



KINGS' NORTON FOUNDATION

UGANDA

MID-YEAR REPORT



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Executive Summary

Welcome to the 2026 Mid-Year Report of Kings' Norton Foundation Uganda (KNFU) and Kings' Norton School (KNS).

Throughout the first half of 2026, KNFU and KNS continued to provide high-quality inclusive education to all learners. This year, we celebrate ability, inclusion, and dignity under the theme:

"Fostering Disability-Inclusive Societies for Advancing Social Progress."

Our learners, especially those with special needs, have continued to benefit from a conducive learning environment that reduces stigma and promotes social inclusion. They have received specialised teaching interventions tailored to their individual needs.

We have maintained our commitment to academic excellence, inclusiveness, learner well-being, community engagement, diversity, and the nurturing of Godly character among our pupils.

This term, we enrolled two learners with special needs. We were also privileged to receive two volunteers from the University of St Andrews, sponsored by the Rotary Club of St Andrews. Their support has been invaluable, particularly in providing one-to-one learning assistance for children with special needs and supporting classroom teachers.

During Heroes Day celebrations this term, we honoured the unsung heroes who contribute to our mission: parents of children with special needs, KNS staff, the KNFU team, volunteers, donors, funders, and friends. Raising a child with disabilities often comes with significant challenges and responsibilities, especially for mothers, and we recognise their dedication and resilience.



On Going Classroom Construction

KNFU does not merely exist-it continues to serve, grow, and thrive.

Performance

Teachers implemented differentiated learning strategies to support diverse learning needs. As a result, learners demonstrated improved literacy, numeracy, communication, and problem-solving skills.

Inclusive Education Learner Support

Learners with disabilities and learning difficulties continued to receive individualised support.

Inclusive classroom practices were strengthened through collaboration among teachers, parents, and learners. Peer support initiatives promoted positive relationships and social inclusion among learners.

We have witnessed many of our children becoming protectors, helpers, and champions of inclusion through the care and support they offer to their peers, especially those with special needs. Promoting dignity is essential because every person deserves to be respected, valued, and treated equally.

Co-Curricular Activities

Learners actively participated in art and craft activities, sports, music, dance and drama, as well as environmental protection initiatives.

These activities enhanced learner engagement and well-being while developing motor skills through physical activities that require coordination and precision. They also reinforced the belief that disability does not limit potential and that every individual possesses unique gifts worth celebrating.

School clubs further promoted creativity, leadership, teamwork, and responsibility among learners.

Staff Development

Teachers participated in two professional development workshops organised by Angels' Centre for Children with Special Needs and Implicit Effect Initiatives.

The workshops focused on inclusive education, learner-centred methodologies, and effective classroom management.

Regular staff meetings were conducted to review progress, share best practices, and address emerging challenges. Mentoring and coaching activities also supported continuous professional growth.

Community and Parent Engagement

Parent-teacher meetings strengthened communication between the school and families. Parents remained actively involved in supporting learner development and participating in school activities.

Community outreach initiatives continued to raise awareness about inclusive education and the rights of children with disabilities.



Success Story: Ivan Opolot - Growing in Confidence and Independence

When Ivan Opolot joined Kings' Norton School in 2021 at the age of eight, he began a journey that would transform his life. As a learner with Down syndrome, Ivan has benefited from the inclusive education, care, and support provided through the generous sponsorship of Kings' Norton Foundation Uganda.

Over the years, Ivan has made outstanding progress in his independence, communication, social interaction, and learning. He is now able to settle independently and complete classroom activities with minimal support. His communication skills have improved remarkably, allowing him to express himself more clearly and confidently. He has built positive relationships with his peers and actively participates in school life.

Ivan has also achieved important academic milestones. He can write both of his names, copy written work, and complete simple written activities. Beyond the classroom, he enjoys swimming and playing football, activities that have strengthened his confidence, physical development, and teamwork skills.

One of Ivan's most admirable qualities is his caring nature. He looks out for others, willingly takes on leadership responsibilities, follows the school's routines and expectations, and demonstrates growing confidence in everything he does.

Reflecting on Ivan's journey, his mother expresses deep gratitude for the remarkable transformation she has witnessed. She sincerely appreciates Kings' Norton Foundation Uganda for providing full sponsorship and holistic support that have enabled her son to grow into a confident, caring, and independent young person.

Ivan's story demonstrates the life-changing impact of inclusive education. With the right support, every child can learn, grow, and achieve their full potential.

BILL OF QUANTITIES (BOQ) FOR THE SHUTTERING, PLASTERING AND PAINTING OF OUR ONGOING CLASSROOM CONSTRUCTION PROJECT

Items	Quantity	Unit Cost	Unit Cost
Shuttering			
Windows	11	600,000/=	6,600,000/=
Doors	6	800,000/=	4,800,000/=
Glass	4 sheets	180,000/=	720,000/=
Plastering			
Sand	3 trucks	280,000/=	840,000/=
Cement	50 bags	35,000/=	1,050,000/=
Painting			
Undercoat Paint	60 litres	3,100/=	186,100/=
Brushes	3	3,000/=	9,000/=
Masking Tape	2	5,000/=	10,000/=
Rollers	3	8,000/=	24,000/=
Labour			
Shuttering			800,000/=
Plastering			1,500,000/=
Painting			1,600,000/=
Total (Ug.shillings) (Pound Sterling)			
			18,139,000/=
			3,778



Challenges

- * Limited classroom space.
- * Inadequate staffing levels, particularly to support learners with special needs.

Recommendations

- * Continue strengthening inclusive teaching practices.
- * Increase staff training opportunities and access to learning resources.
- * Strengthen partnerships with parents, guardians, donors, friends, and community stakeholders.
- * Enhance monitoring and evaluation systems to track learning outcomes and programme effectiveness.

Priorities for the Second Half of 2026

- * Expand inclusive education support services.
- * Strengthen parent engagement and community partnerships.
- * Complete the ground floor of the new classroom block.

Conclusion

The first six months of 2026 have been productive and marked by steady progress toward the school's mission of providing quality inclusive education to all learners.

The commitment of staff, learners, parents, guardians, and partners continues to contribute significantly to the growth and success of Kings' Norton Foundation Uganda and Kings' Norton School.

KNFU firmly believes that quality inclusive education, grounded in the values of loving one's neighbour, honesty, and service, leads to profound and lasting transformation. These values provide a strong foundation for children to become responsible leaders within their communities, families, and the nation.

We remain committed to mentoring our learners in Godly character and empowering them to realise their full potential.

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