



Lynne's Lighthouse Rehabilitation Centre



11 – 12 May 2026



Location
Um Al Hassam



Age group
Months - 18 Years



No. of learners
44

Key Positive Areas

- Before initiating the assessment process, the centre relies on accredited medical diagnoses and reports issued by specialised authorities such as King Hamad University Hospital and Salmaniya Medical Complex, in addition to gathering information from parents. The centre then evaluates learners' levels using specialised assessment tools that focus on developmental and academic skills.
- The centre places strong emphasis on the physical health and well-being of learners by fostering healthy practices such as maintaining a balanced diet, promoting personal hygiene and cleanliness of facilities, and ensuring physical safety through regular monitoring via surveillance cameras.
- The centre provides a safe and stimulating educational environment equipped with a variety of facilities, including an outdoor garden, an occupational therapy room, and a library. Classrooms and sensory learning rooms are also furnished with rich sensory resources that meet the diverse needs of learners.
- The centre ensures sufficient communication with parents through multiple channels, such as electronic correspondence and WhatsApp, and involves them in its activities and social events. In addition, the centre establishes partnerships with local community organizations to enhance learners' life skills, such as participating in Bahrain's afforestation initiative in collaboration with 'Niad Bahrain' and developing self-care skills in partnership with 'The Powder Room'.

Areas for Development

- Evaluation of the centre's reality in identifying development priorities, and use of evaluation results in developing a clear action plan focused on teachers and learners, which impacts the quality of educational practices.
- Utilisation of assessment results in the comprehensive development of Individualised Education Plans (IEPs), with focus on academic skills and behaviour modification, with inclusion of long-term goals and clear timelines.

- Planning for the delivery of group sessions in a structured and guided manner, with effective use of learning time in sensory activities that support learners' holistic development, in addition to fair distribution of learning opportunities among learners.
- Monitoring and ensuring learners' progress, due to the rapid implementation of learning activities and quick transitions between them, which affects the development of fine motor skills and visual-motor integration.
- Training programmes provided for teachers, with limited alignment to their actual needs in delivering group instructional sessions.

Recommendations

- Provide professional development programmes for teachers that address their actual needs and align with the diverse needs of learners, with regular follow-up to assess their impact on teachers' performance.
- Enhance learning time through structured and guided planning of instructional sessions, particularly group sessions, in a way that supports learners' development and enhances their developmental and academic skills, with continuous monitoring of their progress.

Next Actions

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