



SOCIAL IMPACT ASSESSMENT

2021 - 2024



REPORT PREPARED BY
Social Audit Network, India
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SATYA SPECIAL SCHOOL



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1. Introduction

Satya Special School's journey began with a profound concern for children with special needs, particularly girls, who were often overlooked and neglected in society. Founded by a group of compassionate individuals who shared a commitment to making a difference in these children's lives, Satya Special School emerged as a beacon of hope and support for families facing the challenges of raising a child with special needs. The realization of the widespread abuse and neglect suffered by these children, compounded by the struggles of single mothers who often bore the sole responsibility of caregiving, spurred the founding members into action. In 2003, they established Satya Special School (Satya) as a day-care center, initially welcoming 20 children with special needs. This humble beginning marked the inception of an organization dedicated to providing comprehensive care, education, and support to children with special needs and their families.

Over the years, Satya's commitment to its mission has seen the organization evolve and expand, driven by a series of significant milestones. These milestones chronicle Satya's growth from a modest day-care center to a multifaceted institution offering a wide range of programs and services. Central to Satya's ethos is its unwavering focus on inclusion and empowerment. Recognizing the unique challenges faced by children with special needs, Satya has pioneered innovative initiatives aimed at fostering their integration into mainstream society. From educational programs tailored to individual needs to vocational training and livelihood opportunities, Satya endeavors to equip its students with the skills and confidence they need to lead fulfilling lives.

At the heart of Satya's success lies its belief in the transformative power of collaboration. Guided by the philosophy of "mothers as co-therapists," Satya places a strong emphasis on engaging parents and caregivers in the therapeutic process. By empowering mothers to play an active role in their child's development, Satya fosters a supportive and nurturing environment conducive to optimal growth and progress. Through its tireless advocacy efforts and pioneering initiatives, Satya Special School continues to be a beacon of hope for children with special needs and their families, championing their rights, dignity, and inclusion in society.

Satya's Mission

To empower people with special needs and lead the way towards inclusion in education, employment, and society at large by specialized intervention, rehabilitation, capacity building and public policy, advocacy, thereby eradicating the stigma associated with disability.

Satya's Work

- Supports any person with intellectual disabilities irrespective of their degree of disability, socio-economic condition and age
- Focuses on inclusion in various settings right from the home to law-making
- Eradicates the stigma associated with disabilities especially, intellectual disability
- Encourages self-advocacy enabling the disabled community and their care givers to build a better inclusive future
- Improves the quality of life through better health care and individualized rehabilitation programs

2. Objective and Scope of the study

Social Audit Network (SAN), India was approached by Satya to conduct Social Impact Assessment of the activities implemented at Satya. The SAN India team comprising of Ms.Latha Suresh, Ms.Lakshmi Kalai and Mr. Sundara Jothi and a team of data analyst and tele-callers conducted the assessment during the period – April 15th to May 15th 2024.

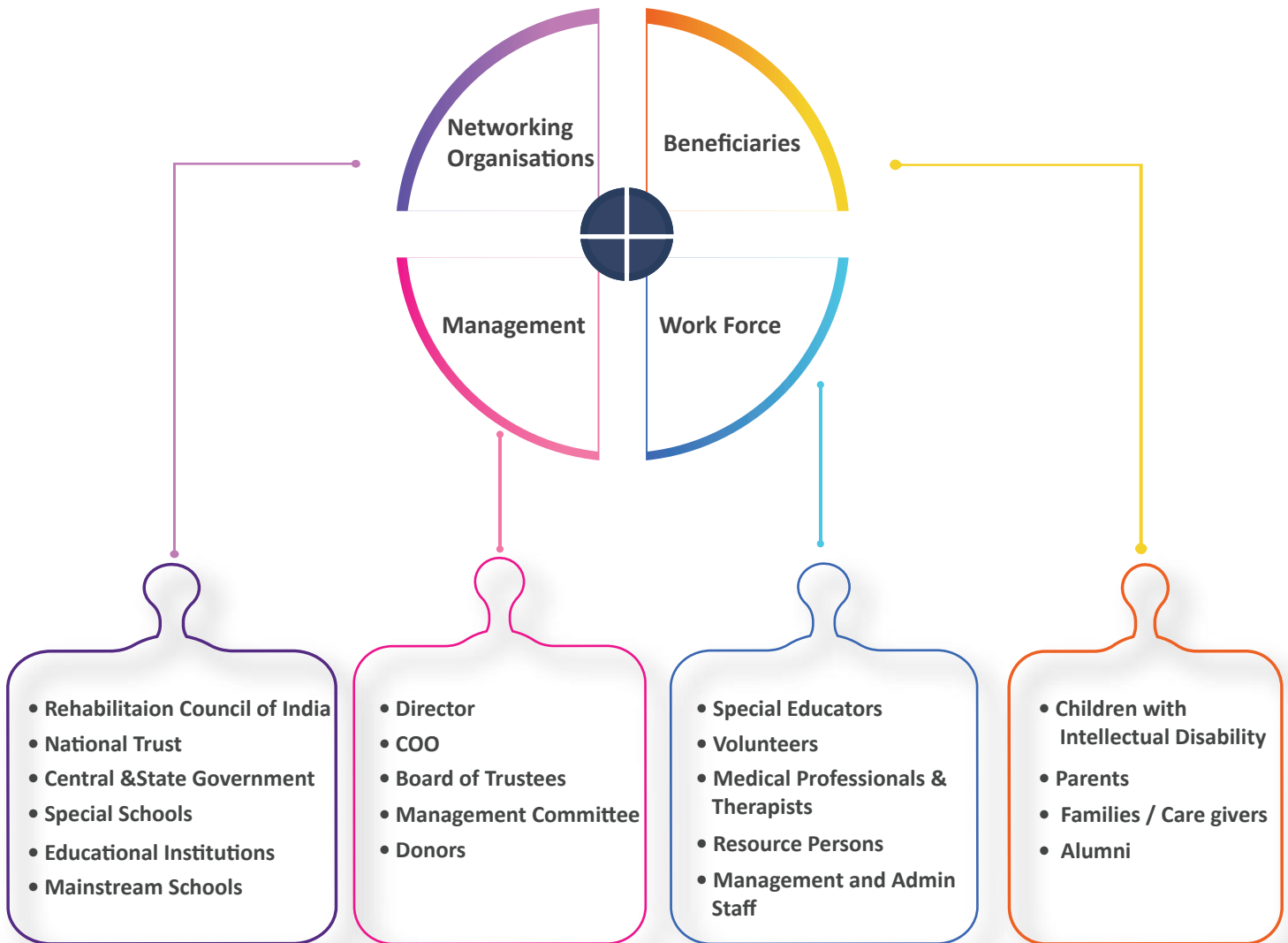
The main objective of the assessment was to provide Satya with sufficient information about the School in terms of its Relevance, Efficiency & Effectiveness, Sustainability and Social Impact, and to recommend effective and sustainable strategies for future implementation.

Scope of the Study

The scope of the study is for the period April 2022 to March 2024.

3. Stakeholders

The following are the primary Stakeholders of Satya.



4. Methodology

The SAN team visited Satya School on April 15th and 16th, 2024 to interact with the Satya team delivering the various projects and to validate the overall process followed by Satya. The methodology used for the assessment was a blend of qualitative and quantitative techniques. The qualitative assessment included a mix of in-depth interviews, semi-structured and un-structured interviews. Most of the primary stakeholders were consulted.

The following tools were used to elicit information from the stakeholders:

- **Focus Group Discussions (FGD)** covering topics about the various activities Satya, its effectiveness and its intended outcomes and impact.
- **Direct Interviews:** Personal Interviews were conducted with a structured interview guide
- **Survey:** Survey questionnaires were used to gather information from the parents and teachers. Some questionnaires were administered directly while interacting with the teachers and parents. Telephonic interviews were done with a few stakeholders. A link to an Online questionnaire was administered to parents, teachers and Thirankoodu project beneficiaries.
- **Observation:** to understand the life in a day of the child enrolled at Satya, the SAN team spent time at Satya School to understand the processes adopted at Satya.
- **Secondary Data Analysis:** Quantitative Data was provided from the records and documents maintained at Satya which was used for analysis. Information was also sourced from Satya website.

Interaction with the core team



Focus Group Discussion with the parents



Stakeholders Consulted

S.No	Stakeholder	No. consulted	Methodology
1	Management <ul style="list-style-type: none"> • Chitra Shah, Founder • Dr. Muniyasamy , Chief Operating officer • Ms Vijaya, Training Head 	3	Personal Interview Personal Interview Telephonic Interview
2	Students	120+ 3	Observation Personal Interview
3	Parents	55 107 8	FGD Online questionnaire Telephonic Interview
4	Parents of Alumni	3	Telephonic Interview
5	Teachers	7 76	FGD Online questionnaire
6	Therapist	5	Interview
7	Parents recruited as staff	5	Interview
8	Group home Life skill Trainer	1	Tele interview
9	Knowledge partner Mr Karthik, Shristi Foundation	1	Tele-interview
10	Centre Heads	3	Interview
11	Thirankoodu beneficiaries	24	Online questionnaire
12	Livelihood beneficiary	1	Interview
13	Community member	1	Interview
14	Employer partner	3	S.No

5. Report on Performance

Satya Special School (Satya) involves any person with intellectual disabilities, irrespective of their degree of disability, socio-economic condition, or age. It aims at eradicating the stigma associated with disabilities, especially intellectual disabilities. Satya works on creating an ecosystem for the inclusion of the disabled in society through specialized programs. It also focusses on the empowerment and livelihoods of the mothers of Children with Special Needs. Satya's strategy is to be an enabler towards the empowerment of the disabled and be a one-stop resource for anything disability related. Satya's work is targeted towards the following groups

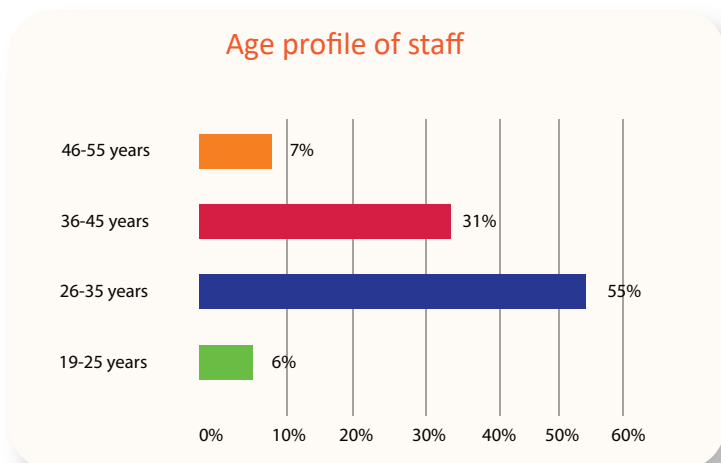
- Persons with Disabilities
- Caregivers
- Other organizations working in the space
- Academic and institutional partners, and
- The government.

To implement all its varied activities, Satya works from the following locations where it has established its Centres. The Branches of Satya include

1. Satya Special School, Early Intervention , Karuvadikuppam
2. Satya Day School, Karuvadikuppam
3. Satya centre for unique learning, Rainbow nagar
4. Satya Village Rehabilitation centre, Mutrampattu
5. High Risk New Born clinic, Jipmer campus
6. Satya Village Rehabilitation centre & Alternative Inclusion centre for Education, Villanur
7. Satya Village Rehabilitation centre, Selimedu

Profile of the Staff at Satya

Age Distribution



61% of the staff are relatively young (under 36). They are likely to adapt quickly to new techniques and updates in their field

Gender Distribution

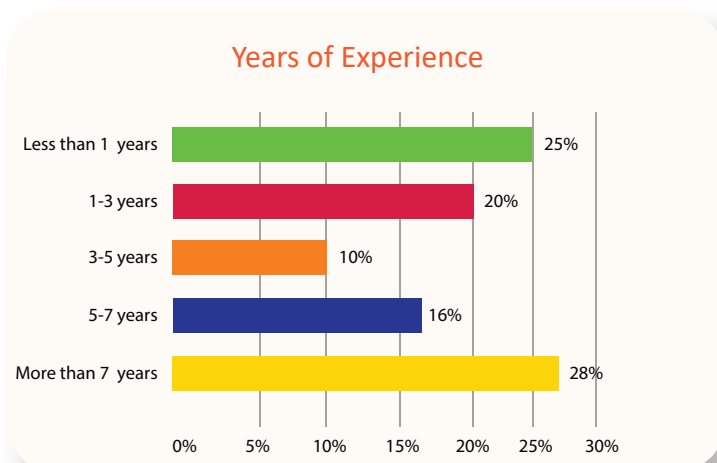
85% of the staff were females & 15% males

Satya School provides more employment opportunities for women, promoting economic independence among its female staff.

Educational Qualifications

- 40% are graduates
- 20% are Post-graduates.
- 14% have completed technical training.
- 30% have completed special education training.
- 70% of the staff including support staff have not completed special education training.
- 28% have government-approved certification

Years of Experience at Satya



54% of the staff have been with Satya for over three years

Experience in Special Education Prior to Satya

42% of the trainers had prior experience in special education and 58% had no prior experience

Majority of staff perceive they have experienced significant career and personal development by working at Satya. They attribute it to Satya's training programs, motivational sessions, and encouragement for further education.

Activities at Satya

I. Early Intervention

The initial three years of a child's life play a pivotal role in their development. Satya Special School's Early Childhood Programme seamlessly integrates the swift early identification process facilitated by the New Born High-Risk Clinic with the effective services offered by the Early Intervention Centre (EIC). This cohesive approach ensures that any potential developmental concerns are promptly identified and addressed, maximizing the child's developmental potential. By combining the efficiency of early identification with targeted intervention services, Satya Special School is dedicated to fostering the optimal development of each child during these crucial early years.

a) Newborn High Risk Clinic

Satya has partnered with Jawaharlal Institute of Postgraduate Medical Education & Research (JIPMER) to run a Newborn High Risk clinic within its campus. At-risk children susceptible to developmental delay are identified on birth or within a few months at the Centre. Based on their developmental needs, appropriate intervention is started at JIPMER. This center is unique and is the sole provider of these services in Pondicherry.

Children Count at the Newborn High Risk clinic

Year	Children Screened	Children diagnosed	Children enrolled
2021-22	4,307	1,490	1,490
2022-23	5,252	1,996	1,996
2023-24	5,438	1,996	1,358

Dr. Jeya Shankari, a psychologist, at JIPMER shares her experience

I've been counseling here for over 4 years. The first step involves a thorough assessment by the doctor to determine if the new-born babies need therapy or intervention services. We then refer them to centers for physiotherapy, occupational therapy, speech therapy, or special education. For babies developing normally, we offer early stimulation services to help them reach milestones quickly. Our outpatient department (OPD) sees an average of 15 - 20 babies daily, which is now increasing to 20-25. As a counselor in the OPD, I educate parents on the importance of regular follow-ups, therapy, and early stimulation for optimal development. Many parents are unaware of the consequences of irregular follow-ups or the benefits of our services. Counseling helps them understand and cooperate. With our guidance, parents witness their baby's progress and become more engaged. Our management is supportive, providing necessary facilities and infrastructure. We find fulfillment in doing this work along with Satya Special School.

New born high risk centre, Jipmer



Ms. Baghyalakshmi, a parent shares her journey

My son, Magilvendan, has cerebral palsy, and my husband is autistic. My father-in-law manages our family. When Magilvendan was underweight, I waited for him to gain weight before seeking help. When he was one year old, I took him to the newborn high-risk center at JIPMER for treatment. Doctors recommended physiotherapy, occupational therapy, and later speech therapy. They counseled me on his condition and treatment process, teaching me exercises to do at home. Thanks to these therapies, my son has grown taller and improved his speech. I'm grateful to the team at JIPMER for aiding his development. He's now five, and we still receive treatment there, though it's become overcrowded now. Therefore, I'm seeking speech therapy elsewhere. My request to them is to expand their services, as it would benefit more children like Magil.

b) Early Intervention Centre (EIC)

Satya's Early Intervention Centre (EIC) offers tailored intervention services catering to the specific needs of each child, with active involvement from parents and special educators. A multidisciplinary team consisting of special educators, early interventionists, physiotherapists, neurodevelopment therapists, speech therapists, occupational therapists, and psychologists conducts comprehensive assessments to understand the child's current condition. Based on this assessment, a personalized rehabilitation program is developed in consultation with parents. Satya also organizes group therapy sessions and sibling programs, facilitating bonding among Children With Special Needs (CWSNs) and other family members.

These sessions not only provide valuable support but also foster a sense of community and understanding within the family unit. By engaging both the child and their family in the intervention process, Satya strives to maximize the effectiveness of its programs and promote holistic development for children with special needs.



Therapist Talks..

Early intervention is crucial for the development of children with special needs. Its primary goal is to identify intellectual and allied disabilities at birth and provide timely intervention services. Improvement is typically assessed based on age groups. Detecting conditions before the age of six facilitates easier evaluation. Acting early allows us to assess potential changes and determine the feasibility of improvement. While some conditions respond well to intervention, others may worsen over time due to genetic factors. Therefore, early detection and intervention are paramount. For children aged nine or older, intervention becomes more challenging. Hence we at Satya focus on early detection and intervention. - Ms Selvi

Parents Profess..

When my daughter, Yugashree, was three months old, doctors declared her untreatable, leaving her unable to sit, stand, or move until she reached six years of age. Satya staff visited our home, introducing us to an early intervention center. Through regular physiotherapy, she gradually progressed from turning on her side to sitting and eventually standing with support. Witnessing these improvements, she enrolled in Satya's special school and began speaking. Today, she excels academically and serves as the education minister in the children's parliament. I extend my heartfelt gratitude to Satya's early intervention program for shaping my child's future. - Ms Pancha Lakshmi

II. Inclusive Education

Satya Special School is deeply committed to inclusive education, ensuring that children with disabilities have access to quality education and rehabilitation services. Varied Initiatives include

- a) **Centre for Multiple Disabilities** that provides specialized education and therapy to children from disadvantaged backgrounds, fostering acceptance and inclusion.

Year	Number enrolled
2021-22	82
2022-23	89
2023-24	101

Children at the Multiple Disability Centre, Rainbow Nagar



Since 2009, I've been part of Sathya, equipped with a B.Ed in special education and a diplomain cerebral palsy. As student numbers grew, the MD Centre was established in 2013, later relocating to Rainbow Nagar in 2016, where I assumed the role of Centre Head. Our center caters to 102 children aged 9 to 23, with Autism, CP, and ID across various severity levels. We boast a team of 13 staff members, including 5 special educators, 1 open school teacher, 1 speech therapist, 2 CRA professionals, and 1 helper. Regular visits from a physiotherapist and psychologist ensure comprehensive care, focusing on therapy and behavior modification. With state-of-the-art equipment for physio and speech therapy, I take great pride in contributing to one of Pondicherry's finest special schools. - Ms Nirmala - Centre Head

Parent Profess..

My daughter, Manju, aged 23, has Down syndrome. She began her education at Satya when she was just three years old. Despite attempting mainstream schooling at age five, she struggled to integrate with typical peers and found it challenging to keep up with the regular curriculum. Commuting to a conventional school also posed difficulties. As a result, we made the decision to return her to Satya, and now she attends the Rainbow Nagar center. Satya has proven to be the best and safest environment for my child. With their excellent training and therapy programs, Manju has shown remarkable progress and now manages her tasks independently. Satya provides truly free education, covering everything from transportation to study materials and fees. We feel fortunate to be part of the Satya community, and we no longer worry about our special child's future. – Mr.Murugayan

Parent Profess..

My son Aasif was diagnosed with autistic features and intellectual disability. Despite attending over five different schools and undergoing speech therapy at a private clinic, we noticed little improvement in his development. Eventually, we decided to enroll him in Satya Special School. Within two years, we've seen remarkable progress in his social skills and writing abilities. Though his speech improvement is gradual, it's evident. The caring and cooperative nature of Satya's teachers stands out compared to previous experiences. We're satisfied with Satya's services and plan to continue his education there - Ms Ashifa

- b) **Village Rehabilitation Centres** that extend these services to rural areas, offering holistic support including therapy, medical check-ups, and parental training. Rehabilitation centres are functional at 3 villages around Pondicherry - Villanur. Murtampatu and Selimedu. A rural centre at Markanam works with parents only.

Children at the Rural Centres

Rural Centre	2021-22		2022-23		2023-24	
	Enrolled	Mainstreamed	Enrolled	Mainstreamed	Enrolled	Mainstreamed
Villanur	50	0	91	5	100	3
Muttrampatu	45	0	71	2	72	2
Selimedu	48	1	58	2	64	1

Children attending village rehabilitation centers receive customized therapies, regular medical check-ups, and outings to accessible locations. Parents undergo training to better understand their child's needs, participate in awareness campaigns, and engage in ongoing discussions about their child's progress. Quarterly assessments are conducted to monitor and enhance the child's development.

Parental Counselling sessions

Rural Centre	2021-22	2022-23	2023-24
Villanur	28	35	40
Muttrampatu	34	40	45
Selimedu	30	38	36
Markanam	10	15	0

Village Rehabilitation Centre – Villanur



Parent Profess..

I am a farmer. My son Anburaj has been attending Satya for over four years now. When he first started, he was quite reserved and didn't socialize much. Thanks to the speech therapy he received at Satya, I've seen remarkable improvements in him. He now confidently runs errands to shops, grocery stores, and banks, even managing ATM transactions for me. If we had to seek therapy elsewhere, it would have been costly. I'm incredibly grateful to Satya School for their invaluable support and services. Their free education has significantly eased the financial burden of my son's schooling.- Mr Siva Prakasam

Views of Satya staff..

I've been part of Satya for over a decade, starting as a physiotherapist and now leading the center. My wife serves as a speech therapist here. Satya isn't just a job; it's my life. From my bachelor days to marriage and now fatherhood, Satya has been there every step, providing moral, emotional, and financial support. It's enabled me to enhance my skills and serve children in need. With both of us deeply involved, even my daughter aspires to become a special educator at Satya. – Mr Suresh

Working as a special educator at Satya has been immensely fulfilling. The management's support extends beyond professional development, encompassing personal and family issues

They provide training, guidance, and even financial assistance when needed. Interacting with the innocent and playful children lifts my spirits, especially during challenging times. I'm proud to be part of the Satya team.
– Ms. Sooriya Kumari



I've harbored a dream of pursuing special education, and Satya has made it possible by sponsoring my course. I'm grateful to Chitra madam for this incredible opportunity, which allows me to contribute Chitra madam for this incredible opportunity, which allows me to contribute more effectively to the cause. - Ms Aishwarya

During my pregnancy at Satya, amidst concerns from neighbors and relatives, I remained steadfast in my job. My neighbors and relatives used to warn me, asking, "What if the children hit you in your stomach?" Despite their worries about potential complications, I felt secure at Satya. Thankfully, I delivered healthy, normal twin babies. Satya not only supports its staff but also works to dispel myths and misconceptions about disabilities in the community. I've noticed a positive shift in understanding recently, thanks to Satya's efforts. – Ms. Surya Kumari

Inclusive school – CRLGMS Lawspet Middle School



Special educator Speaks..

I'm a special educator with a background in general B.Ed. After 11 years in a conventional school, I pursued special B.Ed and joined Satya as a special educator. We have a dedicated classroom for 10 special children who also participate in activities with government school peers during sports events and science exhibitions. Our focus is on enhancing their gross motor skills, fine motor skills, social skills, and emotional skills through play and stimulation.

Due to behavioral concerns, the school management hesitated to integrate them into mainstream classes, prompting questions from parents. We conducted extensive counseling sessions with parents, teachers, and management, advocating for inclusivity and the rights of these children. As a result, four of our students have successfully transitioned into mainstream classes ranging from 1st to 7th grade.

To address parents' concerns about academic progress, we employ a multi-method approach to teaching. We teach each topic using five different methods: blackboard, smartboard, flashcards, and conduct weekly assessments with homework assignments. Additionally, we encourage general school children to assist in teaching our special students, fostering motivation and inclusivity. Our aim is to promote further inclusion and ensure these children feel valued and respected in society.

- Ms Agilandeswari

Parent Profess..

My son, Suriya, is a special child who initially studied in an inclusive classroom. Last year, he transitioned to the mainstream 5th grade class, and now he's in 6th grade alongside his peers. His progress in both behavior and academics has been remarkable. Witnessing him being treated equally among his classmates brings me immense joy. I am deeply grateful to the dedicated staff at Satya for their unwavering support. - Mr Balamurugan

Satellite Centres, managed independently, replicate Satya's model in rural settings, aiming to integrate children into mainstream schools. 3 centres are functional, one at Shristi Village and one at SCRI in Karaikal, and one at Pollachi.

Satellite Centre	Children enrolled		
	2021-22	2022-23	2023-24
Shristi Village	35	47	52
Karaikal - SCRI	0	0	12
Pollachi – self sustained	15	25	35

New Bridge Centre for special needs, Satellite Centre Pollachi



Founder, New Bridge Centre, Ms. Savita shares her journey

"I am a pediatric physiotherapist and I run this center for special children. During my postgraduate studies in Physiotherapy at Mother Teresa College, I completed an internship at Satya Special School, where I gained practical experience with special needs children. After getting married and settling in Pollachi, I met Chitra Ma'am, who suggested I start a special school in my area. I conducted a need analysis and discovered that Pollachi had 350 special children. In 2019, I started this center with just two children. Satya supported me by providing all the necessary equipment, including wheelchairs, standing frames, mats, walkers, and balls. They also trained me in maintaining records and managing accounts for running a special school.

Currently, we have 35 children with conditions such as cerebral palsy, Down syndrome, autism, and SMA type 2. Four of our children have been mainstreamed into regular schools. Initially, under Satya's guidance, I charged Rs 2000 for transportation. Now, as a licensed and independent school, I receive state government funding of Rs 5000 per child per month, so I no longer charge parents. Satya remains my inspiration, embodying true service. We have even set a world record for the largest hand painting of the Indian National Flag on the 75th Republic Day celebration."

Parents Profess...

My daughter, Ms. Rithumika, who has SMA type 2, is studying at the New Bridge Centre for Special Needs, a unit of Satya Special School. She won first prize in a national-level dance competition conducted by the United School Organisation (USO) in New Delhi. I am proud of my daughter for being an inspiration to other special kids like her. I am extremely grateful to the management for their unwavering encouragement and support. - Ms. Nagalakshmi from Pollachi

c) Alternative Inclusive Centres for Education

This innovative inclusion initiative of Satya brings together neurotypical children from marginalized backgrounds—such as those of commercial sex workers or orphans—who've left the traditional schooling system, with neurodiverse children in specialized classrooms. Remarkable outcomes include many students excelling academically, some even achieving diplomas through NIOS exams, while others pursue successful careers beyond the Satya program.

Year	Children enrolled	Parents counselled	Children mainstreamed to school
2021-22	58	37	17
2022-23	98	74	40
2023-24	88	78	40

d) Inclusive Pre-School

In partnership with Sristi Foundation, Satya set up Sristi Inclusive Pre-School, an inclusive space where all children—disabled, neurodiverse, non-disabled, and neurotypical—learn and play together. This is the first step towards an inclusive society, and Satya is constantly looking for ways to integrate children with special needs into mainstream schools.

Pre School	Children enrolled			Children mainstreamed to school
	2021-22	2022-23	2023-24	
Sristi	25	17	22	32

Apart from Sristi, many anganwadis in Villipuram district have promoted inclusive learning environments and have been successful in mainstreaming special children.

Inclusive pre-school



"With 38 years of experience as an Anganwadi teacher, I have now been promoted to supervisor for the Anganwadi centers. Our center serves 44 children, aged 0 to 6 years, who come for polio vaccinations, physical fitness examinations, and nutrition support. We also have 8 children, aged 2.5 to 3 years, attending our center.

Vijaya Ma'am from Satya Special School conducts training and awareness programs for Anganwadi teachers, assistants, and parents on topics such as disabilities and their types, myths and misconceptions, the importance of prevention and early intervention, various government schemes, therapeutic approaches, the significance of sports, job mapping, and the importance of inclusion. Additionally, they raise awareness about prevention and early intervention among pregnant and lactating women.

Satya has trained us to identify special children and categorize them as mild, moderate, or severe. However, in the past three years, we have not identified any special children at our center. When we do identify a child with special needs, we conduct home visits with Satya staff to counsel the parents and recommend consulting a doctor at Rajiv Gandhi Hospital or JIPMER. Satya staff then follow up for further interventions and therapies. Satya is providing the best service for special kids in Pondicherry."

-Ms Parameswari, Anganwadi Centre II, Angalamma nagar

Alternative Inclusive Centres for Education



Mr. Sundaramurthy, Centre Head shares his role and experiences

As the Person-in-charge of this alternative inclusive center, we focus on the NIOS syllabus, offering OB1, OB 2, OB 3, and NIOS levels. In OB 1, we first assess the child. If they can't identify single alphabets or numbers, we concentrate on that until they succeed. We then progress to OB 2, where we work on two-letter words. After mastering this, we move to OB 3, focusing on simple sentences, and then introduce book reading.

We provide the necessary education for each child, and currently, there are 45 students in our academy, including those with mild intellectual disabilities, autism, and Down syndrome. Our school operates from 9:50 am to 3:50 pm, and transportation is provided free of charge.

Working here brings me great joy. At Satya, we receive annual training and updates on the latest teaching methodologies, which boosts my confidence and motivation to teach these children. I have developed my teaching skills and knowledge of the NIOS curriculum. In NIOS, subjects are chosen based on the students' preferences. We assess their interests and tailor the curriculum accordingly. For instance, if a student likes tailoring, we include it in their syllabus. If they prefer home science, we add that as well. We teach these subjects in an engaging and accessible manner, enabling students to understand the material and perform well in their examinations.

III. Livelihoods

Satya's skill training center is dedicated to fostering the independence of individuals with special needs through the acquisition of essential life skills. Customized workshops focus on product creation, white-collar job preparation, and employability skills, personalized to suit the diverse abilities and interests of children and adults alike. It offers Satya's students an avenue toward financial independence while nurturing their individual strengths. Particularly beneficial for youth with multiple disabilities or moderate to severe intellectual disabilities, the workshop provides training in crafting jute bags, floor mats, wooden crafts, paper cups, and paper jewelry. Additionally, Satya's youth manage a bakery unit and a ceramic studio within the workshop

Agriculture-based training is also highly preferred by the youth and children hailing from rural backgrounds. This training not only enables them to actively participate in the local economy but also fosters inclusivity within their communities. Through a three-month residential workshop at Sristi Foundation, students experienced independent living and engaged in meaningful economic activities, taking significant steps towards self-reliance. Additionally, they received training in operating solar dryers and packaging dehydrated produce.

Livelihood Training	Students trained			Total
	2021-22	2022-23	2023-24	
Agriculture	11	13	12	36
Bakery	11	12	12	35
Ceramic studio	0	0	10	10
Mat weaving	10	13	11	34
Coconut shell	0	14	12	26
Weaving	0	0	10	10
Total	32	52	67	

Staff Speaks...

I have been with Satya for over six years, and my role involves creating economic opportunities for students and parents, as well as managing sponsorships. What sets Satya apart from otherschools is its holistic approach. It is not just a typical school; it addresses disability issues through a multi-dimensional strategy. Everything is progressing well, and Satya continuously updates itself to align with current trends in disability care. MKanan Jagadeesan, Manager for Livelihood

The Bakery unit



Running a shop at the vocational centre



Products made out of palm leaves



The weaving unit



Handicrafts made out of coconut shells



The Ceramic Studio



"My daughter Fathima, aged 12, has intellectual disabilities. At the age of 3, we enrolled her in the main building of Satya. Currently, she attends the Multiple Disability Centre at Rainbow Nagar. I joined the Vocational Training Centre as a trainer, specifically in the Bakery department. I received training in baking and now I train other students, including those with autism and intellectual disabilities. Every day, we produce 600 biscuits, totaling 1050 per week, which are distributed to all the centers. These biscuits come in various flavors, made with ingredients like ragi, butter, sugar, and salt. We ensure that no baking soda or other chemicals are used. Our biscuits are handmade and packaged hygienically. All trainees wear hand gloves and head masks during preparation and packaging.



I am deeply passionate about training these children in biscuit making, and my work gives me immense satisfaction. Satya has transformed our lives by providing care for my child and offering me the opportunity to work and contribute to my family's income." - Ms.Noorjahan

Satya partner's with Sristi Foundation who run group homes at Srishti village. These group homes are great options for individuals who don't require more advanced care but who cannot live independently. It also provides a social setting for the residents that they would not otherwise have if they lived with their parents or on their own. Sheltered workshops are set up at Vaanum for girls, and at Thanudhali, near Mayilam for boys.

Group Home is a way for Satya to answer questions from Parents - WHO/WHAT after me? - Chitra Shah

Adult Girls Group Home



Ms. Kavitha Williams, Head-Group Home & Life Skill Trainer, shares her experience

I have completed an MA, B.Ed. in Special Education, and an MSc in Counselling & Psychotherapy. I am currently heading the group home and bakery project. Our home houses seven girls. Our initial focus is on behavioral changes, followed by training in domestic skills such as cooking, washing, cleaning, and organizing. Training them to change their sanitary napkins during their menstrual cycle is particularly challenging, but we have seen some improvement. I manage everything in the home, from A to Z. We take the girls out twice a month to various places like church, parks, the beach, and the theater to give them exposure to the outside world. Karthik Sir from Srishti Foundation supports us greatly and is very passionate about the children.

Parents Profess...

My daughter Pradeepa, who is 37 years old and has Down syndrome, was always at home with me and very resistant to doing any work. I worried about my health and what would happen if she had to be alone. So, I sent her to the girls' group home in 2022. Now, she does most of her work, including cleaning and cooking. I visit her twice a month and have noticed positive changes. She is happy, emotionally stable, and independent.

Stories of Hope – Karthik, Founder Sristi Foundation

I have been associated with Satya Special School for 11 years, since the inception of Sristi Foundation. The entire concept of the Adult Group Home was collaboratively designed by Sristi and Satya. Sristi Foundation leads the funding and operation of the Group Home, with Satya Special School as our knowledge collaborator. Students from Satya have joined our Group Home, and their consistent input adds immense value to our work. We also have access to Satya's experts whenever needed for the benefit of our Group Home beneficiaries.



The main objective of the Group Home is to provide young women with intellectual disabilities the opportunity to live independently in mainstream society, learn essential living skills, and have a safe and secure place to stay, especially those who have lost their parents. Since joining the Group Home, the students have acquired independent living and cooking skills, improved their



social interactions, boosted their confidence, and successfully transitioned to living without parental support. Sristi provides training in adult independent living skills, life skills, farm-based vocational skills (dairy farming, poultry farming, plant nursery, organic vegetable gardening, compost making), job skills, and placement.

We have conducted short-term organic farm training exclusively for Satya Special School, training approximately 20 students. Each year, we enroll young adults with intellectual disabilities in our residential training program. The students' progress varies based on their individual skills and interests, but we have observed significant improvements, especially in independent living skills and confidence. The impact of these trainings has resulted in two significant outcomes: the ability to live independently without parental support and the acquisition of job skills that facilitate gainful employment.

The partnership between Satya Special School and Sristi Foundation stands out due to Satya's well-trained professionals, who impart essential skills in daily living, self-care, and academics. This allows us to focus directly on vocational and job skills. I am very satisfied with our collaboration and committed to continuing and supporting this partnership.

Satya Special School is excelling in their efforts and expanding their scope in various directions. Our recommendation is for them to continue their exemplary work and explore further avenues for growth and enhancement for the benefit of children and youth with intellectual and developmental disabilities."

Satya encourages students with mild to moderate disabilities to pursue open employment opportunities whenever feasible. To support this goal, integrated training programs are offered, covering essential employability skills such as interpersonal communication, basic numeracy, hygiene, and etiquette. Additionally, Satya actively seeks partnerships to promote inclusive hiring practices.

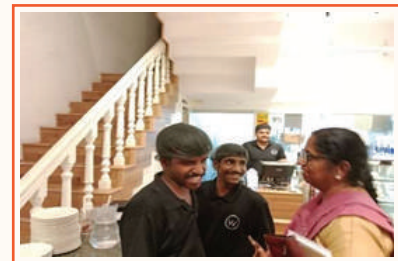
Employability Partners and youth employed

Employability Partners	Youth enrolled			Youth employed
	2021-22	2022-23	2023-24	
Writer cafe		3		3
V -Care Dental		2		2
Fastnext		2		2
Ragas dental assistant course			10	0
Mancikalalu	0	0	2	0
Sristi foundation	11	0	1	7
Others		2		2

Stories of Hope

We are happy to work at Writer's Café and can save money from our monthly salary of Rs. 10,000. We commute to the café by public transport. Our daily tasks include arranging glasses on the tables, cleaning the tables, and filling water."

- Mr Kamalesh & Mr Sharath



"I run this petty shop, and my parents buy the grocery items from the market. I sell various household items such as rice, dal, oil, sugar, coffee powder, soap, eggs, and more. These biscuit packets are 5 rupees, and I also have 10-rupee packets. I sell these items for money and give the exact change. I learned to count while studying at Satya School, where my teachers were Kalai Sir and Easwaran Sir. I enjoy being in my shop, and I earn Rs. 200 to 300 a day."

- Mr Vengadesan

"I'm a neighbor of this boy, and I purchase all my household items from his shop to support him. Nearly everyone in our neighborhood buys from his shop. He has shown significant improvement; now he manages the shop single-handedly, knows the price of each item, and gives exact change to customers. Once, I forgot to collect my Rs. 5 balance after a purchase. He was clever enough to save my name in his phone and sent a reminder about the balance amount. - Vanitha

Employers Delight..

"I am the owner of an organic farm in Pondicherry, and I am a good friend of Ms. Chitra Shah. We have dedicated this farm exclusively for training special children. As part of this initiative, we have employed seven special children who are trained in various tasks such as watering plants, harvesting, sowing seeds, and field cleaning. Additionally, we have three cows on the farm, and one of our staff members supervises and provides instructions to these special children. We harvest organic vegetables and a variety of crops. Witnessing the enthusiasm and excitement of these children as they see the vegetables grow in the fields brings us immense joy.

We also offer some of our harvest to teachers at Satya School at a concession rate. The progress these children have made is remarkable; they have developed valuable skills, enhancing their employability and enabling them to become economically independent." **Mr Madhavan, owner of an Organic farm**

"I'm Amala Sheela, a physiotherapist. My daughter has epilepsy and studied in a regular school until 10th grade. After experiencing stress and frequent seizures, she stopped attending school and joined the Diploma in Computer Applications at Satya. She attended classes regularly until COVID, after which she continued learning online. Upon completing the two-year course, she secured a position as a data entry operator at Vi Dental Care. Satya has provided a very safe and friendly work environment for her. Although she works slowly and struggles with communication, the clinic staff are very caring and accept her as she is. I am very happy about this. She earns Rs. 5,700 per month, which has boosted her self-confidence and made her economically independent. I am thankful to Satya." **Mother of Bency Priya**

We are happy to employ three boys from Satya School. The boys are well behaved and are very committed to the work given to them. They help in clearing and cleaning the tables, arranging the tumblers and cups on the table, offering water to the customers etc. Kamlesh and Sharath are very Badmaash (naughty) boys, are always joyful and have a smile in their faces that is very pleasing. We have no problems in communicating with them and they are very obedient boys.– **Manager Writers Café Pondicherry**

On May 25th, 2022, Satya launched an innovative project for women connected with disabilities, called Thirankoodu, which means "nest of skills". This project offers a unique co-working space aimed at providing women with disabilities and mothers of children with special needs an opportunity to work and earn extra income. Women are encouraged to bring their own projects or participate in Satya's work-for-hire projects. Thirankoodu strives to nurture the spirit of entrepreneurship while assisting these women in taking their first steps toward independence.

Initially, the project started with 20 women, including three with disabilities and others who are mothers of children with special needs. They are engaged in activities such as wire bag making, tailoring, and mat weaving. Additionally, one mother who is computer literate handles email correspondence and provides computer training to others. Satya's goal is to empower the women to independently manage the project on a cost basis.



I used to do tailoring at home before joining the Thirankoodu center in 2022 as an in-charge. Since then, I've trained 60 individuals in tailoring, as well trained women in mat making, bag making, paper plate making, and rubber chappal making. Some trainees undergo tailoring training for 3 to 6 months and then establish tailoring businesses in their communities. Currently, we operate three batches from 9:30 am to 4:00 pm. Trainees can earn Rs. 250 per day stitching bags and Rs. 150 making slippers, even without prior tailoring skills through button stitching. Upon completing training, they can stitch blouses and salwars. 20 women have successfully starting their own tailoring businesses, achieving economic independence, and bolstering their self-confidence. However, the current trend in tailoring, Aari work, is beyond my expertise, limiting my ability to teach it. If Satya were to provide Aari work training, like they have done for the urban mothers, it would greatly benefit our trainees, potentially increasing their earnings. – Chitra, Centre incharge

Story of Hope..

Having completed 12th grade, I couldn't pursue employment due to childcare responsibilities. My husband, an electrician, earns Rs. 10,000 monthly. My son, Sanjay, has cerebral palsy and has been studying at Satya for over 8 years. Joining Thirankoodu in 2023, I've honed my skills in tailoring, mat making, and basket weaving. I come to the Centre three days a week from 11 am to 3 pm, stitching bags, purses, and mats based on orders. With an income of Rs. 250 per day from stitching 10 bags, alongside sewing blouses and salwar sets at home, my monthly earnings reach Rs. 5,000. This increase in family income enables me to afford private schooling for my daughter. Thanks to Satya for providing me with a means of livelihood, enhancing my self-confidence, and enabling me to support my family financially. - Ms. Kokila, aged 36, residing in Villanur village, located 2 kilometers from the Thirankoodu center

Satya has forged fruitful partnerships with various organizations to promote the inclusion of youth with disabilities in the workforce. Collaborating with Swami Vivekananda Rural Community College, several students have received training in housekeeping and graphic design. Additionally, through a partnership with Youth4Jobs, Satya has facilitated employment opportunities for youth with disabilities.

IV. Mobile Unit

Accessing therapy poses a significant challenge for children with special needs, particularly those facing coordination issues or living in remote areas. To address this, Satya initiated the Mobile Therapy Units (MTUs), equipped with specialized staff and equipment. These units bring vital services like physiotherapy, speech therapy, and special education directly to children in remote villages who cannot reach traditional centers. Many beneficiaries, especially older children who have never received therapy, benefit greatly. Successful cases often transition to Satya's rehabilitation or urban centers. This innovative approach is crucial for rural areas and has garnered recognition, with Satya's MTU receiving the 2018 World CP Day Award for medical intervention.

Mobile therapy unit



Feedback from Dr. J Raja Vijayan Arivazhagan, a physiotherapist in the mobile therapy unit:

I have been with the mobile therapy unit since 2016. We are well-equipped with facilities such as mats, balance boards, physio balls, walker frames, creches, and other necessary equipment for therapy, though we lack a ramp for walking practice. The MTU team consists of specialized personnel including a physiotherapist, speech therapist, and special educator. We visit remote villages to provide services to children who cannot access our centers. Many of these children, often older, have not received therapy since birth. If a child shows improvement, they may transition to our village or urban rehabilitation centers. Currently, we cover approximately 44 villages with 48 beneficiaries, including nearby areas like Mutharampattu, Villanur, and Kannikoil. Our process involves identifying children, assessing their needs, and providing tailored therapy. For children with cerebral palsy who struggle to sit or stand, we set goals related to balance before progressing to other objectives. The MTU operates from 10 am to 3 pm, utilizing the vehicle for transporting special school children. We see 7 to 8 kids daily, allocating at least 30 minutes for each session. Visits are scheduled in advance, and parents are notified and confirm their availability. We appreciate the cooperation of parents who come prepared for therapy sessions.

Parents Profess...

My daughter Shankari was diagnosed with cerebral palsy and intellectual disability and received treatment at JIPMER until age 4. Since then, she has been receiving physiotherapy from the mobile therapy unit. Suresh sir visits twice a week, providing therapy and exercises regularly. Thanks to this, Shankari has learned to walk and now attends Class 2 at a regular government school in Agaram. As she attends regular school, the mobile therapy van now comes once a week for physiotherapy and academic coaching. My husband is a laborer, and without Satya's free therapy and treatment, I couldn't afford my daughter's care. I am deeply grateful to the Satya staff who guided us and transformed my daughter's life. **Ms. Thanmizhselvi**

V. Therapy

Therapeutic intervention is a cornerstone of Satya's approach, encompassing individual and group sessions, counseling, and parent training. These therapies foster personal self-help, social integration, functional academics, and overall development, blending Western, traditional, and alternative methods. Physiotherapy and Occupational Therapy address physical and functional aspects comprehensively, aiding over 150 beneficiaries monthly. Speech Therapy targets communication challenges, while Sensory Integration Therapy enhances sensory processing. The school's all-inclusive play park promotes leisure activities for children of all abilities. Alternative therapies like Play, Dance, Music, and Art Therapy provide avenues for self-expression and confidence-building. Neuro-Developmental Therapy aids children with cerebral palsy, integrating physical, occupational, and speech therapy.

Heads of Therapies Speak...

Head of the Department of Physiotherapy Dr. Rose William

As the head of the department, I've been leading our team for nearly three years now. Our department focuses on both physical and mental health classes, catering to a daily influx of 27 to 30 students. We welcome interns from four different colleges—Aarupadai Vidhya Medical College, Mother Teresa College, Savitha Medical College, and Lingeshwar College—to assist with our workload. Upon a child's arrival, we conduct thorough assessments to understand their condition, age, and functional abilities, such as sitting or standing.

Early intervention is crucial, especially for children below six years old, where we can often make a significant difference. However, older children, especially those above nine or ten, present more challenges, and progress can be slower. We tailor our approach based on each child's needs, utilizing various physiotherapy techniques, always incorporating play to keep them engaged.

Parent involvement is paramount in our therapy sessions, as their participation significantly impacts a child's progress. We've been providing therapy for over 15 years, empowering parents to become therapists themselves. Despite the challenges, such as illness setbacks, we remain committed to our ongoing process of helping children reach their full potential.

In response to post-pandemic issues like limited mobility and obesity, we've implemented fitness programs using advanced technology to ensure effective therapy. Witnessing even the smallest achievements brings us immense happiness, reaffirming our dedication to continuously improving the lives of the children we serve.

Head of the Department of Occupational Therapy - Dr. Esther

I serve as both the head of the Department and an occupational therapist. My training spans four and a half years, focusing on crucial skills like sign language, sensory processing, cognition, play, and socialization—essential for fostering independence. Operating within the pediatric ward, our home center, and psychiatric unit, we encounter various conditions such as ADHD, ASD, Downs syndrome, among others. Sensory skills are foundational, hence our emphasis on sensory-based equipment like swings, trampolines, and more. Through these tools, we stimulate sensory input, enabling children to process and respond appropriately. Our interventions span from basic activities like walking and climbing to more complex skills like aerial and fine motor functions. We tailor activities based on individual interests, allowing children to observe or participate at their own pace. Group activities are also incorporated, focusing on different skill components each month. We prioritize one-on-one sessions, ensuring each child receives adequate attention. With a CRH kit in hand, I oversee the progress of 10 to 14 children daily. Witnessing their development brings me immense satisfaction, reaffirming my passion for this profession. Personal experiences shaped my career choice, with a family history in special education. My mother's journey from a 12th-grade pass to a principal of a special school inspired me to pursue this path.

Department of Speech Therapy - Ms. Siva Priya

I've been a speech therapist at Satya Special School since 2009, marking the beginning of my career. Graduating from Jipmer, Pondicherry, I obtained a diploma in Hearing Language and Speech. My work hours span from 9 am to 4:30 pm, commencing at 9:30 am and concluding at 3:30 pm. On weekdays, I engage with nine students daily, while Saturdays are dedicated to training programs or documentation tasks. Our journey starts with comprehensive assessments tailored to each child's unique needs. Whether they're autistic or facing other challenges, we evaluate receptive skills, exposure levels, oral motor abilities, and cognitive functions. Based on this assessment, we set individualized goals using a checklist. The most rewarding yet challenging aspect of my job is helping severely affected children communicate, even if it's through non-verbal means. Therapy duration varies based on each child's requirements; those with expressive language delays but good comprehension may receive therapy twice weekly, while those with multiple disabilities might require more frequent sessions. Currently, I oversee the therapy of 45 children weekly, utilizing a rotational schedule to ensure each child receives adequate attention. One of my most heartwarming moments occurred when a boy from the Early Intervention Centre, after attending speech therapy sessions, called me "Priya" one day. His newfound ability to address me by name filled me with immense joy and reinforced my commitment to this profession. My inspiration stems from personal experiences; my elder brother, intellectually disabled, received inadequate speech therapy during his education. Witnessing his struggles, I recognized the profound impact speech therapy could have on individuals' lives. Hence, I pursued training in this field to assist children in expressing themselves effectively.

VI. Research and Training

Research about special children is essential to understand their unique needs, challenges, and strengths. It helps identify effective interventions, therapies, and educational strategies tailored to their requirements. Through research, Satya aims to develop innovative approaches to enhance their development, social inclusion, and overall well-being.

Satya collaborates with the community to foster inclusion by conducting training sessions and workshops, building capacity, and sharing knowledge through partnerships. They also run livelihood programs to aid families of children with special needs and engage in training and research initiatives to further knowledge and understanding in the field of disability.

VII. Special Projects

Satya embarks on pioneering projects with a strong emphasis on innovation. Among them are

- a. Prosthetics and Orthotics(P&O) Centre, dedicated to crafting low-cost, high-quality prosthetics and orthotics. Physiotherapist-recommended appliances like splints and braces are tailored or sourced here, ensuring accessibility for all. The indigenous design and manufacture process further democratizes access to these aids.

- b. Assistive Paper Technology (APT): This provides affordable alternatives to costly assistive devices. Developed with guidance from Physionet UK, APT aids children in maintaining posture improvements at home. They manufacture lightweight and stackable devices made out of cartons and packaging materials, for the use of special children at their homes. Chairs and tables that offer practical solutions for families facing space constraints are customized according to the child's needs and size. Physiotherapists from Satya and its partner institutions receive training in APT device manufacturing to support its widespread adoption.

VIII. Government Programs & Partnerships

Satya actively participates in government initiatives dedicated to improving the lives of children with disabilities. The school's involvement spans several programs:

- DDR EIC initiative: Prepares children for inclusive schooling, emphasizing rehabilitation and therapeutic needs with parental engagement.
- DDRCP project: Targets children with cerebral palsy, enhancing their self-help skills and independence via therapeutic interventions and assistive technology.
- State Nodal Agency Centre (SNAC): Collaborates with the National Trust to ensure protection, care, and inclusion of individuals with disabilities, facilitating support through Local Level Committees (LLCs).

Satya contributes to various committees and memberships, advocating for policy changes and fostering awareness and inclusion in society, including initiatives like PM's Beti Bachao Beti Padoo Programme and Accessible Elections 2019.

Satya also partners with various organizations for various initiatives

Resource Partners

- CIAI, CIAI - Centro Italiano Aiuti all'Infanzia, Italy
- WIPRO
- Azim Premji Foundation, Bangalore
- Seva Onlus, Italy
- Mancikulalu Onlus, Italy
- The Hans Foundation, New Delhi & USA
- Give India, Bangalore
- Dana mojo
- Les Enfants des rues de Pondicherry, France
- Rebuild India, USA
- Protech, Chennai
- Handi care, Canada
- Novateur Electrical Digital systems - (Legrend), Chennai

Knowledge Partners

- American India Foundation, America
- Mobility India, Bangalore
- Physio Net, UK
- AVAZ APP, Chennai
- Amar Seva Sangam . Tenkasi

CSR

- FE fund info (India) Private Limited, Chennai
- Gopadma Technologies Pvt Ltd, Chennai
- Man Pro Equipment's, Chennai
- CSR - VHS Consulting India Pvt Ltd, Bangalore

Institutional partners

- Sri Venkateswara Medical College, Pondicherry
- Sri Manakula Vinayagar Institutions, Pondicherry
- Indirani College of Nursing, Pondicherry
- JIPMER, Pondicherry
- Mother Theresa Institute of Health Sciences, Pondicherry
- Pondicherry University, Pondicherry
- Indira Gandhi Institute of Medical Sciences, Pondicherry
- Ragas Dental College, Pondicherry

Project partners

- Sri Aurobindo Society , Pondicherry
- Sristi Foundation, Pondicherry
- Partage Dans le Monde, France
- Shankar Mahadevan Academy , Chennai
- Pennies4pads, Pondicherry
- Akkarai Foundation , USA
- University of IOWA , USA

Government Partners

- Government of India, New Delhi
- Government of Puducherry. Puducherry
- Election Commission of India , Puducherry
- The National Trust , New Delhi
- Ministry of Social Justice and Empowerment, New Delhi

Through these engagements, Satya promotes inclusive policies and societal awareness.

6. Evaluation of Impact

6a. Relevance

The services offered by Satya are highly relevant and serves a crucial role in catering to the diverse needs of students who require specialized educational support.

Safe and Supportive Environment:

Satya provides a safe and supportive environment where children with disabilities can learn and grow without fear of judgment or bullying. This allows them to develop confidence and self-esteem, which are essential for their overall well-being.

A few years after my son was born, I started feeling bored and depressed as I had no work to do at home and was idling my time. This led to me volunteering at Dr. Surinder's clinic where children of disabilities would come for free treatment. For two consecutive Wednesday's, a mother would bring her 13-year-old girl with down's syndrome for treatment with cut marks on her hands and legs. Thinking that the child was going through some kind of abuse, the doctor asked me to do a house visit. Being a social worker, field visits were something that I enjoyed.

So I went to her place which was in one of the biggest dumpyards of Pondicherry. The stench in the area was awful but I went looking for the Lady's house. I identified her house, which was a bit isolated from the rest of the houses in the area which were occupied by the nomadic Narikuravar community. The house was locked and I was waiting outside for the mother to come. I heard a whimpering sound from inside, but as there were no windows I could not look inside the house. The mother came in a few minutes and opened the door. The stink that emanated from inside was unbearable, than the stink outside, and I saw this 13 year old girl tied up in a plastic chair with nylon ropes. The mother would tie the girl for 8 hours when she was away to work. When I enquired about the reason for this, she said that her husband and their family had abandoned her after the girl was born. She had to single-handedly bring up the child and the Narikuravar community were the only people who accepted her and gave her a place to stay. It was not safe for her to leave her daughter in the local balwadi or neighbourhood as the girl was sexually abused repeatedly, which led her to have two abortions when she was 11 years. This was why the mother thought it was safe to have her daughter tied up in the house. The mother also told me that there were around 20 mothers in the neighborhood facing similar problems like her. Despite all these hardships, the girl gave a sweet smile that churned my stomach. This triggered the idea to start a safe place for children with disabilities and Satya was launched as a daycare Centre for children with multiple disabilities. – Chitra Shah, Founder Satya School

Tailored Support:

Satya provides individualized attention and tailored support for children with diverse learning needs, including those with physical disabilities, learning disorders, developmental delays, or behavioral challenges. They offer specialized teaching methods and resources that may not be available in mainstream schools.

Lack of awareness about the needs of special children among parents:

Parents with special children had no prior exposure to handling the specific needs of their children. Most of the parents and families of the children enrolled at Satya were initially in a state of denial and tried a lot of religious customs and beliefs to 'cure' the child. On understanding that the child has to be 'managed' and not 'cured', they sought the help of Satya special schools. If not for Satya, the children would be living at their houses with no remedial action.

Parent Speak...

I did not know anything about how to raise my child. There was no one to teach me or help me on what I should do or not do. Everyone made fun of me and my child.

My husband disowned me after my son was born. Handling my son was something which none of us in my family knew about.

Social and Emotional Challenges:

Children with special needs face a lot of social and emotional challenges, including difficulties in forming friendships, coping with peer interactions, and managing feelings of isolation or exclusion. They may experience increased stress, anxiety, or frustration in social situations without adequate support. Satya school plays a vital role in addressing these challenges.

Family Strain:

Families of children with disabilities may experience increased stress and strain when their child is not enrolled in a special school. They may need to advocate more vigorously for their child's needs within the regular school system, seek out external support services, or navigate challenges related to their child's education and development.

Limited Access to Specialized Services:

Special schools often provide a range of specialized services, such as therapy, counseling, and individualized instruction, tailored to the needs of children with disabilities. Without access to these services, the child may miss out on opportunities for targeted intervention and support to address their specific learning and developmental needs.

Learning gaps:

Some children with very mild severity may thrive in inclusive environments with appropriate support, while others may struggle. Without the specialized support and resources available in special schools, the child may face challenges in keeping up with academic requirements. This could lead to gaps in learning, lower academic achievement, and difficulties in meeting educational goals.

Potential for Bullying or Stigmatization:

Children with disabilities may be at higher risk of bullying or stigmatization in mainstream school settings, particularly if they struggle to keep up with their peers academically or face social challenges. Without appropriate interventions to address bullying and promote inclusive behavior, the child may experience negative social interactions that impact their well-being and self-esteem.

Thus, when a child with a disability does not attend a special school, they may face a range of challenges related to academic progress, social and emotional well-being, access to specialized services, and family support. Special schools like Satya offer a more tailored and supportive environment where these children can thrive and reach their full potential

6b. Effectiveness

The effectiveness of a special school is multifaceted, depends on various factors, including the quality of education, the expertise of staff, the resources available, and the individual needs of the students.

Individualized Support:

The effectiveness of Satya lies in its ability to provide individualized support to each student based on their specific needs. This includes personalized learning plans, access to specialized therapies and interventions, and ongoing assessment and adjustment of support services as needed. Teachers, staff, therapists at Satya have specialized training and expertise in working with children who have specific needs. They understand the unique challenges these children face and are implementing effective strategies to support their learning and development.

Parent

The day I entered Satya, I knew there was a way out for my son. If not for Satya, I cannot imagine the state of my child. The individual attention given to him to address his condition by the Satya team worked miracles on his condition. I brought him in as a lifeless child. Today, he is more active than my other son who is 'normal' and takes such good care of me also. Satya is a temple and Chitra mam is my God to whom I will be indebted forever.

Parental support & Family Involvement:

Satya helps parents and families navigate the challenges associated with raising a child with special needs. Parents are involved in their child's education and provide support and resources to help them navigate the challenges associated with raising their child. This parental guidance enhances the effectiveness of interventions and promotes positive outcomes for their child's learning both at home and at Satya, access to therapy services, and opportunities to connect with other parents facing similar challenges. The network of other parents facing similar situations within the school works as a group therapy for the parents. Effective communication between the school and parents, opportunities for parental input in decision-making processes, and regular feedback mechanisms contributes to positive family experiences.

*We encourage walk-in meetings, and parents can come anytime and meet the teachers or me. This open communication pathway is highly appreciated by the parents and they can vent out any grievance that they have without hesitation – **Chitra Shah***

*We conduct monthly parent meetings, and spend adequate time with the parents, to help them to understand with their child's progress – **Therapist***

*Satya School teachers are easily reachable, and they conduct monthly meetings to discuss on our child's development – **Parent***

Academic Progress:

The academic progress of each student is diligently monitored at Satya. The tailored curricula and teaching methods are designed to meet the unique learning needs of each child. Individualized Education Plans are developed for each student, outlining their specific learning goals, accommodations, and support services. These plans ensure that the educational needs of each child are addressed in a personalized manner, leading to better outcomes to meet the evolving needs of each child. The developmental goals are all tracked manually and each child has a folder to track his progress. The tracking is now being digitized and will be available in an electronic form shortly. Monitoring students' academic growth and achievements over time has helped in mainstreaming the child to normal inclusive schools.

*We employ a tracking system where I focus on one goal at a time, typically over a span of 2 to 3 months. Once a goal is achieved, I update it with a new one. During my language sessions, I ensure comprehension in a bilingual context - Tamil and English. Using simple English prompts like "sit" or "stand," I encourage them to respond in English, fostering their language skills and facilitating communication – **Trainer***

*We adhere to the NIOS syllabus, which comprises OB 1, OB 2, OB 3, and NIOS levels. In OB 1, we begin by assessing the child's ability to identify single alphabets and numbers. Once achieved, we progress to OB 2, focusing on two-letter words. Upon mastery, we advance to OB 3, emphasizing simple sentences. Finally, as they succeed, we introduce book reading, promoting further literacy skills. - **Trainer***

*My son has transitioned through over five different schools and received speech therapy at a private clinic, which unfortunately didn't yield much improvement. Recognizing the need for change, we decided to enroll him in Satya Special School. Over the past two years, we've witnessed significant advancements in his social skills, notable improvements in his writing abilities, and some progress in his speech development. - **Parent***

Focus on Individual Progress:

Satya focuses on the individual progress of each child, rather than comparing them to standardized benchmarks. This allows children to learn at their own pace and celebrate their achievements, regardless of how they compare to their peers. This also serves as an encouragement for the parents to continue with their child's rehabilitation plan.

Social and Emotional Development:

Satya provides a supportive and inclusive environment for the children to develop both socially and emotionally. This includes opportunities for peer interaction, building friendships, developing communication skills, and fostering self-confidence and independence. These social interactions and emotional well-being sessions are carefully monitored and help in supporting the holistic development of each child.

*My son's communication skills have noticeably improved since he joined Satya. He's become more sociable, expressing a keen interest in drawing, painting, and sports. He thrives in the company of others and genuinely enjoys attending Satya School. - **Parent***

*For the first time, I've been elected as the education minister in our children's parliament, giving me a chance to reconnect with my schoolmates. This experience has allowed me to engage socially and establish emotional connections with them. - **Student***

*We engage the students in physical exercises to enhance both their gross and fine motor skills. Encouraging group play activities fosters improvements in their social and emotional competencies. - **Special Educator***

Accessibility issues for children:

Satya has facilities and resources that are designed to be accessible for children with disabilities. This includes wheelchair ramps, adapted restrooms, sensory rooms, and specialized equipment that can enhance the learning experience and promote independence. These features are not available in normal therapy Centres or at the homes of these children. This infrastructure accessibility plays a relevant role in the child's continued treatment and ensures the parents' commitment to bring the child to Satya for remedial interventions.

It was not easy for me to carry my child to all the places. But within the school, I do not face any problem in taking him up or down. We have also made some slight modifications within our home to allow him to move around freely – Parent

The parents were asked to rate the behaviour of their children before and after admitting them at Satya School on a scale of 1 to 5

Behavior	Before	After
Ability to listen	3.27	4.09
Responsiveness	2.92	3.65
Ability to pronounce/read letters/words	2.59	3.19
Speech Skills	2.75	3.37
Non-verbal communication	2.97	3.48
Self-help assistance skills	2.99	3.57
Self-help assistance skills	2.82	3.37
State of happiness	3.40	3.87

The parents observed an improvement in all the behavioral aspects in the children thereby establishing the fact that Satya was instrumental in improving the developmental milestones of each and every child who attended the school.

Qualified and Trained Staff:

Satya employs teachers and staff who are trained and experienced in working with children with disabilities. These professionals understand the unique needs of their students and are equipped to provide appropriate support and accommodations to help them succeed academically and socially. Many parents have also shown interest in becoming special educators. Around 20% of parents are now teachers working at Satya.

*After enrolling my daughter in Satya, I underwent six months of training and subsequently joined as a Community Rehabilitation Assistant. Through this journey, I've upgraded my skills, gained knowledge, and developed confidence in our future. Moreover, I've attained social status, respect, and economic independence. - **Parent/CRA***

*Having an intellectually disabled elder brother who studied at Satya inspired me to pursue speech therapy. I completed my diploma in English and speech and joined Satya as a Speech Therapist. My goal is to help children facing communication challenges express themselves effectively in their daily lives. - **Sibling/Speech Therapist***

*Feeling uncertain and depressed about life, Satya became a beacon of hope for me and my son. His safety and remarkable progress here have brought immense relief. Satya also provided me with the opportunity to work as an assistant Occupational Therapist, enabling me to contribute to my family's livelihood. - **Parent/Assistant OT***

Specialized Curriculum and Teaching Methods:

Satya's curriculum and teaching methods are tailored to the needs of children with disabilities. This includes multisensory approaches, assistive technology, and individualized instruction to accommodate various learning styles and abilities.

The teachers were asked to rate the services offered to the children on a scale of 1 to 5. (1 being the lowest)

Activities	Rating
Unique learning program design for each child	4.5
Monitoring the progress of each child	4.5
Use of specialized equipment for training	4.5
Providing various treatments	4.5
Consolidation of services	4.4
Creating Awareness	4.6
Bringing government programs to children	4.7
Guidance for parents	4.7
Providing career/job opportunities for parents	4.6
Providing self employment opportunities to students	4.5
Providing job opportunities to students	4.4
Training for parents	4.5
Fulfilling a special need	4.5
Ambulatory Therapy Center	4.3
Movement sensitivity and early stimulation center	4.2
Transportation service	4.5
Skill development training for faculty and staff	4.6
Creating pre-model special children in various fields	4.5

My son attended a private special school in Bangalore before joining Satya. There, the teachers seemed burdened by rigid, one-size-fits-all goals for all students, sometimes leading to a negative atmosphere. This made me feel disheartened. However, at Satya, the teachers are incredibly supportive and offer personalized attention. They employ cutting-edge technology in their teaching methods. As a result, my son has made significant progress in writing letters and numbers. - Parent

Access to Support Services:

Satya offers a range of support services, including speech therapy, occupational therapy, physical therapy, counseling, and behavioral interventions. These services address the holistic needs of the students and support their overall development.

Inclusive Environment:

Satya has created an inclusive environment where children with disabilities can interact with peers who have similar challenges. This fosters a sense of belonging and acceptance, which is crucial for the social and emotional well-being of the students and the parents.

Parental Involvement and Support:

Satya involves parents in their child's education and provides support and resources to help them navigate the challenges associated with raising a child with special needs. This partnership between the school and parents enhances the effectiveness of interventions and promotes positive outcomes for the children.

Parents were asked to rate the infrastructure at Satya on a scale of 1 to 5

Infrastructure at Satya	Rating
Facilities for special needs children	4.4
Adequate seating / special seating facilities	4.4
Lighting and ventilation facilities	4.6
Hygienic toilet facility/and maintenance	4.4
Sanitary / Drinking water facility	4.7
Educational equipment	4.5
Training equipment	4.4
Special equipment for training	4.4
Technical equipment	4.2
Facilities like wheelchair for physically challenged children	4.4
Ambulatory Therapy Center	4.0
Movement sensitivity and early stimulation center	3.8
Transportation facility	4.5
Number of Special Teachers	4.6
Number of therapists	4.0
Number of Caretaker and Helpers	4.3
Child safety facilities (CCTV, number of guards)	4.2
Direct supervision of Satya Special School Management	4.5

A rating of 4 and above was given for all the infrastructure details asked, proving that the parents were very happy with the facilities available for their children.

Monitoring and Evaluation:

Satya regularly monitors the progress of their students and evaluates the effectiveness of interventions and support services. This allows them to make adjustments as needed to ensure that each child is making meaningful progress towards their goals. This customized treatment and follow up is highly effective in providing quality education and support for the children at Satya, enabling them to reach their full potential and lead fulfilling lives.

The parents were asked to rate the services that were provided to their children on a scale of 1 to 5.

Services provided	Rating
Unequivocal explanation of the child's disability	4.5
Understand the individual needs of the child	4.4
Focus on each child's individual progress	4.5
Monitoring the progress of each child	4.5
Use of special materials	4.3
Use of assistive technologies	4.3
Acceptance of the child into the school	4.7
Integrating life skills into the curriculum	4.2
Provide opportunities for parental input in decision-making Processes	4.5
Preparing students for the transition to adulthood	4.5
Guidance on how to care for and train a child at home	4.5
Expertise of Trainers	4.4
Effective coordination between staff/faculty/trainers	4.5
Effective communication between school and parents	4.5
Activities undertaken to obtain government schemes for children	4.5
Awareness given to the general society about special children	4.5
Collaboration with various organizations for the development of special children	4.6
Activities for able-bodied special children to live independently	4.5
Support activities for parents	4.6
Activities in collaboration with government agencies	4.4

All the services were well appreciated by the parents as a score of 4 and above was given for each of them.

6c. Efficiency

The efficiency of Satya is based on its ability to achieve positive outcomes in an effective and cost-conscious manner. Here are some factors that contribute to the efficiency of Satya school:

Resource Utilization:

Satya allocates resources effectively to meet the diverse needs of their students. This includes staffing, facilities, educational materials, and support services. Maximizing the use of available resources has ensured that students receive the necessary support without unnecessary waste.

Optimized Teaching Strategies:

Satya employs teaching strategies that are tailored to the individual needs of their students while maximizing learning outcomes. This involves small group instruction, personalized learning plans, and the use of assistive technologies to enhance the engagement and academic progress of each child.

Streamlined Administrative Processes:

Satya has streamlined administrative processes to minimize bureaucracy and optimize efficiency. This includes open and efficient communication channels, timely decision-making, and effective coordination among staff members to ensure smooth operations. SOPs for all processes are available and this makes it easy for a new recruit to understand the processes within Satya. The parents also have the freedom to walk into the director or teacher's cabins and have a direct conversation with them.

Data-Driven Decision Making:

Satya uses data to inform decision-making and improve outcomes for students. This involves tracking student progress, analyzing assessment data, and using evidence-based practices to guide instructional strategies and interventions for each child. All these data were maintained manually with records and case sheets but now it is being digitalized. An app called Enabling Inclusions that was developed by Amar Seva Sangam has been introduced a few months back and data regarding each child is being stored through the app.

Collaborative Partnerships:

Satya collaborates with parents, community organizations, and other stakeholders to leverage resources and support services for their students. This collaborative approach maximizes the impact of interventions and promotes a holistic support system for children at Satya. Satya has knowledge partners, institutional partners, Project partners, CSR partners etc through whom their work gets replicated and enhanced.

We believe in networking. It is the best way for an organization to grow and adapt to the current trends
– **Chitra Shah**

We are 7 of us in our training team, and we orient the staff, parents, siblings, grandparents, anganvadi workers, asha workers, school teachers, students, college teachers and students, panchayat leaders, SHG members, youth, and the community members on topics such as; Disability, types of disability, myths & mis consumptions, importance of prevention and early intervention, importance of inclusion, and we also educate about the various government schemes, therapeutic approach, importance for sports, and job mapping. – **Training Head**

Satya conducts trainings and awareness programs for the Anganvadi teachers, assistants and parents on Disability, importance of prevention and early intervention, various government schemes, therapeutic approach, They also spread awareness on prevention and early intervention to pregnant women and lactating women – **Anganvadi Teacher**

Continuous Improvement:

Special schools that prioritize efficiency are committed to continuous improvement and innovation. This has been one of the highlights at Satya. Ongoing professional development for staff, regular evaluation of programs and practices, and the implementation of best practices

to enhance student outcomes have all contributed to the growth of Satya. Training programs for the staff are organized every Saturday. Enfold Bangalore has trained all the staff on practical inputs on strategies and methods to teach life skills, personal safety and sexuality and how to use the Suvidha Kit with children with autism spectrum disorder, intellectual disability and related conditions.

“The staff of Satya Special School have been using Suvidha Kit since 2021. The initial TOT training was provided for a team of 15 Special Educators who in turn trained the rest of staff. As the kit is very user friendly and contextually very clear. It has now become part of the daily routine in the centers. The manual is pictorial and concise. Thereby as most children are visual learners they are to understand and recollect it better. As 70% of our beneficiaries are from rural areas talking about menstrual hygiene or masturbation was considered a taboo. But with the manual and the exercises in it, we were able to break a lot of myths and stereotyping barriers and cultural attitudes related to menstrual hygiene.” **Chitra Shah**

6d. Social impact

The social impact of a Satya is significant and multifaceted, influencing not only the students themselves but also their families, communities, and society as a whole.

Inclusion and Acceptance:

Satya promotes inclusion and acceptance by providing a supportive environment where children with disabilities can learn and grow alongside their peers. This fosters a culture of diversity, empathy, and respect, challenging stereotypes and promoting social cohesion.

Empowerment of Students:

Satya empowers students with disabilities by providing them with the necessary support, resources, and opportunities to reach their full potential. This builds confidence, self-esteem, and a sense of belonging, enabling students to participate more fully in social activities and engage meaningfully with their communities.

Family Support and Engagement:

Satya provides support and resources for families of children with disabilities, fostering a sense of community and solidarity among parents and caregivers facing similar challenges. This support network reduces feelings of isolation and helps families navigate the complexities of raising a child with special needs.

Promotion of Advocacy and Awareness:

Satya play a vital role in raising awareness about disabilities and advocating for the rights and inclusion of individuals with disabilities in society. By providing a platform for advocacy and education, Satya has contributed to changing attitudes and practices related to disability rights and inclusion.

Transition Planning:

Satya tries to prepare students for transition to adulthood in a manner best suited for each child that would promote independent living. Inclusive Sports is used as a major tool for this transition. Effective transition planning involves collaboration with students, families, and community agencies to ensure that students have the necessary skills and support to achieve their goals after leaving the school setting.

Long-term Outcomes:

One of the long-term outcomes that Satya envisions for every child that enters its portal, is reducing the dependency of the child on its mother or immediate care giver. This can happen only after years of training and therapy.

Today my son teaches me everything and I learn a lot from him. He has become very independent and his dependency on me has drastically reduced - Parent

As a result of getting speech therapy here, I can see a lot of improvement in my son, his speech has improved, and he is independent enough to go to shops, grocery stores, and is able to withdraw cash using my ATM card. - Parent

My daughter has been undergoing physiotherapy treatment since birth, and she continues to receive regular sessions through the mobile therapy unit. Thanks to this consistent therapy, she has achieved the milestone of walking. – Parent

Satya prepares its students for independent living and meaningful participation in society as adults. This is achieved by developing essential life skills, social skills, and vocational skills that enable students to lead fulfilling and productive lives beyond the school environment.

*As a result of the sheltered vocational training, we have observed progress, particularly in their independent living skills, and most importantly, in their confidence to live independently. The impact of these trainings have resulted in two significant impacts: first, the ability to live independently without parental support, and second, acquiring job skills that facilitate gainful employment. **Karthik, Sristi foundation***

The staff were asked to rate a few impact parameters on a scale of 1 – 5 (1 being least).

S.no	Impact parameters	Rating
1	Community awareness about special children has improved	4.3
2	Stigma towards special children in the society has reduced	4.0
3	The financial freedom of the families of special children has been promoted	4.0
4	The parents of special children have started to think positively about their children	4.1
5	Special children are prevented from being neglected and left helpless	4.1
6	Special children have been prevented from becoming victims of violence	4.2
7	The number of active special children has increased	4.4
8	Community acceptance and support for special children has increased	4.3
9	Special needs children are across multiple sectors	4.4
10	An inclusive growth stage has emerged	4.3

The average rating was as above 4 for all the parameters proving that the Services offered at Satya were very impactful.

Community Integration:

Satya engages with the broader community through outreach programs, partnerships with local organizations, and participation in community events. This promotes understanding, acceptance, and inclusion of individuals with disabilities in the community, breaking down barriers and fostering positive social interactions. By empowering individuals with disabilities and promoting a more inclusive society, Satya contributes to building a more equitable and compassionate world for future generations.

Overall, Satya special school has played a vital role within Pondicherry, in promoting social inclusion, empowerment, and advocacy for individuals with disabilities, creating positive ripple effects that extend throughout society.

6e. Sustainability

Satya Special School works on its sustainability through several strategic measures:

Diversify Funding Sources:

Besides government funding, Satya seeks grants, donations, and sponsorships from corporations, foundations, and individuals. They are also exploring sustainable revenue streams such as selling of APT products.

Educational Excellence:

Satya is continuously upgrading its educational programs, employing qualified staff trained in special education, and adopting evidence-based teaching methods. By regularly assessing student progress and adjusting the curriculum to meet evolving needs, Satya is on a path of providing Educational Excellence.

Inclusive Environment:

By fostering a culture of inclusivity where students feel valued and supported Satya has created an Inclusive ecosystem. The staff are all trained on diversity, equity, and inclusion. Satya ensures accessibility and accommodation for students with all kinds of disabilities and no child is rejected.

*We counselled the government school parents, teachers and management about the concept of inclusiveness and the rights of these children, and as a result, 4 of our special children have been mainstreamed in classes 1st, 2nd, 6th, and 7th. – **Special educator***

*My son studied in the inclusive classroom, and he has been mainstreamed to 6th class, and studying with the normal kids. This shows a lot of improvement in his behaviour and in academic performance. I am happy to see my child being treated equally with the other children – **Parent***

7. SDG Alignment

The activities implemented at Satya align with several of the United Nations Sustainable Development Goals (SDGs).

SDG 3: Good Health and Well-being:

Satya ensures healthy lives and promotes the well-being of children with special needs and their families. By providing access to healthcare services, and mental health support, Satya is promoting healthy lifestyles among students with special needs.

SDG 4: Quality Education

Satya strives to ensure inclusive and equitable quality education and promote lifelong learning opportunities for the children, parents and all those working at Satya. all. Satya's focus is on providing inclusive education tailored to the needs of students with disabilities, ensuring that they receive quality education and have opportunities for lifelong learning.

SDG 5: Gender Equality

Satya ensures that both boys and girls with disabilities have equal access to education and opportunities, and address any specific gender-related barriers they might face.

SDG 8: Decent Work and Economic Growth

Satya prepares students with disabilities for the workforce by providing vocational training and skills development, thereby supporting their transition into decent work. Satya also offers productive employment, and decent work for its workforce

SDG 10: Reduced Inequalities

Satya directly contributes to reducing inequalities by ensuring that students with disabilities have equal access to education and opportunities, and by advocating for the rights and inclusion of people with disabilities in society.

SDG 11: Sustainable Cities and Communities

Satya works with many individuals and organizations towards creating accessible learning environments for advocating community accessibility, ensuring that students with disabilities can fully participate in community life.

SDG 17: Partnerships for the Goals

Satya networks and collaborates with other educational institutions, non-profits, governments, and private sector organizations to advance the inclusion and education of people with disabilities.

By aligning with these SDGs, Satya not only enhances their educational programs but also contributes to broader social, economic, and environmental goals on a global scale.

8. Recommendations

During interactions with the SAN team, parents offered the following suggestions for enhancing the programs at Sathya Special School:

- Provide vocational training for all parents.
- Increase the availability of van services.
- Improve the infrastructure at village centers.
- Enhance placement opportunities for students.
- Expand services for physiotherapy, speech therapy, and occupational therapy.
- Install a name board on the roadside near the Mutharampattu center and obtain permission from the transport department to establish a stop near the center.

The teachers suggested the following improvements:

- Enhance the infrastructure at the Villanur center.
- Secure a spacious venue similar to the previous one.
- Improve van services.
- Provide playground facilities.
- Arrange for van pick-up for staff from the bus stop to the center.
- Organize frequent motivational sessions for teachers.

The following are the recommendations for Satya based on the above suggestions and the observations by the SAN team

Curriculum and Instruction:

Each student has a personalized learning plan tailored to their unique needs, strengths, and goals. Satya could incorporate more efficient and latest assistive technologies to support students' learning and communication. Emphasis could be given on project-based learning to engage students actively. By integrating more inclusive teaching methods, Satya's students can be made to learn alongside peers whenever possible.

Professional Development:

Ongoing Training for professional development of staff could focus on latest teaching strategies, technologies, and special education practices. Satya could get Specialist Support by Hiring or consulting with specialists in the various domains of special education and behavioral sciences to support students' diverse needs. Also a collaborative platform can be created where teachers can share strategies and mentor each other.

Social-Emotional Learning (SEL):

Integrate SEL into the curriculum to help students develop emotional intelligence, resilience, and social skills. This could be offered to the parents and caretakers also. This would facilitate in the implementing of positive behavior management processes and create a safe and supportive learning environment for the students, parents and teachers at Satya.

Parental Involvement:

Satya could strengthen the existing family engagement programs by offering more workshops and resources to help parents support their children's education and development at home.

Facilities and Resources:

Ensure the school's physical environment is fully accessible to all students. Allocate resources efficiently to ensure all students have access to necessary materials and equipment. Create sensory-friendly spaces where students can take breaks and self-regulate. Investments in high-quality learning materials, technology, and resources that support specialized instruction to be done.

Academic and Career Pathways:

Satya needs to focus on developing comprehensive transition plans for students moving from school to post-secondary education, employment, or independent living. More Centres that prepare students for life beyond school, including work-based learning opportunities and independent living could be launched. This would prepare students for future careers.

College Partnerships:

Satya could establish partnerships with local colleges and universities to provide pathways for students who wish to pursue higher education. Satya could also forge partnerships with local employers and post-secondary institutions to facilitate smooth transitions for graduates.

Monitoring and Evaluation:

Data-Driven decision making could be implemented to monitor student progress and inform instructional practices. These robust systems could be used for tracking student progress and outcomes. Collecting regular feedback from students, parents, and staff will also facilitate continuous improvement in the educational environment.

Enrichment Programs:

Satya could develop after-school programs, clubs, and sports activities tailored to the interests and abilities of the students. These could be opened to the general public also to promote inclusivity and social interaction among students and the local community.

Advocacy and Awareness:

Satya could increase awareness about the school's mission, achievements, and needs through community outreach and media. Satya could educate and involve parents and community members in advocacy efforts to improve policies and resources for special education.

Community Partnerships:

Satya could collaborate proactively with local businesses, non-profits, and other organizations to create opportunities for students and enhance resources.

By implementing these recommendations, Satya can significantly enhance its impact, ensuring that it meets the diverse needs of its students and prepares them for successful futures.