



CARE & SPECIAL EDUCATION

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NEWSLETTER

Volume: VII

Teach
to
Reach





CHAIRMAN'S MESSAGE

Dear Readers,

Let me begin by expressing our gratitude for your steadfast support over the years. Thank you!

The Indian Schools in Oman are truly community schools. Not just because they are run by and run for the Indian Community. But because the entire community at large, including parents, management, schools, teachers, comes together for a single, unified goal – to meet all the educational needs of our children.

As BoD, our ultimate vision and aim, captured by Vision 2020, is to ensure that every child from our schools will undergo transformative learning and be equipped with the knowledge, skills and well-being to find their identity and purpose in life.

This vision is all the more critical and meaningful from the context of our children at CSE who require additional assistance in developing their skills. This is not only for them to survive a world that demands fitment to conventional, preconceived notions & ideas but also to find their unique sense of belonging.

In our societies, our career industries, in everywhere we look, we are critically evaluated to see if we “fit”. The focus is on finding differences that exclude people who do not fit into any given criteria. In Inclusion, the focus on making sure the maximum number of people are “included” to fit the criteria. In a school setting, Inclusion means to have a system where all kinds of children regardless of their learning abilities, physical abilities are able to learn in an environment that makes everyone welcome.

“A Square peg in a round hole.” - We have all heard of this expression to mean the unique individual who does not fit into the niche mould expected by society. I say, let children be of all shapes. Triangle, Hexagon, Rounded Squares, Infinity loops or whatever they are born to be. What we need to change, however,

is the background and standards against which these children are viewed. Our children do not need to fit into a round hole. Really, this round hole of expectations is just a black hole that kills all creativity and individuality. Instead, let children of all shapes, together, form a kaleidoscopic canvas of multiple shapes, personalities and talents. Inclusive education is not just about understanding or accepting diversity – it’s about Celebrating Diversity!

I am happy to announce that CSE is conducting a community engagement & awareness exhibition themed “Teach to Reach.” for parents, educators, caregivers of special needs children, community members and anyone who is associated with Special Needs and SEN.

This event will feature handcraft items lovingly prepared by the students of CSE. Also displayed would be the various adaptive devices that can aid and enhance the lives of these children in performance of day-to-day tasks. You will find further details of the event in this newsletter. Please do encourage our children, their talents & support them through your presence and support.

With much love,
Dr. Baby Sam Saamuel

**DIC (CSE) & Chairman,
Board of Directors-Indian Schools in Oman**



CONVENER'S MESSAGE

Dear Readers,

The first letter in CSE rightly stands for CARE, and that is our top value. We are guided by the passion that without a sense of caring, there can be no sense of community.

Care – A Habit - We truly believe that we are what we repeatedly do. For us, Care is not an act, but a habit.

The safety of our children is our priority, and we always aspire to do more. Recently, we have introduced an Identity Card system for the transporter to carry, to act as an additional measure of safety. We have also re-emphasized to parents to inform in advance if a child will remain absent, with a backup system of follow up call from the class teacher if the communication loop is not complete.

Take Care - We often hear and it feels good to hear someone say "Take Care". But it feels so much better to hear someone say "I will take care of you". This is what we aspire to do, especially to our close family in CSE.

CSE is a family for the children who are enrolled with us. In this family, it is not only our kids who are provided counseling. We feel it is important that parents and siblings also need someone to share their concerns with and we welcome them wholeheartedly.

We now have a dedicated counselor especially for the siblings to be their trusted friend. More and more parents (both mothers as well as fathers) and siblings can avail the benefit of these sessions.

Too often, we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around.

Sometimes we need someone to simply be there.. not to fix anything or do anything in particular, but just to let us feel we are supported and cared about. Only those who care about you can hear when you're quiet

Self-Care- Taking care of yourself doesn't mean 'me first', it means 'also me'. It is important to realize that you are not required to set yourself on fire, to keep other people warm. Sometimes you get so busy taking care of others, that you forget, you are important too.

Self-care is giving the world the best of you, instead of what is left of you. It is the fuel that allows you to shine brightly, and spread light around. If you want to give light to others, you must glow yourself first. Thus self-care is a priority and necessity – not a luxury – in whatever we do. When you say 'Yes' to others, it is unnecessary to keep saying No to yourself. At CSE, we have initiated an informal platform where mothers enjoy their time with lot of activities of their own.

They are fully charged and engaged with host of activities like yoga, dancing, exchanging recipes, celebrating birthdays and festivals, get-together, picnics, photo sessions etc. They demonstrate that there are challenges that everyone has, but it is important how to come out of that, think about one's life positively and enjoy fullest. The group started with 4 or 5 mothers, but now it is almost 20 of them who have a fruitful time together. They even help teachers to make educational aids in their spare time.

Self-care is not about being selfish, but realizing that you cannot serve from an empty vessel. You owe yourself the care that you so freely give others.

Time to Care - Some care for you in their free time, which in itself is great... but CSE is very fortunate to be surrounded by people who free their time to care. Such people, no matter how busy they are, always find the time to spare. They don't promise to fix all problems, but definitely promise that you don't have to face them alone.

The last few months with the School Management Committee (CSE-SMC), has given me the opportunity to work with members who have very busy schedules, but find time whenever CSE has a need. The SMC team is a cohesive unit, where each member contributes in a defined area of responsibility besides supporting the CSE cause wherever there is a need.

With all your support, CSE is confident of doing wonders in coming times. Together, with Care as an expression, we all can be sure to leave a lasting Impression!

As I sign off, I wish to acknowledge the meticulous care of our Editorial Team of Naosheen Zaman and Jova Anand in putting together this Newsletter, with rich contributions. Well done!

With Warmest Regards,
Vishala Lakshminarayan
Convener - SMC Member
Care & Special Education



EDITORIAL

We are happy to publish our Seventh edition of CSE newsletter.

"Children are like tiny flowers; they are varied and need care, but each is beautiful alone and glorious when seen in the community of peers."

-- Friedrich Frobel

Friedrich Frobel was one of the most influential founders of kindergartens, and he coined the term "Kindergarten" in 1840.

At Care & Special Education we take special care of each and every tiny flower. From "At risk" to "At Promise" we make the environment conducive for the child. We aim to make the child "listen, ask, name, seek attention, move from seeing something to saying it and move from reading something to writing it."

"I can do this. I can learn." is the principle that CSE follows. Not all of us think in the same way. Children with Special Needs also learn in different ways.

All professional development commences with our own personal inquiries. "How Do We Effect Change in Our Classrooms?" We all learn in different ways and at different paces. **"It is what it is, until I decide to change it as best I can in any way I can."**

That's the attitude we reflect when we undertake positive professional development.

With this thought, CSE has planned an Exhibition – "Teach to Reach" in January 2019 to display most up to date advice and information on mobility, communication, sensory aspects, transition, education, leisure and much, much more.

Are you the parent or caregiver of a child with special needs? If so, please remember to visit our exhibition "Teach to Reach" on 19th and 20th January 2019.

This edition includes a very informative article contributed by Mr. Saurabh Saksena (SMC- President).

"Aim for a goal and start on your way" talks about the importance of goal setting and task analysis i.e. to break the big task into smaller steps and then working with the child. It's a very informative article for parents and educators.

How do you distill the intense, loving, maddening, crazy connection you have for your mom into a few sentences? While that's a tall order, a poem on Mother is a succinct way to let your mom know how you feel about her. Here is the poem on "Mother" contributed by an enthusiastic parent of CSE Ms. Bhavana Kautala.

If it takes a village to raise a healthy child, then what does it takes to raise a child with a special need? We want you to recognize the challenges about parenting a child with special needs. Our Segment – "Super Mom Diaries" includes reflections from a mom of a child who's parents have been able to tap into his potential.

Educational visits are great motivators and give students the opportunity to experience the table top activities in real situation. Extra stimulation in new environments can be particularly beneficial to children with special needs and can help teach life skills, build on social skills and improve independence and self-confidence. Browse through the photographs of our educational visits to various places.

On behalf of our staff, we hope you have a great winter break with your children, family and friends. We look forward to continuing to work together as a team with you to provide your child with the best learning experience here at "Care & Special Education". There is no greater gift than to have a positive impact on a child's life.

We hope you find this edition and the website (www.cseoman.com) useful. Take a look and get inspired to write your own stories or articles! Submit them to us at admin@cseoman.com with subject line 'Article for e-newsletter'. We value your literary contributions and feedback.

Happy Reading!

Naosheen Zaman

Jova Anand

Editorial Team

FROM PRESIDENT'S DESK

"A GOAL WITHOUT A PLAN IS JUST A WISH"

Aim for a goal and start on your way

It may take a year, or only a day

Travel slowly and watch for mistakes

Don't worry about the time it takes

The path may be rough and mostly uphill

But you'll get to the top by using your will

I came across these beautiful lines very recently. It summarizes the approach a special needs parent and a special needs professional should take to achieve the goals they have set before themselves. What is that approach? What are the components of this approach? I think these can be broken down into three important components:

1. Goal
2. Plan
3. Execution

What is a goal?

A goal is a long-term aim or a life long aim that an individual endeavours to attain. The word 'goal' has 'go' in it. That means it denotes where we wish to go. It defines the direction of our journey.

Most of us have heard this fairy tale of Alice in the Wonderland. The story goes something like this..

"Alice: Would you tell me, please, which way I ought to go from here?"

The Cheshire Cat: That depends a good deal on where you want to get to.

Alice: I don't much care where.

The Cheshire Cat: Then it doesn't much matter which way you go."

This story explains the importance of having a goal. If the goal were clear in our mind, then we would know which road to take to achieve that goal. If the goal isn't clear, then it hardly matters which road we take.

'Objectives' is a word that is often used with 'Goals'. Though many people use these two terms interchangeably, there is a difference between the two.

'Objectives' has 'object' in it. Objects are concrete. Objectives can be thought of as milestones on your journey to achieving your goal. Hence, there could be many milestones to be crossed to achieve a single goal. To be concrete, milestones would have to be specific, time bound and measurable.

How do we set a goal?

In most of the western countries, the most important goal is to prepare our children lead a life of dignity and independence. As Temple Grandin says, "We have got to start thinking more about what they can do when they grow up." Maximum efforts need to be made early on to work in this direction, if this indeed is the goal.

If the goal is independent living, then some of the objectives could be:

- Toilet trained by the age of _____.
- Self grooming by the age of _____.
- Self dressing by the age of _____.
- Communicating basic emotions by the age of _____.
- Communicating basic needs either verbally or with the help of AAC devices by the age of _____.
- Self cooking by the age of _____.
- Finding out the strengths and vocational inclination of the child by the age of _____.
- Acquisition of pre-vocational skills by the age of _____.
- Sheltered employment by the age of _____.
- Independent employment by the age of _____.

The above list is just a sample and could be modified based on the conditions of the disability of the child.

What is a Plan?

Now that we have decided the goal and the objectives, the next step is to make a plan. A goal without a plan is merely a wish. It is just a dream.

A plan is a means to achieve a goal. It addresses the following five basic questions:

1. Who
2. When
3. Where
4. Why
5. How

A plan helps us design the schedule and sequence of activities to achieve our goal and objectives. The importance of forward thinking cannot be underestimated while working with any child with special needs.

How do we plan to achieve our goals and objectives?

Having decided the goal and objectives, we need to break them down into manageable chunks of tasks needed to achieve them.

Then we need to estimate the resources needed to accomplish those manageable chunks of tasks. What are these resources? These resources could be ideas and knowledge, human resources, properties, time, money etc. Human resources could be in terms of therapists that require working with the child at the right time (early intervention is the golden intervention), or support from your extended family members or even your friends. It could also mean taking help from community support groups. Similarly one needs to plan in terms of creative ideas, knowledgeable inputs, properties, time, money etc.

GOAL	OBJECTIVE	IDEAS	HUMAN RESOURCES	PROPERTIES	TIME	MONEY
Independent Living	Communicating basic emotions (verbally/non-verbally) by age of 8 years.	PECS	Father	Emotion Book/Book of Feelings	3 months	Not Applicable
		Play	Mother	Emotion Cards		
		Videos	Grand Mother	Emotion Bingo		
		Social Stories	Neighbor's son/daughter	Apps		
		ABA	XYZ Aunty	Sorting Bundles		
				Social Play		
				Video Modeling		
				Social Stories		
				Emotions Thermometer		
				Positive reinforcement to encourage desired response		

In the above manner, a plan can be chalked out for all the objectives. Start by doing what's necessary; then do what's possible; and suddenly you will find you are doing what you thought was impossible.

How do we execute the Plan?

We execute the plan by executing it. Period. Plan the work and work the plan. Once you have your plan of action on paper, all you need to do is to first assemble the resources as above and then begin executing the plan.

Assuming the goal is to prepare the child for 'independent living'. One task would be to list out the skills needed for independent living. List down those skills and start working upon them. What could these skills be? Some of the skills required for independent living would be:

- Communication skills
- Verbal communication
- AAC
- PECS
- Sign Language (for auditory challenged)
- Speech output devices - Avaz
- Self care skills
- Brushing
- Bathing
- Shaving
- Self care pertaining to adolescence
- Nutrition
- Exercise
- Table manners
- Basic first aid
- Domestic skills
- Planning and Cooking meals
- Laundry
- Housekeeping
- Functional math
- Time concept
- Money concept

- Making budgets
- Units of measurements
- Shopping skills
- Making shopping list
- Picking items from the shelves against the shopping list
- Paying bills
- Interpersonal skills
- Listening
- Responding
- Making and keeping friendship
- Leisure skills
- Swimming
- Music
- Karate
- Team sports
- Pre-vocational skills
- Creating resume or profile
- Facing job interviews
- Vocational skills
- Skills pertaining to vocation of interest
- Working as a team
- Following commands
- Asking for a break

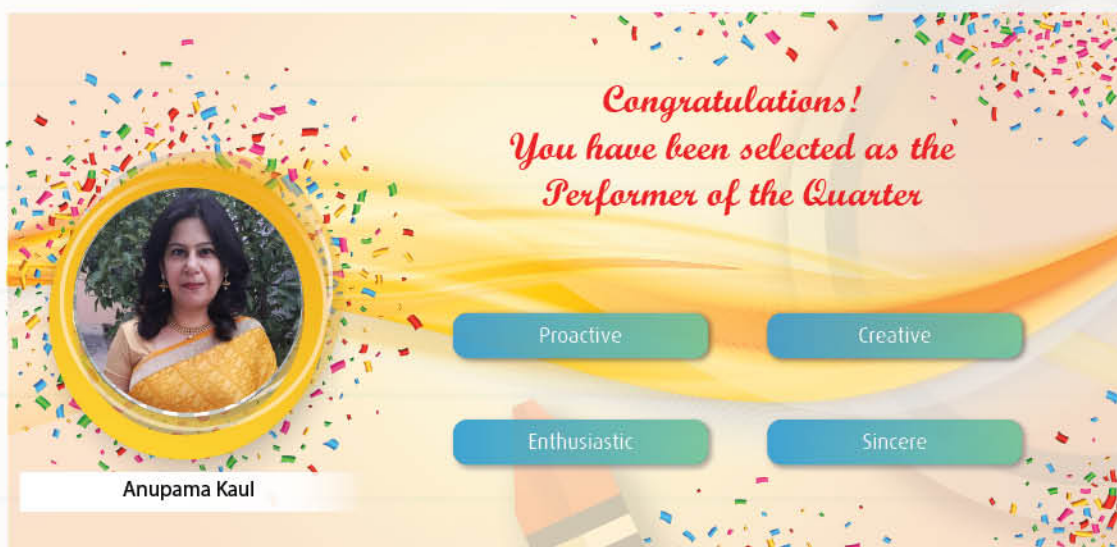
Having broken down the skills to be mastered, one can go about working with the basic skills to complex skills. Various techniques like Task Analysis (script/visual), Chaining (forward chaining, backward chaining), Repetition, Shaping, Grading, Prompting (verbal/physical/visual), Fading, Role play, Video instruction etc. could be used to teach the child.

The obstacles will surface, but if the goals and objectives are clear, the energy levels will not go down. Once the work has been divided into manageable chunks, all we need to do is to ensure that progressively we keep achieving or completing those manageable chunks. If you find difficulty in executing the plan, you know what is to be done. Yes...you are right...seek help. Seek help from whomever you can get help from. There is nothing wrong in seeking help. It is better than just giving up or abandoning the plan mid-way.

Another important thing to remember is not to think about the past or be anxious about the future. This will help preserve our energy. Memory of the past or anxiety about the future will only create mental tension. Mental tension will sap energy. The remedy is to do the task with full attention and interest, without thinking about the next task and drop the task once the time allotted for the task is over. Move on to the next task without thinking about the previous task as you have already given your best.

Saurabh Saxena

President-School Management Committee



Near-Far Focus Shifts Exercise

Directions:

- Prepare and laminate the number grid chart as shown.
- Cut the paper around the grid so that you have a small card with the numbers in the middle.
- Then place a large calendar on the wall on the opposite side of the room.
- Holding the small number chart about six inches from your nose, look at the number 1. Is it clear? If it's a little blurry, move the paper out until you can see the numbers clearly.
- Then find the number one on the calendar.
- Now look back at the number 2 on the small chart in your hand. Then look up and find the two on the calendar.
- Continue back and forth for the entire month.
- Could you keep the numbers clear on both the wall calendar and on the small number chart as you hold it close to your eyes? If so, move the number chart a little closer to your nose and do the exercise again.
- You can substitute number chart with illuminated or non-illuminated toys / LEA Symbols (a kind of visual assessment picture test) / Simple pictures / Letters or words according to the cognitive skill level of the child.

Goal:

- Your goal is to hold the object/chart within three inches of your nose and still keep the image clear without double vision and make fast focusing shifts from near to far and back again.
- Practice until this is easy and you don't feel a lot of eye strain.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30



Benefits:

- Our focusing system allows us to see clearly.
- Especially at the close ranges required for reading, this is the visual skill needed to maintain clear sharp images for extended periods of time.
- It also includes the ability to quickly shift focus when looking from near to far, such as when children have to look from their desks to the black board/white board at school.

Hema Mohanasundaram

Special Educator

माँ

'माँ' शब्द बहुत छोटा है परन्तु इसका अर्थ और महत्त्व अनंत है। 'माँ' केवल एक शब्द नहीं है, इस शब्द में पूरी दुनिया समा जाती है। माँ ही हर इन्सान की जिंदगी का आधार होती है। आज जीवन के जिस मोड़ पर मैं खड़ी हूँ उस मोड़ पर माँ के अर्थ को और गहराई से समझ सकती हूँ क्योंकि अब मैं बेटी और माँ दोनों हूँ। ये कुछ पंक्तियाँ मैंने एक बेटी होने के नाते अपनी माँ के लिए और खुद एक माँ होने के नाते महसूस की हैं ...

ऐ माँ तुझे देखूँ तो खींची चली जाऊँ तेरी ओर
दुनिया मेरी तेरे होने से ही है माँ ...

ऐ माँ तुझे देखूँ तो खींची चली जाऊँ तेरी ओर ...

दुनिया में जब हम आए तब तुझे ही जाना मेरी माँ
ये गुल ये गुलिस्ताँ भी तेरे होने से हैं माँ
ऐ माँ तुझे देखूँ तो खींची चली जाऊँ तेरी ओर ...

जिन्दगी की दौड़ में दौड़ी तो बहुत माँ
पर पा सकी हर मंजिल तेरे साथ से ही माँ
ऐ माँ तुझे देखूँ तो खींची चली जाऊँ तेरी ओर ...

जिन्दगी में बहुत कुछ पा तो लिया है माँ
पर वह सुकून मिल न सका जो तेरे साथ मिलता है माँ
ऐ माँ तुझे देखूँ तो खींची चली जाऊँ तेरी ओर ...

सौदों से भरे जग में निस्वार्थ खड़ी माँ
तेरे पाँव तले जन्नत है ये जान चुकी हूँ मैं माँ
ऐ माँ तुझे देखूँ तो खींची चली जाऊँ तेरी ओर ...

दुनिया मेरी तेरे होने से ही है माँ
ऐ माँ तुझे देखूँ तो खींची चली जाऊँ तेरी ओर ...

Bhavana Kautala.
Parent - CSE

Adaptive and Assistive Devices

When Children with Special Needs are given opportunities to flourish, they have the potential to lead fulfilling lives and to contribute to the social, cultural and economic wellbeing of the community and society.

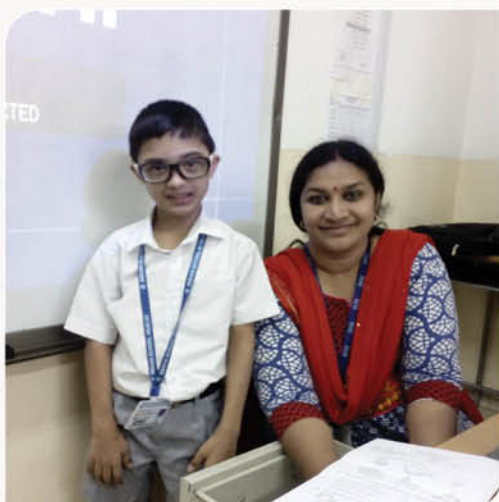
At CSE's Skill Enhancing Unit, each time the children succeed in making beautiful and exquisite products, it is a moment of great pride and joy for the student and the teacher, Mrs. Anupama Kaul.

Various adaptive and assistive tools help our children in this endeavour. Such tools are a big boon for Children with Special Needs. It assists them in overcoming the challenges they face and help them in transforming their talents into creative products. At the Skill Enhancing Unit of CSE, Mrs. Anupama Kaul trains the children in various vocational activities like Block printing and tie and dye on sarees and T-shirts. Many modified devices contribute to this process.

Anupama Kaul
Special Educator



Super Mom Diaries



As per the IEP programs set, he achieved 90% of the goals during the regular intervals. Actually at that time I could not support him much because of our younger son's birth. Teachers support made it possible for him to achieve all the goals per IEP's. He was very much attached to the teachers and he enjoyed being in school.

After 3 years in CSE, he was ready to go to Mainstream School. He had finished syllabus for KG1 and KG2 at CSE itself. So he got admission in 1st Standard in Mainstream. Even though initial 2-3 months were a little struggle, gradually he adjusted with mainstream school. Now he is enjoying classes, he likes to have many friends and friends are also helping him a lot. Now he has started to think like a normal neurotypical kid.

In my experience, these kids want warm and welcoming surroundings, sincere support from family, teachers and friends. These make their world inclusive. Not only mothers can help them, but also fathers can also do as much. To introduce the world around to them, fathers have better role to play than mothers. They (Fathers) can makes kids more confident, more positive and more courageous. Let's together make the world wider for our special children.

Hathim was born on 5th January 2010 in a private hospital in Kerala, India. Delivery was normal without any major complications. Pediatrician checked the new born baby and only told us to take him to super speciality hospital later. He also added that "It's not urgent". But we took him to nearby super speciality hospital and doctors finished all checkups and Doctor in charge of Hathim told me some words and those words remove every stress on my mind. "God selected you to take care of this baby. Only you can do it. He is a special baby with "Down syndrome". Even though 90% of these babies are suffering from various abnormalities, your baby is safe from all these. Actually at that time I was not even aware of 'what is meant by Special child'. But hearing that he is healthy, I felt relaxed and we came back to home.

Thereafter that I searched Internet for information on Down Syndrome. Even though these information were not much convincing, I never felt disappointed. I read about various features of this condition and started to work on it. My doctor advised me to massage him regularly "As mother's hands can do Miracles". His milestones were not much delayed. He started walking at the age of 1.6 years. When Hathim turned 4, we came to Oman and started schooling with CSE Oman. He was very happy about school, also was proud to go like his brother. At that time he was very much a hyperactive baby and attention in the class was very less.



Rasheeda Shameem

Hathim's Mother

Indian School Al Seeb – Psychology Students Visit CSE on 14th October and 17th October 2018

The Psychology students of class XI, Indian School Al Seeb recently had an opportunity to visit Care and Special Education. 26 students along with the Psychology teacher and the Counsellor visited the school.

On reaching, we first had an orientation session on the history and present functioning of the organisation. It started 27 years back with 15 students and presently has close to 100 students. The students are grouped into different classes according to their needs and skills. Such training enables them to live independently in this world and become a contributing member of the society. The mission of the organisation is to make the Special Needs children self-reliant and independent.

Another topic of interest discussed was adaptive devices which are modified tools for Special Needs Children. We also got a good exposure to the various therapies available for these children like Physiotherapy, Occupational Therapy and Communication Therapy. One of the students from the Skill Enhancement and Work Transition Unit had a long chat with us. He is good at sports and photography is his passion. This showed that they are not specially challenged, but specially talented children.

We realised after the visit, that these bunch of kids are more talented than any of us. In spite of the challenges they face, they perform way better than us. We learnt the lesson, to use our abilities to the maximum.

Shaima
XI E

During our recent visit to Care and Special Education we got a beautiful opportunity to interact with the Special Needs Children and their teachers. The unmeasurable patience and kindness we saw was impossible to fathom. The whole experience taught us to be tolerant and patient. Everyone was always with a smile and radiated happiness. There was innocent laughter all around.

We had sessions with the teachers and therapists which made us intrigued and interested in the field of Special Needs.

The trip to this organization changed us a lot. I have learnt to become more patient and positive in life. The children taught us that there is a solution to every problem. The trip to "Care and Special Education" was a memorable and awe inspiring trip which we would always be cherished in our hearts.

Kaise
XI B

The visit to CSE was honestly an eye opening experience for all. Apart from sharing some good time with the children, we also got to interact with their teachers, and therapists.

The physiotherapist, briefed us on how different exercises are given to the children depending on their needs. The occupational therapist told us on how different goals can be set based on the skill of the child. The speech therapist showed us how Picture Exchange Communication (PECS) is done with students who can't communicate their needs.

Items like candles, jewelries and chocolates handcrafted by the students of the "Skill Enhancement and Work Transition Unit" were kept on display. We were surprised to see the quality of the products displayed.

What I learnt is a confirmation of the thought that every child has something to contribute to the world, if given a chance. Hence, every child is a beautiful creation of the GOD almighty. After this experience, my mind that constantly pointed to my own faults, turned to a new direction. I realized that every child is born unique and has inherent talents which needs to be explored and brought out.

The innocent smiles of the children will always remain in our hearts.

Ardhra
XI B

Al Wafa School Celebrating International Day with Persons with Disabilities 3.12.2018



Dance Performance by CSE students at Indian School Al Seeb



Participation in Avenir 2018 held at Indian School Al Maabela on 26th October 2018. CSE students presented the chocolate bouquets.



Indian School Al Seeb Psychology Students visit CSE: Display of Handicraft items made by CSE students (14.10.2018 & 17.10.2018)



Independence Day of India 2018



Diwali 2018



Children's Day Celebration



Eid Assembly



Dussehra Assembly



Janmashtami Assembly



FSTG Educational Visit – 20.9.2018 Lulu Darsait



Pre-Primary, Life skills I and Pre-Voc I B Sarvana Bhawan 6.9.2018



SEWT – 8.10.2018 Independent travelling by Mwasalat Bus from CSE to Palace and back



Lulu (Darsait) Primary 1A, Primary I , Primary III 13.9.2018



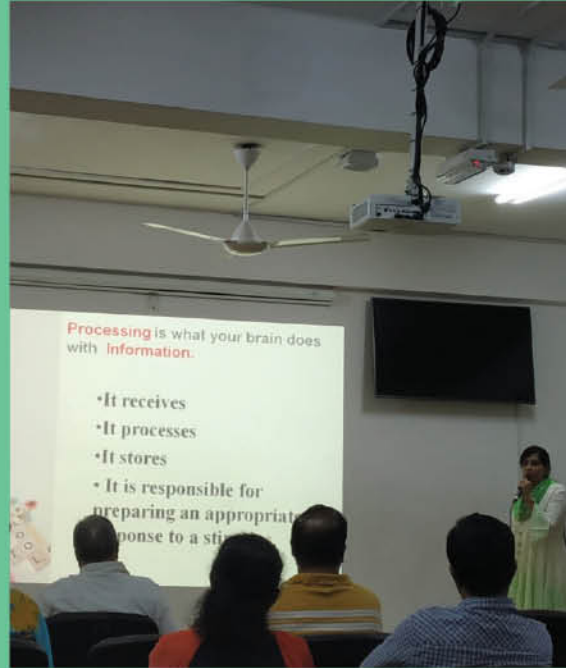
Pre-Voc 1A and Prevoc II - Grand Mall Fun Tazo 27.9.2018



Life Skills II Lulu Darsait visit 13.9.2018



Parent Engagement Programme - Understanding students with Learning Disability - Ms. Naosheen Zaman



Paralympic at Sultan Qaboos Stadium held on 3.12.2018

