



Al Noor for Special Education



27 – 28 April 2026



Location
Al Sanabis



Age group
months - 24



No. of learners
55

Key Positive Areas

- The Centre periodically assesses its reality, identifies strengths and areas for development, and seeks to address some challenges, such as its response to the current situation by transitioning to distance learning or by visiting learners and providing support to them in their homes. The Centre maintains clear organisational policies and procedures and is planning to update documents and records regularly.
- The Centre utilises a learner evaluation form upon enrollment, focusing on communication, social, cognitive, and behavioural skills, as well as supporting skills like speech and language, and utilising the results in drafting Individual Educational Plans (IEPs) and performance level report.
- Provision of psychological care that aligns with the diverse needs of learners by ensuring a safe learning environment. This reinforces teachers-learners friendly relationships and contributes to their sense of emotional security and commitment to good behaviour. Moreover, the Centre provides appropriate health and physical care by conducting regular and comprehensive check-ups for learners, monitoring their healthy meals, and integrating them into physical exercises during morning assembly activities, in addition to training specialists in First Aid.
- Learners appropriately acquire life and developmental skills, reflected in their ability to recognise directions, distinguish between numbers (15, 16, 17), and recognise letters and the sound of long vowels, such as the letter (ع Ain), due to teachers' appropriate use of educational and sensory resources and teaching methods, such as: a sand tray, clay, Picture Exchange Communication System (PECS), paper-based activities, and independent learning.
- The Centre employs reinforcement methods aimed at integrating learners into the Centre's activities, such as providing opportunities for some of them to take on leadership roles, and assigning tasks commensurate with their abilities, like participating in delivering physical exercises during the morning assembly and delivering correspondence.

- Parents are effectively communicated via various Social Media channels such as the (BD Kidz app), meetings, and correspondence, contributing to parents' adequate satisfaction. Furthermore, communication with learners, such as collaborating with the Civil Defence Directorate in implementing an evacuation drill, and organising recreational trips, such as visits to the 'Al Muharraq Equestrian Academy', to support learners' inclusive learning and holistic development.

Areas for Development

- Inconsistent comprehensiveness of the components of the Individual Educational Plans (IEPs) regarding teaching methods and experiences, assessment and follow-up mechanisms, and the necessary time frame
- Inconsistent management of learning time due to insufficient distribution of learning opportunities to integrate all learners into individual and group activities.
- The provision of teachers' professional development programmes that align with the nature of the learners' cases, especially in group sessions, and following up on their performance using a Class Observation Form to identify positive aspects and areas for development, is inconsistent.
- Inconsistent readiness of the learning environment to suit the the nature of the learners' cases and the Centre's needs in regard to the size of some classrooms and the provision of outdoor areas.

Recommendations

- Provide professional development programmes for teachers and specialists, that align with the nature of the learners' cases and their various needs and regularly follow up on their impact on their performance, particularly in the diverse types of educational sessions.
- Invest learning time effectively through guided planning of educational sessions, to support the learners' growth, abilities, and developmental and academic skills, ensuring their integration into the educational process.

Next Actions

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