

Influence of Special Needs Education Policy Guidelines on the Provision of Inclusive Education in Kenya: A Case of Public Primary Schools in Nakuru Municipality

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Abstract:-Educational opportunities for children (learners) with special needs and disabilities are a major challenge to the education sector. The national education system has been characterized by inadequate systems and facilities that respond to the challenges faced by learners with special needs and disabilities. The Government of Kenya in response to this came up with the National Special Needs Education Policy framework in 2009 to guide in the implementation of inclusive education among others in all public schools in Kenya. However, four years after the launch of the policy, little is known as to the extent to which the Special Needs Education Policy has been implemented at the school level and its subsequent influence on the provision of inclusive education. The purpose of this study was to establish the influence of Special Needs Education policy on the provision of inclusive education in public primary schools in Nakuru Municipality, Kenya. The study was guided by the following objectives: examining the influence of policy guidelines for teachers' in-service training; policy for procurement of teaching / learning materials on the provision of inclusive education; and coming up with strategies that can be employed by school managers in mitigating the challenges facing the implementation of SNE policy in public primary schools in Nakuru Municipality. The study utilized the descriptive survey research design. The study used a population census and all the head teachers from the 59 public primary schools in Nakuru Municipality were used in this study. Questionnaires were used to collect data. The questionnaire was pilot-tested on small samples of 10 teachers. Data was analyzed for descriptive statistics and presented using tables and charts, and inferential statistics using spearman rank correlation coefficient. The study found out that; the government had not provided clear guidelines to schools in the municipality on procurement of teaching and learning materials; Special Needs Education Policy had positively influenced enrolment of special needs and disabled students in the Municipality schools and that integrating special needs education learners in the regular school programs had not slowed down at all the regular

school program. Policy guidelines for teachers' in-service training did influence the provision of inclusive education in public primary schools; and policy for procurement of teaching / learning materials had a negative influence on the provision of inclusive education. The study also found out that the Municipality schools lacked adequate supportive and assistive devices to aid special needs and disabled students, stigmatization and attitude towards special needs and disabled learners and common cases of misplacement of Special needs learners were still major challenges facing inclusive Education. The study recommended proper equipping and capacity building on special needs education in the Municipality by the Ministry of Education in conjunction with the school administrators.

Keywords:-Inclusive Learning, Special Needs Education Policy Guidelines.

I. INTRODUCTION

Education empowers and strengthens all people in the community. It equips people with knowledge and skills that are crucial to the development of individuals and their capacity to access their rights (Peters, 2003). The United Nations Convention on the rights of persons with disability (UNCRPWD, 2006) further affirms the right to education in an inclusive setting to enable children with special needs to enroll in schools of their choice within their localities. Globally, the school enrolment rate for children with disabilities is estimated to be some 2 to 5 percent in developing countries (Slee, 2011). The main issue of education for students with special needs is mainly about inclusion, so that children and young people with disabilities have access to the same schooling as their regular counterparts (Peters, 2003). Inclusive education starts from the belief that the right to education is a basic human right and the foundation for a more just society. Inclusive education takes the Education for All (EFA) agenda forward by finding ways of enabling schools to serve all children in their communities as part of an inclusive education system. The study was guided

by using a number of theories: Bronfenbrenner's Bio-Ecological Model, Niklas Luhmann's Sociological Systems Theory and the Constructivism Theory by Jean Peaget.

Although the Kenyan Minister of Education approved a policy in 2009 that supports the equitable access to quality education and training of learners with special needs, special needs education still faces many challenges (Benoit, 2013). The factors that hinder the provision of education for special needs learners include vague guidelines that describe the implementation of an inclusive policy, insufficient data on children with special needs, ineffective assessment tools, curriculum, and a lack of qualified professionals, (Lynch, McCall, Douglas, McLinden, Mogesa, Mwaura, Njoroge, 2011). To this end, the government of Kenya has in the past put forth some initiatives to ensure accessibility to education to the disadvantaged persons including the setting up of special schools for pupils with severe disabilities and special units in regular schools for pupils with moderate disabilities, (GOK, 2009). However, Rule number 6 of the United Nations Standard Rules on the Equalization of Opportunities, not only affirms the equal rights of children, youth and adults with handicaps to education, but also states that education should be provided "in integrated school settings" and "in the general school setting". There is need to link inclusive education with wider community-based programs for Persons with special needs and disabilities (GOK, 2009).

According to Scheerens, (2010), while much public debate and inclusive education research focuses on the importance of initial teacher education, the connection between initial teacher preparation and ongoing professional learning is recognized. Teachers who experience high-quality initial preparation are more likely to seek ongoing opportunities to improve in their practice and engage in professional development throughout their careers. Infrastructural development in public primary schools is viewed as a prerequisite for the provision of inclusive education. A report by United Nations Children's Fund (UNICEF) (2003) in South Asia, the vast majority of children with disabilities never attend schools, and a large percentage of the ones that do soon drop out as a result of inaccessible school infrastructure and an unfriendly school environment.

Akakandelwa and Munsanje (2011) further recommends that efforts should be made to encourage the use of available assistive technologies in the teaching and learning of children with visual impairment. It would be helpful for example, to establish resource rooms in the schools with a pool of specialist equipment and a priority study area with computers supporting assistive technologies. Learning and teaching materials need to be provided in an appropriate format, depending upon the student's preferred method of communication (i.e. Braille, large print, audio, etc.). Converting images into a tactile format requires specialist knowledge and expertise; therefore, specialist training is

required for teachers who support children with visual impairment.

The Ministry of Education has also developed the National Special Needs Education (SNE) policy framework to address critical issues related to education for learners with special needs and disabilities (GOK, 2009). The purpose of this policy is to provide guidance to the Ministry of Education staff and other stakeholders in the provision of education to these learners. It aims at ensuring that learners with special needs and disabilities fully participate and are treated equally in learning activities at all levels. It is therefore imperative this study is conducted to assess the extent to which the SNE policy has been implemented in public primary schools in Nakuru Municipality and as well as analyze the extent to which policy has influenced provision of inclusive education.

II. STATEMENT OF THE PROBLEM

Despite the internationalization of the philosophy of inclusive education (UNESCO, 2008), for a range of historical, cultural, social and financial reasons its implementation has been uneven across the world. It has been a particularly problematic concept in developing countries, where resources are limited and fewer than 2% of children with disabilities receive any form of education. Criteria for identifying good practice models of inclusive education are based on parameters such as accessibility of all children to school, environment, learners, teachers and teacher training, curriculum and learning materials, teaching-learning process, learning outcomes, community support, and supervision. Provision of inclusive education has been reported to be influenced by factors such as availability and appropriateness of teaching and learning materials, infrastructural level and teachers' capabilities and competence. However, the influence of these factors on the provision of inclusive education varies from institution to institution, owing to individual intra-school strengths or weaknesses. Four years after the implementation of the policy, little is known as to the extent to which the SNE policy along these factors has been implemented at the school level and its subsequent influence on the provision of inclusive education especially in Nakuru Municipality. It also remains unclear as to how the SNE policy guidelines influence the provision of inclusive education in public primary schools in Nakuru Municipality. This study is therefore keen on establishing the influence of SNE policy guidelines on the provision of inclusive education in public primary schools in Nakuru Municipality.

III. PURPOSE OF THE STUDY

The purpose of this study was to establish the influence of SNE policy guidelines on the provision of inclusive education in public primary schools in Nakuru Municipality, Kenya. Specific objectives of the study were to:

- To determine the extent of Special Needs Education Policy guidelines compliance in Public primary Schools in Nakuru Municipality, Kenya
- To establish the influence of policy guidelines for teachers' in-service training on the provision of inclusive education in public primary schools in Nakuru Municipality.
- To come up with strategies that can be employed by school managers in mitigating the challenges facing the implementation of SNE policy in public primary schools in Nakuru Municipality.

IV. RESEARCH METHODOLOGY

The study utilized the descriptive survey research design and was conducted in in Public Primary schools in Nakuru Municipality. The target population of the study comprised of all the head teachers from the 59 public primary schools in Nakuru Municipality. The study used population census on the head teachers whereby questionnaires were administered to all the 59 head teachers. The study collected both secondary and primary data. Secondary data was obtained from document analysis by reviewing the school enrolment records. This was aimed at determining the percentage of pupils with special needs as well as learners with disabilities enrolled in the schools. Three data collection instruments were developed for primary data collection: the head teachers' questionnaire, while secondary data was collected using document analysis approach.

Prior to use the instruments were subjected to validity checks and reliability tests. To ensure construct validity of the instrument, the researcher ensured that the items in the instruments addressed all the objectives of the study adequately. The questionnaire was reviewed by the supervisor and other two research experts at the Mount Kenya University for expert judgment and to ascertain the validity of the instrument. Reliability of the questionnaire items was determined using the Cronbach alpha coefficient. Reliability analysis aimed at reaching the threshold for acceptable reliability of $\alpha \geq 0.70$. The Cronbach Alpha reliability test was performed on the undertaken questions and yielded the following results: The reliability coefficient (Alpha) standardized for all sections combined for Head Teachers questionnaire was 0.732

After all data had been collected, the researcher conducted data cleaning, which involved identification of incomplete or inaccurate responses, which was then corrected to improve the quality of the responses. The data was then coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 20. Data was analyzed using descriptive statistics for all the five objectives and presented using tables and graphs and, to determine the relationship between SNE policy and inclusive education inferential statistics that is, spearman rank correlation coefficient was used.

V. RESULTS AND DISCUSSION

Objective one set out to determine the extent of Special Needs Education Policy guidelines compliance in Public primary Schools in Nakuru Municipality, Kenya. Table 1 shows the extent of compliance to Special Needs Education Policy Guidelines in Public Primary Schools

Response	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
Government provision of SNE policy to schools	4	7.7	8	15.4	11	21.2	10	19.2	19	36.5
SNE advocacy and awareness strategies in the school	4	7.7	18	34.6	5	9.6	18	34.6	7	13.5
The government collaboration with other institutions to address the needs of SNE children	4	7.7	8	15.4	11	21.2	20	38.5	9	17.3

Table 1: Compliance to Special Needs Education Policy Guidelines in Public Primary Schools

The findings in Table 1 show that slightly above half of the schools in the municipality (55.7%) had been provided with the SNE policy document; 51.9% of the respondents indicated that there was less compliance with the SNE advocacy and awareness strategies in the school. The implication is that about half of the schools in the municipality had at least devised strategies to create sensitization and awareness to pupils, parents and teachers on SNE. The findings also show that at least half of the schools (55.8%) had had linkages by government to other relevant stakeholders in matters of SNE, that is, so as to address the needs of SNE children.

It was established that EARCS were well equipped to assess and place learners with disability in schools in the municipality and had been provided with the SNE policy document as indicated by 75% of the respondents. The findings also show that at least half of the head teachers (51.9%) felt that EARCS were guiding them well though there was need for more clear guidance on SNE implementation. The response as to how and to what extent the Special needs Education policy had been implemented in primary schools in the Municipality was as shown in Table 2.

Response	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
EARCs are well equipped	0	0.0	4	7.7	9	17.3	16	30.8	23	44.2
EARCs provide relevant guidance on dealing with SNE in school	2	3.8	11	21.2	12	23.1	15	28.8	12	23.1
Head teachers have been well inducted on management of Inclusive education	7	13.5	15	28.8	9	17.3	7	13.5	14	26.9
The curriculum has been modified to enable children with special needs to get the right attention in the normal classrooms	2	3.8	23	44.2	3	5.8	9	17.3	15	28.8
The government has allocated personnel to monitor the progress of inclusive education	6	11.5	10	19.2	17	32.7	10	19.2	9	17.3

Table 2: Management of Special Needs Educations

The findings on the various aspects of management of the Special Education revealed the following: on whether EARCS were well equipped for assessment and placement of children with disabilities in the municipality there was 44.2% of the respondents strongly agreed to this statement, 30.8 % of the respondents agreed to this, 17.3% were undecided on whether the EARCS were well equipped, 7.7% disagreed to this and none of the respondents strongly disagreed to this statement. This implied that the EARCS were well equipped to assess

and place learners with disability in schools in the municipality had been provided with the SNE policy document.

On whether EARCS provide relevant guidance to schools on dealing with SNE, 28.8% of the respondents agreed to this, 23.1% both strongly agreed and were undecided, 21.2 % disagreed to this statement while only 3.8% of the respondents strongly disagreed that EARCS had provided relevant guidance in SNE issues to school. These findings implied that at least half of the head teachers felt that EARCS were guiding

them well though there was need for more clear guidance on SNE implementation.

With regard to whether head teachers had been well inducted on proper management of inclusive Education 28.8% respondents disagreed with the statement, 26.9% agreed to this, 17.3% were undecided on it while 13.5% both strongly disagreed and agreed to this statement. The findings implied that most of the head teachers lacked proper induction into the management of the SNE in the municipality.

On whether the curriculum had been modified to enable children with special needs to get the right attention in the normal classrooms, 44.2% of the respondents disagreed to this, 28.8% of the respondents strongly agreed to this, 17.3% agreed to this statement, 5.8% were undecided while only 3.8% strongly disagreed to this.

On whether there was monitoring of the progress of inclusive Education to the schools by Government, 32.7% respondents were undecided on this, 19.2% both disagreed and agreed to this, 17.3% strongly agreed to the statement while only 11.5%

respondents totally disagreed to this. These findings implied that there was very minimal follow up by government administration personnel on SNE policy and the inclusion Education.

The findings on the provision of inclusive Education and its influence by the SNE policy was as shown in Table 3

Response	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
Since 2009 SNE learners has significantly increased in school	2	3.8	4	7.7	5	9.6	29	55.8	12	23.1
Opening regular schools for children with special needs has made learning accessible for SNE learners	0	0	6	11.5	2	3.8	42	80.8	2	3.8
Teachers with skills on special education apply their skills in assisting SN children in school	7	13.5	2	3.8	6	11.5	31	59.6	6	11.5
SNE Learners delay the progress in class	4	7.7	25	48.1	2	3.8	17	32.7	4	7.7
SNE Learners are often absent or come late to school	3	5.8	0	0	7	13.5	29	55.8	13	25.0

Table 3: Provision of Inclusive Education

The findings on the various aspects of the influence of Special Needs Education policy revealed the following: on being asked whether children with disabilities had increased in the schools in the municipality 55.8% of the respondents agreed to this statement, 23.1 % of the respondents strongly agreed to this, 9.6% were undecided that SNE learners had increased in regular schools, 7.7% disagreed to this and 3.8% of the respondents strongly disagreed to this statement. This implied that the SNE policy had positively influenced enrolment of special needs and disabled students in the Municipality schools.

On whether Opening regular schools for children with special needs had made learning accessible for SNE learners, 80.8% of the respondents agreed to this, 11.5% disagreed, 3.8% strongly agreed and were undecided while none of the respondents strongly disagreed with this statement. These findings implied that SNE policy had positively and largely impacted on accessibility of Education to SNE learners in the regular schools implementation.

On whether teachers with skills on special education were able to apply their skills in assisting SN children in schools because of the inclusive Education concept, 59.6% respondents agreed to this, 13.5% respondents strongly disagreed with the statement, 11.5% both strongly disagreed and undecided while only 3.8% were disagreed with this statement. The findings implied that half of the teachers in the Municipality applied

the skills they had to take care of Special needs learners while the others probably did not have the relevant skills to handle these children.

On whether SNE Learners delay the progress in class 48.1% of the respondents disagreed to this, 32.7% of the respondents agreed to this, 7.7% both strongly agreed and strongly disagreed to this statement while 3.8% were undecided.

On being asked whether SNE Learners are often absent or come late to school 55.8% respondents were agreed on this, 25.0% strongly agreed to this, 13.5% were undecided on the statement while none of the respondents totally disagreed to this. These findings implied that integrating SNE learners in the regular school programs had not slowed down at all the regular school program.

A. Influence of Policy Guidelines for Teachers' In-Service Training on the Provision of Inclusive Education in Public Primary Schools in Nakuru Municipality

This section presents the findings in respect to objective 2 which sought to determine the influence of policy guidelines for teachers' in-service training on the provision of inclusive education in public primary schools in Nakuru Municipality. Table 4 presents the results in respect to whether there was a favourable policy for teachers' in-service training for inclusive education since 2009.

Response	Frequency	Percentage
Strongly disagree	0	0
Disagree	0	0
Undecided	18	34.6
Agree	23	44.2
Strongly agree	11	21.2
Totals	52	100

Table 4: Implementation of Teachers' in -Service Training on SNE Since 2009.

On whether teachers had received in service training on SNE since 2009, 44.2% of the respondents agreed to this statement, 34.6% were unsure on whether their teachers had been given skills to cater for SNE pupils, while 21.2% of the respondents strongly agreed to this statement. None of the respondents neither strongly disagreed nor disagreed to this statement. From these findings it suffices that most teachers agreed that there schools had implemented the teachers' in-service training for inclusive education since 2009. This was either likely to positively or negatively influence provision of inclusive education. Teacher in-service in this regard is necessary since as Peterson & Beloin, (1992) argue teachers in inclusive schools are now expected to rise to the challenge of an increasingly diverse classroom, adjust their teaching strategies to accommodate varying learning styles (Kortman, 2001).

B. The Influence of Policy Guidelines for Teachers' In-Service Training on the Provision of Inclusive Education in Public Primary Schools in Nakuru Municipality

The second objective of this study sought to determine the influence of policy guidelines for teachers' in-service

training on the provision of inclusive education in public primary schools in Nakuru Municipality. Most teachers (65.4%) agreed that there schools had implemented the teachers' in-service training for inclusive education since 2009. This was either likely to positively or negatively influence provision of inclusive education. Teacher in-service in this regard is necessary since as Peterson & Beloin, (1992) argue teachers in inclusive schools are now expected to rise to the challenge of an increasingly diverse classroom, adjust their teaching strategies to accommodate varying learning styles (Kortman, 2001). According to 92.3% of SNE policy implementers, the ratio of special needs education pupils to the special needs trained teachers was high, thus insufficient in the provision of inclusive education, yet as observed above, there was still need for more teachers' in-service training. This is further complicated by the intricacies associated with provision of inclusive education.

The respondents were asked to indicate whether or not they viewed the ratio of special needs education pupils to the special needs trained teachers as high in school and they response was as provided in Table 5.

Response	Frequency	Percentage
Strongly disagree	0	0
Disagree	4	7.7
Undecided	0	0
Agree	17	32.7
Strongly agree	31	59.6
Totals	52	100

Table 5: Rating of the Ratio of Special Needs Education Pupils to the Special Needs Trained Teacher

The findings in Table 5 show that most of the respondents, 59.6% agreed that the ratio of special needs education pupils to the special needs trained teachers was high, 32.7% strongly agreed, while 7.7% disagreed. The implication was that according to majority of SNE policy implementers, the ratio of special needs education pupils to the special needs trained teachers was high, thus insufficient in the provision of inclusive education, yet as observed above, there was still

need for more teachers’ in-service training. This is further complicated by the intricacies associated with provision of inclusive education.

C. Relationship Between SNE Policy and Inclusive Education
Spearman Rank correlation coefficient were computed to determine the relationship between SNE policy and inclusive Education and findings were as shown in Table 6.

Response		SNE policy implemented at school	Number of SNE learners significantly increased Since 2009 in school	The attitude towards SNE children improved in school	Academic performance of SNE learners is satisfactory	More SNE learners sit for KCPE than before 2009
SNE policy implemented at school	Spearman's Coefficient	1.000	.095	.083	.618**	.405**
	Sig. 2-tailed	.	.504	.556	.000	.003
	N	52	52	52	52	52
Number of SNE learners significantly increased Since 2009 in school	Correlation Coefficient	.095	1.000	.132	.123	.347*
	Sig. 2-tailed	.504	.	.351	.383	.012
	N	52	52	52	52	52
The attitude towards SNE children improved in school	Correlation Coefficient	.083	.132	1.000	-.112	.311*
	Sig. 2-tailed	.556	.351	.	.428	.025
	N	52	52	52	52	52
Academic performance of SNE learners is satisfactory	Correlation Coefficient	.618**	.123	-.112	1.000	.459**
	Sig. 2-tailed	.000	.383	.428	.	.001
	N	52	52	52	52	52
More SNE learners sit for KCPE than before 2009	Correlation Coefficient	.405**	.347*	.311*	.459**	1.000
	Sig. 2-tailed	.003	.012	.025	.001	.
	N	52	52	52	52	52

** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed).

Table 6: Relationship of Inclusive Education and SNE Policy

The findings show that there were positive Spearman’s Correlations between SNE policy and various elements of inclusive Education in schools; the findings revealed that there was a positive correlation at 0.095 between SNE policy and significant increase in SNE learners’ enrolment. This value is higher than the significant at 0.05 significant level. This means that the relationship is statistically significant and the SNE policy had influenced inclusive education in public schools in the municipality.

It was also shown that there was a positive correlation at 0.083 between the SNE policy implementation and the attitude towards special need learners. The value is higher than the significant at the 0.05 significant level. This means that the relationship is statistically significant. The interpretation was that the SNE policy had a positive influence on the change of attitude towards the special need and disabled children.

The study findings also revealed that there is a strong positive correlation of 0.618 SNE policy implementation and academic performance of learners with disability. This value is higher at the 0.01 significant level. The interpretation was that implementing the SNE policy had highly and positively influenced the performance of SNE learners.

It was also revealed that there was a positive correlation of 0.405 between SNE policy implementation and more SNE learners completing primary Education. This value is higher than the significant at the significant level of 0.01, implying that the relationship is statistically significant. The interpretation SNE policy had positive influence on the number of SNE learners completing primary Education.

D. Strategies that can be Employed by School Managers in Mitigating the Challenges Facing the Implementation of SNE Policy in Public Primary Schools in Nakuru Municipality.

In order to come up with practical strategies that can be employed by school managers in mitigating the challenges

facing the implementation of SNE policy in public primary schools in Nakuru Municipality it was prudent to examine select challenges facing implementation of SNE Policy as provided in Table 7.

Response	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	F	%	F	%	F	%	F	%	F	%
Inadequate supportive devices for SNE learners	4	7.7	0	0	2	3.8	25	48.1	21	40.4
The ratio of SNE pupils to the SE trained teachers is high in school	0	0.0	4	7.7	0	0.0	17	32.7	31	59.6
Teachers have negative attitude on the concept of mainstreaming SNE pupils in normal schools	0	0.0	5	9.6	4	7.7	28	53.8	15	28.8
Common cases of misplacement of SNE children in school	0	0.0	12	23.1	8	15.4	18	34.6	14	26.9
Physical environment in school is friendly to all children regardless of the disability aspects	6	11.5	24	46.2	0	0.0	11	21.2	11	21.2
Funds provided by the government to support children with special needs are enough	22	42.3	16	30.8	3	5.8	0	0.0	11	21.2

Table 7: Challenges in SNE Implementation

The findings on the various challenges facing Special Needs Education revealed the following: 48.1% of the respondents agreed that there were inadequate support devices for SNE learners in their schools, 40.4% strongly agreed to this statement, 7.7% of the respondents strongly disagreed to this statement, 3.8 % of the respondents were undecided to this while none of the respondents disagreed to this. This implied that there lacked adequate support devices to aid special needs and disabled students in the Municipality schools.

In respect to whether or not teachers had negative attitude on the concept of mainstreaming SNE pupils in normal schools 53.8% of the respondents agreed to this, 28.8% strongly agreed, disagreed, 9.6% disagreed with the statement, 7.7% were undecided while none of the respondents strongly disagreed that to this statement. These findings implied that stigmatization and attitude towards special needs and disabled

learners were still major challenges facing inclusive Education.

The findings as to whether or not there were common cases of misplacement of SNE children in school were as follows: 34.6% of the respondents agreed to this, 26.9% strongly agreed to the statement, 23.1% disagreed with it 15.4% were undecided on this statement while none of the respondents strongly disagreed to the statement. The findings implied that there were fairly common cases of misplacement of Special needs learners probably occasioned by misjudgment on the part of EARC thus need for proper equipping and capacity building on SNE was needed in the Municipality.

The findings show that 46.2% of the respondents disagreed to the statement that purported physical environment in school were friendly to all children regardless of the disability aspects, to this, 21.2% of the respondents both strongly agreed

and agreed to this statement to this, 11.5% strongly disagreed while none were undecided. On being asked whether Funds provided by the government to support children with special needs were enough 42.3% respondents strongly disagreed to this, 30.8% disagreed, 21.2% strongly agreed to this, 5.8% were undecided on the statement while none of the respondents agreed on this, to this. These findings implied that majority of the schools in the municipality lacked adequate funds to support the special needs learners and effectively implement the SNE policy thus provide inclusive Education.

E. Strategies that can be Employed by School Managers in Mitigating the Challenges Facing the Implementation of SNE Policy

- Government of Kenya to scale up funding so as to be able to address the challenge of inadequate supportive devices for SNE learners. Procurement of Instructional Materials should be done bearing in mind Inclusive Education. Distributing such products to mainstream schools can be expensive as economies of scale are difficult to attain. Moreover, when these products are distributed to individual children in mainstream schools they may never be used again by other children, especially if there are no redistribution systems in place. At the same time, one should not overstate the costs associated with making schools (and other places of learning) inclusive. For example, despite perceptions to the contrary, accessible design is inexpensive
- Considering the fact that SNE pupils to the SE trained teachers is high in school, there is still need for more in-service training to teachers as a way of preparing them for the ever challenging task of inclusive education. This will also help address the challenge of teachers' negative attitude on the concept of mainstreaming SNE pupils in normal schools. Training and re-training of teachers address the aspect of quality of learning environment.
- The school management needs to be more vigilant in monitoring SNE policy implementation especially in respect in handling common cases of misplacement of SNE children in school
- Physical environment in school is not friendly to all children regardless of the disability aspects. The school management and teachers need to improve the physical arrangement of the classroom environment. In fact, the physical arrangement of a classroom environment will largely determine if and how inclusion will happen. Therefore, creating an inclusive learning environment isn't just about changing attitudes, support systems and activities it is also about rearranging the physical space to accommodate the various needs that exceptional children have.

VI. CONCLUSION

From the study findings, the study concludes as follows:

- On management of SNE in the municipality the study concluded that the EARCS were well equipped to assess and place learners with disability in schools in the municipality and that EARCS were guiding them well though there was need for more clear guidance on SNE implementation. However most of the head teachers lacked proper induction into the management of the SNE in the municipality schools.
- Policy guidelines for teachers' in-service training did influence the provision of inclusive education in public primary schools in Nakuru Municipality. Teachers still required more in-service training owing to the intricacies associated with the implementation of inclusive education. According to them they feel the policy on in-service training for inclusive education is not properly implemented and this partial implementation has created problems in the provision of inclusive education.
- Policy guidelines for procurement of teaching and learning materials did influence negatively the provision of inclusive education in public primary schools in Nakuru Municipality. This is manifested through resources inadequacy, and worsened teachers' attitude that cite this as an impediment to successful provision of inclusive education.
- Challenges facing the implementation of SNE policy in public primary schools in Nakuru Municipality need to be addressed urgently. This is a task that calls for an input from all stakeholders; that is the Government of Kenya through the Ministry of Education, Parents, individual school managers and the teachers. SNE policy is being implemented amidst these challenges, subsequently affecting teachers' capacity to provide quality inclusive education. Access to quality inclusive education in the study area appears to be compromised and thus needs urgent intervention.
- On the extent to which Special Needs Education Policy has been implemented at primary school level in public primary schools in Nakuru Municipality the study concluded that slightly above half of the schools in the municipality had been provided with the SNE policy document and that majority of the schools had not received additional funds for infrastructural development to suit SNE learners. It was also concluded that government had not provided clear guidelines to schools in the municipality on procurement of teaching and learning materials.

- The study concluded that the SNE policy had positively influenced enrolment of special needs and disabled students in the Municipality schools and that integrating SNE learners in the regular school programs had not slowed down at all the regular school program. SNE policy had a positive influence on the change of attitude towards the special needs and disabled children, performance of SNE learners and positive influence on the number of SNE learners completing primary Education.

VII. RECOMMENDATIONS

The study made the following recommendations:

- The Ministry of Education in conjunction with the school administrators should come up with better ways of popularizing and implementing the SNE policy to public primary schools.
- The National governments should set aside some funds for acquisition of teaching and learning materials for SNE learners and for acquisition of proper support devices for such learners.
- The Government should give adequate attention to training and capacity building of teachers on SNE and its management.
- The school management in liaison with Quality Assurance and Standards Officers needs to be more vigilant in monitoring SNE policy implementation especially in respect in handling common cases of misplacement of SNE children in school.

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