

**SPECIAL EDUCATION NEEDS AUTHORITY
(SENA)**



**NORMS AND STANDARDS FOR
SPECIAL EDUCATION NEEDS
INSTITUTIONS**

July 2021

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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.

SECTION I

Norms

&

Standards

1. Introduction

This document provides the framework for Norms and Standards governing SEN Institutions and procedures for Registration/Renewal of Special Education Needs Institutions in the Republic of Mauritius.

It is to be used by Head of Institutions/ Managers to ensure compliance with the basic requirements for the smooth functioning of the 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. School Registration

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 provision of the SENA Act 2018 and Education Act 1957, as subsequently amended, and all their ensuing regulations.

2.3. Admission to a SEN Institution

All learners admitted to a SEN Institution should have a medical certificate attesting their disability and an assessment 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

A register of enrolments (admission, transfer and re-admission) of learners should be kept up to date.

2.6. Minimum Learners Population

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

2.7. Age of Learners

The age of a learner admitted in a SEN Institution shall be between 5 and 20 years.

2.8. Head of Institution

All SEN Institution 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.

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 employees stand guided by the Guide for a Code of Ethics for SEN Institutions prepared by the Authority (refer to **Annex B**).

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 policy 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 C**).

3. Staff Qualifications and Roles



3.1. Manager/Head of Institution

- (a) No person shall be eligible to manage a SEN Institution unless he/ she holds:
- A. A Certificate 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.
- (b) Managers in post as at 31 December 2020 will be provided a moratorium period of three years to follow appropriate courses in Special Education Needs as prescribed by the Authority.
- (c) 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;
 - ❖ such other information or document as the Authority may determine.
- (d) Every Manager shall, in relation to the Special Education Needs Institution which he 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 as soon as possible, and in any event within one month, of any change in the particulars of the lists referred to above; and
 - ❖ comply with directive issued by the Authority for the effective running of a Special Education Needs Institution.
- (e) No Manager shall administer more than one Special Education Needs Institution at a time.

3.2. Teacher

- (a) No person shall be eligible to teach unless he/she holds:
- A. a Cambridge School Certificate or GCE 'O' Level; and
 - B. the Certificate in Special Education (CSE) from the Mauritius Institute of Education (MIE); or
 - C. alternative recognized qualifications at least Level 5 on the National Qualification Framework relevant to the field of Special Education Needs and acceptable to the Authority.



- (b) For teachers in post as at 31 December 2020, the National Certificate Level 4 in Special Education Needs (for teachers) will be accepted by the Authority provided the teacher completes a Continuous Development Programme equivalent to 120 hours in a field related to Special Education Needs from a recognized institution and acceptable to the Authority, within two years after obtaining the National Certificate Level 4 on Special Education Needs (for teachers).
- (c) Teachers in post as at 31 December 2020 will be provided a moratorium of three years to follow appropriate courses in Special Education Needs as prescribed by the Authority.
- (d) 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.
- (e) In scarcity areas any person with disability not possessing qualifications at 10(ii)(a) 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 period of three years to follow appropriate courses in Special Education Needs as prescribed by the Authority.

3.3. Teacher Assistant

- (a) No person shall be eligible to perform duties of a Teacher Assistant unless he/she holds:
 - A. a Cambridge School Certificate or GCE 'O' level; and
 - B. the National Certificate Level 4 in Special Education Needs (for teacher assistants); or
 - C. the Proficiency Certificate in Special Education Needs from the Mauritius Institute of Education (MIE); or
 - D. alternative recognized qualifications at least Level 4 on the National Qualifications Framework relevant to Special Education Needs and acceptable to the Authority.

- (b) Teacher assistants in post as at 31 December 2020 shall be required to:
- i. have studied up to Grade 9 and have at least 3 years of proven involvement with teaching in a Special Education Needs Institution; or
 - ii. hold a Foundation Course for in-service special Educators.
- (c) For teacher assistants in post as at 31 December 2020, the National Certificate level 3 in Special Education Needs (for teacher assistants) will also be accepted by the Authority, provided that the teacher assistant completes a Continuous Development Programme equivalent to 90 hours in a field related to Special Education Needs and a certificate in First Aid from a recognized institution and acceptable to the Authority, within two years after obtaining the National Certificate Level 3 in Special Education Needs (for teacher assistants).
- (d) Teacher assistants in post as at 31 December 2020 will be provided a moratorium of three years to follow appropriate courses in Special Education Needs as prescribed by the Authority.
- (e) Every teacher assistant shall keep-
- ❖ A programme of activities proposed to the learners; and
 - ❖ Such other document as the Authority may determine.

3.4. SEN Carer



- (a) No person shall be eligible to perform duties of a SEN Carer, unless he/she holds:
- A. the National Certificate Level 3 in Special Education Needs (for SEN Carer); or
 - B. the Foundation Certificate for Carers in Special Education Needs from the Mauritius Institute of Education (MIE); or
 - C. alternative recognized qualifications at least Level 3 on the National Qualifications Framework relevant to Special Education Needs and acceptable to the Authority.

- (b) For carers in post as at 31 December 2020, the National Certificate Level 2 in Special Education Needs (for SEN Carers) will be accepted by the Authority provided the carer completes a Continuous Development Programme equivalent to 60 hours in the field of Special Education Needs and a certificate in First Aid from a recognized institution and acceptable to the Authority, within two years after obtaining the National Certificate Level 2 in Special Education Needs (for SEN Carers).
- (c) A SEN Carer who does not hold the prescribed qualifications should, within 2 years, follow the appropriate courses in Special Education Needs as prescribed by the Authority.

Note:

The prescribed application form for registration of Manager, Teacher/Teacher Assistant, SEN Carer and other Resource Persons are available on the website of the Ministry of Education, Tertiary Education, Science and Technology.

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. Time-Table

A time-table 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 specific needs of the learner. A recommended list of pedagogical materials and adapted furniture is at **Annex D**.
- ❖ Pedagogical materials including toys shall be hazard free to the health and safety of the learners with disabilities.
- ❖ There shall be at least one change table, or couch appropriate to the learners' disability in each institution.

6. Student Learning Outcomes

6.1. 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.

6.2. Individual Education Plan

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



7. Care, Safety, and Welfare of Learners



7.1. 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 outings and educational tours.
- 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, 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 immediately be reported to the SENA Secretariat by email on sena@govmu.org or by fax on 606 3419. Copy of the prescribed form is at **Annex E**.
- VII. A log book of all incidents should be kept in a safe and secured place at the institution and produced as and when required.

7.2. 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 same is at **Annex F**.

8. Infrastructure



8.1. Name of Institution

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

8.2. Health and Safety Certificate

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

8.3. 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 building 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 maneuvering of wheelchairs;
- f) have handrails in areas requiring safety as well as to facilitate mobility in 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.

8.3.1. 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 color 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.

8.3.2. 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 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 garbage bin.
- 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 on 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 or system 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 accede to the respective toilet.
- p) Provision shall be made for well-equipped toilet facilities, adapted toilets, facilities for couch and hand shower, based on the specific needs of the learners.

- q) In every institution separate water closet accommodated with flushing systems shall be 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	1

The above ratios are an indicative (minimum) figure. The Authority reserves the right to review the above ratio for each institution based on the type of disabilities of the students enrolled.

- r) There shall be adequate supply of diapers for learners with disabilities requiring same in every institution.

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 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 G**).

9. Food and Nutrition



- I. Institution providing food to learners should ensure provision of a well-balanced meal daily.
- II. Institution 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 I**).

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 period of 3 months from the date of registration. A list of the 13 Health Offices in Mauritius and Rodrigues is at **Annex J**.

- 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 and food and nutrition.

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

SECTION II

Supplementary Information (Annex A-J)

SPECIAL EDUCATION NEEDS AUTHORITY

Admission and Transfer Form

1. Only applications made on this form will be considered for admission/ transfer of Learners.
2. No SEN Institution shall admit a learner without a letter of transfer signed by the SENA.
3. All Heads of Institutions must give release letters to learners seeking transfer to other Institutions stating very clearly the conduct of the learner concerned. A Head of Institution who covers up a learner’s conduct shall be held responsible for any subsequent problem.
4. An Institution that may have a vacancy or vacancies to admit more learners shall issue a transfer

Admission No.:.....

Transfer No.:.....

Part A: To be filled by learner’s Responsible Party

LEARNER’S DETAILS	
Name:	
Address:	
Date of Birth:	
Disability (as per Medical Certificate):	
Co-Morbidities (if any):	
Current Grade:	
Present Institution:	
Institution to which admission/ transfer is requested:	
Reason(s) for transfer:	

Details of other institution (s) the learner has attended the last 3 years (if any):	Name of Institution	Reason(s) for leaving
	1.	
	2.	
	3.	
<p><u>Declaration</u></p> <p>I have cleared/ committed myself to clear all my financial obligations at (Current institution's name).</p> <p>Name: Relationship to the learner: NIC: Address: Contact number:</p>		

Part B: To be completed by the receiving Head of Institution

- i. I have/do not have a vacancy in grade
- ii. I have examined the application and discussed the same with the learner and parent/guardian.
- iii. I accept/do not accept (learner's name) in the Institution.

Name of Head of Institution:	
Name of Institution:	
Signature:	
Stamp of Institution and Date	

PART C: To be completed by the Head of Institution of the releasing Institution

i. I certify that
 (Admission No.) is a learner in Grade in my Institution.

ii. Performance in term

Above average	
Average	
Below average	
Poor	

iii. The discipline of the Learner (*please comment on his/her general conduct in the Institution*)

.....

iv. I am willing/not willing to release/clear the learner.

v. Reason(s):

.....

Name of Head of Institution:	
Name of Institution:	
Signature:	
Stamp of Institution and Date	

PART D: TO BE COMPLETED BY THE SENA

i. I approve/do not approve the transfer.

ii. Reason(s):

.....
.....
.....

Name of officer:	
Grade	
Signature:	
Stamp of Authority and Date	

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 SEN Institutions.

The document provides a framework and will serve as a guide for managers of institutions, teachers, parents and 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 pupils.

The framework proposed is based on 6 key principles:

<p><u>Key Principle 1</u> Maintain trust in the profession</p>	<p>Staff of the institution shall:</p> <ul style="list-style-type: none"> • develop such relationship with learners based on mutual trust and respect; • ensure safety and wellbeing of learners; • work collaboratively with colleagues and professionals; • maintain good relations with parents, guardians and carers; • act with honesty, integrity and fairness, • maintain confidentiality; • ensure quality in practice; and • create learning experiences that engage, motivate and challenge students in an inclusive setting for lifelong learning.
<p><u>Key Principle 2</u> Maintain professional standards at institutions</p>	<p>The institution shall</p> <ul style="list-style-type: none"> • have responsibility to provide facilities and resources for support for all teachers to operate effectively; • provide access to all students to facilities of safety, health, nutrition, sanitation and learning resources; • maintain discipline inside and outside the classroom; • provide a safe place for keeping of records;

	<ul style="list-style-type: none"> • ensure safety and security at all times; • comply with principles of good governance and transparency for all transactions relating to the education of the child; • develop behavior management and safe policies relevant to the institution and in line with guidelines from SENA; • act appropriately towards students and refrain from use of abusive language and behaviour, offensive names and inappropriate remarks; and • ensure that everyone acts with a professional attitude and behavior at all times.
<p style="text-align: center;"><u>Key Principle 3</u> Respect the uniqueness and diversity of learners</p>	<p>Members of the teaching and non-teaching staff shall:</p> <ul style="list-style-type: none"> • demonstrate respect for diversity, maintain fairness and promote equality irrespective of gender, age and needs; • contribute to create a fair and inclusive environment with no discrimination, stereotyping and bullying; and • identify and refer to management and authorities any issue that affects learner welfare.
<p style="text-align: center;"><u>Key Principle 4</u> Work in collaboration with colleagues, parents, guardians and other stakeholders</p>	<p>Members of the teaching and non-teaching staff shall:</p> <ul style="list-style-type: none"> • work collegially; • respect and support each other; • collaborate with colleagues and stakeholders; • maintain good relations between home and institution; • demonstrate respect for diversity in the educative process; and • engage parents and the community actively in the education & welfare of learners.
<p style="text-align: center;"><u>Key Principle 5</u> Act with honesty and integrity</p>	<p>All staff shall:</p> <ul style="list-style-type: none"> • comply with policies and procedures of the institution and SENA; • conduct assessment and examine with integrity in

	<p>compliance with official regulations and procedures;</p> <ul style="list-style-type: none"> • refrain from disclosure of confidential information; • be a role model to students; and • be mindful of their attitudes at all times.
<p style="text-align: center;"><u>Key principle 6</u> Professional status and professionalism</p>	<p>All staff shall:</p> <ul style="list-style-type: none"> • keep professional knowledge and practice up to date; • maintain high standards of practice, • evaluate their practice for Continuous Professional Development (CPD); and • respond positively to constructive feedback, seek support, advice and guidance where necessary.

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 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><u>Key Principle 1</u> School values, rules and regulations based on uniqueness of each learner</p>	<ul style="list-style-type: none"> - Develop the Discipline Policy based the school values - like respect, fairness, equity, inclusion. - Involve all stakeholders in the development process of the policy. - Align the policy with Rules and Regulations of the school. - Take into consideration the needs and interests of learners while developing and implementing the policy.
<p><u>Key Principle 2</u> Approach to behaviour management based on fairness</p>	<ul style="list-style-type: none"> - Respond promptly to behavioural issues. - Implement, manage, and monitor the school behaviour management policy. - Enforce fair, consistent and transparent rules with appropriate sanctions for misbehavior. - Use positive reinforcement for appropriate behaviours. - Ensure a healthy balance between rewards and sanctions.
	<ul style="list-style-type: none"> - Promote acceptable behaviour and deter bad

<p style="text-align: center;"><u>Key Principle 3</u> Promotion of positive behaviour</p>	<p>behaviours.</p> <ul style="list-style-type: none"> - Develop appropriate Support Plan (for e.g work with individual/small groups of learners with complex needs) for pupils requiring ongoing assistance. - Model good behaviours at every level. - Foster a sense of curiosity and a love for learning.
<p style="text-align: center;"><u>Key Principle 4</u> Application of policy following proper communication</p>	<ul style="list-style-type: none"> - Create awareness on policy among all stakeholders (staff, pupils, 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 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;"><u>Key Principle 5</u> Establishment of a positive school ethos</p>	<ul style="list-style-type: none"> - Eliminate all forms of discrimination, harassment, and bullying. - Ensure the safety and good behaviour of learners and staff members in and outside school. - Provide a stimulating environment for learning. - Avoid use of any form of violence or corporal punishment.

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 machines, display boards.
- **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:

A. For learners with Visual Impairment:	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. For learners with Speech or Language Difficulties:	Text phone, communication aid, computers and e-mail facilities, picture symbols, augmentative language devices, speech to text devices.
C. For learners with Physical Impairment:	Adapted furniture, wheelchairs, parallel bars, walking frames, foam mattresses, giant blocks, physically accessible telephones, adapted computers with switch operation or voice input.
D. For learners with Hearing Impairment:	Flashing lights, vibrating pads, visual aids with sign language, hearing-aids, magnetic loop amplifiers.
E. For learners with Intellectual Impairment:	Visual aids, adapted pedagogical toys, interactive learning aids.
F. For learners on the Autism Spectrum Disorder:	Social stories, daily routine calendars, pictorial dictionaries, pictograms, sensory materials that stimulate the visual, audio and olfactory systems, and adapted furniture.

Note: This is not an exhaustive list but a guideline.

SPECIAL EDUCATION NEEDS AUTHORITY

Incident Report Form

Any incident occurring in a SEN institution should be immediately reported to the SENA Secretariat C/o SEN Desk at the Ministry of Education, Tertiary Education, Science and Technology, MITD House, Phoenix by mail at sena@govmu.org or by fax on 606 3419.

For official use

Date received:.....

Signature:.....

Details of the institution		
Name:		
Address:		
Details of incident		
Date:	Place:	Time:
Name of learner involved:		
Sex:		
Age:		
Any other person involved:		
Description of incident:		

Were there any witnesses at the time of incident? (Please indicate)		
1.		
2.		
3.		
Details of Responsible party		
Name:		
Address:		
Contact number:		
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 SCHOOLS IN EXCEPTIONAL CIRCUMSTANCES ARISING FROM TORRENTIAL RAINS AND FLOODING IN PRIMARY INSTITUTIONS

A. THE SCHOOL DISASTER MANAGEMENT COMMITTEE (SDMC)

[Section 2.1 of SERP]

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

- Deputy Headmaster
- Two Teachers/Educators
- The School Clerk (to act as Secretary of the committee)
- Two representatives of the Executive Committee of the Parents Teachers' Association

The Headmaster will also invite as advisor a representative of the following institutions:

- Educational Zone Directorate
- Local Authority concerned
- Mauritius Fire and Rescue Services (MFRS)
- Local Police
- Any other institution involved in or related to disaster risk reduction

A.1 ROLES AND RESPONSIBILITIES OF THE SDMC

[Section 2.2 of SERP]

The roles and responsibilities of the SDMC are to:

- (a) Establish a School Disaster Crisis Cell under the direct charge of the Headmaster in times of emergencies.
- (b) Set up of a School Emergency Response Team comprising school staff as at Section 5 of SERP.
- (c) Ensure capacity building in collaboration with the Zone for the following:
 - appropriate training of the School 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:
 - School 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 SDMC

- e) Standardize on the use of a single alert sound for any crises/emergencies/disasters.
- f) Ensure that the School 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 school occupants 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 the Zone 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 pupils.
- A.2.4 When pupils are being kept at school, to assess the situation at all times ensuring their safety and security until the last pupil has left.

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

- A.3.1 The Head of School will send a detailed report to the Zone Directorate.

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

- B.1 Ground situation and level of water in the school compound.
- B.2 Ground situation and level of water in the vicinity of the school.
- B.3 State of building (including corridors/ staircases and the classrooms etc.)
- B.4 Conditions for schooling (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 SCHOOL IN EXCEPTIONAL CIRCUMSTANCES: ACTIONS TO BE TAKEN BY HEADMASTER

BEFORE DISMISSAL

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

	<p>C.1.1. The Zone Director/Assistant Director/ Principal School Inspector/ School Inspector.</p> <p>C.1.2. All Educators and Support Staff.</p> <p>C.1.3 All pupils, 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</p> <p>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.</p> <p>C.1.5 President (or if not available, Vice President or parent member) of the Executive Committee of the Parents Teachers’ Association.</p> <p>C.1.6 Pupils’ parents through media and Police authorities.</p> <p>C.1.7 Persons responsible for pupils’ means of transport (van, school bus, etc.)</p>
C.2	<p>Actions to be taken</p> <p>C.2.1 Ensure availability of Police presence at school prior to release of pupils.</p> <p>C.2.2 Ensure that all pupils 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</p> <p>C.2.3 Ensure that all members of the staff are in their respective positions as per responsibilities assigned to them by the SDMC</p> <p>Important: Any information obtained from the Police, Fire Services or NTA to be taken into consideration before deciding on the release of pupils. Any decision regarding the release of pupils would need to be taken under the advice of the Police and/or the Fire Services.</p>
	<p>DURING DISMISSAL</p> <p>C.3 The following should be observed:</p> <p>C.3.1. Close monitoring of the dismissal process by the School Disaster Management Committee.</p> <p>C.3.2. Parents who call at school take their wards away from school against signature in the appropriate book/class sheet securely filed in a special file dedicated for emergencies.</p> <p>C.3.3 No pupil should be allowed to return home on his/her own.</p> <p>C.3.4 Pupils who are unable to go home to be taken to a safer place to be used as temporary shelter on the school premises while awaiting their parents or other authorized persons.</p>

C.3.5 The Headmaster 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 Headmaster along with other members of staff will stay at school until the last pupil will have gone.

C.3.7 After the last pupil will have left school, the Headmaster will inform the School Inspector at the Zone (pro-forma C attached). Only then can the Headmaster and staff remaining with him leave. Should the Headmaster and remaining staff have difficulties of transport, he will inform the Police and the Zone Directorate (which in turn will inform Headquarters).

C.3.8 The Headmaster will keep the School Inspector/Zone Directorate informed of developments throughout the process.

After DISMISSAL

C.4. Reporting System

C.4.1. The Headmaster will inform by phone the Police and the Directorate of the situation.

C.4.2. Thereafter the Headmaster sends a written report to the Zone.

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

(m) 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) 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

Health Office	Contact number
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

- ❖ Ministry of Education and Human Resources. (2006). National Strategic Paper 'Special Education Needs and Inclusive Education in Mauritius- 2006', p 48.
- ❖ *Inclusive Education for Children and Youth with Special Needs in Mauritius – Policy Framework and Strategy Document 2017.*
- ❖ Education Regulations 1957
- ❖ 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
- ❖ Ministry of Civil Service and Administrative Reforms - Code of Ethics for Public Officers
- ❖ 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