



Integrated Intervention Center Special Education



6 – 7 May 2026



Location
Um AlHassam



Age group
4 - 22 years



No. of learners
29

Key Positive Areas

- The centre demonstrates appropriate leadership by addressing the needs of learners and parents, ensuring sufficient administration, and delivering accredited programmes such as 'Applied Behaviour Analysis' (ABA) and the National Institute of Open Schooling (NIOS) programmes. It also provides flexible language and academic support through structured sessions.
- Appropriate assessment practices are implemented, including direct observation and parental input, alongside the use of standardised tools such as the Vineland Adaptive Behaviour Scales and ABA to identify learners' strengths and needs across key developmental areas.
- The centre supports learners' developmental and academic skills through sessions that employ effective methods such as modelling, task analysis, and play-based learning, supported by resources like educational games. Learners actively engage through reinforcement strategies, including verbal feedback and stickers, which promote motivation, participation and steady progress. The centre supports the development of self-care and independent living skills, contributing positively to learners' overall growth and achievement.
- Learners develop essential developmental skills, including motor skills and visual perception, alongside academic progress in basic literacy and numeracy.
- The centre maintains regular communication with parents through calls, WhatsApp, and meetings. It organises a range of events, such as Sports Day and Diwali, which promote learner engagement and cultural awareness, alongside partnerships with external organisations such as with Bahrain Keraleeya Samajam (BKS), which strengthen community links.
- The centre supports both staff and learners by offering professional training opportunities on diverse topics such as Ayurveda and SEN checklists, while ensuring a safe and nurturing environment, including the provision of dedicated spaces that promote wellbeing.

Areas for Development

- The quality and completeness of Individual Education Plans (IEPs), requiring key elements such as clearly defined resources, assessment and follow-up procedures, and structured teaching strategies.
- The use of learning time require improvement, particularly in larger group sessions, which affects the provision of effective learning opportunities.
- There is variation in the strategic planning of the centre's processes and procedures, which affects the effective identification of priorities and the development of measurable action plans.
- The provision of curriculum and specialist support services—such as speech and language therapy, physiotherapy and occupational therapy—varies in effectiveness in meeting learners' needs.

Recommendations

- Improve the effective use of learning time to ensure equitable learning opportunities for all learners, particularly during large group sessions, in order to enhance their developmental and academic growth and support inclusive learning.
- Provide effective support services to meet learners' special needs, including speech and language therapy, physiotherapy, and occupational therapy.

Next Actions

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