



## I Can For Special Education Centre



20 - 21 October 2025



Location  
Saar



Age group  
3 - 14 years



No. of learners  
50

### Key Positive Areas

- Effectiveness of the Individual Educational Plans (IEPs) that use the learners' case studies and assessment results to identify strengths and areas for development. This ensures that learners' needs are appropriately addressed through supportive objectives including their behavioural, developmental, and various academic skills; and regularly monitoring them to ensure mastery thereof.
- Appropriate planning and implementation of learning situations in the individual sessions for most learners, through employing teaching methods that meet their individual needs in acquiring skills and knowledge such as their progress in linguistic skills like letter recognition, in knowledge such as colour recognition and the ability to identify them and in motor skills including drawing shapes in the air, alongside the appropriate utilisation of diverse learning resources, like song clips, assembly games, and individual whiteboards.
- The wise leadership team that is aware of the Centre's needs, with the ability to set priorities and face challenges flexibly, by efficiently managing operations, recruiting specialised human resources, adopting policies and procedures, and maintaining files and records in an organised manner. All of which contributed to enhancing the Centre's performance.
- The provision of appropriate care and wellbeing provided for learners in terms of health, physical, and psychological aspects through a comfort and safe learning environment, alongside an appropriate implementation of behaviour intervention programmes and application of safety standards.
- Effective partnership with parents, through providing consultations and communication via many channels such as communication notebooks and telephone calls and integrating them into the Centre's religious and national events and activities, such as celebrating of 'Ramadan' and 'International Day of Persons with Disabilities'. It also maintains partnership with local community institutions, such as cooperation with the General Directorate of Traffic to

provide awareness lectures, as well as the University of Bahrain in training Physical Education students at the Centre.

## Areas for Development

- Inconsistent effectiveness of planning and implementation of collective education for learners, in terms of limited investment of learning time and insufficient provision of educational activities for all learners equitably, aligned with their (IEPs).
- Limited utilisation of motivation methods that enhance learners' behavioural, developmental, and academic growth in line with their achievements. The provision of opportunities for collective learning and leadership roles is insufficient to develop their social relationships.
- Variation in the accuracy of written feedback in class observation forms, in terms of identifying positive aspects and areas for development, which affected the accurate identification of teachers'/specialists' training needs and the follow-up on their impact on teachers' performance in the Centre.

## Recommendations

- Provide professional development programmes that address the actual needs of teachers'/specialists and regularly monitor their impact on performance in teaching the learners.
- Invest learning time during group sessions by emphasising the provision of educational activities for all learners together, while also working to enhance their social skills to a greater extent.

### Next Actions

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

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