



## Bedaya Support Centre



6 – 7 October 2025



Location  
Riffa



Age group  
Months – 18 years



No. of learners  
37

### Key Positive Areas

- The provision of appropriate learners' assessment practices, including mechanisms and assessment forms that support the measurement and evaluation process.
- Learning objectives are appropriately planned, taking into account the individual differences and meeting the learners' educational needs.
- Appropriate administrative and organisational procedures are employed, including the identification of staff roles and responsibilities, and adopting performance incentive policies.
- Suitable communication is maintained with relevant stakeholders, such as communication with parents through the use of various social media channels including (WhatsApp), weekly and monthly bulletins, and induction sessions. In addition to engaging them in community events that address their children's needs, such as the 'Qarqia'an Festival' and the 'National Day' celebration.
- Suitable learning resources and tools are provided to address the learners' needs. That includes educational games, illustrated cards, and building blocks, which support sensory learning and enhance engagement.

### Areas for Development

- The variation in healthcare and wellbeing provided to learners to ensure equitable and inclusive health services that meet their individual needs.
- The planning and implementation of collective educational activities for learners is limited, reducing opportunities for social interaction and collaborative learning among learners.

- Learning environment is inadequately meeting the requirements of the SEN learners as it lacks ramps, elevators, and other supportive facilities that ensure easy mobility within the Centre.
- Inconsistent monitoring of staff performance and limited provision of specialised professional development programmes has impacted the quality of services and support provided for SEN learners.

Recommendations

- Provide sufficient and inclusive care and wellbeing for learners, as well as a safe and stimulating learning environment that address learners’ individual and diverse needs, to support their academic, psychological, and social development.
- Implement guided and well-planned strategies that consider learners’ various needs, making effective use of learning time through activities that contribute to their developmental and academic progress according to their individual abilities.
- Monitor staff performance regularly and provide specialised professional development programmes based on their actual needs in dealing with learners, including behaviour management programmes and supportive teaching methods.

Next Actions

The institute is required to submit an Action Plan to implement the recommendations, within 4 weeks from receiving the draft report.