



Aysha Early Intervention Centre



12 – 13 November 2025



Location
Galali



Age group
2 - 18 years



No. of learners
50

Key Positive Areas

- The Centre has an Informed and competent leadership team with expertise in assessment and planning. The leadership is committed to overseeing operations by providing clear procedures and policies to all staff, along with offering training programmes that enable teachers and specialists to support learners with special needs. This is underpinned by a clear institutional vision capable of adapting to changes, such as recent teachers' appointments.
- A supportive and nurturing learning environment is provided, equipped with learning and training tools that meet the learners' needs, such as indoor and outdoor playgrounds, which enhance their sense of psychological and emotional security.
- Effective communication with relevant stakeholders according to clear organisational policies. Parents' positive level of satisfaction with the services provided to their children is fostered through various channels, such as the use of communication notebooks, social media platforms, and direct meetings, in addition to their participation in national and social events, such as the National Sports Day.
- Learners' positive behaviour is reinforced through training them to work independently and developing their social skills. In addition to organising recreational trips to group play centres, such as a visit to 'Jump Up', enhances learners' discipline, interaction in classroom and extra-curricular activities.
- Effective and comprehensive individual educational plans are developed due to realistic diagnosis of various cases and the adoption of precise and regular policies in assessment processes to determine individual learner standards and provide appropriate support. This has been reflected in learners' academic, cognitive, and behavioural development.
- Learners' experiences are enriched through strong community partnerships, such as cooperation with government schools to follow up with learners and provide support after their inclusion into schools, coordination with the Ministry of Interior to provide first aid to employees and specialists and to

ensure safe crossing for learners. The centre also cooperates with the Ministry of Works to construct a fence and install a gate to ensure the safety of all staff and learners.

Areas for Development

- Inconsistent implementation of group sessions, affecting the optimal use of learning time and limiting the provision of equitable teaching and learning opportunities for all learners, which in turn reduces their positive engagement in lessons and educational activities.
- Inconsistent effectiveness of professional development programmes for teachers and specialists, due to the instability of the teaching staff; which impacts the effective application of educational practices.

Recommendations

- Ensure the stability of teaching staff, including teachers and specialists, to achieve a tangible impact on professional development programmes and reflect positively on classroom performance.
- Utilise learning time in a structured and purposeful manner to ensure more productive engagement, integrating learners in educational activities that support their development and learning according to their varying abilities.

Next Actions

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