



**The Winford Centre**  
for Children and Women  
*breaking barriers and stereotypes*

# School Inclusion Project

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*Pilot Phase*

## Contents

1.0	Introduction .....	2
1.1	Project Background .....	2
2.0	Methodology .....	3
2.1	School Selection Criteria .....	4
2.2	Uniqueness of Approach .....	4
3.0	Essential Resources .....	5
3.1	Budget .....	5
3.2	Risks & Mitigation .....	5
4.0	Monitoring and Evaluation .....	7
4.1	Timelines .....	7

## **1.0 Introduction**

The Winford Centre for Children and Women is a charity registered in Nigeria to support children with developmental challenges and disadvantaged women. We focus on delivering the highest standard of learning and welfare support in order to ensure that people who are challenged in these areas can live fulfilled and independent lives. It is our belief that no child should suffer. Our aim is to break down societal barriers and stereotypes by providing information, education and welfare support services. In pursuit of our objectives, we are embarking on a pilot project to migrate two non-inclusive mainstream primary schools in Lagos State to full inclusion.

## **1.1 Project Background**

The provision of special education needs in Nigeria can be described as largely unavailable. Available data shows that out of the 1,001 primary schools in Lagos State, only 17 schools currently provide Special Educational Needs (SEN) services. This excludes 8 specialist schools and schools for children with physical disabilities. As discouraging as this seems, Lagos State still represents one of the states with the highest number of schools practising inclusion in Nigeria.

A preliminary survey conducted revealed that parents with children who have special educational needs found the unavailability of educational services as one of the biggest challenges currently being faced. Other problems include:

- i. Inability of parents to afford the services being provided as they come at additional charges which are considered expensive.
- ii. Shortage of inclusive schools, which means that parents constantly get declined by mainstream schools as they are unable to provide the SEN support needed by children
- iii. Lack of a standardised process for the provision of SEN facilities means that despite the high charges, parents still feel that their children are not fully supported towards their learning.

Whilst the government needs to do more in ensuring that the educational needs of children are fully met, The Winford Centre for Children and Women is taking a third sector initiative by embarking on this pilot project of migrating 2 mainstream primary schools in Lagos State from a non-inclusive status to a fully inclusive status by providing all the training and facilities needed to provide SEN services to international standards. Through this project, we will provide support services as well as identify the practical problems associated with practising full school inclusion in Lagos State.

## 2.0 Methodology

A number of mainstream primary schools will be contacted to signify their interest in participating in this pilot project. Two schools meeting the set criteria in the next section will be randomly selected - one each from Lagos Island and Lagos Mainland in order to have a geographic and demographic spread. The selected schools will then go through the steps below which will prepare them to practise full inclusion:

**i. Pre-Assessment**

A gap analysis will be performed to understand the current state of the schools and what will be required to get them to the full inclusion stage.

**ii. Initial Awareness Training**

This will be carried out at the school locations and will have teachers and members of the schools' governing body in attendance. The aim of this training is to create awareness on the need and how to practise school inclusion.

**iii. Curriculum Assessment**

This will be done by a curriculum specialist in order to identify how the curricula of the schools can be improved to accommodate SEN provisions.

**iv. SEN Policy Formulation**

This will involve the members of the schools' governing boards and head teachers. The SEN policy will form the foundation for practising inclusion. Each school will appoint a Special Educational Needs Coordinator (SENCO) who will be checked and vetted.

**v. Focused Training and Certification**

This involves a number of online trainings and certifications that must be completed by the appointed SENCOs.

**vi. Specialist School Attachment**

The appointed SENCOs will be attached to a specialist school for a 2-week practical experience on dealing with children with special needs. This will further consolidate the knowledge gained from the online trainings.

**vii. Student Trials**

The specialist school that has provided the work experience will place no more than 10 children in each school in order to trial their inclusion capacity. This will be agreed with willing and participating parents.

**viii. Post-Assessment**

The children and the schools will be monitored using standard SEN assessment methods after they have been placed in schools to determine if the project has been successful.

The selected schools will also benefit from the provision of sensory materials and ongoing support.

## **2.1 School Selection Criteria**

- i. Credibility and excellence
- ii. Affordability
- iii. Location
- iv. Willingness to practice inclusion

## **2.2 Uniqueness of Approach**

The approach stated above is considered unique for the following reasons:

- i. Small project size: This has been limited to 2 schools to make the project manageable both in terms of resources and potential obstacles which may be encountered.
- ii. School locations: The selected schools will be located in Lagos Island and Lagos Mainland in order to ensure a balance of locations as proximity to either work or home is considered important.
- iii. Demographics: The selected schools will be schools which are considered affordable and therefore targeted at middle-income parents.
- iv. International certification will be provided as part of the focused training for additional credibility and to align with best practice.

### 3.0 Essential Resources

In order to successfully execute this project, the following resource needs have been identified. Subject to confirmation, these resource needs will be filled by the training and specialist skill providers stated below.

Resource Requirement	Provider
Awareness Training	Little Beginnings Academy
SEN Policy Formulation	The Winford Centre for Children and Women
Curriculum Assessment	The Learning Craft
Diagnostic Teaching	The Learning Craft
Focused Training	Several
Specialist School Attachment	Little Beginnings Academy
Training Certification	IBCCES

### 3.1 Budget

Below is the estimated cost of this project. A tolerance of 5% has been built into these numbers to allow for changes in prices due to market conditions.

Item	Amount (Naira)
Sensory toys	70,000.00
Curriculum Assessment	250,000.00
Diagnostic Teaching Training	250,000.00
General Awareness Training	175,000.00
Practical Experience	50,000.00
Autism Certificate Training (3)	155,000.00
Program Support & Logistics	50,000.00
<b>Total</b>	<b>1,000,000.00</b>

### 3.2 Risks & Mitigation

Whilst this project promises immense benefits, some risks have been identified below. These are known risk factors which may affect the execution of the project in part or as a whole. Possible mitigation techniques have also been suggested.

	<b>Risk Factor</b>	<b>Mitigation technique</b>
<b>1.</b>	Choosing the right candidate to be trained as SENCO.	<ul style="list-style-type: none"> <li>• The selected schools will have the responsibility of appointing a main representative to act in the role of their SENCO.</li> <li>• The Winford Centre for Children and Women will check that the appointed individuals meet the requirements for performing the role of a SENCO according to international best practices.</li> </ul>
<b>2</b>	Inadequate resources	<ul style="list-style-type: none"> <li>• The project has been limited to 2 schools in order to make it manageable</li> </ul>
<b>3</b>	Non-fulfilment of project tasks	<ul style="list-style-type: none"> <li>• As this is a voluntary project, a signed MOU will be in place to ensure that all parties fulfil their assigned tasks.</li> </ul>

## 4.0 Monitoring and Evaluation

This project will benefit from a pre-assessment, ongoing monitoring and post- assessment and evaluation in order to properly determine its impact, suitability and success. This will also serve as a critical input into future inclusion projects .The following assessment and evaluation techniques will be used:

- Gap analysis
- School visitations
- SEN log assessment
- Parents and teachers survey/feedback
- Evaluation stories

## 4.1 Timelines

### School Inclusion Pilot Project

