



## Alia Rehabilitation Centre



10 - 11 December 2025



Location  
A'ali



Age group  
16 and above



No. of learners  
58

### Key Positive Areas

- The centre operates based on a clear vision and strategic plans focused on vocational training, which are implemented to meet the needs of learners aged 16 and above. This vision is translated into purposeful programmes that combine foundational and vocational training across various sectors, such as retail, hospitality, banking, and agriculture, in addition to supportive therapies including art, music, sensory and occupational therapy, and functional academic skills.
- Systematic assessment practices are applied using multiple sources, including medical reports, previous records, parental input, and specialists' observations. The outcomes are used to develop individual educational plans and behaviour modification plans, which are reviewed monthly and annually to ensure that learners make the expected progress.
- The centre enhances its educational provision through internationally accredited programmes, such as the Award Scheme Development and Accreditation Network (ASDAN) and the TEACCH programme (Treatment and Education of Autistic and related Communication-handicapped Children). These are supported by effective teaching strategies, including task analysis, verbal and physical prompting, and modelling. Teachers adapt these methods flexibly to meet each learner's individual needs, ensuring responsiveness to varying ability levels, timetables, and attendance patterns.
- The vocational programmes offered to learners are well-organised and flexible, with continuous improvement informed by learner performance data and feedback from employers. These programmes include on-the-job training and guidance sessions, supported by psychodrama activities that enhance social and interactive skills.
- Learners demonstrate noticeable growth in social interaction, self-care, acquisition of functional academic and vocational skills, enabling them to work independently and access employment opportunities. Confidence and self-esteem are further promoted through initiatives such as "Hala Café", where

learners sell handmade products—enhancing community participation and practical experience.

- The centre’s leadership ensures continuous improvement through articulating a clear vision, updating curricula, and providing specialised professional development for staff. Operations and relationships with parents and staff are guided by the centre’s safeguarding policies and procedures. Documentation and record-keeping processes are carried out securely and efficiently.
- The centre prioritises health, safety, and individual care by providing secure facilities, conducting fire evacuation drills, offering padded soundproof rooms, and employing a certified on-site nurse.
- The centre maintains effective communication with relevant stakeholders and actively collaborates with parents. Partnerships with local community institutions—such as Family Supermarket, Lulu Hypermarket, and Al Baraka Bank—support vocational training and employment initiatives.
- A safe, nurturing, and resource-rich learning environment is provided through well-equipped classrooms, therapy rooms, a sensory garden, computer lab, gymnasium, swimming pool, and training kitchen. Learners also benefit from access to modern learning resources, including smartboards, computer stations, and specialised vocational tools.

## Areas for Development

- Further improve the comprehensiveness and accuracy of staff evaluation forms.

## Recommendations

- Sustain highly effective practices and promote them across the wider SEN community in Bahrain, to maximise collective learning and impact.

### Next Actions

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