

# Norms and Standards for SEN Institutions



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## Acknowledgements

The Special Education Needs Authority (SENA) would like to thank all partners delivering special education services for their valuable inputs which have been instrumental in reviewing the document on norms and standards.

## Disclaimer

- (i) The Norms and Standards are applicable to all institutions admitting learners with Special Education Needs (SEN) as per provision in section 5 (c) of the SENA Act 2018.
- (ii) Any alteration(s) to Norms and Standards specified in this document will be subject to application to and approval of SENA.
- (iii) The Norms and Standards are subject to review as and when required.

## Preamble

The Ministry of Education, Tertiary Education, Science and Technology has come up with a new policy framework and strategy document with the vision for an inclusive system whereby ALL learners with special education needs can access quality education. One of the strategy goal enunciated is the setting up of an authority to regulate special needs education. In 2018 the Special Education Needs Authority was enacted. The objects of the SENA Act 2018 are:

- (a) “Monitoring and facilitating the implementation of special education needs policies of the Government”;
- (b) “Advising the Minister on the formulation of policies and on the criteria for the registration of:
  - (i) special education needs institutions;
  - (ii) the teaching and non-teaching staff, and any other resource person, of the special education needs institutions”;
- (c) “Providing guidelines for the design and development of curriculum for special education needs”;
- (d) “The harmonisation and promotion of programmes and policies for the education and holistic development of persons with special education needs in line with the Convention on the Rights of the Child and the Convention on the Rights of Persons with Disabilities”.

In response to the objects of the SENA Act, the Norms and Standards document has been reviewed accordingly. The Norms and Standards are key requirements that will serve as guide towards attainment of an inclusive, equitable and effective education system as well as in the formulation of the relevant regulations for SEN institutions.

## **1. Introduction**

This document provides the framework for Norms and Standards governing SEN institutions, both Private and Public and procedures for Registration/Renewal of Special Education Needs institutions in the Republic of Mauritius.

It is to be used by Heads of Institutions/ Managers to ensure compliance with the basic requirements for the smooth functioning of their institution.

### **1.1 Objective of the Norms and Standards**

The Norms and Standards are to ensure that the requirements of the Education Act 1957 and SENA Act 2018 are being met.

### **1.2 Registration of SEN Institutions**

All institutions should apply for registration with the SENA on the prescribed form.

## **2. Institution Governance**

### **2.1 Democratic Principles**

There should be a Vision and Mission statement for each institution.

### **2.2 Guiding Principles**

All Institutions should abide to the Quality Assurance Framework developed by SENA.

## 2.3 Admission to a SEN Institution and Main Stream Schools

All learners admitted to a SEN Institution should have a medical certificate/ paramedical Report attesting their disability and an assessment/screening report from the multidisciplinary team of the SENA, detailing their disability.

## 2.4 Transfer of Learners

The transfer of learners from and to SEN institutions should be approved by the SENA (refer to **Annex A**)

## 2.5 Register of Enrolments

An updated register of enrolments (admission, transfer and re-admission) of learners should be kept.

## 2.6 Minimum Learners Population

A SEN institution shall have a population of not less than 10 learners.

## 2.7 Age of Learners

**2.7.1** A learner must have reached 5 years by 31 December to be admitted in a SEN institution the following year.

**Example:** A Learner has reached 5 years in 2024 will be admitted in 2025.

**2.7.2** A learner has reached 20 years during a year will leave the SEN institution the following year.

**Example:** A learner has reached 20 years in 2024 will leave the SEN institution in 2025.

## 2.8 Head of Institution

All SEN institutions should be under the responsibility of a Manager (Head of School, Head of institution, Head of SENRDC, amongst others).

## 2.9 Ratio

There shall be:

- I. such minimum number of Teachers and Teacher Assistants as the Authority may determine;
- II. at least one SEN Carer for every 15 learners; and
- III. at least one caretaker for eight classrooms.

**Note:** However, depending on the severity of impairment of learners, the above ratios may be re- determined on a case-to-case basis by the SENA.

## 2.10 Specialist Support Services

Learners should receive regular and adequate professional support, follow-ups and therapy by medical and paramedical staff in SEN institutions. Such support should be recommended in the Individual Education Plan developed by SENA.

## 2.11 Staff Responsibilities

The roles and responsibilities of all employees should be clearly spelt out in their job description/work contract.

## 2.12 Guide for a Code of Ethics for SEN Institutions

It is recommended that all staff of SEN institutions stand guided by the 'Guide for a Code of Ethics for SEN institutions' (refer to **Annex C**).

## 2.13 Parents-Teachers Association

A duly registered Parents-Teachers Association should be set up in each SEN institution to engage fully parents and foster partnership with the community.

## 2.14 Disciplinary Policy

All SEN institutions should develop disciplinary policies for learners and staff based on the principles of fairness.

It is recommended that all SEN Institutions stand guided by the Guide to Disciplinary Policy for SEN Institutions prepared by the Authority (refer to **Annex D**).

## 3. Staff Qualifications and Roles

### 3.1 Manager/Head of Institution

**No person shall be eligible to manage a SEN Institution unless he/ she holds:**

#### 3.1.1 Qualifications:

- A. A Diploma in Educational Management with specialization in Special Education Needs (CEM(SEN)) from the Mauritius Institute of Education (MIE); or
- B. alternative recognized qualification, at least Level 5 on the National Qualification Framework in Educational Management with specialization in Special Education Needs and acceptable to the Authority.
- C. A certificate by the Inclusive School Leadership Academy Canada could be an alternative.

**(a)** Managers in post as of 1<sup>st</sup> September 2024 will be provided a moratorium of five years to follow appropriate courses in Special Education Needs as prescribed by the Authority

**(b) Every Manager shall, in relation to the Special Education Needs institution which he administers, keep-**

- ❖ a register of teachers, teacher assistants and non-teaching staff;
- ❖ a register of enrolment;
- ❖ attendance registers for learners, teachers, teacher assistants, non-teaching staff and SEN carers;
- ❖ an inspection register;
- ❖ all financial records;
- ❖ a visitors' book;
- ❖ an inventory of furniture and equipment;
- ❖ the time table of studies and activities;
- ❖ learners' Profile Books;
- ❖ a daily occurrence book;
- ❖ Individual Education Plan (IEP);
- ❖ such other information or document as the Authority may determine.

**(c) Every Manager shall, in relation to the Special Education Needs Institution which he/she administers-**

- ❖ submit to the Authority, within one month of the start of the academic year, a list of learners and members of teaching and non-teaching staff;
- ❖ inform the Authority within 48 hours of any event within one month, of any change in the particulars of the lists referred to above; and
- ❖ comply with directive (s) issued by the Authority for the effective running of a Special Education Needs institution.

**(d) No Manager shall administer more than one Special Education Needs institution at a time.**

## 3.2 SEN Teacher

**No person shall be eligible to teach unless he/she holds:**

### 3.2.1 Qualifications:

**SC or GCE O-level** with at least **5 credits** including **English, French and Mathematics** obtained at not more than two sittings and

- a. **Higher School Certificate or GCE A-Level** with pass in at least 2 subjects.
- b. A **Diploma in Special Education Needs (DSEN)** from any recognized institution, with at least Level 6 on the National Qualification Framework relevant to the field of Special Education Needs and acceptable to the Authority.

Additional requirements for SEN Teacher Assistant are as follows:

- (i) Medical Certificate
- (ii) Character Certificate

**Every teacher shall keep –**

- a weekly plan of work and lesson plan, in such form as the Authority may determine;

a programme of extra-curricular activities proposed to the learners; and

- such other documents as the Authority may determine.
- Individual Education Plan

In scarcity areas any person with disability not possessing qualifications at 3.2.1 but having at least five years' teaching experience in a specific domain such as in the teaching of Braille or Sign Language will be eligible to be employed to teach in his/her field of specialization. He/she will be given a moratorium of three years to follow appropriate courses in Special Education Needs as prescribed by the Authority.

### 3.3 SEN Teacher Assistant (Primary)

**No person shall be eligible to perform the duties of a SEN Teacher Assistant unless he/she holds:**

#### 3.3.1 Qualifications:

1. Certificate in Special Education Needs from any recognised institution, with at least Level 5 on the NQF, relevant to special education needs and acceptable to the Authority.
  
2. Others:
  - (i) A valid Medical Certificate
  - (ii) A valid Character Certificate

#### **NOTE:**

Teacher Assistants in post prior to 2026 will have to complete successfully the relevant course or apply for RPL at level 4 at the MQA or any other institution within three (3) years.

Applications received for registration of Teacher Assistant as from 2026 will need to possess academic qualifications: SC or GCE O level with at least 5 passes including Mathematics, English & French to be registered as Teacher Assistant and will be given a moratorium of 3 years to complete successfully the relevant course.

#### 3.3.2 Duties:

##### **SEN Teacher Assistant (Primary) are required to be:**

- (a) providing personalised attention to facilitate the learning and development and mobility of the learner;
- (b) assisting in the preparation of materials and teaching aids according to the needs of the learner;
- (c) assisting in the setting up of indoor and outdoor areas for learning and recreational and other extra-curricular activities; and
- (d) promoting learning by participating in activities in special education needs settings.

### 3.4 SEN Carer

**No person shall be eligible to perform the duties of a SEN Carer unless he/she holds:**

#### 3.4.1 Qualifications:

**A.** Recognised Certificate, at least Level 3 on the NQF relevant to caring in Special Education Needs and acceptable to the Authority.

**B. Others:**

- a. A valid Medical Certificate + Chest X-Ray.
- b. A valid Character Certificate
- c. A valid Food handler Certificate
- d. First Aid Certificate will have to be completed within 1st Year.

#### NOTE:

(i) Carers in post prior to 2026 will have to complete successfully the relevant course or apply for RPL at level 2 at the MQA or any other institution within three (3) years.

(ii) Applications received for registration as Carers as from 2026 will need to possess academic qualifications up to Grade 9/Form 3 to be registered as Carer and will be given a moratorium of 3 years to complete successfully the relevant courses.

#### 3.4.2 Duties

**SEN Carers are required to be:**

- (a) providing care, attention and general support, in his day to day needs and activities, to a learner;
- (b) cleaning and maintaining the classroom and outdoor environment in good conditions;
- (c) making arrangements, serve meals and provide assistance to learners;
- (d) assisting teachers to implement pedagogical and extra-curricular activities;
- (e) assisting teachers to prepare teaching materials and to set up and organise classrooms;
- (f) ensuring welfare, safety and development of learners; and
- (g) performing such other duties related to the above, as may be required.

**Note:** The prescribed application form for registration of Manager, SEN Teacher/SEN Teacher Assistant, SEN Carer and other Resource Persons are available on the website of SENA.

#### **OVERALL NOTE**

Registered applicants for Teacher, Teacher Assistant and Carer will be on a flat salary scale as prescribed by the NRB until they **successfully** complete the relevant course within the moratorium period - SENA reserves the right to de-register the staff who have not completed their relevant course within the prescribed period. However, cases to case basis will be evaluated for those who fail to complete the course, ex: pregnancy cases, among others.

## **4 Curriculum**

### **4.1 Curriculum**

All SEN institutions should abide by such curriculum as the Authority may prescribe that will cater for and respond to educational, functional, vocational and lifelong learning needs of diverse learners.

### **4.2 Certification**

All national examinations or qualifications certifying the optimal level of achievement will be applicable to learners with SEN.

### **4.3 Timetable**

A timetable showing the allocation of workload for Teachers, Teacher Assistants, SEN Carers and the non-teaching staff and activities organized should be submitted to SENA at the start of each academic year and same should also be available at institutional level.

## **5 Pedagogical Materials and Adapted Furniture**

- ❖ All special education needs institutions shall be equipped with appropriate pedagogical materials and adapted furniture according to the specific needs of the learner. A recommended list of pedagogical materials and adapted furniture is at **Annex E**.
- ❖ Pedagogical materials, including toys, shall be hazard free to the health and safety of the learners with disabilities.
- ❖ There shall be at least one changing table, or couch, appropriate to the learner's disability in each institution.

## **6 Student Learning Outcomes**

### **a. Learner's Profile Book**

A learner's Profile Book should be kept updated for each learner with record of ongoing progress as well as assessment reports, monitoring procedures and the evaluation of learners' performance.

### **b. Individual Education Plan**

An Individual Education Plan based on the Individual Education Programme should be developed to cater for the individual needs of diverse learners. This has to be worked out in collaboration with the multidisciplinary team at the level of the institution and be implemented for each learner.

## 7. Care, Safety and Welfare of Learners

### a. Student Safety and Welfare

- I. The protection, care, safety and welfare of learners should be in accordance with the Occupational Safety and Health Act 2005 ( accessible on [https://labour.govmu.org/Documents/Legislations/osha%202005/act/1.%20OCCUPATIONAL%20SAFETY%20AND%20HEALTH%20ACT%202005%20%20updated%20as%20at%202013%20\(latest\).pdf](https://labour.govmu.org/Documents/Legislations/osha%202005/act/1.%20OCCUPATIONAL%20SAFETY%20AND%20HEALTH%20ACT%202005%20%20updated%20as%20at%202013%20(latest).pdf) ).
- II. On-site and off-site supervision of learners should be exercised at all times by the staff, as well as during outdoor activities.
- III. First-aid kits should be available in an accessible and secured place at the institution.
- IV. Yards and playgrounds of the institution must be fenced and gates closed at all times; they should be clear from any potential hazards, including toxic plants.
- V. Chemicals and dangerous products (detergent, disinfectants and washing powder amongst others), if any, should be kept under lock and key in a safe place and out of reach of learners.
- VI. Any incident occurring in the institution should be immediately reported to the SENA by email on [sena@govmu.org](mailto:sena@govmu.org) or by fax on 468 6200 . Copy of the prescribed form (Incident Report Form) is at **Annex F**.
- VII. A logbook of all incidents should be kept in a safe and secured place at the institution and be produced as and when required.

## **b. Emergency Management Plan**

A SEN Institution Disaster Management Committee (SIDMC) shall be set up at the beginning of each academic year and will comprise of the Manager, at least two members of the staff, and a representative of the Parents Teachers Association. It shall meet at the beginning of each term and as often as the need arises.

The SIDMC in each institution should develop an emergency management plan for the institution. Head of Schools/Institutions should ensure that they are familiar with such protocols as set in the “Protocol for closing of schools in exceptional circumstances and other cases of emergency”. A copy of the same is adapted for SEN Institutions.

### **Guidelines in connection evacuation of premises in case of emergency**

In specialized schools, the infrastructure and physical environments may hinder the security and safety of children during an emergency. Communication is also very important to save lives as in specialized schools we are dealing with students with hearing and visual impairments. The evacuation route may not be the same for pupils with different disabilities.

### **How to deal with pupils with different disabilities in cases of emergency?**

- **Autism spectrum disorder**

Pupils suffering from autism may be resistant to go to the assembly points they are socially disturbed in the presence of other children and they may not respond to evacuation signals or instructions. Very often those children are resistant to their routine change of daily activities and environment. They may become aggressive and difficult to handle. We have to prepare an evacuation different for them supported by trained staff. They have to be familiarize with these activities through regular drills as if they are normal activities.

- **Visual Impairment**

Low vision or total loss of vision is a great impediment during evacuation in cases of emergency. Clear communication is very important together with an alarm system. Those suffering from visual impairment have to be supported by trained staff during evacuation and the evacuation route may be different.

- **Hearing Impairment**

Partial or complete loss of hearing is a great hindrance for communication. So sign language with important words must be used for them during evacuation.

- **Deaf-blindness**

They must be accompanied by trained personnel during evacuation.

- **Physical disability**

Assistive equipment such as wheelchair must be ready and maintained properly. Physical equipment must always be at hand. An alternate evacuation route must be set up with trained personnel.

- **Speech Impairment**

The child won't be able to communicate or communicate with difficulty. Peer training to help the child to move for evacuation together.

### **Drills and simulation exercises**

Managers have to carry out drills and simulation exercises regularly. Such activities will enhance the skills and boost the morale of the learners during emergency situations. Learners with different disabilities may be taking different evacuation routes and taking less or more time than others. The learners are accustomed with the different exits, how to carry their assistive equipment with them and follow clear and precise instructions.

## **8. Infrastructure**

### **8.1 Name of Institution**

The registered name of the institution shall be displayed at the forefront of the building.

### **8.2 Health and Safety Certificate**

8.2.1 The most recent Health and Safety Certificate issued by the Ministry of Health and Wellness should be affixed in a conspicuous place in the institution.

8.2.2 The School should identify and make provision for an adequate space which will cater for an emergency vehicle access able to manoeuvre/ access at least one of the building's exits.

#### **a. Physical Conditions of premises**

Notwithstanding provisions made in the Education Regulations 1957 relating to physical conditions of schools, a special education needs institution shall –

- a) not be 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;
- b) be provided with not less than 2 independent satisfactory means of egress for all storeyed buildings used as premises of an institution;
- c) not use 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;
- d) be provided with ramps for wheelchair 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;
- e) have doorways wide enough to allow for smooth manoeuvring of wheelchairs;
- f) have handrails in areas requiring safety as well as to facilitate mobility within the institution;
- g) have adequate and appropriate furniture as well as equipment for learners with disabilities;
- h) be kept and maintained clean and in good sanitary condition, at all times.

## i. Classroom

- I. Every classroom in every special education needs institution shall –
  - a) have at least one whiteboard and a soft board;
  - b) be provided with –
    - ❖ a single seater for every learner;
    - ❖ a minimum writing space of 24 inches by 18 inches for each learner;
    - ❖ a suitable table and chair for the teacher;
  - c) have a door for independent access;
  - d) have windows to provide for adequate ventilation and natural lighting;
  - e) have anti slippery and hazard free flooring;
  - f) have partitioning with concrete walls or double-panelled partitions.
- II. A minimum of 1 square metre shall be allocated per learner in classrooms. This space may be increased to 1.5 metres for a learner on wheelchairs, with walking frames, and/or using other special equipment.
- III. Braille signage and appropriate colour bands shall be displayed to guide learners with visual impairment.
- IV. 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.
- V. Labels and pictograms shall also be appropriately used.

## ii. Health, Safety and Sanitary Conditions

### A. Health and safety certificate

The most recent Health and Safety Certificate issued by the Ministry of Health and Wellness shall be affixed in a conspicuous place in the special education needs institution.

### B. Health and sanitary measures

- a) Every institution shall be open to medical and sanitary inspection by officers authorised by the Authority.
- b) There shall be provided in every institution at least one first aid box, with a stock of unexpired materials.
- c) Sweeping of classroom and dusting of furniture shall be carried out daily.
- d) Institutions shall be equipped with a large, well-covered garbagebin.
- e) Bins shall be placed in every classroom and in appropriate locations on the premises of the institution.
- f) Disposal of waste from bins shall be carried out daily.
- g) Every institution shall be provided with an adequate wholesome supply of drinking water.
- h) Water tanks shall be cleaned and maintained at regular interval (at least once a term, during school holidays) to enable storage of water for safe consumption. A record of maintenance shall be kept and made available upon request.
- i) There shall be at least one tap for every 10 learners that is suitable or adapted to the learners' needs.
- j) Hot water outlets to the bathrooms shall be fitted with thermostats and have security taps to avoid scalding and kept out of reach of learners.
- k) Hot water pipes shall be insulated and be out of reach of the learners.
- l) No institution shall have pit latrines.
- m) Good sewage facilities/ systems shall be provided on the premises of the institution.
- n) Septic tanks shall be properly secured and maintained.
- o) Where lavatories are built together in one block, there shall be separate entrances for boys and girls to access their respective toilet.

## C. Electrical and safety measures



- a) All schools shall be equipped with electricity and/or an electric generator.
- b) Where a generator is used, same shall be kept in a safe place inaccessible to learners.
- c) Electrical outlets on walls shall be placed out of reach of learners and when unused, shall be covered.
- d) No plugged electrical cords in devices shall be left unattended.
- e) Fans in rooms shall be placed out of reach of the learners.
- f) Fans and lights shall be switched off when not in use.
- g) All heating and cooling units shall be regularly maintained and adequately guarded to prevent accidental contact with hot surfaces and sparks or flames and shall be out of reach of learners.
- h) Electric wires that are bared shall be replaced immediately.
- i) Regular maintenance to electric wires and devices shall be carried out.

## **D. Other safety and security measures**

- a) 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.
- b) Access of animals, and with animals, may be considered on case-to-case basis.
- c) 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.
- d) Vehicles shall be parked in clearly designated parking bays and shall not constitute a risk to the safety of the learners.
- e) Special education needs institutions shall not allow any unauthorised person on their premises at any time.
- f) A visitors' log book shall be kept at all times and be made available upon request.
- g) All institutions shall –
  - ❖ abide by the requirements of Mauritius Fire and Rescue Service;
  - ❖ abide by section 74 of the Occupational Safety and Health Act; and
  - ❖ place fire extinguishers at strategic points in the institution.

### **Note:**

Prospective applicants to operate a SEN institution should apply to the Municipal City Council, Municipal Town Council or District Council, or appropriate Commission, as the case may be, for 'an Outline Planning Permission or a Building and Land Use Permit' as per Section 117(2) of the Local Government Act 2011 (**refer to Annex H**).

## 9. Food and Nutrition

- I. Institutions providing food to learners should ensure provision of a well-balanced meal daily and should abide to the Food Programme document devised by MIE and SENA.
- II. Institutions providing food to learners should abide by the regulations made by the Minister under section 18 of the Food Act as stipulated in the Government Gazette of Mauritius No. 74 of 15 August 2009 (at **Annex H**)
- III. 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 (at **Annex j**).

**Note:** Those person(s) in service and not possessing a FHC may apply for same at the Health Office nearest to their place of residence, within a moratorium of 3 months from the date of registration. A list of the 13 Health Offices in Mauritius and Rodrigues is at **Annex K**.

- IV. Institutions should ensure that food served:
  - ❖ is fresh;
  - ❖ meets every learner's dietary requirements; and
  - ❖ has the approbation of parents.

## 10. Conclusion

The Special Education Needs Authority (SENA) has, in close collaboration with strategic partners, NGOs running Special Education Needs Institutions, reviewed the document on Norms and Standards.

The aim of this document is to provide uniformity in the SEN Institutions with regards to operation, governance, curriculum, student learning outcomes, pedagogical materials and facilities, infrastructure, food, and nutrition.

All the above will enhance the provision of quality education as well as effective care, safety, welfare and security for learners attending Special Education Needs Institutions and their welfare.

## REQUEST FOR TRANSFER FORM

**(For office use)**

Reference No.: \_\_\_\_\_

Date of submission: \_\_\_\_\_

**Learner Information (To be filled by Parent)**

<b>Name of Learner</b>	
<b>Date of Birth</b>	
<b>Age</b>	
<b>Gender</b>	
<b>Disability (as per medical certificate)</b>	
<b>Present Institution</b>	
<b>Parental Choice</b>	
<b>Reason for Transfer</b>	



## Guide for a Code of Ethics for SEN Institutions

The Code of Ethics for SEN Institutions emanates from the Norms and Standards set by SENA to ensure quality education in a most appropriate environment for learning.

The code of ethics is intended for compliance by all SEN Institutions.

The document provides a framework and will serve as a guide for Managers/ Heads of institutions, Teachers, parents and other stakeholders, to develop such disciplinary measures and policies as appropriate to their context.

The Code of Ethics in institutions should reflect good and correct practices expected in their operation and by teachers and learners.

### **The framework proposed is based on 6 key principles:**

<p style="text-align: center;"><b><u>Key Principle 1</u></b> <b>Maintain trust in the profession</b></p>	<p><b>Staff of the institution shall:</b></p> <ul style="list-style-type: none"> <li>• develop such relationship with learners based on mutual trust and respect;</li> <li>• ensure safety and wellbeing of learners;</li> <li>• work collaboratively with colleagues and professionals;</li> <li>• maintain good relations with parents, guardians and SEN Carers;</li> <li>• act with honesty, integrity and fairness;</li> <li>• maintain confidentiality;</li> <li>• ensure quality in practice; and</li> </ul>
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	<ul style="list-style-type: none"> <li>• create learning experiences that engage, motivate and challenge students in an inclusive setting for lifelong learning.</li> </ul>
<p style="text-align: center;"><b><u>Key Principle 2</u></b> <b>Maintain professional standards at institutions</b></p>	<p><b>The institution shall:</b></p> <ul style="list-style-type: none"> <li>• have responsibility to provide facilities and resources for support for all Teachers to operate effectively;</li> <li>• provide access to all learners to facilities of safety, health, nutrition, sanitation and learning resources;</li> <li>• maintain discipline inside and outside the classroom;</li> <li>• provide a safe place for keeping of records;</li> <li>• ensure safety and security at all times</li> <li>• comply with principles of good governance and transparency for all transactions relating to the education of the learner;</li> <li>• develop behaviour management and safe policies relevant to the institution and in line with guidelines from SENA;</li> <li>• act appropriately towards learners and refrain from using abusive language and behaviour, offensive names and inappropriate remarks; and</li> <li>• ensure that everyone acts with a professional attitude and behaviour at all times.</li> </ul>

<p style="text-align: center;"><b><u>Key Principle 3</u></b> <b>Respect the uniqueness and diversity of learners</b></p>	<p><b>Members of the teaching and non-teaching staff shall:</b></p> <ul style="list-style-type: none"> <li>• demonstrate respect for diversity, maintain fairness and promote equality irrespective of gender, age and needs;</li> <li>• contribute to create a fair and inclusive environment with no discrimination, stereotyping and bullying; and</li> <li>• identify and refer to management and authorities any issue that affects learner welfare.</li> </ul>
<p style="text-align: center;"><b><u>Key Principle 4</u></b> <b>Work in collaboration with colleagues, parents, guardians and other stakeholders</b></p>	<p><b>Members of the teaching and non-teaching staff shall:</b></p> <ul style="list-style-type: none"> <li>• work collegially;</li> <li>• respect and support each other;</li> <li>• collaborate with colleagues and stakeholders;</li> <li>• maintain good relations between home and institution;</li> <li>• demonstrate respect for diversity in the educative process; and</li> <li>• engage parents and the community actively in the education and welfare of learners.</li> </ul>
<p style="text-align: center;"><b><u>Key Principle 5</u></b> <b>Act with honesty and integrity</b></p>	<p><b>All staff shall:</b></p> <ul style="list-style-type: none"> <li>• comply with policies and procedures of the institution and SENA;</li> <li>• conduct assessment and examine with integrity in compliance with official regulations and procedures;</li> <li>• refrain from disclosure of confidential information;</li> <li>• be a role model to learners; and</li> </ul> <p style="text-align: center;"><b>be mindful of their attitudes at all times.</b></p>

<p style="text-align: center;"><b><u>Key principle 6</u></b> <b>Professional status and professionalism</b></p>	<p><b>All staff shall:</b></p> <ul style="list-style-type: none"><li>• keep professional knowledge and practice up to date;</li><li>• maintain high standards of practice,</li><li>• evaluate their practice for Continuous Professional Development (CPD); and</li><li>• respond positively to constructive feedback, seek support, advice and guidance where and when necessary.</li></ul>
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## A Guide to Disciplinary Policy for SEN Institutions

The Disciplinary Policy for SEN Institutions emanates from the Norms and Standards set by SENA to ensure quality education in a most appropriate environment for learning.

The present document provides a framework and will serve as a guide for Managers/Heads of Institutions, teaching and non-teaching staff, parents and all stakeholders, to develop such disciplinary measures and policies as appropriate to their context. It is imperative that the policy is well understood by all stakeholders and that it is consistently applied for the entire school community.

**The framework proposed is based on 5 key principles.**

<p style="text-align: center;"><b><u>Key Principle 1</u></b> <b>School values, rules and regulations based on uniqueness of each learner</b></p>	<ul style="list-style-type: none"> <li>• Develop the Discipline Policy based on the school values - like respect, fairness, equity, inclusion. Involve all stakeholders in the development process of the policy.</li> <li>• Align the policy with Rules and Regulations of the school.</li> <li>• Take into consideration the needs and interests of learners while developing and implementing the policy.</li> </ul>
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<p style="text-align: center;"><b><u>Key Principle 2</u></b> <b>Approach to behaviour management based on fairness</b></p>	<ul style="list-style-type: none"> <li>• Respond promptly to behavioural issues. Implement, manage, and monitor the school behaviour management policy.</li> <li>• Enforce fair, consistent and transparent rules with appropriate sanctions for misbehaviour.</li> <li>• Use positive reinforcement for appropriate behaviours.</li> <li>• Ensure a healthy balance between rewards and sanctions behaviours.</li> </ul>
<p style="text-align: center;"><b><u>Key Principle 3</u></b> <b>Promotion of positive behaviour</b></p>	<ul style="list-style-type: none"> <li>• Develop appropriate Support Plan (for e.g work with individual/small groups of learners with complex needs) for pupils requiring ongoing assistance.</li> <li>• Model good behaviours at every level.</li> <li>• Foster a sense of curiosity and a love for learning.</li> </ul>

**Key Principle 4**  
**Application of policy following  
proper communication**

- Create awareness on policy among all stakeholders (staff, learners, parents and others). Work in partnership with parents and the wider community.
- Consider the pupil's age, needs and situation while applying the discipline policy.
- Deal effectively with complaints by pupils or parents.
- Report academic, behavioural, health or family problems that affect the child at school to the Managers/Head of Institution.
- Encourage and refer learners to medical and paramedical staff, where necessary.
- Report to the concerned authorities, if it is suspected that a learner is being exposed to harm and/or is in need of assistance.

<p style="text-align: center;"><b><u>Key Principle 5</u></b>  <b>Establishment of a positive school  ethos</b></p>	<ul style="list-style-type: none"> <li>• Eliminate all forms of discrimination, harassment and bullying.</li>   <li>• Ensure the safety and good behaviour of learners and staff members in and outside school.</li>   <li>• Provide a stimulating environment for learning.</li>   <li>• Avoid use of any form of violence or corporal punishment.</li> </ul>
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This document highlights key principles governing SEN Institutions and can be complemented by the Student Behaviour Policy of the Ministry of Education, Tertiary Education, Science and Technology as appropriate.

**Note:** This document is subject to review and modifications as and when appropriate.

### List of Equipment and Adapted Furniture

- **Office equipment:** telephone, computer, photocopier, fax machine, displayboard.
- **Teaching materials:** whiteboard, hand-outs, kitchen paper, stationery, paint, picture books.
- **Pedagogical materials:** educational toys, charts, flashcards.
- **Audio-visual equipment:** audio player, television set, overhead or LCD projector, computer, VCD / DVD educational software, appliances and tablets.
- **Indoor games:** dominoes, ludo, scrabble, carom board, snakes and ladders.

#### Equipment specific to each disability:

<b>A. For learners with Visual Impairment:</b>	Course material in Braille, large print on disk, Perkins Keyboard, Braille embossers, Braille slates, abacus for the blind, specialist equipment, talking calculators, computers with speech synthesizers, Braille transcribers and note takers, text scanners.
<b>B. For learners with Speech or Language Difficulties:</b>	Text phone, communication aid, computers and e-mail facilities, picture symbols, augmentative language devices, speech to text devices.
<b>C. For learners with Physical Impairment:</b>	Adapted furniture, wheelchairs, parallel bars, walking frames, foam mattresses, giant blocks, physically accessible telephones, adapted computers with switch operation or voice input.
<b>D. For learners with Hearing Impairment:</b>	Flashing lights, vibrating pads, visual aids with sign language, hearing-aids, magnetic loop amplifiers.
<b>E. For learners with Intellectual Impairment:</b>	Visual aids, adapted pedagogical toys, interactive learning aids.
<b>F. For learners on the Autism Spectrum Disorder:</b>	Social stories, daily routine calendars, pictorial dictionaries, pictograms, sensory materials that stimulate the visual, audio and olfactory systems, and adapted furniture.

**Note:** This is only a guideline, not an exhaustive list.

**SPECIAL EDUCATION NEEDS AUTHORITY**

Cyber Tower 2 (Level B), Ebene Cybercity  
 Phone Number: 460-3015 Fax Number: 468-620

<i>For official use</i>
Date received: .....
Signature: .....

**Incident Report Form**

Any incident occurring in a SEN institution should be immediately reported to the Special Education Needs Authority (SENA), Cyber Tower 2 (Level B), Ebene Cybercity by Phone Number: 460-3015, Fax Number: 468-6200 and by mail at info@sena.mu

Details of the institution		
<b>Name:</b>		
<b>Address:</b>		
Details of incident		
<b>Date:</b>	<b>Place:</b>	<b>Time:</b>
<b>Name of learner involved:</b>		
<b>Sex:</b>		
<b>Age:</b>		
<b>Any other person involved:</b>		

**Description of incident:**

**Were there any witnesses at the time of incident? (Please indicate)**

- 1.
- 2.
- 3.

**Details of Responsible party**

<b>Name:</b>	
<b>Address:</b>	
<b>Contact number:</b>	

**Immediate action taken by Institution (in chronological sequence)**

Date	Time	Action taken

**Name of officer:**.....

**Grade:**.....

**Date:**.....

**Signature:**.....

***Note:** For SENRDCs and Integrated Units, a copy of the report is to be sent to the relevant Zonal Directorate.*

**MINISTRY OF EDUCATION, TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY****PROTOCOL FOR CLOSING OF SEN INSTITUTIONS IN EXCEPTIONAL CIRCUMSTANCES ARISING  
FROM TORRENTIAL RAINS AND FLOODING****A. THE SEN INSTITUTION DISASTER MANAGEMENT COMMITTEE (SIDMC)****[Section 2.1 of SERP]**

Every SEN Institution should constitute a SEN Institution Disaster Management Committee for better preparedness and response to crises/emergencies/disasters. The committee shall be chaired by the Manager/ Head of institution and shall meet at least once every term. It should consist of :

- One Teacher
- One Teachers Assistant to act as secretary to the committee
- One Carer
- Two representatives of the Executive Committee of the Parents Teachers Association

**The Manager/ Head of institution will also invite as advisor a representative of the following institutions:**

- SENA/ Educational Zone Directorate (for SENRDC & SENIU)
- Local Authority concerned
- Mauritius Fire and Rescue Services (MFRS)
- Local Police
- National Disaster Risk Reduction and Management Centre

## **A.1 ROLES AND RESPONSIBILITIES OF THE SIDMC**

*[Section 2.2 of SERP]*

### **The roles and responsibilities of the SIDMC are to:**

- (a) Establish a SEN Institution Disaster Crisis Cell under the direct charge of the Manager/ Head of institution in times of emergencies.
- (b) Set up of a SEN Institution Emergency Response Team comprising the staff as at Section 5 of SERP.
- (c) Ensure capacity building in collaboration with the SENA/ZONE (SENRDC & SENIU) for the following:
  - appropriate training of the SEN Institution Emergency Response Team; and
  - training of the First Aid Team by the MFRS and the Mauritius Red Cross Society/St. John Ambulance.
- (d) Make an inventory and check list of available resources:
  - SEN Institution Disaster Emergency Kit including a First-aid box, fire extinguishers
  - Emergency Telephone Numbers
  - Updated contact details of parents/guardians and alternate contact Persons
  - Updated contact details of the members of the SIDMC
- (e) Standardise the use of a single alert sound for any crises/emergencies/disasters.
- (f) Ensure that the Institution Evacuation Plan be displayed on the notice boards of each floor together with directional signs and evacuation routes.
- (g) Arrange for availability of transport facilities at short notice during emergencies.
- (h) Conduct emergency drills twice a year for the occupants of the institution to get acquainted with the School Evacuation Plan and also help in identifying gaps.
- (i) Ensure that the Warning Systems, if any, are maintained in good working conditions through periodic checks.
- (j) To inform SENA/ZONE (SENRDC & SENIU) of measures taken.

**A.2 IN TIMES OF CONTINUOUS RAINFALL:**

- A.2.1 To assess the situation on a daily basis (pro-forma B attached).
- A.2.2 To decide on the interruption of classes when the need arises.
- A.2.3 To monitor early dismissal of learners.
- A.2.4 When learners are being kept at the institution, to assess the situation at all times ensuring their safety and security until the last learner has left.

**A.3 AFTER THE SITUATION WILL HAVE RETURNED TO NORMAL:**

- A.3.1 The Manager/ Head of institution will send a detailed report to SENA/ZONE (SENKDC & SENIU)

**B. PARAMETERS TO BE CONSIDERED BY THE SEN INSTITUTION DISASTER MANAGEMENT COMMITTEE FOR SUSPENSION OF CLASSES IN CASE OF LOCALISED FLOODING**

- B.1 Ground situation and level of water in the compound of the institution.
- B.2 Ground situation and level of water in the vicinity of the institution.
- B.3 State of building (including corridors/ staircases and the classrooms etc.)
- B.4 Conditions of the institution (toilets, electrical facilities, canteen and other amenities)
- B.5 Meteorological Reports for specific region.
- B.6 Reports and information from Police/Fire Services/ CEB etc.
- B.7 Road access and safe return from school (e.g. information gathered from Police, NTA, Bus Operators, public at large)
- B.8 Over flooding of nearby river, bridge, ravine or valley
- B.9 Hazardous situation(s) specific to the school

## **C. CLOSURE OF SEN INSTITUTION IN EXCEPTIONAL CIRCUMSTANCES:**

### **ACTIONS TO BE TAKEN BY Manager/ Head of institution**

#### **BEFORE DISMISSAL**

##### **C.1 The following persons/organizations are to be informed:**

**C.1.1** The Special Education Needs Authority.

**C.1.2** All Teaching and Support Staff.

**C.1.3** All learners, highlighting those areas and road networks which are under distress and also requesting pupils residing in these areas to stay behind in the identified safe area.

**C.1.4** Nearest Police Station, Fire Services and NTA. In case of unavailability of communication facility by phone, one member of the SFC or of the staff may be delegated to call personally at the nearest Police Station to give a statement and to liaise with relevant authorities.

**C.1.5** President (or if not available, Vice President or parent member) of the Executive Committee of the Parents Teachers' Association.

**C.1.6** Learners' parents through media and Police authorities.

**C.1.7** Persons responsible for pupils' means of transport (van, school bus, etc.)

## **C.2 Actions to be taken**

**C.2.1** Ensure availability of Police presence at school prior to release of pupils.

**C.2.2** Ensure that all Learners are informed of the safe places [classrooms or Specialist rooms etc.] where they will have to go to while waiting for their parents to arrive.

**C.2.3** Ensure that all members of the staff are in their respective positions as per responsibilities assigned to them by the SEN Institutions Disaster Management Committee (SIDMC).

**Important:** Any information obtained from the Police, Fire Services or NTA to be taken into consideration before deciding on the release of learners. Any decision regarding the release of learners would need to be taken under the advice of the Police and/or the Fire Services.

## **DURING DISMISSAL**

### **C.3 The following should be observed:**

- C.3.1** Close monitoring of the dismissal process by the SEN Institution Disaster Management Committee.
- C.3.2** Parents who call at the institution take their wards away from school against signature in the appropriate book/class sheet securely filed in a special file dedicated for emergencies.
- C.3.3** No learner should be allowed to return home on his/her own.
- C.3.4** Learners who are unable to go home to be taken to a safer place to be used as temporary shelter on the premises of the institution while awaiting their parents or other authorized persons.
- C.3.5** The Manager/ Head of institution will liaise with the Police authorities to inform respective Parents/Responsible Parties.
- C.3.6** As long as pupils are kept in the temporary shelter the Manager/ Head of institution along with other members of staff will stay at the institution until the last pupil will have gone.
- C.3.7** After the last pupil will have left the institution, the Manager/ Head of institution will inform the SEN Inspector of SENA ( pro - forma D attached). Only then can the Manager and the remaining staff with him leave. Should the Manager/ Head of institution and remaining staff have difficulties of transport, he will inform the police and SENA. The Manager/ Head of institution will keep the SEN Inspector/Zone informed of developments throughout the process (SEN RDC/SENIU).

## **After DISMISSAL**

### **C.4. Reporting System**

C.4.1. The Manager/Head of institution will inform by phone the Police, the SEN Authority and the Zone Directorate (where applicable) of the situation.

C.4.2. Thereafter the Manager/Head of institution sends a written report to SENA and the Zone (SENDRDC & SENIU)

**Annex H**

## **Local Government Act 2011**

### **Section 117 (2)**

“(2) Every person who intends to –

(a) commence the construction or demolition of a building, or effect extensive alterations, additions or repairs to an existing building;

(b) carry out development of land; or

(c) carry out development, including demolition of a building, in the Buffer Zones, shall apply to the Municipal City Council, Municipal Town Council or District Council, as the case may be, for an Outline Planning Permission or a Building and Land use Permit.”

**Available at:** <http://www.mcci.org/media/35750/the-local-government-act-2011.pdf>

## Food Act 1998

### Section 18

#### “18. Regulations

1. The Minister may make such regulations as he thinks fit for the purposes of this Act and in particular but without prejudice to the generality of his power he may make regulations for:
  - (a) prescribing the standard, composition, strength, potency, quality, weight, quantity, shelf-life or other property of any food or ingredient or component thereof;
  - (b) prohibiting the addition of any specified substance to food;
  - (c) prohibiting the addition of more than the specified quantity of a permissible substance to food;
  - (d) the use of any substance as an ingredient of any food so as to prevent the consumer or purchaser from being deceived or misled as to its quality, quantity, character, value, composition, effect or safety, or to prevent damage to the health of the consumer or purchaser;
  - (e) the carriage of food by motorised vehicles or non-motorised vehicles;
  - (f) the mode of labelling of packaged foods;
  - (g) prohibiting or regulating the sale, advertisement or importation of any food or any novel food;
  - (h) prescribing requirements respecting the package of any food and the placing in food for sale or in packages of the food, any toy, coin or other article;
  - (i) securing the observance of hygienic conditions and practices in connection with the carrying out of food business;
  - (j) securing that food is fit for human consumption and meet such microbiological standards as may be specified by any regulations
  - (k) protecting and promoting the interest of consumers;
  - (l) prescribing fees; or prescribing anything which may be in the interest of public health and safety in carrying out the provisions of this Act.
  
2. The Minister may, by regulations, amend the Schedules.”

Available at: <https://www.mcci.org/media/35803/the-food-act-1998.pdf>

**Food Regulations 1999****Section 47****“47. Food handler to have Food Handler's Certificate**

- (1) Every person engaged in the sale, preparation, manufacture, serving, packing, cooking, carriage, handling or delivery of any food for sale for human consumption shall at all material times have in his possession a valid Food Handler's Certificate which he shall produce to an authorised officer on demand.
- (2) A Food Handler's Certificate shall specify –
  - (a) that it has been issued by a Government Medical Officer authorised by the Permanent Secretary;
  - (b) that the holder of the certificate has gone through a medical examination;
  - (c) that the holder of the certificate has followed a food hygiene training course approved by the Permanent Secretary.
- (3) A Food Handler's Certificate shall be valid for a period of one year from the date of issue and shall be renewable for two further periods of one year each.
- (4) No person shall employ in any food business someone who does not possess a valid Food Handler's Certificate.
- (5) A licensee of a food business shall ensure that a food handler engaged in his food business.
  - (a) has been trained in food hygiene matters commensurate with his work activities;
  - (b) (b) is, where necessary, properly supervised and instructed in the course of his work.”

**Available at:** [https://health.govmu.org/Documents/Legislations/Documents/ANNEX%205%20Food%20Regulations%201999%20\(Subsidiary%20Legislation%20of%20Mauritius%202013\).pdf](https://health.govmu.org/Documents/Legislations/Documents/ANNEX%205%20Food%20Regulations%201999%20(Subsidiary%20Legislation%20of%20Mauritius%202013).pdf)

**List of Health Offices in Mauritius**

<b>Health Office</b>	<b>Contact number</b>
Bambous	452-0133
Bel Air	419-2429
Curepipe	696-2854
Flacq	413-2555
Mahebourg	631-9556
Port-Louis	212-2098
Rivière du Rempart	412-8035
Rose-Belle	627-4526
Rose-Hill	466-1765
Pamplemousses (SSRN)	243-3993
St Pierre	433-4240
Souillac	625-5521
Vacoas	696-4197

## References

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- ❖ *Inclusive Education for Children and Youth with Special Needs in Mauritius – Policy Framework and Strategy Document 2017.*
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- ❖ World Health Organization. (2002). *Towards a Common Language for Functioning, Disability and Health ICF*. Retrieved from: <http://www.who.int/classifications/icf/training/icfbeginnersguide.pdf>
- ❖ Special Education Needs Authority Act 2018
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- ❖ Ministry of Education, Human Resources, Tertiary Education and Scientific Research- Student Behaviour Policy (December 2015)
- ❖ Occupational Safety and Health Act 2005
- ❖ Local Government Act 2011
- ❖ Food Act 1998
- ❖ Food Regulations 1999

