



LEARNING SUPPORT POLICY AND PROCEDURE

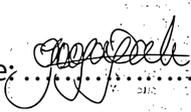
This Policy is issued on the authority of the Board of Trustees, Nairobi Waldorf School Trust.

Effective Date of the Policy: **1st May 2022**

Execution Date of the Policy: 7th May 2025

Chairperson, Board of Trustees

Name: Pooja Patel

Signature: 

Date: 7th May 2025

POLICY AMENDMENTS

| Serial No. | Amendment | Date of Amendment | Nature of Change | Name and designation of the authorized person | Signature of the authorizing person |
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A) INTRODUCTION

The Learning Support Department is made up of the programs and personnel which deal with learning difficulties/disabilities/disorders, ADHD, Dyscalculia, and English Language Learners (ELL)

The Learning Support Team consists of Learning Support Coordinator, ELL teachers, and the Learning Support teachers.

Some services may be provided to students with other identified needs in conjunction with the appropriate professionals, such as emotional disabilities, or communication disorders. At Nairobi Waldorf School Trust, these are mainly pullout programs; as such they may be limited to a maximum of one period/day or as it may deem fit for the child. The department will serve students with minimal to moderate learning needs. The student receives support from the main class for the rest of the time he is in school.

Students will be required to attend main lessons in an inclusive classroom setting, with differentiated instructions.

There may be some students, particularly in the elementary grades, who receive a modified curriculum for a core class, and may be pulled out more than once a day. Some inclusion or “pushing in” services may be provided at the personnel’s discretion and schedule. Intervention services for a struggling student may be administered before a diagnosis is made utilizing the RTI (Response to Intervention) process and at the discretion of the Learning Support personnel. In coordinating the student services impacted by the Learning Support programs, an advisory body called the Pedagogical Team (PT) will meet as determined by the department, to enable mutual support to best assist “at risk” students through sharing information and giving advice. It will function to ensure that a holistic view of each student is considered and to coordinate services and efforts based on Waldorf Curriculum.

Members include all Learning Support Department as necessary, Class teachers, Subject teachers, learning support teachers, and other learning support service providers as may deem fit for an engagement, such as speech therapists, etc.

B) PROGRAM OUTLINE

The Learning Support Department at Nairobi Waldorf School Trust consists of personnel who work with students who have been identified as having specialized learning needs. This refers to students identified as having Specific Learning Disabilities/Disorders (SLD), Attention Deficit/Hyperactivity Disorder (ADHD), and English Language Learners (ELL), Arithmetic Difficulties(Dyscalculia).

Students who meet the criteria for an Emotional Disability or Communication Disorder will be provided with limited accommodations within the classroom setting. Communication Disorders may be partially addressed within the Learning Support context, but these students will also most likely be referred to a speech and language pathologist. Nairobi Waldorf School Trust shall follow the current edition of the Diagnostic And Statistical Manual of Mental Disorders for current terminology, definitions, and diagnoses. Due to the ever-evolving nature of research and learning needs, please see current publications and legislation. Nairobi Waldorf School also endeavors to follow the federal laws of the United States (i.e. Public Law 94142, IDEA, etc.) As guidelines in determining the eligibility and appropriateness of educational services. The program advocates early identification and intervention with goals-:

1. To improve/remediate the issue and/or provision of lifelong skills for dealing with the disability,
2. Exiting those students from the program as early as possible as they become capable of being successfully responsive to the Waldorf Curriculum in the regular classroom, taking into consideration individual needs, and holistic growth.
3. As much as possible ensure complete inclusion of the learners in the general mainstream learning, by the Waldorf Curriculum andPhilosophy

We strive to help students reach consultation or independent status over time, throughout their schooling life. It is not our goal to be primarily tutorial to help a student make it through academic studies, though there may be necessary aspects of tutoring within the remediation – particularly with upper primary and high school students. The program design is primarily full inclusion within regular education classrooms with Learning Support services offered in a Learning Support classroom, or as may be directed by the Learning Support department, in consultation with the class teacher.

The Learning Support Department provides the option of Individualized Education Plans (IEP) and 504 Accommodation Plans for students who have been identified with learning difficulties/disorders, ADHD, Emotional Disability, or Communication Disorders. This is contingent on room in the program, appropriateness, and need as determined by the school administration, teachers, Learning Support Team, and parent permission.

The presence of a documented disability/disorder does not ensure automatic qualification for the program. Based on the information provided by the referral and evaluation process, along with input from students, teachers, and parents, an IEP or an Accommodation Plan may be developed. When a student needs one-on-one or small group direct intervention, this is generally referred to as **direct services or instruction**, and an **IEP** will be developed for the student.

If a student has a documented disability, but only requires accommodations and not direct services, an accommodation plan may be developed. Students with Accommodation Plans typically have a documented diagnosis that necessitates accommodations. However, Learning

The support team, the Pedagogical team, in conjunction with the administration, may make an exception to provide a 504 plan to students without a documented diagnosis.

This is usually due to special circumstances that prevent the student from receiving a formal evaluation, or the parent remaining uncomfortable in presenting the student for formal evaluation. The learning support personnel will from time to time consult with PT and their representatives to discuss ongoing student needs and to coordinate efforts and services. Nairobi Waldorf School Trust strives to ensure that every child has equal opportunity and access to the Waldorf Curriculum.

A student with records that indicate a learning disability may be referred for testing before admission. Students eligible for learning support services at Nairobi Waldorf School Trust will only be admitted so long as services are available. However, the Learning Support Coordinator, in consultation with the PT, will carry out an evaluation and decide on the admission of a child with a documented diagnosis, based on the availability of services that the child might require, to ensure effective learning.

If a student requires resource services, and those services are full, the student will be waitlisted for admission until there are services available.

Admittance to ALL Learning Support programs is limited to the following:

1. Meeting established criteria for a particular program
2. Availability of staff and availability of space in the Learning Support program.
3. Prognosis for success in the Program:

C) PROCEDURES.

1. REFERRAL AND ELIGIBILITY OUTLINE

- 1.1 Written referral by a faculty member, class teacher, parent, or student (if age appropriate) to the school Learning Support Coordinator. The Learning Support Coordinator informs the PT of the referral. The referral may be given verbally but will be documented. A parent is notified of the referral.
- 1.2 Notification and parental permission to conduct any assessments outside the normal classroom procedures completed by Learning Support is sought. Documentation is kept permissions and communication.
- 1.3 Screening by the Learning Support Department, including observations, school-based or standardized assessments, questionnaires, etc.
- 1.4 Develop an intervention plan if needed, or refer directly for an outside referral.
- 1.5 Intervention plan is reviewed at predetermined intervals.
- 1.6 An outside referral may be made directly typically for psychological, psychiatric, speech and language, or occupational therapy assessment and services.
- 1.7 Intervention may be provided during the waiting period between referral and assessment results if the issue needing remediation is apparent and the school is capable of providing the interventions.
- 1.8 Eligibility for Learning Support services is determined. If appropriate, an IEP or a 504 plan is developed.
- 1.9 The student begins receiving services or is put on a waiting list if space is unavailable.
Follow-up:
 - a) Annual review of IEP/ Accommodation Plan with a parent, teachers, and student if appropriate).
 - b) Progress reports are given to parents at regular intervals (typically in conjunction with report cards where applicable), and communication takes place with teachers as needed.
 - c) Learning Disability Testing should be updated every 1 year or as determined by a testing specialist or Learning Support Team. For students with ADHD, ongoing evaluation should occur annually by a doctor for monitoring of medicine and progress. In some cases where a student is not on medication, follow-up may be less frequent.
- 1.10 Documentation of the process is recorded using the school's central information records.

2. GENERAL ELIGIBILITY POLICIES AND PROCEDURES

The Learning Support Department shall review all evaluation materials and shall decide whether a student is eligible for a special needs program, according to the written guidelines for that program (listed below under each Program). If eligible and appropriate:

2.1 An IEP or 504 accommodation plan will be developed and a meeting will be conducted by a Learning Support Department and will include parents, all teachers (if possible), and the PT representative. Students may be asked to attend if age appropriate.

2.2 The school shall make two attempts to schedule the eligibility meeting with the parents. If the parents cannot or will not attend, Nairobi Waldorf School Trust reserves the right to hold the meeting in the absence of the parent(s). Parents have the right to refuse Learning Support services or request for the same if in their own opinion they feel that the student needs the support. This MUST be done in writing. Every effort will be made not to remove students from classroom subjects resulting in a need for them to make up missed class work.

2.3 Students with identified learning disabilities will be given priority for services. Services are contingent on Learning Support availability and appropriateness of services as determined by the Learning Support Team. The student's severity of needs, evident cooperation and effort, and previous involvement in the program will be reviewed as criteria for entrance and/or continuation in any program. Parental approval and cooperation are also critical for successful results; Thus, Nairobi Waldorf School Trust will attempt to involve parents in all processes relating to learning support programs.

2.4 Records and Confidential files are kept for students receiving Learning Support services. These are kept in the Learning Support Department offices or in the PT offices, and not in the student's permanent cumulative file. In Elementary, IEP/504 copies are given to the student's core teacher, who may let other relevant teachers view the IEP upon request. For all Learning Support students, student information maybe available, if need be, so that class teachers and subject teachers can access accommodation information.

D) INCLUSION CAPACITY

Inclusion at Nairobi Waldorf School trust is run in two sections: - Class inclusion and school inclusion.

1. CLASS INCLUSION.

This is a general learning class in which a learner with Specific Learning Difficulty (SLD) is incorporated fully in the overall learning program. Such students are assigned a learning support teacher.

Every class shall have at most 3 students on learning support, for every 25 students in the class (10%) The learning support teacher offers learning support services to the students, throughout the learning process, guided by an IEP or Accommodation Plans.

2. SCHOOL INCLUSION

This is a special education learning concept where children with special needs, based on diagnosis and accommodation required, intervention measures require that the child is put on a full-time special education program, under the care of specially trained teachers, guided by an IEP, and the education is offered within the mainstream school. Children integrate during general activities like music, meals, games, and sports. A school-inclusive class will hold a maximum number of 7 (SEVEN) students with special needs.

3. DISMISSAL FROM LEARNING SUPPORT SERVICES

Dismissal from services OR referral from school inclusion to class inclusion may be requested or recommended by the student, parent, or Learning Support personnel, in consultation with the PT. Any decision should be made in the best interest of the student.

There should be evidence of successful and independent completions of course work without the need for accommodations (a student can also be moved from an IEP to An Accommodation Plan if appropriate or vice versa).

Standardized assessments, specific area learning indicators, or other forms of evaluation may be used to demonstrate successful completion of goals and objectives, and acquisition of necessary Waldorf curriculum content and cognitive skills. If there is a disagreement between involved parties about the dismissal /referral recommendation, a standardized assessment should be given to obtain more objective data.

4. DECLINING SERVICES/GRIEVANCES

In the event there is a disagreement between the school and parent in regards to services provided:

4.1 Parents are welcome to use the grievance process by school policies.

4.2 Parents always have the right to deny any services to their children. If however, the school does not believe the child can be successful without these services or supports, the school reserves the right to recommend a more appropriate educational placement.

4.3 If the parents request either new services or a continuation of services, Nairobi Waldorf School Trust reserves the right to accept or deny based on:

- a) Availability in the program
- b) Appropriateness of services. If Nairobi Waldorf School Trust does not believe the requested services would be necessary or appropriate based on all the available evidence, services may be denied.

E) PROGRAM FOR SPECIFIC LEARNING DISABILITIES/DISORDERS (SLD).

1. PROGRAM OVERVIEW:

The primary purpose of this program is to assist students identified as having mild to moderate learning disabilities/disorders to improve their cognitive and learning skills and to provide accommodations as needed in the classroom based on the Waldorf Curriculum. In general terms, learning disabilities/disorders indicate a psychological/cognitive issue that manifests in the person's ability to listen, speak, read, write, spell, or complete mathematical calculations, and are not due to specified other factors. For eligibility, these disorders must negatively affect the student's ability to perform in the general classroom. Students are identified by a thorough evaluation process, typically involving a **Psycho-Educational evaluation** by a psychologist or educationist. Some may be eligible to receive initial services from assessments completed at school, but typically educational psychological testing will be recommended at some point.

2. ELIGIBILITY:

Eligibility and services will be determined through consultation with the appropriate faculty member, the learning support personnel, classroom teacher(s), relevant outside professionals if need be, parent(s), and student (if age appropriate). This is a holistic procedure and includes standardized testing, observations from parents, teachers, and learning support personnel, feedback from the student, work samples, outside assessments, etc. To be eligible for services, a student typically has assessment scores and work in the classroom that is "below average" or "below grade level". Assessment scores are an important part of the eligibility process as they tend to provide a more objective view of the student's abilities. If educational psychological testing is conducted, there needs to be either a diagnosis provided by the examiner, evidence of a gap between ability and achievement, or certain deficits in cognitive skills that are impacting academic achievement.

3. BASIC PROGRAM OBJECTIVES:

Students will receive any needed accommodations or modifications as determined appropriate by the Learning Support department, parents, teachers, PT, and when age appropriate, the student. These should be clearly listed and described in the Individual Educational Plan (IEP) or the 504 Individual Accommodation Plan. This may include instructional modifications, assessment modifications, and/or assigning a learning support teacher.

The student will receive direct instruction and/or consultation services within the regular education program with remediation instruction in a resource room.

4. ELEMENTARY/PRIMARY

Instruction to remediate specifically identified needs and support full access to the Waldorf Curriculum and progress in classroom learning activities.

5. HIGH SCHOOL

Regular education content assistance and instruction to remediate identified needs if needed. Students will become aware of their specific strengths and weaknesses, as well as methods for compensating in those areas. They will learn study techniques that match their learning style(s). Students will learn how to be independently successful.

6. ALTERNATIVE PROGRAMS

Alternative programs refer to the schools' exit programs, alternative to High school, that mark the end of the school's learning period for a student, for which learning levels the school is designed to provide.

The programs will help the learners to develop a sense of belonging and self-worth that will enable them to participate in community life while building the necessary skills for independent living.

7. FULL INTEGRATED PROGRAM

NWST recognizes every student as having unique potential and able to participate in school programs that foster togetherness, expressive language, confidence, and independent individual function. The learners will thus be included in the school activities within their age- appropriate classes:

- a) Beginning of the day with an arrhythmic session.
- b) Taking meals together.
- c) Attend all games lessons as provided for on the class timetable
- d) Attend all music and singing lessons together
- e) Participate in all school festivals and ceremonies.

8. PARTLY SPECIALIZED PROGRAMS.

The students here within the learning support, having been assessed and found to potentially struggle with high academic work, will be entered into specialized learning programs, leading to the acquisition of functional life skills. The functional skills, whose depths of delivery will vary depending on the student's strengths and ability are:

- a) Functional Mathematics for application.
- b) Functional English (Functional Writing and Reading)
- c) Life skills, which will include self-care and hygiene, cookery and service, public transport and safety, money, and budgetary shopping. And any other as may be found necessary for an individual child.
- d) Computer skills and technology.
- e) Occupational skills, including but not limited to fitness and Arts.

9. ALTERNATIVE SPECIALIZED PROGRAM OBJECTIVE

The alternative program is aimed at ensuring that the individual learner's multiple intelligences

are fully utilized by exposing them to a wide range of opportunities and skills. Among other objectives that may come into force from time to time, as the learner continues to experience the curriculum include:

- a) Learners to gain independence and develop self-reliance in functional life skills.
- b) Participate successfully in areas where they seem to exhibit above- average competencies and are happy to showcase their unique abilities and strengths.
- c) Provide foundational basics, for specialization into a vocational skill of choice that will lead the learner into adulthood occupation.
- d) Prepare the learner for real-life experiences of public relations and apprenticeship, leading to certified skill training and qualification.

10. IMPLEMENTATION DESIGN

The students identified to be significantly struggling with high-level academic skills will transit to high school on a parallel special program. They will undertake general main lesson movement, and as may be decided by the learning support teacher or specialist teacher, take the whole main lesson in the general classroom. This will be determined by the nature of the content and the ability of the learner to benefit from the content.

The learner will take:

- a) Functional Skill lessons,(Maths, English, and Occupation Skills), Citizenship lessons,
- b) Non-academic skills that are practical and hands-on, taken alongside the general classroom such as Games, swimming, Crafts, music, and any other such skills that may be on offer.
- c) The skills mentioned in the 2 above will be done and enhanced in grade 9. Each student will be assessed on each skill undertaken to give direction on the best manageable and vocational skills for year 10.
- d) Based on individual performance in the skills mentioned in 3 above, as done in Grade 9, the student will enroll in a related technical skill training in grade 10. The student will be registered for National Industrial Training Authority (NITA) Trade Test 1 at year 10, and proceed with Grade Test 2, and 3 in grades 11 and 12 respectively, for the same course for which the student exhibits exemplary performance.
- e) The courses offered by NITA are technical, and hands-on, with 75% practical, hence relate well Waldorf Curriculum, and the student will be allowed more time on practical work leading to final products. The courses include **Carpentry and joinery, Dressmaking Food and beverage production, Machine Knitter, Hair and Beauty Technology, Sign Writing, Spray Painting, Painter Decorator, Tailoring, Wood Curving, and Wand wood Machinist.**
- f) For each course taken at Grade 10, it shall have a quorum of not less than 2 students for it to be offered and presented to NITA for registration.
- g) Students shall be certified by NITA for every successful Trade Test entered. The cost of materials, registration, examination, and certification shall be communicated to the parents by the school management from time to time, as the same is race from form NITA, the certifying body.

F) THE LEARNING SUPPORT TEACHER

Learning Support teachers will keep the Learning Support Department informed of the current Learning Support Program and how it functions. Learning Support teachers will inform teachers each semester of the student(s) in the program under their leadership, and the particular learning characteristics of these students. The Learning Support teacher will also maintain contact with the classroom teacher(s) of students with learning difficulties to receive an update on the student's classroom progress. An IEP or a 504 plan will be developed for each student in the program. This will include an annual and short short-term student with learning difficulties as well as suggested accommodations and/or modifications in their regular education classroom.

To ensure effectiveness, the learning support teacher will be in the know, of the content being taught by the main class/ subject teachers, at every lesson, and using own technical knowledge and skills, perform task analysis on the content for easy accomplishment by the learner on the Learning Support Program.

The Learning Support teacher will be consulting widely with the learning support team, to ensure effective and progressive learning. The Learning Support teacher will always have the Learners IEP or the Accommodation Plan, to keep track of set goals, and make it available to the class teacher and any other main teacher on request.

The Learning Support teacher will maintain a daily observational record, indicating difficulties encountered and successes realized. Such records will be handed over to the Learning Support Team on demand, for discussion and evaluation.

The Learning Support teacher is a specially trained teacher with pedagogical skills and at least three years of experience as a learning support teacher.

1. MINIMUM PROFESSIONAL QUALIFICATIONS AND REQUIREMENTS.

- a) Diploma, Degree in Special Needs Education
- b) Registered with the teaching and training regulatory body (Teachers Service Commission-TSC).
- c) Possess at least 3 years of teaching experience as a teacher/ a learning support teacher/special needs teacher.
- d) Have a certificate of good conduct from the Kenya Directorate of criminal Investigation-DCI.

2. PREFERRED QUALITIES AND PERSONAL ATTRIBUTES.

- a) Be Creative, friendly, caring, optimistic, and adaptable to the new learning environment.
- b) Excellent verbal and written communication skills.
- c) Ability to establish good working relationships with students and other staff working with the learner.
- d) Ability to work collaboratively with class teachers and other subject teachers.
- e) Be able to develop an Individual Education Program (IEP) for individual learners under his/her charge.
- f) Be in a good position to differentiate curriculum content to the level of the learner and work towards meeting IEP goals.
- g) Be cautious of the needs and safety of the learner all the time, especially if working with

- those with a limited sense of danger.
- h) Excellent organizational skills.
 - i) Ability to remain patient with the learner, building on individual learner's confidence through recognizing success.
 - j) Able to develop and foster the appropriate skills and social abilities to enable the optimum development of pupils.
 - k) Encouraging students to develop self-confidence and independence, and to reach their potential.
 - l) Adapting the National Curriculum and conventional teaching methods to meet individual needs.

3. THE LEARNING SUPPORT TEACHER RECRUITMENT/BOARDING PROCESS INTO NAIROBI WALDORF SCHOOL

Learning support teacher recruitment /boarding into Nairobi Waldorf School Trust is necessitated by the need to have a child assigned a Learning Support Teacher, following an assessment recommendation, or a recommendation of the learning support or the PT. The following procedure is adopted:

- a) On noticing a learning difficulty that appears to adversely affect a learner's learning process, the class teacher documents the observation in a referral form, hands over the original to the Learning Support Coordinator, and keeps a file copy.
- b) The learning support coordinator communicates the referral information to the PT.
- c) The PT in conjunction with the class teacher, calls for a meeting and informs the parent of the observed difficulty exhibited by the child.
- d) The learning support coordinator may recommend measures to address the difficulty or refer for further assessment and recommendation.
- e) Based on the Learning Support Coordinator or External assessor's recommendation, if a learning support teacher is recommended for the child:
 - i. PT/Learning support coordinator seeks parent's consent to recruit a learning support Teacher.
 - ii. The school advertises for the position, and applications are received
 - iii. Interviews are conducted based on shortlisted candidates and their qualifications.
 - iv. Best suitable candidate is picked competitively.
 - v. The candidate is taken through orientation into the Waldorf Education system through class observation, face to face guidance before fully taking over the tasks and responsibilities of a Learning Support Teacher.

4. TRAINING OF TEACHERS ON HANDLING LEARNERS WITH CHALLENGES

This is to be done through:

- a) Formal meetings during IEP meetings with parents where class teachers are usually present.
- b) Part of Tuesday's training session be allocated to Special Education training by the Learning Support Coordinator
- c) At least once in a term, an external Special Education expert comes in for training on a selected topic in teaching children with special needs. This would be all attendance to all staff of the Nairobi Waldorf, and parents.

G. PLANNING FOR THE CHILD

From normal teaching and pedagogical practices, the main teacher plans for the child. This is for the case of an inclusive setting where children with learning difficulties learn together with their normal peers throughout. The plan is given to the Learning support teacher. The Learning Support Teacher draws an IEP based on assessment findings. During lessons, the Learning Support Teacher differentiates the planned content into manageable bits and presents it to the learner in a way that addresses the IEP goals. Any support given is always aimed at achieving the IEP goals and ensuring coverage of the class subject content. The learner must see success in the work.

1. EVALUATION OF STUDENT'S PROGRESS:

Progress on IEP goals and student effort will be evaluated and a report attached to the regular report card, if any, in a narrative form. (Qualitative Report). This will be accompanied by the learner's work profile, in a folder or work file.

For students with 504 accommodation plans or who are receiving interventions, no formal reporting will be conducted. However, there will be ongoing communication between teachers, parents, and learning support regarding the student.

Since the Waldorf curriculum does not have an examination system, for purposes of determining to extent of achievement, and presenting learning gaps, the learner will be presented with assessment tests. The scores are standardized and used to determine

The future learning goals.

At the High School level, when the help takes the place of a regular class in their schedule, proportional credit and a grade may be indicated on the regular report card and any transcript if necessary.

2. GENERAL ETHICS IN HANDLING OF STUDENTS LEARNING DISABILITIES

Children of appropriate age find it hard to cope with situations that seem to make them appear *lesser students*. In this context, Nairobi Waldorf School Trust shall endeavor to have the needs of students met.

That:

- a) Be given equal preferences and treatment at all times with keen consideration of their difficulty.
- b) Teachers and learning support teachers are forbidden from assigning names and labels associated with a learning difficulty or disability to a child.
- c) Behaving, conducting self, approaching the student in such a manner as to suggest to the rest that he/she has difficulty/disability in such a way as to suggest weakness, embarrassing the student before others may be demeaning, and negatively impacting on self-esteem, and shall be avoided.
- d) All diagnostic reports and related information regarding a student's disability shall remain confidential, and only provided to those directly involved in his/her learning and education.
- e) Every effort will be made to ensure that every student is motivated to learn and progress through the Waldorf Curriculum.

H) ASSESSMENT

For learners with special needs or exhibiting learning difficulties, assessment is key in re-planning and getting to know the child's progress. This helps in re-designing the IEP and improving instructional models. Assessment is a continuous process and competent learning support teachers should constantly and regularly assess and document the child's progress.

Entry behavior assessment for new students is key and would be carried out internally to ascertain functioning level for purposes of placement. Continuing students who seem Not to show significant progress despite all measures outlined in the IEP undertaken may be referred, with the parent's consent, to an external assessor for evaluation and recommendations. The external assessment would be referred to Dr. John Onala Ouma, a specialist in Developmental disorders and practitioner in bio-cellular analysis, or Dr. Eva Wanyoike, a specialist assessor in Autism Spectrum Disorder and developmental disorders.

I) APPENDIX- DEFINITIONS

1. SPECIAL EDUCATION- Special education is the practice of educating students in a way that addresses their differences and needs. Ideally, this process Involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings.
2. LEARNING SUPPORT -Learning support is the provision of supplementary teaching to pupils who require additional help for them to progress along the curriculum with peers. Learning support teachers work with learners in groups or one-to-one, either in the classroom or in the learning support room.
3. IEP (INDIVIDUALIZED EDUCATION PLAN/PROGRAM) -An individualized education program (IEP) is an education plan designed to meet the needs of a student who has been identified as qualifying for special education services. The IEP is both required before services can be provided and a plan for teachers and other

professionals to help students meet the goals. Under the Federal law of Individual with Disability Education Act (IDEA) of the US, IEP is a legal document

4. ACCOMMODATION PLAN - the Accommodation Plan is a plan developed to ensure that a child who has been diagnosed with a disability limiting general education and is attending regular education in a learning institution receives accommodations that will ensure their academic success and access to the learning environment. It outlines how the teacher/ the school will support the learner and eliminate or minimize learning barriers. It's an adoption of section 504 of the Rehabilitation Act, of 1973, aimed at providing equal access to education
5. LEARNING DISABILITY - Any condition, physical, mental, psychological, or neurological that limits a learner's ability to access, perceive, process, retrieve or respond appropriately to a learning environment.
6. LEARNING DISORDER - A learning disorder is an information-processing problem that prevents a person/learner from learning a skill and using it effectively.
7. SPECIFIC LEARNING DISABILITY - A specific learning disability is a condition that interferes with a learner's ability to listen, think, speak, write, spell, or do mathematical calculations. Students with *a specific learning disability* may struggle with reading, writing, or math.
8. ACCOMMODATION- In the context of education, it refers to adjustment, rearrangement, modification, differentiation of the learning content or/and environment, and removal/minimize barriers to learning for a particular learner.
9. PSYCHO-EDUCATIONAL ASSESSMENT -A psycho-education Assessment is a process of determining the intellectual functioning of a learner, and whether or not there exist any developmental challenges or learning gaps. This is done by a specially trained educationist or an experienced Special Education Teacher.
10. NITA- National Industrial Training Authority is a Government of Kenya agency in charge of Industrial and Technical Training Certification.

For details contact

Nairobi Waldorf School Trust.

J) LEARNING SUPPORT COORDINATOR PROPOSAL AND RECOMMENDATION.

Having worked in the position of a learning Support coordinator for almost three months now at the Nairobi Waldorf School, and after sinking into the Waldorf Education Program, with the inclusion of learners with special needs and specific learning disabilities, and having moved across to evaluate the extent to which they benefit from the general Waldorf curriculum, I wish to make the following recommendations to the school management, for adoption as it is or modification before adoption, to ensure beneficial and sustainable inclusion of learners with special needs:

1. All learning support teachers, as the need arises, be hired by the school and made Accountable to the department, the PT is subject to their roles, and obligations as learning support teachers of their respective learners.
2. Learners with diagnosed specific learning difficulties, based on their functioning level, be fully, and full-time included in the general classroom learning with learning support services offered by a learning support teacher. Learners with a specific learning difficulty will require classroom modification, content differentiation, or one-on-one instructions, to help them meet the Waldorf Curriculum objectives.
3. Learners with multiple difficulties, based on diagnosis, require full-time special education, offered by competent special education teachers. This would fall into the Waldorf curriculum, as it best provides structured learning that best aligns with the cognitive abilities of a learner. For more focus, and to accelerate the learning gaps, I recommend that such learners have their main lesson block, in their separate classrooms, and thereafter included in their respective age-appropriate classes for practice lessons, guided by their special education teachers. This would ease the pressure, and have them maximally benefit from the main lesson blocks.
4. There is a need, if recommendation 3 is adopted, to have at least 2 (two) classes, specially designed and developed for teaching the Waldorf curriculum to these learners, 1 (one) class as a learning support center, and one more class developed into a multisensory integration room. This is on the fact that due to unachieved milestones, some children with special needs still require sensory integration even at a later age for them to make substantial progress, especially those on the Autism spectrum and attention deficit and hyperactive disorder. This brings to 4 classes to initiate the special education department. The multisensory and integration room would equally serve as an assessment center.