



QUALITY ASSURANCE FRAMEWORK FOR SPECIAL EDUCATION NEEDS SCHOOLS 2024



Message from Director - SENA



The **Special Education Needs Authority (SENA)** is a parastatal body operating under the aegis of the Ministry of Education, Tertiary Education, Science and Technology. Its core objective is to monitor and facilitate the implementation of **Special Education Needs** policies of the Government. It advises the Ministry of Education, Tertiary Education, Science and Technology on the formulation of policies and in developing the criteria for the registration of SEN Schools both public and private as well as the teaching and non-teaching staff, and any other resource person

employed in special education needs institutions.

The Quality Assurance Framework (QAF) for Special Education Needs schools and learners has been conceptualized at a juncture in the educational eco system in the Republic of Mauritius that represents both unprecedented challenges and novel opportunities for innovative change.

The QAF emphasizes on a developmental approach to building and supporting internal quality assurance in SEN institutions and inclusive setups, thus providing sustainable and equitable educational opportunities to our learners with disabilities.

It is also to be used as a strategic lever to ensuring and strengthening the relevance of global educational experiences of the SEN students. The QAF is balanced by the need for accountability to ensure that SEN schools and other educational institutions with inclusive setups do comply with all norms and standards set by SENA.

I am thankful to the dedicated team of SENA staff comprising Quality Assurance Officers, Schools Inspectors and officers of the Paramedic desk for their commitment in the production of this valuable document, task which was not an easy undertaking.

Special word of appreciation to Prof Steve Sider (PHd) Director, Center for leading Research in Education, Wilfrid Laurier University, Canada for having perused and validated the whole document.

I wish SEN institutions and staff supporting SEN learners to make best use of the framework in improving overall school efficiency and effectiveness.

MR DEEWAKARSINGH AUTHELSINGH

Director – SENA

25 April 2024

Table of Contents

1. INTRODUCTION	3
2. THE QUALITY ASSURANCE FRAMEWORK	5
2.1 SPECIFIC OBJECTIVES OF THE QUALITY ASSURANCE FRAMEWORK OF SENA	5
2.2 DOMAINS OF THE QAULITY ASSURANCE FRAMEWORK	6
3. QUALITY ASSURANCE EXERCISE	7
3.1 SCHOOL SELF-EVALUATION.....	7
3.2 NOTICE FOR EXTERNAL EVALUATION	8
3.3 APPRAISAL CYCLE	9
4. OVERALL SCHOOL EFFECTIVENESS.....	10
5. POST EXTERNAL EVALUATION AND THE WAY FORWARD	13
6. APPEAL COMMITTEE	13
7. THE QUALITY ASSURANCE FRAMEWORK	14
A.GOVERNANCE AND LEADERSHIP.....	15
B.LEARNING AND TEACHING	27
C.SCHOOL ETHOS AND CLIMATE	35
D.HOLISTIC DEVELOPMENT.....	42
E.SCHOOL INFRASTRUCTURE AND SANITATION	53
F.PARENTAL ENGAGEMENT.....	72
G.FOOD AND NUTRITION	75

Special Education Needs Authority (SENA)

The Special Education Needs Authority (SENA) is a parastatal body operating under the aegis of the Ministry of Education, Tertiary Education, Science and Technology. Its core objective is to monitor and facilitate the implementation of **Special Education Needs** policies of the Government. It advises the Ministry of Education, Tertiary Education, Science and Technology on the formulation of policies and in developing the criteria for the registration of SEN Schools both public and private as well as the teaching and non-teaching staff, and any other resource person employed in special education needs institutions.

VISION

To build an inclusive society where learners with disabilities and special education needs attain equity, access, participation and optimal achievement.

MISSION

To ensure equitable access to quality education and holistic development through adapted pedagogies, accommodations, assistive technologies and multi-sectoral support systems for learners with diverse disabilities and special education needs.

1. INTRODUCTION

Quality Assurance in Special Education Needs (SEN) schools is of paramount importance to ensure that all learners, regardless of their individual needs, receive a high-quality education that promotes their holistic development. Quality assurance in this context involves setting and maintaining high standards of teaching and learning, creating inclusive environments, and ensuring that the curriculum is accessible and relevant to all students (Florian & Black-Hawkins, 2011).

Special Education Needs Authority (SENA) has developed a comprehensive framework spanning key aspects of quality in SEN schools, both public and private. The framework aims to uphold children's rights, ensures that special education needs schools meet SENA's norms and standards and thus improving educational practices. It also ensures that norms and standards are set in order to provide and sustain quality of education in these institutions, thereby fulfilling the mission of SENA.

The Framework encompasses all aspects of quality assurance in SEN schools, namely Governance and Leadership, Learning and Teaching, School Ethos and Climate, Holistic Development of children, School Infrastructure & Sanitation, Parental Engagement and Food & Nutrition. It will be implemented in both public and private SEN institutions, reflecting the mandate of SENA to regulate all SEN institutions in the country. It will also uphold the rights of children and persons with disabilities as outlined in International Convention such as, the '*United Nation Convention on the Rights of the Child (UNCRC) and United Nation Convention on Rights of Persons with Disabilities UNCRPD*' which advocate for the right to inclusive education.

Article 28 of UNCRC stipulates state parties to recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

(a) Make primary education compulsory and available free to all,

(b) Encourage the development of different forms of secondary education, including general and vocational education and guidance, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need.

Article 24 of the UNCPRD makes it mandatory for states to ensure equal access to primary and secondary education, vocational training, adult education and lifelong learning. Education is to employ the appropriate materials, techniques and forms of communication. Pupils with support needs are to receive support measures, and pupils who are blind, deaf and deaf-blind are to receive their education in the most appropriate modes of communication from teachers who are fluent in sign language and Braille. Education of persons with disabilities must foster their participation in society, their sense of dignity and self-worth and the development of their personality, abilities and creativity.

Moreover, the norms and standards developed in this framework are also meant to ensure that the requirements of the *Education Act 1957* and *the SENA Act 2018* are being met.

2. THE QUALITY ASSURANCE FRAMEWORK

The Quality Assurance Framework is a multi-dimensional mechanism comprising well-defined directives and guidelines which gauge the standard of education being imparted in SEN schools and address means through which schools may ensure that students benefit from quality education.

The Quality Assurance Framework is also a requisite that sets out parameters within which SEN schools are required to carry out an evaluation of their effectiveness through the process of internal and external evaluation exercises.

2.1 SPECIFIC OBJECTIVES OF THE QUALITY ASSURANCE FRAMEWORK OF SENA

1. Improving Teaching Methods

SEN schools will make use of innovative pedagogies to improve learning outcomes for students with special education needs.

Moreover, differentiated instruction and universal design for learning will be used to disseminate good teaching and learning practices to significantly improve school efficiency and effectiveness.

2. Enhancing Learning Environments

SEN schools aim to create a conducive and inclusive learning environment, so that such schools are accessible and the social-emotional environment promotes a sense of belonging and acceptance.

3. Promoting Research in Quality Assurance in SEN Schools

The framework will facilitate SENA to conduct and promote research in the field of special education needs with emphasis on inclusive education. Such research will help to identify effective practices and areas for improvement.

4. Facilitating Early Identification and Assessment

Tools developed in this framework will be used to identify and assess disabilities at an early stage among learners requiring special education needs.

5. Ensuring Compliance with Laws and Standards

Norms and standards set in this framework will ensure that SEN schools are managed in accordance to relevant laws and regulations, guidelines, directives, and standards as set by SENA.

2.2 DOMAINS OF THE QAULTY ASSURANCE FRAMEWORK

The Quality Assurance Framework aims at ensuring that the norms and standards for SEN schools are being implemented and adhered to in the following domains.

- 1. Governance and Leadership**
- 2. Learning and Teaching**
- 3. School Ethos and Climate**
- 4. Holistic Development of Children**
- 5. School Infrastructure and Sanitation**
- 6. Parental Engagement**
- 7. Food and Nutrition**

Each domain will contain a set of key results area, key tasks, performance indicators and level descriptors which will be used to assess and evaluate the overall efficiency and effectiveness of SEN Schools.

3. QUALITY ASSURANCE EXERCISE

The Quality Assurance Exercise is carried out through the following processes:

- School Self-Evaluation to be carried out by the Head of School and his team.
- External evaluation by a team of Quality Assurance Officers, Occupational therapist and SENA school inspectors.

3.1 SCHOOL SELF-EVALUATION.

The School Self-Evaluation is a collaborative, reflective and inclusive process of internal review which provides opportunities for schools to examine their own practices within their context and to assess and report on their strengths and areas identified for improvement. Based on its own specificities each school will engage in a process of self-evaluation, identifying its personal strengths and developing tailor-cut measures to address challenges it faces.

The School Self-Evaluation focuses on the seven domains which directly impact on the quality of schooling. From this perspective, the School Self-Evaluation is not an end but the first step in the process of school improvement and quality enhancement which is an ongoing process in the quest for excellence.

The following implementation plan has to be carried out at school level for an effective internal self -evaluation:

Step 1: Head of school to be inducted on the content of the Quality Assurance Framework

Step 2: A Quality Assurance team to be set up at school level.

Step 3: Allocate role and responsibilities to each member of the QA team.

Step 4: Implement the framework and carry out a SWOT analysis in the seven domains, highlighting strengths and gaps to be addressed.

Step 5: Head of school to produce and submit a report to Director, SENA

3.2 EXTERNAL EVALUATION.

External Evaluation is carried out by the quality assurance team of SENA to review findings of the School Self-Evaluation. This process examines salient aspects of the School Self-Evaluation before giving feedback on the difficulties faced by a school. It opens new opportunities for continuous improvement.

The quality assurance team from SENA will corroborate the findings of the school internal self- evaluation report against all evidence collected during the external evaluation exercise. The External Evaluation enables the Quality Assurance Unit of SENA to forward a report on the current status of the SEN institution to the Ministry, thus keeping the latter abreast of norms and standards prevailing in SEN schools.

3.2 NOTICE FOR EXTERNAL EVALUATION

School visits by the Quality Assurance Officers will be in accordance with the Education Act 1957. Section 28 of the **Education Act 1957** stipulates, *“The Minister or any officer of his Ministry authorised by him in writing, may, with or without notice, visit any school, whether in receipt of aid from public funds or not, to ascertain whether this Act is being complied with and whether such school is being properly and efficiently conducted.”*

3.3 APPRAISAL CYCLE

It is to be highlighted that Self-Evaluation which is a mid-term appraisal will have to be carried out in the middle of the appraisal cycle, that is in the middle of the academic year. Eventually, the External Evaluation will take place at the end of the academic year.

Any remedial actions based on the findings of both the Self-Evaluation and External Evaluation exercise will be have to be included in the **School Development Plan** to be implemented in next academic year.

4. OVERALL SCHOOL EFFECTIVENESS

The overall school effectiveness will depend on the status reached by the school in each of the **seven domains** following the external evaluation exercise.

A school will thus be classified as 'GOOD', 'ADEQUATE' or 'REQUIRES IMPROVEMENT' based on criteria set as follows:

OVERALL SCHOOL EFFECTIVENESS	CRITERIA		
GOOD	DOMAINS	GOOD	For a school to be GOOD , it has to score 75% or above in each of the seven (7) domains.
	Governance and Leadership	26	
	Learning and Teaching	16	
	School Ethos and Climate	15	
	Holistic Development of Children	33	
	School Infrastructure and Sanitation	52	
	Parental Engagement	8	
	Food and Nutrition	4	

OVERALL SCHOOL EFFECTIVENESS	CRITERIA		
SATISFACTORY	DOMAINS	SATISFACTORY	For a School to be SATISFACTORY ,it has to score 50% or above in each of the seven (7) domains.
	Governance and Leadership	18	
	Learning and Teaching	10	
	School Ethos and Climate	11	
	Holistic Development of Children-	22	
	School Infrastructure and Sanitation	35	
	Parental Engagement	5	
	Food and Nutrition	3	

OVERALL SCHOOL EFFECTIVENESS	CRITERIA		
REQUIRES IMPROVEMENT	DOMAINS	REQUIRES IMPROVEMENT	For a School to be REQUIRES IMPROVEMENT, its score is below 50% in each of the seven (7) domains.
	Governance and Leadership	17	
	Learning and Teaching	9	
	School Ethos and Climate	10	
	Holistic Development of Children	21	
	School Infrastructure and Sanitation	34	
	Parental Engagement	4	
	Food and Nutrition	2	

At the end of the exercise, there will be a debriefing session where an interim feedback will be given to the Head of School, highlighting the major strengths and areas for improvement. Such feedback shall be well-structured, clear and succinct, unrushed and shall allow opportunities for discussion and clarification.

5. POST EXTERNAL EVALUATION AND THE WAY FORWARD

Based on evidence collected, the Quality Assurance external evaluation team shall submit a final report, within a reasonable lapse of time, to the Director, SENA. This report shall include the following:

- A summary of the school's performance in the seven domains
- Overall effectiveness of the school.

Following the final report, the findings of both the self and external school evaluations shall be used to facilitate school improvement and to guide policy, planning, training, and interventions.

6. APPEAL COMMITTEE

An appeal mechanism is set up at the level of SENA to investigate into new elements/information that have been brought in by the SEN schools to justify the findings of their Self-Evaluation.

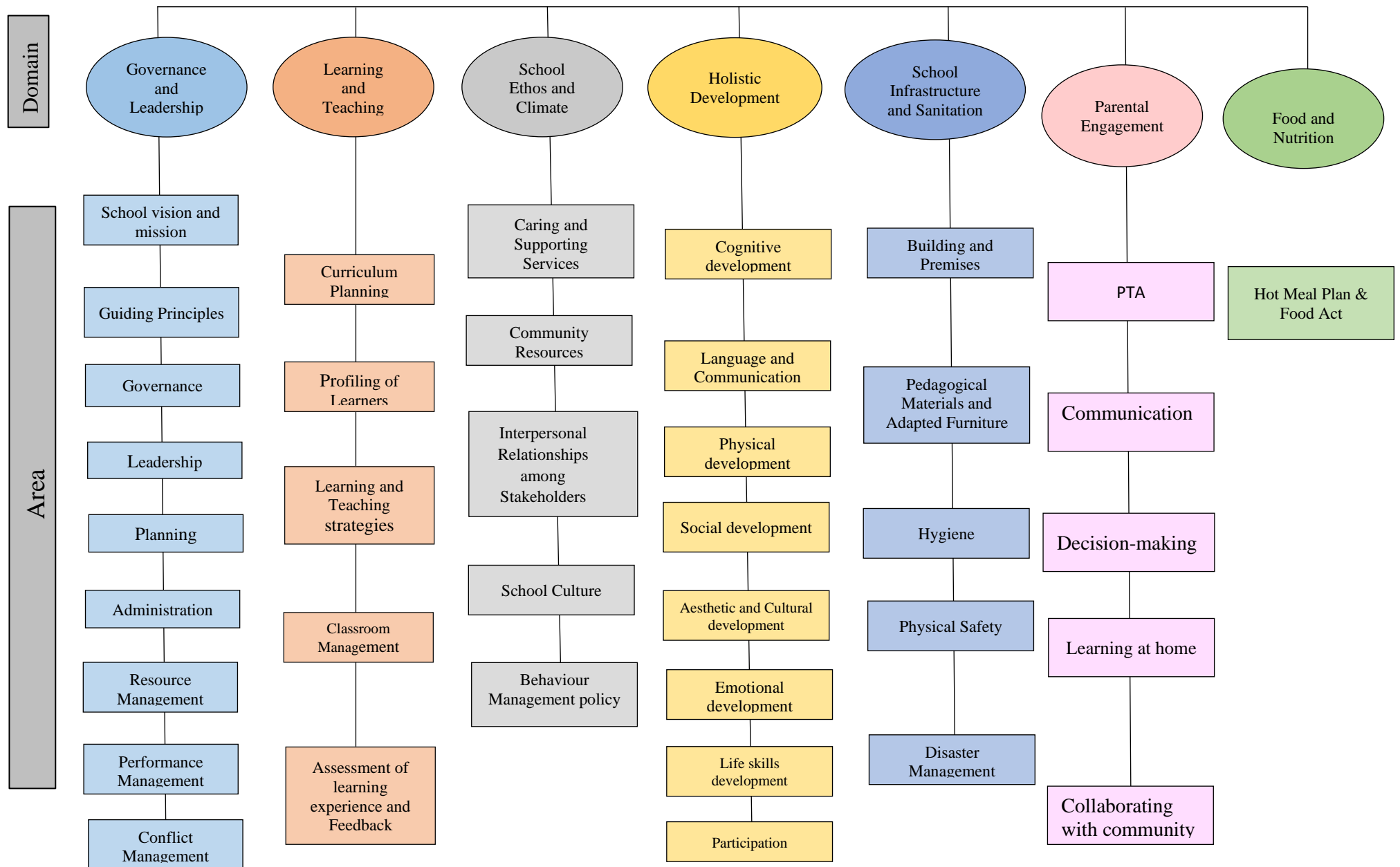
The Appeal Committee shall consist of representatives from the **Ministry of Education Tertiary Education, Science and Technology, Mauritius Institute of Education and the Director SENA.**

Appeal against the outcome of external evaluation should be submitted to the Director SENA within a reasonable time period not **exceeding 15 working days.**

Quality Assurance team shall submit its comments on the appeal **within one week** to the Committee.

The Appeal Panel has **one month** to investigate and submit its findings to the Director, SENA. The decision of the Appeal Panel **will be final.**

7. THE QUALITY ASSURANCE FRAMEWORK



A. GOVERNANCE AND LEADERSHIP

SN	KRA	KEY TASKS	PERFORMANCE INDICATORS	LEVEL DESCRIPTORS			Justification
				Good	Satisfactory	Require Improvement	
A1	School Vision and Mission	AK 1:Vision and mission	<p>A1.1. The school vision and mission statements are clearly displayed in the school.</p> <p>A1.2. The school vision and mission statements are aligned with SENA's vision and mission.</p>				
A2	Guiding principles	AK 2: Acts and Regulations	<p>A2.1.SEN schools abide by the provision of the SENA Act 2018 the Education Act 1957, International Conventions such as the <i>'United Nation Convention</i></p>				

		AK 3:Fostering Inclusive Education	<p><i>on the Rights of Child (UNCRC) Article 28 and United Nation Convention on Rights of Persons with Disabilities UNCRPD' A2.2. Article 24</i> and all their ensuing regulations.</p> <p>School leader actively engaged students, their family members, teachers and other stakeholders to focus on the strength and opportunities of every SEN learners,</p>				
A4	Leadership	AK 6:Leaderships skills	<p>A4.1. The school has a core management team in place to facilitate effective monitoring of all aspects of the SEN School.</p>				

			<p>A4.2. The school leader creates an atmosphere of team-ship with teaching staff, non-teaching staff, pupils, parents and the community.</p> <p>A4.3. There is effective two-way communication between the Head of School, educators, parents and other stakeholders.</p> <p>A 4.4.The Head of School empowers staff members to assume leadership roles by developing a sense of commitment and ownership in them.</p>				
--	--	--	--	--	--	--	--

			<p>A4.5. Fostering collaborative Professional Learning Communities.</p>				
A5	Planning	AK7:School development Plan	<p>A5.1. The SEN Schools' Leader establishes, develops and maintains a strategic plan in order to achieve the school's vision.</p> <p>A5.2. The SDP includes objectives which are strategic, measurable, and achievable, results oriented and timely (SMART).</p> <p>A5.3. The SDP is monitored regularly to gauge progress and adjust strategies accordingly.</p>				

			A5.4. SIP is done as and when the need arises.				
A6	Administration	AK8:Registration of school	A6.1. School is registered with SENA.				
		AK 9:Admission and Transfer of students	A6.2. Admission and transfer procedures are aligned with SENA guidelines.				
		AK10:Qualification and registration of staff	<p>A6.3. Teachers meet the required qualifications criteria and are registered with SENA.</p> <p>A6.4. Teacher assistants meet the required qualifications criteria and are registered with SENA.</p> <p>A6.5. Carers meet the required qualifications</p>				

			<p>criteria and are registered with SENA.</p> <p>A6.6. All Therapists employed by SEN Schools should be duly registered with the Allied Health Professional Council AHPC.</p>				
		AK11: Documentation	<p>A6.7. Every Manager of SEN Schools keeps:</p> <p>A6.7.1. a register of teachers, teacher assistants and non-teaching staff.</p> <p>A6.7.2. a register of enrolment of learners.</p>				

			<p>A6.7.3. attendance registers for learners, teachers, teacher assistants, non-teaching staff and SEN carers;</p> <p>A6.7.4. an inspection register;</p> <p>A6.7.5. all financial records;</p> <p>A6.7.6. a visitors' book;</p> <p>A6.7.7. an inventory of furniture and equipment</p> <p>A6.7.8. the time-table of studies and activities;</p>				
--	--	--	--	--	--	--	--

			<p>A6.7.9. learners' Profile Books;</p> <p>A6.7.10. a daily occurrence book;</p> <p>A6.7.11. and other information or document as the Authority may require.</p>				
A7	Resource Management	AK 12: Human Resource	<p>A7.1. Manager of every SEN school makes provision for appropriate and adequate resources for the efficient operation of the institution such as: Appropriate Therapist, Teachers,</p>				

			<p>Support Teachers, Teacher assistants, Carers, Caretaker, administrative staff, and minor grade workers.</p> <p>A7.2. The school leader manages human resources as per the Human Resource Management Manual and provisions of the National Remuneration Report (NRB 2024)</p>				
--	--	--	--	--	--	--	--

		<p>AK 13: Physical Resources</p>	<p>A7.3. Appropriate infrastructure such as building and premises is available to facilitate learning of SEN Students.</p>				
		<p>AK14: Learning Resources</p>	<p>A7.4. The school leader ensures that the institution is equipped with appropriate pedagogical materials including adapted books and furniture according to specific needs of the learner.</p>				

		AK15: Financial Resources	A7.5. The school leader ensures that financial provision is made and managed as per the Financial Management Manual.				
A8	Performance Management of Staff	AK16: Performance Management	A8.1. The Head of School carries out an evaluation of the performance of all staff members in line with the Performance Management System.				
		AK17: Professional Development	A8.2. The school leader works out a professional development plan to support staff professional growth in instructional and managerial areas.				

A10	Linkages with the Stakeholders	AK19: Communication Channels and documentation	<p>A10.1. SEN school leader uses appropriate means to communicate internally and externally.</p> <p>A10.2 Leader conveys relevant, accurate and timely information to stakeholders.</p> <p>A10.3. All communication is documented.</p>				
A11	Use of Technology	AK20:ICT competencies	<p>A11.1. School Leader demonstrates skills and competencies in the use of technology to perform daily tasks.</p>				

Governance and Leadership	Benchmark
Good	26 out of 36 indicators to be Good
Satisfactory	18 out of 36 to be Satisfactory
Requires Improvement	Less than 18 indicators.

B. LEARNING AND TEACHING

SN	KRA	KEYTASKS	PERFORMANCE INDICATORS	LEVEL DESCRIPTORS			Justification
				Good	Satisfactory	Requires Improvement	
B1	Curriculum Planning	BK1: Curriculum Organization	<p>B1.1. The school implements the mainstream / adapted curriculum (developed by SENA) for comprehensive and balanced development of the physical, intellectual, linguistic, emotional, aesthetic and social aspects of children.</p>				

		BK2:Curriculum implementation	<p>B1.2. Head of School prepares school timetable.</p> <p>B1.3. SEN teaching staffs prepare scheme of work, weekly plan, daily lesson plans as per the children's developmental characteristics and their types of disabilities.</p>				
B2	Profiling of learners	BK3:Individual Education Plan (IEP)	<p>B2.1. Educators prepare the <u>IEP</u> to include student's present levels of performance in all applicable areas viz-reading, writing, math, behaviour and communication.</p> <p>B2.2. The IEP to also include the personal qualities of the learner.</p>				

			<p>B2.3. Educators make use of Universal Design for Learning (UDL) to differentiate instructions based on individual learner needs and preferences.</p> <p>B2.4. All educators make use of the IEP to:</p> <p>B2.4.1. Identify student's specific learning strengths and areas of concern.</p> <p>B2.4.2. Evaluate data sources used to determine student's abilities/deficits.</p> <p>B2.4.3. Devise Specialized instruction plan to address individual needs of learners.</p>				
--	--	--	--	--	--	--	--

B3	Pedagogical strategies	BK 4: Strategies and Teaching methodologies	<p>B.3.1. Educators use child-centered teaching methods to arouse children’s interest, enhance their learning and achieve the learning objectives as set by the NCF.</p> <p>B3.2. The teaching methods used provide opportunities for children to experience individual learning, group learning and whole-class learning.</p> <p>B3.3. Pedagogical strategies and use of adapted materials to enable children to learn through life and sensory experiences.</p>				
----	------------------------	---	---	--	--	--	--

			<p>B3.4. Educators foster the creativity and aesthetics of children through observing, experiencing and imagining things around them.</p> <p>B3.5. Adequate time is allocated daily for children to have free-choice activities.</p> <p>B3.6. Educators use assistive technology to enhance learning ability of SEN students.</p> <p>B3.7. Educators make use of multi-sensory instructions to provide dynamics visual and tactile input in order to engage various sensory areas in the brain of learners.</p>				
--	--	--	---	--	--	--	--

		BK5: Universal Design for learning (UDL)	B3.8. Teachers use the three UDL principles (multiple means of representation, multiple means of action and expression, and multiple means of engagement) in order to create a more nurturing, equitable and inclusive space for SEN Learners.				
B4	Classroom Management	BK6: Managing discipline in class.	B4.1. Educators lead children to understand the importance of obeying rules and set up specific class routines. Clear rule signs are put up for children to follow on their initiative.				

			<p>B4.2. Educators pay close attention to children’s behaviour. They are able to praise good behaviour and provide timely guidance to misbehaving children.</p>				
B5	Assessment of learning experience and feedback	BK7: Mode of Assessment	<p>B5.1. Educators adopt suitable formative and summative assessments to monitor children’s learning experiences.</p> <p>B5.2. Educators collect and analyze data through on-going observation, reports and records of children’s daily performance to inform parents about children’s learning attainment and individual development.</p>				

		BK8: Remedial Classes	B5.3. Based assessment data, educators organize remedial sessions on a one to one basis to address learning difficulties diagnosed.				
B6	Continuous Professional Development	BK9: Teaching Staff Self-Development	B6.1. Teaching staff continuously improve their knowledge and skills by enrolling in professional courses related to their job and follow in-service courses/workshops organized by educational institutions.				

Learning and Teaching	Benchmark
Good	16 out of 21 indicators to be Good
Satisfactory	10 out of 21 indicators to be Satisfactory
Requires Improvement	Less than 10 indicators requiring improvement

C. SCHOOL ETHOS AND CLIMATE

SN	KRA	KEYTASKS	PERFORMANCE INDICATORS	LEVEL DESCRIPTORS			Justification
				Good	Satisfactory	Requires Improvement	
C1	Caring and Supporting Services	CK1: Services for Children with Special Educational Needs	<p>C1.1. The school makes provision for:</p> <p>C1.1.1 support to the gifted, disabled, and children with learning difficulties, emotional problems, and physical disabilities or chronic illness such as epilepsy.</p> <p>C1.1.2. support to children with family problems.</p> <p>C1.1.3. support to newly admitted children.</p>				

C2	Community resources	CK2: School social worker	<p>C2.1. School social worker to help SEN learners develop social skills, address communication disorders and behaviour issues.</p> <p>C2.2. Moreover, the support of NGOs and of local resource centers are also engaged to contribute to all aspects of inclusive education.</p>				
C3	Interpersonal Relationships among Stakeholders	CK3: Home-school Cooperation	<p>C3.1. The institution provides:</p> <p>C3.1.1. diversified channels to have timely communication with parents on the performance and behaviour of their children.</p>				

			<p>C3.1.2. diversified supporting network to pool parents’ efforts in organizing various activities and sharing experiences of nurturing the young. The institution systematically collects parents’ opinions to improve its work.</p>				
		<p>CK4: Staff and Learners</p>	<p>C3.2. There is mutual trust, respect and acceptance are apparent among the staff of the institution. They are unified and cooperative.</p> <p>C3.3. The staff love and show care for the children, and there is mutual respect.</p>				

			<p>C3.4. The children perceive the staff as their role models and are willing to share feelings with them.</p> <p>C3.5. The children maintain harmonious relationship mutual care, respect, and acceptance among themselves.</p>				
		CK5: Links with Stakeholders	<p>C3.6. The SEN School maintains close link with professional bodies and other stakeholders so that timely referrals that require special care can be made whenever necessary.</p>				

C4	School Culture	CK 6: Norms and values	<p>C4.1 The staff and learners are satisfied with the school environment of the institution and have developed a strong sense of belonging towards the institution.</p> <p>C4.2. The staffs value team collaboration, promote experience sharing and classroom observation among themselves.</p> <p>C4.3. They are dedicated and active in taking part in the institution’s activities and in decision making.</p> <p>C4.4. The children are participative, and the school atmosphere is cheerful.</p>				
----	----------------	------------------------	--	--	--	--	--

			C4.5. The parents are supportive to the institution.				
		CK 7: Sustainability	C4.6. The school sustains a caring ethos and ensures parental involvement in the overall development of the child.				
C5	Positive Behaviour Management	CK 8: Discipline at school	<p>C5.1. School develops and implements its own discipline policy based on values- like respect, fairness, equity, inclusion.</p> <p>C5.2. The policy is child-centered based on human right approach and is aligned to the <u>Norms and Standards of the SENA.</u></p>				

School Ethos and Climate	Benchmark
Good	15 out of 20 indicators to be Good
Satisfactory	11 out of 20 indicators to be Satisfactory
Requires Improvement	Less than 11 indicators requiring improvement

D.HOLISTIC DEVELOPMENT

SN	KRA	KEY TASKS	PERFORMANCE INDICATORS	LEVEL DESCRIPTORS			Justification
				Good	Satisfactory	Requires Improvement	
D1	Cognitive development	DK1: Logical Thinking	<p>D1.1. Programs developed by SEN schools enables students to show:</p> <p>D1.1.1. curiosity in the surrounding environment, explore and learn things by using different senses.</p> <p>D1.1.2. interest in learning all core subjects.</p> <p>D1.1.3. ability to organize and present</p>				

			the results of exploration and investigation orally or by using numbers or charts.				
		DK2: Problem solving and creativity.	D1.2. to follow steps in doing things and understand the casual effect relationship. D1.3. to try new things, probe questions and raise suggestions.				
		DK3: Attention and Memory	D1.4. focus and refocus their attention independently.				

			<p>D1.5. retain and recall information acquired as required for continuous learning.</p>				
<p>D2</p>	<p>Language and Communication development</p>	<p>DK4: Listening ability</p>	<p>D2.1. have an appropriate listening habit, being attentive and polite.</p> <p>D2.2.use the sense of hearing to identify the meaning of different sounds, willing to communicate with others</p> <p>D2.3. understand the contents of conversation and make appropriate response.</p>				

		<p>DK5: Speaking ability</p>	<p>D2.4. use verbal or body language to communicate with others, and able to speak in a polite manner.</p> <p>D2.5. describe things, express their experiences, feeling and ideas in daily life.</p> <p>D2.6. control their tone, volume and speed when speaking.</p>				
		<p>DK6: Reading ability</p>	<p>D2.7. understand ideas expressed in pictures, symbols or words.</p> <p>D2.8. demonstrate the ability for guided and independent reading.</p>				

			<p>D2.9. look up for information from books to solve problems.</p>				
D3	Physical Development	<p>DK7: Coordination of gross motor skills</p>	<p>D3.1. control body balance and coordinate the four limbs.</p> <p>D3.2. demonstrate skills in gross motor movement and control movement of the limbs.</p> <p>D3.3. show the concept of space in movement.</p> <p>D3.4. show interest in participating in physical and sports activities.</p> <p>D3.5. have an awareness of safety during activities.</p>				

		<p>DK8: Coordination of finemotor skills</p>	<p>D3.6. demonstrate hand control and coordination, eye-hand coordination, fine motor skills along with spacing and directionality skills, ability in coordinating gross and fine motor skills during activities.</p> <p>D3.7. express ideas through pictures, signs or writing when communicating with other people.</p>				
--	--	---	---	--	--	--	--

			<p>D3.8. grasp the right posture for writing and proper way of holding pencils and write with correct strokes.</p>				
		<p>DK10: Self-management and expression of feelings.</p>	<p>D4.3. obey rules and maintain harmonious relationship with others.</p> <p>D4.4. understand and express his/her own needs, and control feelings and emotions properly.</p> <p>D4.5. respect others, understand and show concern about feelings and needs.</p>				

		DK11: Sense of responsibility and Social morality	<p>D4.6. demonstrate an awareness of environmental protection.</p> <p>D4.7. know how to keep a clean & hygienic environment.</p>				
D5	Aesthetic and Cultural development	DK12: Creativity and ability to appreciate various forms of beauty	<p>D5.1. Participate in creative activities.</p> <p>D5.2. Appreciate his/her own and others' work or performance.</p> <p>D5.3. Use imagination and creativity in art and design, music, dancing, imaginative play, role playing and storytelling.</p>				

		<p>DK13: Knowledge and appreciation of local culture and other cultures</p>	<p>D5.4. know about the relationship between self and his/her nation.</p> <p>D5.5. able to respect the way of living of different races, and able to appreciate both local and other cultures and customs.</p>				
D6	<p>Emotional Development</p>	<p>DK 14: Self-awareness, and Emotional intelligence.</p>	<p>D6.1. develop the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behaviour.</p>				

D7	Life skills Development	DK15: Abilities for adaptive behavior	D7.1. demonstrate basic life skills (toileting, brushing, bathing, grooming) and develops self- help skills				
D8	Participation	DK16: Co/Extra- curricular activities	D8.1. Schools provide opportunities to all students to participate in national and international projects and activities.				
D9	Vocational Development	DK17: Demonstrate the skills that enhance efficiency and performance at work.	D9.1. demonstrate affinity to and interest in a vocation. D9.2. demonstrate problem solving,				

			<p>decision making , team working skills.</p> <p>D9.3. demonstrate ability to managing side distractions.</p>				
D 10	Counselling and Therapies	DK 18:Therapy Services	<p>D10.1. SEN Schools regularly seek the support of counsellors and therapists to address individual needs of learners with disabilities.</p>				

Child Development	Benchmark
Good	33 out of 43 indicators to be Good
Satisfactory	22 out of 43 indicators to be Satisfactory
Requires Improvement	Less than 21 indicators requiring improvement

E. SCHOOL INFRASTRUCTURE AND SANITATION

SN	KRA	KEY TASKS	PERFORMANCE INDICATORS	LEVEL DESCRIPTORS			Justification
				Good	Satisfactory	Requires Improvement	
E1	Building and Premises	EK19: Location	<p>E1.1. The registered name of the institution shall be displayed in the forefront of the building.</p> <p>E1.2. The SEN school:</p> <p>E1.2.1. is not situated in or over any godown, shop, store, factory or such buildings that might constitute a hazard to the health or well-being of the learners and members of the staff;</p>				

			<p>E1.2.2.is provided with not less than 2 independent satisfactory means of egress for all storeyed building used as premises of an institution;</p> <p>E1.2.3.is not using the roof, loft, verandah, balcony, garage or cellar as a classroom, for the teaching of physical education, or for recreational purposes, without the written approval of the Authority.</p>				
		<p>EK20: Structure</p>	<p>E1.3. provides ramps for wheel chair and other needy users; such ramps shall not be inclined to more than 15 degrees to the horizontal to enable learners to have greater mobility and access across the institution;</p>				

			<p>E1.4.has doorways wide enough to allow for smooth manoeuvring of wheel chairs;</p> <p>E1.5.has hand rails in areas requiring safety as well as to facilitate mobility in the institution.</p> <p>E1.6. does not have classrooms on the first floor for learners using wheel chair.</p>				
		<p>EK 21: Classroom</p>	<p>E1.7. The recommended ratios for effective and efficient teaching/learning are:</p> <p>E1.7.1 Teacher : Pupil ratio Pupil ratio is 1: 7.</p> <p>E1.7.2.Teacher : Assistant Teacher ratio Teacher Assistant ratio is 2 : 1.</p> <p>E1.7.3. Pupil : Carer ratio Pupil : carer ratio is 15 : 1.</p>				

			<p>E1.7.4.Classroom : Caretaker ratio</p> <p>Classroom: Caretaker ratio is 8: 1.</p> <p>However, exceptions will be made depending on the level of impairment, in which cases the above ratios may be reviewed by the Ministry.</p> <p>E1.8. Classrooms in every special education needs institution :</p> <p>E1.8.1. have at least one whiteboard and a soft board;</p> <p>E1.8.2 provide</p> <ul style="list-style-type: none"> ▪ a single seater for every learner; ▪ a minimum writing space of 24 inches by 18 inches for each learner; 				
--	--	--	--	--	--	--	--

			<ul style="list-style-type: none"> ▪ a suitable table and chair for the teacher; <p>E1.9. A minimum of 1 square metre is allocated per learner in classrooms.</p> <p>This space may be increased to 1.5 metres for a learner on wheelchairs, with walking frames, and/or using other special equipment.</p> <p>E1.10. have a door for independent access.</p> <p>E1.11. have windows to provide adequate ventilation and natural lighting;</p> <p>E1.12. have anti slippery and hazard free flooring;</p> <p>E1.13. have partitioning with concrete walls or double-panelled partitions.</p>				
--	--	--	--	--	--	--	--

			<p>E1.14. Braille signage and appropriate color bands shall be displayed to guide learners with visual impairment.</p> <p>E1.15. Flashing bells, indicative electric light signs and visual posters shall be used to inform learners, with diverse needs including those with hearing impairment, of recess and break and to warn them of any eventual dangers or hazards.</p> <p>E1.16. Labels and pictograms shall also be appropriately used.</p>				
		<p>EK22: Specialist Rooms</p>	<p>E1.17. School is equipped with therapy Room/Sensory Room/OT Room on ground floor.</p>				

			<p>E1.18. School is required to have a changing room equipped with at least one change table or couch appropriate to the learners' disability.</p> <p>E1.19. School has a safe/isolation room to keep children in cases of aggressive behaviours.</p>				
E2	<p>Pedagogical Materials and Adapted Furniture</p>	<p>EK23:Equipment specific to different types of disabilities</p>	<p>E2.1. The SEN School is equipped with appropriate pedagogical materials and adapted furniture according to the learners' disabilities.</p> <p>E2.2. School adheres to the recommended list of pedagogical materials and adapted furniture provided by SENA. (Norms and Standards)</p>				

			<p>E2.3. Pedagogical materials includes toys which are hazard free to the health and safety of the learners with disabilities.</p>				
E3	Hygiene	<p>EK 24: Provision of Health and sanitary facilities</p>	<p>E3.1. Updated Health and Safety Certificate issued by the Ministry of Health and Wellness life is affixed in a noticeable place in the institution.</p> <p>E3.2. SEN School is open to medical and sanitary inspection by officers authorised by Authority.</p> <p>E3.3. Sweeping of classroom and dusting of furniture is carried out daily.</p> <p>E3.4. Institutions is equipped with a large, well-covered garbage bin.</p> <p>E3.5. Bins are placed in every classroom and in appropriate</p>				

			<p>locations on the premises of the institution.</p> <p>E3.6. Disposal of waste from bins is carried out daily.</p> <p>E3.7. Every institution is provided with an adequate wholesome supply of drinking water.</p> <p>E3.8. Water tanks is cleaned and maintained at regular interval (at least once a term, during school holidays) to enable storage of water for safe consumption.</p> <p>E3.9. Updated Water sample Certificate is available at school.</p> <p>E3.10. There is least one tap for every 10 learners that is suitable or adapted to the learners' needs.</p>				
--	--	--	--	--	--	--	--

			<p>E3.11. Hot water outlets to the bathrooms are fitted with thermostats and have security taps to avoid scalding and kept out of reach of learners.</p> <p>E3.12. Hot water pipes are insulated and be out of reach of the learners.</p>				
--	--	--	---	--	--	--	--

E3.13.SEN Schools separate water closet accommodated with flushing systems is provided for each gender as follows –

Number of Learners enrolled	Number of Toilets	
	Girls	Boys
30	2	1
70	3	2
100	4	3
For every additional 100 boys		1
For every additional 40 girls	1	

		<p>The above ratios are an indicative (minimum) figure.</p> <p>E3.14. The Authority reserves the right to review the above ratio for each institution based on the type of disabilities of the students enrolled.</p> <p>E3.15. The SEN School should not pit latrines.</p> <p>E3.16. Good sewage facilities or system is provided on the premises of the Institution.</p> <p>E3.17. Septic tanks are properly secured and maintained.</p> <p>E3.18. There are separate entrances for boys and girls to accede to the respective toilet where lavatories are built together in one block.</p>				
--	--	--	--	--	--	--

			<p>E3.19. Provision is for well-equipped toilet facilities, adapted toilets, facilities for couch and hand shower, based on the specific needs of the learners.</p> <p>E3.20.There is supply of diapers for learners with disabilities requiring same in every institution.</p>				
E4	Physical Safety	EK 25: Risk Assessment	<p>E4.1. The SEN School carries out a risk assessment every 6 months to identify hazards, evaluates any associated risks within the institution and report to SENA for appropriate actions.</p> <p>E4.2.All incidents, hazards and risks need to be properly recorded.</p>				

			<p>E4.3.The school ensures regular maintenance of all resources required for a conducive and safe learning environment.</p>				
		<p>EK 26: Student Care, Safety and Welfare</p>	<p>E4.4. The protection, care, safety, and welfare of learners is in accordance with the Occupational Safety and Health Act 2005.</p> <p>E4.5.The SEN School abides by the requirements OSHA section 74 and also that of Mauritius Fire and Rescue services.</p> <p>E4.6. The SEN School has fire extinguishers placed at strategic points in the institution.</p>				

			<p>E4.7. Safety signs are affixed in appropriate location.</p> <p>E4.8. First-aid kits should be available in an accessible and secured place at the institution.</p> <p>E4.9. On-site and off-site supervision of learners is exercised by the staff, as well as during outings and educational tours.</p> <p>E4.10. Yards and playgrounds of the Institution is fenced, and gates are closed and under the control of a gateman;</p> <p>E4.11. Access to the school premises is strictly controlled.</p> <p>E4.12. Transport safety protocol is well-defined for drop-off and pick-up of learners.</p>				
--	--	--	--	--	--	--	--

			<p>E4.13. A visitors' log book shall be kept at all times and made available upon request.</p> <p>E4.14. The school premises are free from any potential hazards including toxic plants.</p> <p>E4.15. Chemicals and dangerous products (detergent, disinfectants, washing powder, amongst others), if any, are under lock and key in a safe place and out of reach of learners.</p> <p>E4.16. Any incident occurring in the institution should immediately be reported to the SENA.</p> <p>E4.17. A logbook of all incidents is kept in a safe and secured place at the institution</p>				
--	--	--	---	--	--	--	--

			and produced as and when required.				
		EK 27:Electrical and safety measures	<p>E4.18. The SEN School is equipped with electricity and/or any other alternatives.</p> <p>E4.19. Electrical outlets on walls are placed out of reach of learners.</p> <p>E4.20. No plugged electrical cords in devices are left unattended.</p> <p>E4.21. Fans in rooms are placed out of reach of the learners.</p> <p>E4.22. Fans and lights are switched off when not in use.</p> <p>E4.23. Regular maintenance to electric wires and devices is carried out.</p>				

		<p>EK28:Other safety</p>	<p>E4.24. No stray animals or livestock, which are likely sources of infection or which may be detrimental to the well-being of the learners, shall be allowed on the institution premises.</p> <p>E4.25. Safety nets or other dissuasive devices shall be placed in areas where bird infestation is likely to constitute a hazard to the health and security of learners.</p> <p>E4.26. Vehicles shall be parked in clearly designated parking bays and shall not constitute a risk to the safety of the learners.</p>				
--	--	---------------------------------	--	--	--	--	--

E5	Disaster Management	EK 29: Protocol for closing of schools in exceptional arising from cyclone warning, torrential rains and flooding in SEN institutions	E5.1. Every school should constitute a School Disaster Management Committee for better preparedness and response to crises/emergencies/disasters and followed prescribed guidelines in the SENA Norms and Standards.				
----	---------------------	--	--	--	--	--	--

School Infrastructure and Sanitation	Benchmark
Good	52 out of 69 indicators to be Good
Satisfactory	35 out of 69 indicators to be Satisfactory
Requires Improvement	Less than 35 indicators requiring improvement

F. PARENTAL ENGAGEMENT

SN	KRA	KEYTASKS	PERFORMANCE INDICATORS	LEVEL DESCRIPTORS			Justification
				Good	Satisfactory	Requires Improvement	
F1	PTA	FK 30:Parent Involvement	<p>F1.1. School has an active Parent Teacher Association.</p> <p>F1.2. Parents are involved in producing the Individual Education Plan IEP for their respective ward.</p>				
F2	Communication	FK 31: School-to-home and home-to-school communications	<p>F2.1. Effective mode of communication is in place for school-to-home and home-to-school communications about school programs and learner's progress.</p>				

F3	Decision-making	FK 32:PTA as advocacy	<p>F3.1. PTA acts as independent advocacy group to lobby and work for school reform and improvements.</p> <p>F3.2. By participating in decision making, parents demonstrate a feeling of ownership of school.</p>				
F4	Learning at home	FK33: School activities carry-over	<p>F4.1. Parents understand the teacher's job, increased comfort in school, and carry-over of school activities at home.</p>				
F5	Collaborating with community	FK34: Integrating communities' services	<p>F5.1. Parents help in integrating communities' services and resources to support and strengthen schools, learners, and their families.</p>				

			<p>F5.2. Parents partner with schools in organizing civic, counseling, cultural, health, recreation, and other school-based activities.</p>				
--	--	--	--	--	--	--	--

Parent Engagment	Benchmark
Good	8 out of 8 indicators to be Good
Satisfactory	5 out of 8 indicators to be Satisfactory
Requires Improvement	Less than 5 indicators requiring improvement

G. FOOD AND NUTRITION

SN	KRA	KEYTASKS	PERFORMANCE INDICATORS	LEVEL DESCRIPTORS			Justification
				Good	Satisfactory	Requires Improvement	
G1	Nutrition	GK 35: Hot Meal	<p>G1.1. The SEN School are aligned to the HOT MEAL PLAN prepared by SENA.</p> <p>G1.2. Catering contracts and food service contracts are in accordance with procedure and the HOT MEAL PLAN Handbook</p> <p>G1.3. Institution providing food to learners should abide by the regulations made by the Minister under section 18</p>				

		<p>GK 36: Food Act and Regulations</p>	<p>of the Food Act as stipulated in the Government Gazette of Mauritius No. 74 of 15 August 2009.</p> <p>G1.4. Any person employed to prepare and/or to serve meals to the learners at school should possess a Food Handling Certificate (FHC) as per section 37 of the Food Regulations 1999</p>				
--	--	---	---	--	--	--	--

Food and Nutrition	Benchmark
Good	4 out of 4 indicators to be Good
Satisfactory	3 out of 4 indicators to be Satisfactory
Requires Improvement	Less than 3 indicators requiring improvement

SN	Document list	Hyperlinks
1	Education Act 1957	Volume 3.pdf (govmu.org)
2	UNCRPD	UNCRPD (ilo.org)
3	UNCRC	Microsoft Word - Document1 (ohchr.org)
4	SENA Act 2018	The Special Education Needs Authority Act – Special Education Needs Authority (govmu.org)
5	SENA Regulations 2021	Special Education Needs Authority Regulations 2021 – Special Education Needs Authority (govmu.org)
6	Norms and Standards for SEN Institutions	Norms and Standards for Special Education Needs Institutions – Special Education Needs Authority (govmu.org)
7	IEP-Individual Education Plan	Individualized Education Plans (IEP) 2 – Special Education Needs Authority (govmu.org)
8	Hot meal Guidelines	Hot meal Guidelines – Special Education Needs Authority (govmu.org)
9	OSHA 2005	MUS72927 2013.pdf (ilo.org)
10	School Registration	"C:\Users\User\OneDrive\Desktop\FINAL QAF\ACTS AND REGULATIONS\Registration of a SEN Institution.docx"
11	Admission and Transfer Form	Admission and Transfer Form – Special Education Needs Authority (govmu.org)
12	Incident Report	Incident Report Form – Special Education Needs Authority (govmu.org)
13	Pedagogical Documents	Templates ref: ST001/ST002/ST003/ST004

14	Human Resources Management Manual	HRMM_08042011.pdf (govmu.org)
15	Financial Management Manual	CHAPTER 10 (govmu.org)
16	Performance Management Manual	6. Understanding PAFs and PIPs.pdf (govmu.org)
17	Food Act 1998	THE FOOD ACT 1998 (mcci.org)
18	Food Regulations 1999	Regulation - Food Regulations 1999 - Mauritius Trade Easy - Expanding markets and Facilitating compliance

Annex

SPECIAL EDUCATION NEEDS AUTHORITY- QUALITY ASSURANCE UNIT						
SCHEME OF WORK						
TERM:		YEAR:		SCHOOL:		
SUBJECT:				GRADE:		
NUMBER OF PERIODS/ WEEK:				NUMBER OF STUDENTS		
WEEK	TOPICS/ SUB TOPICS	LEARNING OUTCOMES/ OBJECTIVES	PEDAGOGICAL STRATEGIES	EDUCATIONAL RESOURCES	ASSESSMENT/ EVALUATION	REMARKS
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
Name of Educator:				Signature of Educator:		
Vetting by Head of School				Signature of Head of School		
Date:						

ST001

SPECIAL EDUCATION NEEDS AUTHORITY- QUALITY ASSURANCE UNIT						
LESSON PLAN						
SCHOOL:				NAME OF EDUCATOR:		
CLASS:				DATE:		
PERIOD:				SUBJECT:		
DURATION:				TOPIC:		
ROLL:						
AIM						
LEARNING OUTCOMES						
PROFILING OF STUDENT						
TEACHING STRATEGIES	Expository	<input type="checkbox"/>	Questioning	<input type="checkbox"/>	Activity- based	<input type="checkbox"/>
	Computer based learning	<input type="checkbox"/>	Other:			
TEACHING AIDS & RESOURCES						
PROCEDURES						
EVALUATION/ ASSESSMENT	Questioning	<input type="checkbox"/>	Classwork	<input type="checkbox"/>		
	Learner's Interaction	<input type="checkbox"/>	Other:			
FEEDBACK						

ST003

SPECIAL EDUCATION NEEDS AUTHORITY- QUALITY ASSURANCE UNIT

REMEDIAL PLAN

School:			YEAR:		TERM:	
SUBJECT:				GRADE:		
Week (Date)	Topic	Major Learning Difficulties	Strategies to Improve	Consolidation Work	Outcome of Remedial Work	Remarks
1						
2						
3						
4						
5						
6						
7						
8						
9						
Name of Educator:				Signature of Educator:		
Name of Head of Department:				Signature of HOD:		
Date:						

ST004



 4603015

 sena@govmu.org

 sena.govmu.org

 Cyber Tower 2 (Level B) Ebene Cyber city