

# Availability, Accessibility of Educational Resources and Services for All Categories of Children with Special Needs in Inclusive Public Primary Schools in Lagos State

*Olujonwo Olushola Ashake<sup>1</sup>, Professor Adetayo Janet O.<sup>2</sup> & Professor Ifamuyiwa Adebola S<sup>2</sup>*

<sup>1</sup>Department of Science & Technology Education University of Olabisi Onabanjo, Ogun State, Nigeria

<sup>2</sup>University of Olabisi Onabanjo

**Received:** 22.07.2025 / **Accepted:** 12.08.2025 / **Published:** 25.08.2025

**\*Corresponding Author:** Olujonwo Olushola Ashake

**DOI:** [10.5281/zenodo.16943235](https://doi.org/10.5281/zenodo.16943235)

## Abstract

## Original Research Article

Inaccessible facilities and poor availability of learning resources to children with special needs remain a challenge to all stakeholders in Lagos State. Stakeholders especially and Parents are bugged with difficulties accessing schools and learning resources for their school-age children with special needs; literature suggests that lack of provision for educational services for children with special needs are utterly insufficient. This survey was carried out in the 35 designated Inclusive public primary schools evaluated the implementation of education for children with special needs in terms of availability and accessibility of educational resources and services for children with different characteristic of special needs in Lagos State Inclusive Public primary schools. In Lagos State, the twenty LGAs have schools for children with special needs. The participants were all the Head teachers, Special teachers, teacher teaching the children with special needs.

**Keywords:** Availability & Accessibility, Educational Resources and Services, children with Special Needs.

Copyright © 2025 The Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY-NC 4.0).

## 1. INTRODUCTION

Children with special educational needs are individuals with basic education school age, who cannot benefit maximally in regular education setting on account of physical, emotional, intellectual, social changes therefore they require teaching method, facilities and materials that will accommodate their diverse circumstances. These individuals include those living with diverse form of disabilities (such as visual impairment, hearing impairment, learning disabilities, Intellectual disabilities, physical and Health impairment, speech and communication disorder, etc.) and those with extra-ordinary ability (gifted and talented children). Children with special needs are defined as those requiring additional support due to physical, emotional, social, or intellectual challenges diagnosed by qualified professionals. Without appropriate interventions, children with special needs are at risk of being excluded from educational opportunities, perpetuating cycles of poverty, marginalization, and limited social participation.

### Unavailability of Facilities

Lack of facilities and materials has been one of the

barriers to special needs education in Nigeria. The lack of support services poses a barrier to the enrollment and education of persons with special needs. Evidence suggests clearly that most students with special needs are unable to enroll on special or regular schools in the country, as they may not receive support services to assist them in the schools (Jummai et al, 2014). It is only a very few wealthy families who can afford to purchase support services in various Nigerian schools. Igba & Nanjwan (2019) agreed that the provision of facilities for children with special needs, such as braille machines, talking calculators, computer software, etc., is scanty, while clients who require such are increasing in number. As regards a Poor Individualized Educational Plan (IEP) for special needs in education administration, each student is unique and requires an individualized approach to education to meet his/her intellectual, physical, social, emotional and career development goals. Specialized equipment and support services are inadequate to help them achieve this goal. The lack of facilities and support services for effective inclusion implies that many academically qualified students with special needs, especially students with visual and hearing impairment, may be unable to attend

regular neighborhood schools or Nigerian colleges and universities. There are slow efforts by Federal and State Governments to acquire the necessary equipment, materials and learning aids, and in some states, governments differ somewhat in the assistance given to persons with special needs.

### 1.1 Statement of the Problem

Recognizing the need to expand access to quality education for children with disabilities and meet global standards, Lagos State Government established initially two inclusive educations. In 2023, inclusive units raising to 35 across the public primary education level. These efforts were part of the Lagos State Inclusive Education Policy 2015, which aimed at addressing the educational needs of all children and adults and it is expected to be operative in 20 Local Government Areas (LGAs) and 37 Local Council Development Areas (LCDAs). The main problem of this study, therefore is to evaluate the schools designated inclusive education programme providing equal access to equitable quality education. Despite these efforts, implementing education for special needs children in Lagos State is challenging and face significant barrier due to the unavailability of special or inclusive schools and lack resources to accommodate children with special needs. Moreover, many parents and communities are unaware of the potential benefits of education for children with disabilities, resulting in low enrollment rates and limited participation in education programmes.

### 1.2 Research Questions

The following research questions were developed and answered at the end of this study.

1. What are the challenges affecting teaching and learning of children with special needs in public primary schools in Lagos State?
2. Are the school environment accessible to special needs children?
3. To what extent has Lagos State supported in term of funding inclusive schools?

## 2. METHODOLOGY

Descriptive research design was used for this study. This was used because the Research did not manipulate any variables in the study. The purposive sampling technique was adopted in this study. All head teachers in the inclusive public primary schools constituted the sample for this study. The total number of schools used was 35 Inclusive primary schools. The sample for the study were purposively selected; two adopted instrument were used; Head teacher' s challenge questionnaire (HETCQ) ( $r=0.79$ ), Special needs school environment questionnaire (SNSEQ) ( $r=0.99$ ). Data collected in this study were analyzed by using descriptive statistic including percentage, mean, and standard deviation.

## 3. RESULTS AND DISCUSSION

### 3.1 What are the challenges affecting accessibility of resources for teaching and learning of children with special needs in primary schools in Lagos State?

Respondents revealed that the study categories resources based on the type of disability they address: hearing impairments, visual impairments, physical disabilities and intellectual impairments. The accessibility resources for hearing-impaired pupils is generally low, with most resources being either not accessible or poorly accessible. Amplifiers, audio-meters, and hearing aids: these critical resources have mean scores of 1.45-1.58, reflecting poor accessibility. Charts, poster and sign-language textbooks: these resources perform better with mean scores of 3.43-3.98; indicating they are moderately to mostly accessible. Video players and television sets: these fall in the mid-range, with mean score of 2.39-2.93 denoting poorly moderately accessible.

Overall, the result imply that essential tools are largely inaccessible for teaching and learning. Accessibility varies significantly by the type of disability, with resources for hearing & visual impairments being the least accessible. A high standard deviation in some categories, such as ramps and crutches indicates variability in accessibility across different schools.

### 3.2 Are the school environment accessible to special needs children?

On the question, the respondents are of the view that infrastructure remain a significant available, highlighting an inconsistency in efforts to create a physically inclusive school environment. The total absence of critical facilities, such as a tricycle ergometer, limit the ability of schools to support students' physical development and mobility sustainably. The results of analysis of adequacy of facilities and resources in inclusive primary schools in Lagos focusing on the classroom, library, administrative buildings, toilets, sick bays, safety, hygiene, and staffing. However, accessible walkways, handrails, quantity of classroom furniture and proper ceiling heights are identified as indicating these facilities' are not adequately available in inclusive public primary school in Lagos State.

As revealed by the respondents the sick bay' s features received the lowest ratings across all categories. For instance, qualified Nurses on duty and medical personnel indicate a critical deficiency in medical personnel in the schools. First aid box, indicating somewhat adequate, however, it does not compensate for the lack of medical personnel or infrastructure. In addition, the results of the analysis revealed a severe inadequacy in the availability and adequacy of teachers and supporting providers for children with special needs. These results imply that the classroom environment reflects efforts towards inclusivity but remains constrained by limited and

obsolete resources.

### 3.3 To what extent has Lagos State supported in term of funding Inclusive Schools?

On the funding, the respondents view funding and policy implementation, challenges identified are limited level of compliance with available legal & policy framework (Mean: 3.17), limited public awareness of the existing laws and policies of the government on inclusive education (Mean: 3.26), and limited funding by the State government (Mean: 3.46). However, many disagreed that there is heavy reliance on NGO donations (Mean: 2.26), Lack of organizational changes and statistical data on pupils with special needs (Mean: 2.34 and 2.11), and parents and guardians are supportive in helping the school meet the needs of children with disabilities (Mean: 2.69). This result points to systemic barriers in securing resources and implementing effective policies for inclusive education.

Funding for inclusive education was another area of concern. The study found that financial support from the government, NGOs, and parents is insufficient to meet the demands of inclusive education. Furthermore, the availability of support staff, including special education teachers and therapists, fell far short of expectations, exacerbating existing challenges in providing comprehensive support for children with disabilities. Overall, respondents expressed positive sentiments about teacher training, the enrolment process, social inclusion efforts, and the use of Individual Education Plans (IEPs). However, they stressed the urgent need for improvements in the provision of learning materials, assistive technologies, specialized equipment, and adequate funding to ensure inclusive education achieves its intended outcomes. These findings aligned with research by Gasteiger-Klicpera et al. (2013), which found that most parents of children in inclusive classrooms were satisfied with their children's education. However, they contrast with Slade et al. (2017), who reported that fewer than half of the parents in their study were dissatisfied, citing inadequate special education services for their children. In summary, while parents generally view inclusive education services in Lagos public primary schools moderately positively, however, significant gaps remain in resources, funding, and specialized support, highlighting areas that require immediate attention to fully realize the goals of inclusive education.

### 4. RECOMMENDATION

Based on the findings of this study, the following recommendations are hereby made. Lagos State Government should as a matter of urgency and priority, make adequate provision for educational accessibility for all categories of children with special needs in all Local Government Areas in the State. This will make it possible for all categories of children with special needs to access education within their locality with ease.

The government should employ more teachers for education

of all categories of pupils with special needs and make sure there is adequate supply of teachers in all schools for pupils with special needs and organize regular training of teachers. Quality education for pupils with special needs requires multi-disciplinary approach: therefore, other supporting professionals for effective education of all categories of pupils with special needs must be employed and allow to collaborate with schools where their services would be needed. This professional includes; physiotherapist, audiologists, psychologists, occupational therapist, guidance counsellors, ophthalmologists, medical personnel, care-givers, sign Language interpreters, speech therapist and braillists.

To achieve truly inclusive education in Lagos, the State government should take the necessary steps to allocate sufficient funding to ensure teachers are properly trained, recruited and supported the implementation of education of special needs children. Lagos State Government should make education of pupils with special needs a matter of priority in the Annual Budget and allocate enough funds for special needs education. Such funds must be release as at when needed, and the utilization must be monitored through stages of implementation.

### 5. CONCLUSION

The study was embarked upon mainly to assess the quality of education programme being implemented by Lagos State in inclusive public primary schools to all categories of children with special needs. This study has discovered that quality education is not fully accessible to majority of children with special needs in the State. The areas of strength and areas of weakness in educational provision for all categories of children with special needs were discovered.

The study established that governments in Lagos States, provided education for some categories of children with special needs. There are qualified teachers in available schools for educational placement of pupils with special needs. Integrated education is being practiced in majority of schools available for educational provision for pupils with special needs in Lagos States, Nigeria. Special education teachers and other supporting staff are averagely motivated by the State governments. Effective teaching methods and viable classroom management strategies are being used by the teachers in educating pupils with special needs. However, there is lack of in-service-training for the personnel that are working with pupils with special needs in all the inclusive schools in the States.

As established by this study, education for pupils with special needs is facing great lots of challenges; inadequate accessibilities to building/classroom, inadequate funding of special needs education, mismanagement of available funds, improper monitoring of available funds for education of persons with special needs. Not all categories of children with special needs are catered for educationally.

Lack of State legislation and policy, lack of regular training for special education teachers and other supporting staff staffs, and gross shortage of personnel and material resources in all available school for pupils with special needs; all

characterised pupil schools available for pupils with special needs in Lagos States of Nigeria.

Furthermore, the study found that the input component of the implementation of inclusive education programmes in Lagos State is characterized by shortages of specialized resources, including Braille books, audio tools, and assistive technologies, which restrict curriculum access for students with disabilities, implying educational outcomes can't be fully achieved also, the schools lack sufficient infrastructure and physical accessibility, lack of ramps and specialized furniture. From the findings of this study, it has been established that, the objectives of the Lagos State Inclusive education policy (2015), have not been achieved.

## REFERENCES

Adeleke, O. P. & Oyundoyin, J. O (2016). A Survey of Educational Services for all categories of pupils with special needs in Lagos, Ondo and Oyo State. *Journal of Special Education*, Vol. 14, No. July, 2016. Pp. 117-126. ISSN 0705-8730. Journal of the Department of University of Ibadan, Nigeria.

Bolu-Steve, F. N., Olawuyi, B., & Gbolade, O. P. (2017). Challenges Encountered by Students in the School for Special Needs in Kwara State, Nigeria. *AJESI - Anadolu Journal of Educational Sciences International*, 7(1), 184-202.

Flores-tena & Jose, 2020. Evaluation of the Implementation of the inclusive program. *International*

*Journal of Elementary Education*. 5(4);675 DOI:10.23887/ijee.v5i4.37217

Gasteiger-Klicpera, B., et al. (2013). Attitudes and Experiences of Parents regarding Inclusive and Special School Education for children with learning and intellectual disabilities. *International Journal of Inclusive Education*, 17(7), 663– 681.  
<https://doi.org/10.1080/13603116.2012.706321>

Limaye, S. (2016). Factors Influencing the Accessibility of Education for Children with Disabilities in India. *Global Education Review*, 3(3), 43–56. Jerry, J. E., Rasaka, S. A., & Igwe, E. N. (2014). Barriers to Special Needs Education in Nigeria. *International Journal of Education and Research*, 2(11), 451-462.

Nja, C. O., & Idiege, K. J. (2019). Scientific attitudes and Corruption Tendencies among Chemistry Education Students. *Education for Today*, 15(1), 54-59.

Nwoagba, O. S. (2013). Accessibility: Removing barriers to the goals of inclusions for persons with special needs in Nigeria. In A. Olabisi (Ed). *Child Care and Special Needs education in Nigeria* (Vol. 4) pp. 49 – 57. Abuja. Centre for Learning Disabilities and Audiology.

Ogunode, N. J., & Yunusa, M. (2022). Inclusive Education in Nigerian Basic Education Schools: Problems and Way Forward. *Electronic Research Journal of Social Sciences and Humanities*, 4(3), 1-11.