



Ebny Center for Special Education



9 – 10 February 2026



Location
East Riffa



Age group
2 - 11 years



No. of learners
20

Key Positive Areas

- The Center adopts clear and specific assessment mechanisms to evaluate learners' standards, where information is gathered from multiple sources, including medical reports, parent interviews, ability assessments, and specialist observations. This data is employed in setting individual educational objectives, based on the specific needs of each learner.
- Internationally accredited appropriate tools are applied to measure linguistic and communication skills, alongside basic skills, such as the VB-MAPP (Verbal Behavior Milestones Assessment and Placement Program) and the ABLLS-R (Assessment of Basic Language and Learning Skills – Revised).
- The Center appropriately conducts individual learning sessions through the application of educational strategies and methods that address the learners' needs and developmental stages, such as direct instruction, task analysis method, and use of learning resources and educational games including picture cards, blocks, construction sets, paper activities, and more. These activities support learners' learning process and enhance their skill acquisition.
- The Center's staff have friendly relationships with learners, thus promoting their sense of emotional security.
- The Center's leadership is aware of challenges and addresses them appropriately, through developing administrative and human competencies, expanding the scope of provision, and future planning to ensure the Center's sustainability and expansion of the scope of provision.
- Documents and records are maintained in an organised manner, including staff and learner attendance records, and documentation of various events and activities. It also maintains complete files for staff and learners, including official documents and relevant paperwork; ensuring easy reference when needed.
- Staff competence is promoted through various training and professional development programmes; including participation in the National Institution

for Services of Persons with Disabilities forum, and delivering a free course titled: "Autism and Developmental Disorders and Mechanisms of Pharmacological Therapy within the Therapeutic Development System".

- Continuous communications with parents through multiple channels, such as telephone calls, meetings, and educational gatherings; aiming to inform them of updates, and learn about their opinions and observations, are maintained to promote partnership in supporting learners and developing their learning experience.
- The Center drafts an appropriate internal regulation related to administering its administrative, organisational, and educational aspects.
- The Center celebrates religious and national occasions, such as the month of Ramadan and the Bahrain's National Day. Moreover, it organises recreational activities and trips for learners, such as horse riding, Faby Land, and the Water Garden to engage learners in society and enhance their social interaction.

Areas for Development

- Inconsistent attention to the wellbeing of learners and teachers/specialists, such as the poor implementation of necessary precautionary health measures.
- Insufficient inclusion of the elements in the Individualised Educational Plans such as teaching strategies, physical and human resources, assessment and follow-up methods, time frame, and others.
- Weak planning for group learning sessions, due to limited utilisation of learning time in engaging learners in sessions, and unequal distribution of learning opportunities among them.
- Varied effectiveness of monitoring teacher/specialist performance within group learning sessions, in addition to shortcomings in "staff performance form" in incorporating key elements of evaluating the educational process, such as the effectiveness of teaching strategies, learner behaviour management, utilisation of educational resources, assessment methods, and more.

Recommendations

- Provide a safe and nurturing environment for all staff and learners, ensuring their safety and protection from potential risks.
- Improve the quality of teaching and learning processes through the inclusion of the essential elements in individual educational plans, effective planning of

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group learning sessions, and utilising learning time in activities involving all learners and developing their skills in group sessions.

- Monitor teacher/specialist performance in group sessions and include relevant teaching aspects in the "staff performance form".

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Next Actions

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