUSIVE AND SPECIAL EDUCATION

The National Education Policy Shaping Tomorrow's Future (MoE, 2025) places equity and inclusion at the centre of Zambia's education reform agenda. It builds on the national vision of providing quality, inclusive, relevant lifelong education, and skills training for an empowered society, with a strong focus on removing structural and systemic barriers that limit learners' participation and achievement. The policy promotes inclusive and equitable access to education for all learners, with particular attention to Learners with Special Educational Needs and/or Disabilities (LSEND), orphans, and other vulnerable groups. The Strategy positions Zambia as a regional hub for quality and inclusive education.

Further support is provided through the Teacher Education and Training Strategy (revised draft MoE, 2025), the Standards of Practice for the Teaching Profession (MoE, 2019), and the Zambia Education Curriculum Framework (MoE, 2023), which collectively promote the values and principles of inclusive education , competence-based learning, and improved teacher preparation.

The Standards of Practice for the Teaching Profession in Zambia (MoE, 2019) and the *Safe School Manual* (MoE, 2025) require teachers to uphold *inclusion, equity, and non-discrimination in their professional practice and to create safe, supportive, and non-discriminatory learning environments* where all learners can participate and learn effectively. Teachers must remove learning barriers, use differentiated teaching methods, and give necessary support so that LSEND can access the curriculum alongside their peers. Additional guidance is provided through instruments such as the *National Remedial Learning Guidelines* (MoE, 2024).

The Persons with Disabilities Act, No. 6 of 2012, requires that learners with disabilities are enrolled in mainstream schools within their communities and are provided with the support they need to learn and participate fully. Such support may include individualised learning programmes, Braille, Sign Language, alternative and augmentative communication methods, orientation and mobility skills, as well as peer support and mentoring. The Act also established the Zambia Agency for Persons with Disabilities (ZAPD), which is responsible for planning, promoting, and coordinating services for persons with disabilities across the country.

The National Policy on Persons with Disabilities (MCDDS, 2025) further strengthens the implementation of disability inclusion across the education system. It places emphasis on accessibility, the availability of assistive devices, and the establishment of effective monitoring systems and data collection to track access, retention, and learning outcomes for persons with disabilities in education.

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In addition, the development of inclusive and special education practices in Zambia is guided by a range of legal and policy instruments issued by the Government of the Republic of Zambia through the Ministry of Education and other line ministries such as; the Ministry of Health and the Ministry of Community Development and Social Services (MCDSS). These instruments include, among others:

- *Anti-Gender Based Violence* Act No 1, 2011.
- *Children's Code Act.* No 12, 2022.
- *Ministry of Community Development and Social Services, Child Safeguarding Policy*, 2023.
- *Ministry of Community Development and Social Services (MSDSS), National Disability Mainstreaming Guidelines*, 2025.

Policies and strategies form a coherent national framework that advances inclusive and special education and support Zambia's commitment to equity, quality, and lifelong learning for all learners.

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6. ZAMBIA'S COMMITMENT TO INTERNATIONAL FRAMEWORKS ON INCLUSIVE EDUCATION

Zambia is committed to promoting inclusive education and protecting the rights of children and persons with disabilities through its participation in key international frameworks. These commitments affirm that education is a fundamental human right and that all learners have equal access to quality education without discrimination.

Zambia has ratified the *United Nations Convention on the Rights of the Child* (UNCRC, 1989), which recognises the right of every child to education and specifically affirms that children with disabilities must receive education that supports their full development, dignity, and social inclusion. This Convention emphasises the best interests of the child, participation, protection, and equality.

Zambia has adopted the *World Declaration on Education for All* (UNESCO, 1990) which calls on countries to commit to universal primary education and stresses the need to provide access to education for all children with disabilities. *The Focus on Learning* (MoE, 1992) embraced these principles and reaffirmed Zambia's commitment to education as a universal right and underscored the importance of accessibility and equity for all learners, particularly, especially the ones with special educational needs and/or disabilities.

Zambia education policies also align with the principles of the *Salamanca Statement and Framework for Action on Special Needs Education* (UNESCO, 1994), which promote inclusive schools as means for building inclusive societies, and achieving Education for All. The education policy of Zambia *Educating Our Future* (MoE ,1996) embraced these principles, and Zambia endorsed the inclusion of children with disabilities in mainstream schools, setting a clear direction for inclusive education. This aimed to ensure that the education system responds to the needs of all learners and supported further reforms in this area.

In addition, Zambia has ratified the *United Nations Convention on the Rights of Persons with Disabilities* (UNCRPD, 2006), which marks a shift from viewing disability as a medical or welfare issue to recognising it as a human rights issue. The UNCRPD calls for the states to ensure an inclusive education system at all levels, provide reasonable accommodations, remove barriers to participation, and support learners with disabilities to learn alongside their peers.

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International commitments are reflected in Zambia's national laws and policies, including the *Education Act* No. 23 of 2011 and the *Persons with Disabilities Act* No.6 of 2012, and guide the country's efforts to create equitable, inclusive, and child-centred education systems where all learners can participate, learn, and thrive.

Inclusive and Special Education provisions

The following sections (7-18) are to guide teachers on implementation of inclusive and special education in accordance with the 2015 Guidelines.

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7. IDENTIFICATION, ASSESSMENT AND REFERRAL

The *Education Act* No. 23 of 2011 sets up a decentralised system involving multiple ministries and stakeholders for identifying and assessing Learners with Special Educational Needs and/or Disabilities (LSEND). *The Guidelines for the Implementation of Inclusive Education and Special Needs Education in Zambia* (MoE, 2015) further outline the procedures and decision-making processes that guide learner placement and support. In line with these provisions, the School Inclusion Team (SIT), or another recognised assessment facility, is responsible for conducting in-depth assessments, in collaboration with parents/guardians and specialists. Parental or guardian consent is required at all stages of the assessment process.

Identification is the first step in supporting learners with special needs. It involves recognizing which learners require additional assistance in order to succeed. This process focuses on identifying learners who may need extra support in areas such as learning, behavior, or development. The identification process typically involves the following:

7.1. Child Find: Teachers are required to participate in Child Find activities, which are designed to identify learners within the community and school catchment area who may have potential special educational needs. These activities are coordinated by the School Inclusion Team (SIT) and may include outreach initiatives involving parents or guardians, community leaders, and early childhood education centres.

7.2.Screening: Teachers will conduct screening for all learners in the school, with particular attention to the twelve developmental domains outlined in the Early Grade Screening Tool. The screening process relies primarily on observation to assess each learner. The results are documented and subsequently shared with the School Inclusion Team (SIT) or the School Inclusive Education Coordination (SIECO) for further consideration and appropriate action.

7.3. Assessment: Teachers, together with the SIT, shall further assess the child using the School Based Assessment Tool to ascertain screening recommendations. Teachers shall involve parents/guardians in assessments, share and discuss assessment results with them. Those learners, who will be identified as requiring educational intervention, are planned for Individual Education Programmes (IEP), accommodations, and placement decisions. When needed, learners can be referred for further assessment by specialists.

7.4. Referral: Where specialised assessment is required, teachers and the SIT shall collaborate with parents/guardians to refer learners to appropriate institutions.

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Teachers shall support the referral process by explaining its purpose, benefits, and available alternatives, and by facilitating informed parental consent.

7.5. Intervention planning and Implementation: Teachers shall collaborate with parents/guardians, specialists, the Inclusive Education Coordinator, and the SIT to develop and implement inclusive intervention plans for LSEND. These plans must reflect the learner's needs, strengths, and the views of both the learner and their family. The school's capability to provide reasonable accommodations and support to the LSEND is also assessed.

7.6. Placement and Support: Following the assessment, the School Inclusion Team and the parents/guardians discuss the most appropriate placement and support package, with mainstream placement as the first option, as required by the *Education Act* No. 23 of 2011. Teachers use assessment results for adaptations and reasonable adjustments to meet the learner's needs. Teachers shall ensure that all information concerning the learner is treated as confidential and used strictly for educational planning and support purposes.

7.7. Data Management and Reporting: Teachers shall collaborate with the School Inclusive Education Cordinator to compile and aggregate screening and support data and submit reports to the District Education Office as required.

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8. PLACEMENT ALTERNATIVES

A Learner with Special Educational Needs and/or Disabilities (LSEND) shall, to the greatest extent possible, be integrated into mainstream educational institution. An educational institution shall, in determining the placement LSEND, consider the rights and wishes of the learner and/or the parents. (*Education Act* of 2011;23/3, 5).

Placement decisions for a LSEND within an educational context are made collaboratively with parents/guardians and learners, following a thorough assessment by the School Inclusion Team (multidisciplinary team). This process is guided by the 'nature and degree of the disability and support need'.

- LSEND whose learning needs cannot be met in the inclusive setting should be placed in a Special Education Institution, Special Education Unit or Special Education Class.
- LSEND whose learning needs can be met with minimal adaptations should be placed in an inclusive class in mainstream school.
- LSEND placed in an inclusive setting who may need additional specialised learning support should be placed in a school where specialised education resource room services are provided.
- LSEND who for one reason or another cannot access education at the learning institution should be placed and supported under the Home-Based Education Programme (HBEP).

Placement of LSEND an in inclusive class in mainstream school is a priority. Special schools and special classes are intended for learners with more complex needs that regular classrooms cannot adequately meet.

Transfer and transition of LSEND between Education Settings

Education Act No. 23 of 2011 allows transfer/transition between education settings. A Learner with Special Educational Needs/and or Disabilities (LSEND) may be transferred from special education setting to a mainstream class, or vice versa, based on careful assessment of the support needs and with the consent of parents/guardians and the learner, as appropriate (*Education Act* 2011:23/6).

Transfers can be initiated by a teacher, a parent/guardian, or the LSEND. Parents/guardians must agree on the transfer, and the learner's views must be heard. Transfers of learners between mainstream inclusive education settings and special education settings shall be guided by the principles of inclusive education, equity, non-discrimination, and the best interests of the learner.

Any transfer shall be based on a comprehensive functional assessment conducted by a School Inclusion Team (SIT) or another multidisciplinary or multiprofessional assessment body. The assessment shall:

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- Identify the learner's functional abilities and support needs.
- Document reasonable accommodation and support measures provided to the learner in the current education setting..
- Demonstrate whether these measures have been implemented consistently and over a sustained period, and
- Determine whether the proposed transfer is in the best interests of the learner.

All transfers shall be accompanied by an **Individualised Education Plan (IEP)** and a Transition Plan outlining support measures before, during, and after the transfer. Transition support may include preparatory visits by the learner to the receiving school, coordination meetings between sending and receiving teachers, orientation of teachers and school staff, and follow-up during the initial period of placement.

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9. ENVIRONMENT OF EDUCATIONAL INSTITUTIONS - ACCESSIBILITY

The *Education Act* No. 23 of 2011 requires educational institutions to provide accessible facilities. *The Guidelines for the Implementation of Inclusive Education and Special Education* (MoE, 2015) outline requirements for supporting Learners with Special Educational Needs and/or Disabilities (LSEND), including accessible infrastructure and learning environments, reasonable accommodations, assistive devices, and technologies to support access, participation and learning. Additionally, the *Safe School Manual* (MoE, 2015) provides guidance on school safety and emergency preparedness.

The following section outlines the responsibilities of teachers in ensuring accessible learning environments:

9.1. Identification and removal of barriers: Teachers and school management are responsible for ensuring that school environments and learning spaces are accessible and safe. Teachers shall identify barriers, whether attitudinal, physical, or related to communication, and areas requiring improvement, and report such barriers to school management for appropriate intervention. Teachers shall participate and contribute to school accessibility audits, and ensure that emergency plans are in place and responsive to the needs of LSEND.

9.2. Assistive devices and technology: Teachers shall collaborate with parents / guardians and stakeholders to facilitate access to appropriate assistive devices, technologies and disability aids that support learning, mobility and safety.

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10. CURRICULUM ADAPTATION

To the greatest extent possible, the Curriculum for Learners with Special Educational Needs and/or Disabilities (LSEND) shall follow the National Curriculum Framework.

The following section highlights the responsibilities of teachers in curriculum implementation and adaptation:

10.1. Modifications and adaptations: Teachers shall follow the National Curriculum Framework and adapt materials, pace, methods, and adapt the curriculum content, instructional strategies, teaching and learning materials, assessment, and the pace of learning to meet the needs of diverse learners, while maintaining academic standards. In accordance with the Curriculum Framework, learners with disabilities follow the mainstream curriculum. At all levels, adaptation may be done in need subjects areas.

10.2. Pathways: Teachers can help learners choose learning pathways. Assessments of the learners will be adapted according to their learning needs and abilities.

10.3. Communication: Teachers shall use Sign Language, Braille, and other appropriate alternative means of communication where possible to support LSEND.

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11. CLASSROOM AND LECTURE ROOM PRACTICE

Inclusive teaching involves planning and delivering lessons with reasonable accommodations so that every learner can fully engage, learn, and thrive. Applying the principles of Universal Design for Learning (UDL) will support access and learning for all learners.

The following section outlines the responsibilities of teachers in the provision of reasonable accommodations:

11.1. Individualisation: Teachers shall account for Learner with Special Educational Needs and/or Disabilities (LSEND) in lesson planning. They shall apply inclusive strategies suitable for large classrooms and learner-centred methods, individualised activities, adaptations, and assistive tools—including ICT—to support learning and participation of LSEND.

11.2. Language of instruction: English is used as the language of instruction, while Sign Language is the language of instruction for learners with hearing impairment. Code switching may be used to clarify concepts.

11.3. Assessment: Teachers shall use a range of school based assessments to monitor both the learning process and learners' progress, and to identify where additional support is required. Depending on the nature and degree of disability, assessment may take forms of oral, written and computer assisted. There shall be additional time for learners with disabilities to complete their assessment tasks.

11.4. Collaboration: Where support staff such as Sign Language interpreters or Teaching Assistants are available, teachers shall plan their roles to best support LSEND.

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Reasonable Accommodations

Article 2 of the *Convention on the Rights of Persons with Disabilities*, (UN, 2006). defines reasonable accommodation as necessary modifications and adjustments that do not create excessive burden, ensuring equal rights for persons with disabilities. Accommodations should be tailored to individual needs and determined collaboratively by the school, parents/guardians, and learner. Reasonable accommodations can include:

CLASSROOM TEACHING

- **Flexible seating:** placing learners with visual or hearing difficulties depending on the type of needs of the learner closer to the teacher or board.
- **Clear verbal explanations:** reading aloud what is written on the board and repeating key instructions.
- **Multi-sensory teaching:** combining speech, writing, gestures, and simple visual aids (charts, drawings).
- **Peer support:** pairing or grouping learners so that classmates help with notetaking or explanations.
- **Teaching methods:** switching strategies to meet needs of learners ADHD, and other learners who require alternative teaching methods

LEARNING MATERIALS

- **Adapted materials:** learning materials should be in accessible format.
- **Shared resources:** allowing learners to copy notes from a class notebook if they cannot write quickly.
- **Local materials:** using objects, pictures, or real-life examples instead of textbooks only.

ASSESSMENT AND EXAMINATIONS

- **Extra time:** allowing extra time for tests, assignments, or examinations.
- **Accessible formats:** allowing oral responses, or fewer questions covering the same content, allowing computer assistance e.g. typing, also recording, assisted reading and writing or omission, compensation and replacement of content or learning tasks.
- **Flexible grading or assessment criteria:** focusing on learning progress rather than speed or handwriting quality.

CLASSROOM MANAGEMENT AND ENVIRONMENT

- **Reduced distractions:** seating learners with attention difficulties away from doors or high-noise areas.
- **Clear routines:** maintaining consistent daily schedules and classroom routines to support learners with cognitive or psychosocial challenges.

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SCHOOL-LEVEL SUPPORT

- **Teacher collaboration:** sharing strategies among teachers for supporting diverse learners.
- **Parent engagement:** involving parents/guardians to strengthen understanding of the learners' needs and support at home.
- **Referral pathways:** linking learners to health or social services where available through established referral mechanisms.

- Reasonable accommodations are not provision of wheelchairs/ medical devises. It is often coordinated through health/social services, but schools must facilitate referral and ensure that the environments and learning arrangements enable the learner to participate.

More details can be found in the Universal Design for Learning (UDL) https://www.cast.org/what-we-do/universal-design-for-learning/

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12. INDIVIDUALISED EDUCATION PROGRAMME/PLAN (IEP)

An Individualised Education Programme (IEP) or an Individualised Learning Plan (ILP) is a personalised plan for a Learners with Special Educational Needs and/or Disabilities (LSEND). It sets out measurable goals aligned with the curriculum, together with reasonable accommodations and instructional strategies. The aim is to provide tailored support so that LSEND can make meaningful progress alongside their peers.

The following outlines the teacher's role in the IEP/ILP process:

12.1. Assessment and IEP/ILP development: Teacher together with the School Inclusion Team assess learner's strengths and support needs and if found relevant, make a recommendation to develop an IEP. Teachers shall participate in the development of IEPs/ILPs in collaboration with the SIT, parents/guardians, learner and where needed, other professionals.

12.2. Implementation and review: Teachers shall implement the planned strategies, monitor the progress and update the IEP/ILP in coordination with SITs and specialists and, where appropriate, Organisations of/for Persons with Disabilities (OPDs). IEPs/ILPs shall be reviewed and updated during transitions across grades, schools, and education levels.

12.3. Information sharing: Teachers shall share and discuss IEP/ILP information among professionals and other teachers in a confidential and ethical manner. They share updates on implementation and learner's progress to parents/guardians regularly.

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13. EXAMINATIONS

The *Education Act* No. 23 of 2011 requires education authorities to provide affirmative action for Learners with Special Educational Needs and/or Disabilities (LSEND). *The Guidelines for the Administration & Management of Examinations in Zambia* (ECZ 2020) specify set out relevant examination arrangements. They include:

EXAMINATION ARRANGEMENTS

- Candidates with special education needs and/or disabilities are eligible for 25% extra writing time in an examination, with further extensions authorised in specific cases (e.g. Braille users or learners with multiple disabilities).
- Examination papers may be provided in accessible formats, including Braille, large print, or digital formats for candidates with visual impairments. Adapted English question papers are provided for learners with hearing impairments.
- Trained support personnel may be appointed, such as readers, transcribers, tape-recording assistants, Sign Language interpreters, or physical support assistants.
- Appropriate examination environments can be provided, including adequate spacing, visibility of boards and clocks.
- Candidates can use approved assistive devices and technologies, such as magnifiers and computers, to ensure equitable access to assessments.

The following section outlines the responsibilities of teachers:

13.1. Registration: Teachers shall identify and document learner's needs early and accurately and work with school leadership to ensure that LSEND are correctly registered for examinations and approved accommodations.

13.2. Examination environment: Teachers shall ensure that examination environments are accessible and appropriate for learners using accommodations, and that learners receive approved accommodations that meet their needs.

13.3. Preparing learners: Teachers shall prepare LSEND for the examinations and use accessible formats, adaptations, and assistive technologies.

13.4. Ethical considerations: Teachers shall apply examination regulations and maintain fairness, confidentiality, and integrity throughout the examination process

13.5. Marking of Examinations: Marking shall be done by teachers specialised in the subject and disability.

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14. CHILD PROTECTION

Teachers are responsible for preventing harm and protecting learners, responding appropriately to concern, and contribute to ensuring a safe and supportive school environment. The *Safe School Manual* (MoE, 2023) sets out the role of schools and teachers in child protection procedures including Gender-Based Violence and School-Related Gender-Based Violence (GBV/SRGBV).

The following section outlines the responsibilities of teachers:

14.1. Identifying risks, safeguarding and prevention: Teachers shall recognise signs of abuse, neglect, bullying, GBV/SRGBV, and mental health concerns, and take appropriate actions in line with procedures developed. They actively prevent all forms of abuse (physical, emotional, sexual) as well as neglect, and exploitation.

14.3. Rights and participation: Teachers shall sensitise learners on their rights and that they are supported to participate in making decisions on matters that affect them, in line with age and maturity.

14.4. Duty of care: Teachers shall ensure that learners are always supervised while at school and during all school-related activities.

14.5. Gender-sensitive support: Teachers shall ensure that both male and female adults are available to support learners appropriately during activities such as sports, clubs, and rehabilitation.

14.6. Reporting and referral: Teachers respond promptly to concerns, report incidents accurately following the established referral pathways, and collaborate confidentially with stakeholders and relevant authorities.

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15. CAREER PATH

Educational institutions must provide ongoing, age-appropriate support and career services for all learners, in line with the 2023 *Curriculum Framework*.

The following section outlines the responsibilities of teachers:

15.1. Identification of strengths: Teachers shall identify strengths, abilities, interests and talents of Learners with Special Educational Needs and/or Disabilities (LSEND) early, discuss these with the learner, parents/guardians and School Inclusion Team, and record them in Individualised Education Programmes (IEPs).

15.2. Real-world experiences: Teachers shall support LSEND to access real-world exposure by organising study visits, inviting guest speakers, arranging job-shadowing opportunities, and building/strengthening community partnerships.

15.3. Career guidance: Teachers shall provide individualised career guidance and counselling, aligned with each learner's interests, aspirations, and abilities including pathways in academic and vocational streams.

15.4. Pre-vocational skills: Teachers shall implement the "16+" pre-vocational pathway, focusing on work readiness, functional skills, vocational exposure, and structured transition planning.

15.5. Gender sensitivity: Teachers shall plan and implement affirmative action measures to promote gender equality in learning and career pathways.

15.6. Collaboration: Teachers shall work together with parents/guardians, specialists, Technical, Entrepreneurial, Vocational Education and Training (TEVET) institutions, and employers to support consistent career planning, smooth transitioning and certification.

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16. SUPPORT SERVICES

This section provides guidance for teachers' role and responsibilities in support services related to inclusive and special education. They include advocacy, medical, leisure and recreation, rehabilitation, social services, and guidance and counselling.

16.1. ADVOCACY AND COMMUNITY ENGAGEMENT

16.1.1. Teachers, as members of educational institutions, shall collaborate with stakeholders, civil society, and media to advocate for the educational rights of Learners with Special Educational Needs and/or Disabilities (LSEND) and increase awareness regarding available support services. They should actively promote inclusive education among colleagues and stakeholders, reinforce schools as inclusive learning environments. Teachers shall collaborate with communities and stakeholders to raise awareness about inclusive education and gain support for school activities.

16.2. MEDICAL AND REHABILITATION SERVICES

16.2.1. Where needed, teachers, either through school management or the School Inclusion Team, shall refer LSEND to medical, para-medical and rehabilitation services including physiotherapy, speech therapy, medical treatment, diagnostic assessment, orthopaedic support, and occupational therapy medical services, notifying parents/guardians, and implement agreed recommendations within the school environment.

16.2.2. Teachers shall work in partnership with medical, para-medical, and other relevant institutions to implement any recommended actions at school based on those services.

16.3. GUIDANCE AND COUNSELLING

16.3.1. Teachers provide guidance and counselling to LSEND as needed and ensure that they have equal access to these services.

16.4. SOCIAL SERVICES

16.4.1. Teachers advise parents/guardians to seek support from social services and other service providers where needed, and collaborate with them to strengthen educational participation and opportunities for LSEND.

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16.5. LEISURE AND RECREATION

16.5.1. The *Curriculum Framework* (2023) states that every learner has equal access to all leisure, recreation, and co-curricular activities. Teachers shall initiate and facilitate the full participation of LSEND in school-based leisure, recreational, and co-curricular activities by putting in place appropriate accommodations.

17. PARENT/GUARDIAN ENGAGEMENT

17.1. Teachers shall work in partnership with parents/guardians, and provide them with regular, timely updates on learner's progress, achievements and support needs. Teachers shall welcome parents/guardians to the school and encourage their participation in school activities and decisions affecting LSEND.

17.2. Teachers shall offer counselling to parents/guardians on educational matters relevant to LSEND.

18. CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

The following section outlines the responsibilities of teachers:

18.1. Teachers shall actively pursue ongoing professional growth by updating their knowledge, skills, and methods through continuous learning, peer support, and self-reflection. They shall participate in Continuing Professional Development activities within the school and the wider education community to enhance their subject knowledge and teaching practice including digital skills and use of digital tools in teaching and learning.

18.2. Teachers shall take part in performance management processes, such as appraisal schemes and use feedback from supervisors, monitors, peers, and colleagues to improve performance and practise. Teachers shall collaborate and share good practices with colleagues.

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Appendix 1: Parental Consent Form

PARENTAL CONSENT FORM FOR SPECIAL EDUCATION ASSESSMENT AND PLACEMENT

Identification Information

Name of Student: ..... DOB: .....
Gender: .....

School: .....

Parent/Guardian: .....

Cell: .....

Address: .....

Consent

I hereby do give consent for ..... to be assessed and placed on an appropriate intervention programme according to the recommendations of the findings and diagnosis assessment. I understand that, for an initial placement in special education, my consent is valid for changes in my child's programme or placement (except placement in a private programme) if proper notice is given to me and I have not revoked my consent.

I the undersigned also DECLARE that I will supply all the necessary accurate and true information regarding the child to the best of my ability. I further agree to accept the results of the assessment. In the event that I do not agree with the results I shall evoke my right to seek second opinion.

Signature: .....

Relationship: .....

Date: .....

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Appendix 2: Individual Education Programme

An Individualised Education Programme (IEP) is developed for learners who require additional support to fully participate in lessons and assessments within the curriculum. This includes learners with impairments as well as those with other additional learning needs.

The IEP is developed collaboratively by the School Inclusion Education Coordinator, the class teacher, parents or guardians, and the learner when appropriate for their age. It is typically created after screening and assessment have identified areas where the learner experiences functional difficulties in learning.

A learner does not need to have a formally diagnosed disability to receive an IEP. Rather, the IEP serves as a structured plan to support the learner's individual needs and to help ensure they can reach their full potential within the mainstream classroom.

The stages for IEP are:

1. **Referral for Assessment** - Referral or request for assessment of the learner is done through the parent.
2. **Assessment** - The learner is assessed to determine areas of functional difficulty that may affect learning.
3. **Recommendation for an IEP** - Based on the assessment results, the class teacher and/or the (SIECO) recommend that the learner be supported through an IEP.
4. **IEP Planning Meeting**- The IEP meeting should include the learner, class teacher, parents, SIECO and guidance and counselling teacher.
5. **Development of the IEP** - The team collaboratively drafts the IEP, addressing the needs of the learner.
6. **Implementation and Monitoring**- The IEP is implemented by the class teacher, while the Deputy Head Teacher or SIECO monitors its progress and ensures accountability.
7. **Regular Review of the IEP**- The plan should be reviewed and updated on a regular basis by the SIT.
8. **Reassessment and Revision of the IEP**- Based on review outcomes, the learner may be reassessed to determine current needs. If necessary, the IEP team revises or updates the plan to better support the learner's progress.

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EXAMPLE OF AN IEP

Learner Name: Jane	**Date:** 14th March, 2026
Name of Parent/Guardian: Mark	**Contact Information of Parent/ Guardian:** 0977000000
Age: 13	**Gender:** Female
School: Excellence Inclusive School	**District:** Lusaka
Grade: 4	**Class Teacher Name:** Betty
Disability/ Learning Needs Description: Cerebral Palsy (Difficulties with fine and gross motor skills). Specific Learning Difficulties in reading and numeracy.	

IEP TEAM:

1. School Inclusive Education Coordinator
2. Class Teacher
3. Parent/Guardian
4. Learner (if appropriate)

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

(Provided by the learner and/or parent and the class teacher in specific subject area)

Strengths: e.g. Jane is a bright and curious student who enjoys learning. She has good communication skills and can express her needs and wants. (*The description should be in reference with the subject area*)

Weaknesses: e.g. Jane has difficulty with fine motor skills, which affects her writing and the use of tools such as scissors. These difficulties sometimes make it challenging for her to complete written work at the same pace as her classmates. She also has trouble with mobility and balance which affects her movement around the classroom and participation in certain physical activities. (*Include feedback from the School Based Assessment and Medical Diagnosis*)

Academic Performance: Jane is performing below grade level in reading and mathematics. She may require additional support, adapted learning materials, and targeted instruction to strengthen her literacy and numeracy skills. With appropriate support and classroom accommodations, Jane is able to participate in learning activities and continue developing her academic and functional skills.

ANNUAL GOALS

Academic Goals:

1. Improve reading comprehension by 2 grade levels
   Short-term objectives:
   - Jane will identify and read common sight words with support.
   - Jane will read simple sentences with teacher guidance.
   - Jane will answer basic questions about short texts read in class.

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2. Increase math problem-solving skills by 30%

Short-term objectives:

- Jane will recognise and write numbers within the targeted range for her level.
- Jane will complete simple addition and subtraction tasks using concrete materials (e.g., counters, blocks).
- Jane will participate in structured mathematics activities with reduced assistance.

Functional Goals:

1. Improve fine motor skills to enable independent writing

   Short-term objectives:

   - Jane will practice tracing and copying letters and shapes with improved control.
   - Jane will use scissors to cut along simple lines with guidance.
   - Jane will demonstrate improved pencil grip during writing activities.

2. Enhance mobility and balance to participate in physical activities

   Short-term objectives:

   - Jane will walk short distances in the classroom or school environment with improved balance.
   - Jane will participate in simple physical activities designed to strengthen coordination.
   - Jane will move between classroom areas with minimal assistance.

ACCOMMODATIONS AND MODIFICATIONS

Accommodations:

1. Classroom Environment
   - Seat Jane in an area where she can move easily and safely.
   - Ensure pathways in the classroom are clear to support her mobility.
   - Provide a stable desk and chair suitable for her posture and balance.

2. Instructional Support
   - Provide clear, step-by-step instructions for tasks.
   - Use visual aids, demonstrations, and hands-on learning materials.
   - Allow additional time to complete written work and tests.
   - Provide regular encouragement and feedback.

3. Fine Motor Support
   - Allow Jane to use thicker pencils, pencil grips, or adapted writing tools.
   - Provide worksheets with larger spaces for writing.
   - Allow her to trace letters or use guided writing sheets.
   - Reduce the amount of copying from the board.

4. Mobility Support
   - Allow extra time for Jane to move between activities or locations.
   - Provide assistance when participating in physical activities if necessary.
   - Adapt physical education activities so she can participate safely.

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5. Assessment Accommodations
    - Allow oral responses instead of written answers where appropriate.
    - Provide shorter tasks broken into smaller steps.
    - Give additional time during assessments.

6. General Considerations
    - Use of assistive technology (e.g., text-to-speech software)
    - Extra time to complete assignments
    - Adaptive physical education

Modifications:
Modifications involve adjusting the level or expectations of learning tasks.
1. Reading
    - Provide reading materials at Jane's current reading level.
    - Reduce the length of reading passages.
    - Focus on key vocabulary and basic comprehension.

2. Mathematics
    - Simplify mathematical problems.
    - Allow the use of concrete materials such as counters or blocks.
    - Reduce the number of problems Jane is required to complete.

3. Written Work
    - Reduce the amount of writing required.
    - Allow Jane to demonstrate understanding through drawing, oral responses, or matching activities.
    - Provide partially completed notes or worksheets.

4. Physical Activities
    - Modify physical tasks to suit Jane's balance and mobility abilities.
    - Focus on participation rather than performance.

SERVICES
- Speech Therapy: 30 minutes, twice a week
- Occupational Therapy: 30 minutes, twice a week
- Physical Therapy: 30 minutes, once a week

PROGRESS MONITORING
- Frequency: Every 6 weeks
- Methods: Standardized assessments, observations, and progress reports

PARENTAL INVOLVEMENT
- Parent-Teacher Conferences: Every 3 months
- Volunteer Opportunities: Assist with classroom activities and field trips

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Current entry level skills:				
Area	**Action e.g. what will the learner do?**	**Under what conditions e.g. where, with whom, with what?**	**Success criteria e.g. what does success look like?**	**By when?**
Reading	• *Word Identification* • *Reading Words* • *Reading Sentences* • *Comprehension*	*Independently* *With support* *With support* *With support*	*The learner is able to point at simple words read for her and provide answer based on the sentence read for her*	*By the end of the year*
Mathematics	• *Number recognition* • *Number writing* • *Addition using objects* • *Subtraction using objects* • *Abstract addition and subtraction*	*Independently* *Tracing* *With support* *With support* *Unable*	*Needs a lot scaffolding and activities*	*By the end of the year*
Fine Motor				
Gross Motor				

TEACHING STRATEGIES, ADJUSTMENTS AND SUPPORTS

Detail the teaching strategies, adjustments and supports specifically tailored to address the learner's learning needs and support the learner to achieve their short-term SMART goals. Consider learner's strengths and preferred learning supports. Also, consider the assistive devices that may be helpful to the learner.

Area	**Teaching strategies, adjustments and supports**	**Person/s responsible**
Reading	***Strategies:*** *Explicit and Systematic Phonics Instruction, Multi-Sensory Teaching Approach, Guided Reading, Repeated Reading, Use of Sight Word Instruction, Think-Aloud Strategy* ***Adjustments:*** *Adapted Learning Materials, Reduced Writing Demands, Flexible Seating, Extra Time* ***Support:*** *Assistive Technology, Peer Support, Visual Supports, Frequent Feedback and Encouragement, Small Group Instruction*	*Teacher and Parent/ Guardian*
Mathematics		
Fine Motor		
Gross Motor		

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MONITOR AND EVALUATE: ASSESS THE EFFECTIVENESS OF THE APPROACH

The class teacher should review the learner's work and progress in the objectives to determine whether the goals have been achieved or are on track. The IEP Team should indicate whether the goal has been achieved, still working on the goal or if the goal is no longer relevant.

Short-term SMART goals. Provide evidence through formative or summative assessments or qualitative information.

GOAL : Jane will identify and read common sight words with support	**DATE:17/03/2023**
Jane is making steady progress in identifying and reading common sight words with teacher support. She is able to recognise several familiar words during guided reading activities and shows increased confidence when reading short word lists. Continued practice will help her improve accuracy and independence.	
GOAL _____	**DATE**
Learner progress comments:	
GOAL _____	**DATE**
Learner progress comments:	

Add additional rows as required.

After the class teacher has updated the progress, the IEP team (parents, learner, class teacher and school inclusive education coordinator) meets and reviews progress towards the goals and strategies at least once per term. The meeting should review the effectiveness of strategies and determine whether goals or interventions need to be adjusted.

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What is working well or not working well? Should goals be modified? Should the strategies be continued, revised or replaced?

- Jane responds positively to guided reading and repeated practice of sight words.
- Jane still requires frequent prompting and support to recognise unfamiliar words.
- At this stage, the reading goal does not need major modification, but it may be helpful to break the goal into smaller, more achievable steps, such as mastering a specific number of sight words at a time.
- Continue: Guided reading, Sight word practice using flashcards and visual supports, Small group or one-to-one instruction, Positive reinforcement and encouragement
- Revise:
- Provide shorter reading texts and more frequent breaks during reading activities.
- Increase the use of multisensory activities such as word games, letter tiles, and tracing words.
- Use assistive technology such as text-to-speech or audiobooks.

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NEXT STEPS:

What will each person do to ensure the success of this learner:

- Increase Practice with Sight Words
- Provide Structured Guided Reading Sessions
- Use Multisensory Learning Activities
- Strengthen Reading Comprehension Skills
- Continue Classroom Accommodations
- Collaborate with Specialists
- Monitor Progress Regularly
- Encourage Home Support

Date of next meeting: 14th July, 2026

Signed by

1. School Inclusive Education Coordinator:

Name _____Signed _____ Date _____

2. Class Teacher

Name _____Signed _____ Date _____

3. Parent

Name _____Signed _____ Date _____

4. Learner

Name _____Signed _____ Date _____

Submitted to the Head Teacher

Date _____

Stamp:

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