



**Conductive Education School - Kuwait for Special Needs**  
مدرسة التعليم الإرشادي - الكويت لذوي الاحتياجات الخاصة

# Parents Handbook 2016-2017

**CONDUCTIVE EDUCATION SCHOOL-KUWAIT (CESK)**

Farwaniya Block 1, Jordan Street, Behind Al Tadamun Sport Club.  
P.O. Box 27215, Safat 13133, Kuwait.

Tel.: 24736434 / 24767129  
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[www.cesk.edu.kw](http://www.cesk.edu.kw)

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## Contents

Contact Details .....	4
Map of Farwaniya .....	4
The Conductive Education School – Kuwait (Cesk).....	5
Vision: .....	5
Mission:.....	5
Aims: .....	5
School Management.....	6
What Makes Conductive Education Special? .....	7
Why Choose Conductive Education? .....	8
The Curriculum .....	9
The School and Levels of Instruction.....	9
Admission Requirements and Placement of Students .....	10
Professional Services at Cesk .....	11
Other Services Available at Cesk .....	13
Parental Involvement at Cesk.....	13
General.....	14
Attendance and Punctuality .....	14
School Uniform / Dress Code.....	14
Snack Time .....	14
Medical Care .....	14
Transportation .....	15
Communication Book .....	15
Open Days for Parents.....	15
Appointments .....	15
Complaints Procedures.....	15
Access to Information.....	16
Air Conditioning.....	16
Alarms .....	16
Security .....	16
Confidentiality.....	16
Water .....	16
Photographs.....	16
Parents’ Notice Board .....	16
Principal’s Excellence Board .....	16
Car Parking .....	17
Banned Items .....	17
Assemblies.....	17
Reports .....	17
School Trips .....	17

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## **Welcome to Conductive Education School-Kuwait**

Dear Parent,

I hope that the information presented in this Parents' Handbook will be of interest to you and will help in the important decision that you have to make about the education of your child.

Deciding on a school is never an easy task for any parent, as you obviously want the best for your child. Through this book and by showing you around the school, I can only give you a brief glimpse of CESK. However, I hope that what you see and hear through your visit and the following information gives you an insight into the school and helps in the plans and decisions you have to make.

CESK is held in high esteem by both parents and the local community and this is due to the expertise it has built up in working with students with special needs.

We were delighted, after receiving a highly complementary report by an independent UK inspection team, to be awarded the Inclusion Quality Mark (IQM) in February 2005 by a well-recognized body in UK, now known as the CFBT (Council for British Teachers Education Trust, formerly SIS). The second Inclusion Quality Mark (IQM) was awarded to us in 2007.

We aim to help students overcome their difficulties and achieve their academic potential so that when they leave the school, at whatever age, they can take up their rightful roles as fully integrated members of the local community. The school, working with you, can make this a reality.

We acknowledge the enormous responsibility that is given to us in educating your child and we will do all in our power to fulfill the trust you place in us. As a caring school we work hard to provide a safe and happy place where everyone feels valued.

I do hope that you find this handbook helpful. We welcome your questions and comments and encourage visitors to come to our school to meet us.

If I can be of any further assistance in any way please do not hesitate to contact me.

Kind regards

Mary Kate Fontneau  
Principal

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## Contact Details

### Location:

Farwaniya Block 1,  
Jordan Street,  
Behind Al Tadamun Sport Club.

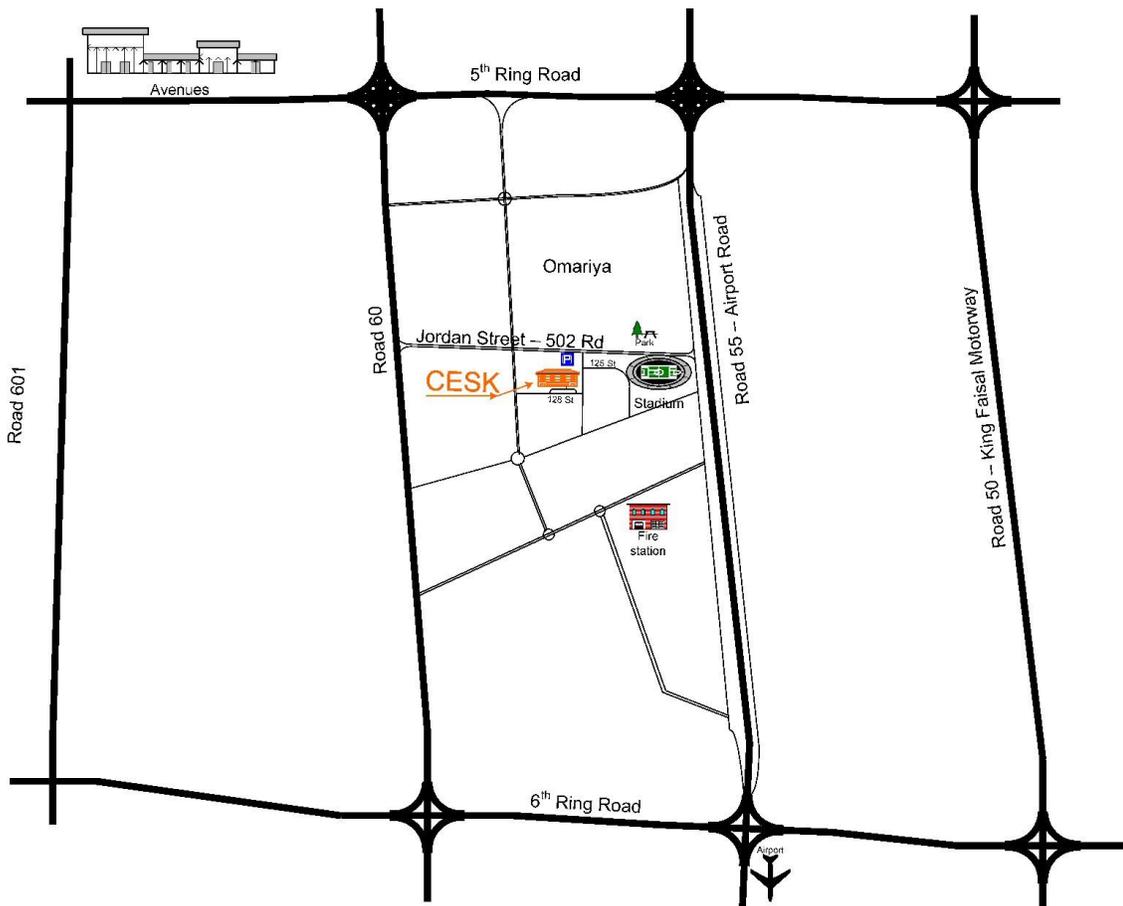
### Postal Address:

Conductive Education School-Kuwait for  
Special Needs (CESK)  
P.O. Box 27215  
Safat 13133  
Kuwait.

Telephone: +965 24736434 / 24767129

Fax: +965 24734370

## Map of Farwaniya



*CESK - Conductive Education School*

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## **THE CONDUCTIVE EDUCATION SCHOOL – KUWAIT for special needs (CESK)**

The Conductive Education School-Kuwait (CESK) is a special needs school which uses the Conductive System of Education and the English National Curriculum. The school is owned by AFAQ Educational Company for Educational Services. It was established in September 2003 to offer the best possible educational and rehabilitation services to enable children and adults with neurological motor disabilities and Special Educational Needs to function more independently at home, in educational environments, at work and within the community, thereby reducing dependency in essential everyday activities and making constructive steps towards integration into society.

CESK is the second largest conductive school in the world and the first in the Arab region. It has received the First Stage of the Inclusion and Quality Mark (IQM) from the Special and Inclusive Services (SIS), U.K. in 2005 and the second Quality Mark (IQM) in 2007.

### **VISION:**

The vision in establishing CESK was to set up a special needs school of excellence which is to provide complete educational/rehabilitation packages for students with neurological and other disabilities through the use of Conductive System of Education, and depending on the use of the British National Curriculum for educational purposes.

We intend to develop and establish innovative strategies to identify and meet the needs of individuals with different disabilities.

### **MISSION:**

To provide the highest quality services for individuals with special needs through the use of Conductive Education and the English National Curriculum, in order to support the individual's multidimensional needs in a rounded, dignified and humane manner, utilizing and nurturing each individual's potential, gifts and qualities.

### **AIMS:**

The following set of aims is an interpretation of the preceding School Mission Statement and Philosophy. These aims are seen as one link in the chain, which connects the School Philosophy to daily practice, and are to be used as guidelines for educational planning and professional evaluation. In partnership with students, parents, teachers and administrators, Conductive Education School-Kuwait intends to:

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1. Deliver the highest quality of educational services to each student who chooses our services, regardless of gender, race, ethnic background, creed and disability.
  2. Guide the students to reach their highest potential by incorporating emotional, social, psychological, physical and academic aspects into our daily curriculum and by working constructively with the families of our students to guide them to a successful future.
  3. Engage our pupil's body, mind and spirit to enable them to become active members of their society, to express themselves, to contribute to their environment and to live a more dignified, independent lifestyle.
  4. Maintain safe, healthy and orderly environment.
  5. Employ technology in ways that enhance learning, teaching and non-instructional operations.
  6. Maintain positive relations with parents/guardians and the community, emphasizing communications and inviting participation in the school.

### **SCHOOL MANAGEMENT**

The Principal has overall responsibility for the running of the school and is supported by the Leadership team made up of the Lead Conductor and the Head Teacher.

#### **STAFF:**

**Principal** *Mary Kate Fontneau*

**Lead Conductor  
& Technical Supervisor** *Csilla Boros Ercan*

**Head Teacher** *Hanna John*

#### **SUPPORT STAFF:**

**Social Worker** *Shaimaa Jaber*

**Administrative Coordinator** *Fatma Hajji*

**Secretary** *Jumana Mohamed Diab Al-Massi*

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## WHAT MAKES CONDUCTIVE EDUCATION SPECIAL?

Many have said that since they discovered Conductive Education, they would never go back to the 'traditional approach to rehabilitation'; nothing else could compare because Conductive Education offers something special which no other system, therapy or approach offers.

The educational system of Conductive Education was developed by András Petö in Budapest from 1945. The Petö Institute for Conductive Education of Motor Disabled and Conductor College still provides education and training in Budapest.

There are many aspects and qualities within Conductive Education, which makes it a unique system, currently improving the quality of life of many student and their families across the globe in a wide variety of settings. Some such features include:

- *“Petö made the conceptual leap of regarding motor disorder as a learning difficulty to be overcome rather than as a condition to be treated or accommodated to.” Sutton (1987)*
- Structuring the environment and the student's day, to make use of all possible learning opportunities.
- Use of a wide variety of facilitation (enabling) techniques, such as verbal instructions, the rhythm and pace used to carry out the task, the environment, the personality of the conductor, songs used, dynamic group interaction, the equipment used, the use of gravity or specific 'hands on' manual facilitation.
- Motivation plays a vital role in Conductive Education. Student with disabilities often lack motivation, perhaps due to repeated experience of failure. In Conductive Education tasks are carefully graded to ensure success, building on current levels of ability or previous successes. Working within a group is one of the most powerful motivators.

CESK is happy to provide more detailed information about all aspects of Conductive Education.

### **The school caters for students with:**

- Motor disorders such as cerebral palsy (quadriplegia, diplegia, hemiplegia, athetosis, ataxia)
- Head injuries
- Muscular Dystrophy
- Spina Bifida
- Down's Syndrome
- Attention deficit hyperactivity disorder
- Different kinds of syndrome (Angelman, Dyskenetic, Bartters, Rett, Dandy Walker)
- Autistic Spectrum Disorders
- Developmental and Learning Delay

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## **WHY CHOOSE CONDUCTIVE EDUCATION?**

### **Conductive Education:**

- Provides a complete learning / rehabilitation system from childhood to adulthood.
- Improves mobility, co-ordination, dexterity, fine manipulation, and all skills required to access the environment.
- Improves breathing, speech and communication skills.
- Increases motivational levels.
- Improves concentration.
- Increases self-esteem and boosts confidence.
- Provides natural pain relief for muscle spasms and joint pains.
- By using this system of education, it can reduce the need for medications such as those used for breathing problems, digestive complaints, hypertone, pain relief, circulatory problems, muscles spasms, depression, initiation and fluidity of movement, urinary infections and antibiotics (due to deterioration of general health and weakened immune system).
- Contributes significantly to reducing deformities and contractures by maintaining and improving range of movements.
- Improves health and general well-being.
- Increases independence.
- Delays the need for hospitalization/nursing care
- Provides training and guidance for family members and care givers.
- Provides a comprehensive support system for the whole family.

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## THE CURRICULUM

The educational approach applied for students with physical disabilities is called "Conductive Education". This method is an educational approach to working with students with physical disabilities, which ensures all aspects of the student's development, is considered throughout the day. There is a focus on the development of skills leading to maximum independence.

In addition, the English National Curriculum is used as a basis for teaching the fundamental and academic skills throughout the school. All students study the core subjects - Literacy, Numeracy, Science and Information Communication Technology. In addition Arabic and Islamic Studies, and non-academic subjects including art, music, physical education/swimming, and personal, social and health education, form the basis of the curriculum offered to all.

All students have Individual Education Plans (IEP) created by the multi-disciplinary team and parents, which contain objectives that are reviewed during the school year. These objectives address development in all areas of the curriculum in addition to social and behavioral goals. For students in the Conductive Education classes, these aims also include goals for development during the Conductive programs, and in areas of physical independence.

## THE SCHOOL AND LEVELS OF INSTRUCTION

The School provides Conductive Education for students from 3 ½ to 21 years of age. The classes are made up of not more than 6 students who are offered individual educational programs taking age and needs into account.

**The School consists of the following:**

**1- Sensory Motor Stimulation and Special Development**

**2- Conductive Education Primary Classes**

for students from 3 ½ to 7 years of age.

**3- Conductive Education Middle Classes**

for students from 7 to 11 years of age

**4- Conductive Education Secondary Classes**

for students from 12 to 15 years of age

**5- Conductive Education Vocational Classes**

for students aged 15 years and older

**6- Special Educational Needs (SEN) Primary Classes**

for students from 3 ½ to 7 years of age.

**7- Special Educational Needs (SEN) Middle Classes**

for students from 7 to 11 years of age

**8- Special Educational Needs (SEN) Secondary Classes**

for students from 12 to 15 years of age

**9- Special Educational Needs (SEN) Vocational Classes**

for students aged 15 years and older

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## **ADMISSION REQUIREMENTS AND PLACEMENT OF STUDENTS**

### **Requirements for Students Applying for Admission**

1. The student's age must be between 3 ½ and 21 years. This is in accordance with the regulations of the Higher Council for Disabled Affairs.
2. The student must not suffer from any communicable diseases.
3. The student must attend an Initial Consultation where his/her abilities and needs are assessed. The student may only enter the program upon the recommendation of the multi-disciplinary assessment team and the management.

### **Placement of Students**

To create a dynamic group in every class, a range of factors are considered.

The aim is to ensure that each student's needs are addressed in an inclusive way by utilizing the strengths, skills, prior learning, learning styles, age, motivational factors and behaviors of the group.

Group dynamics assist by providing role models of success for those of lesser ability or who find progress very difficult. Thus, every student can be challenged or encouraged to make greater progress in their learning. This learning is not simply sensory-motor and academic but includes personal and social development and the raising of each student's self-esteem. A climate of challenge and interdependence is better fostered by such heterogeneous grouping.

### **Admission Procedures**

1. Parents must submit a completed application form with all required supporting documents. These include:
  - Previous school reports
  - Medical diagnoses and medical treatment reports and information
  - Two Higher Council documents declaring the student has special needs and the declaration that the student needs to be educated in a 'Special Needs School'
  - Copies of the civil identity cards of student and parents
  - Six photographs of the student
  - Copy of the student's birth certificate
2. The school will make an appointment for an initial consultation. Thereafter the multi-disciplinary team will conduct an extensive assessment to determine the suitability of the student. Our Social Worker will inform parents of what is needed for this initial consultation.
3. The application is then forwarded to the relevant authorities.
4. The student is admitted and placed into an appropriate class and level once permission has been granted by the Higher Council.

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## **PROFESSIONAL SERVICES at CESK**

### **Conductors**

*'Giving children with cerebral palsy the vital "step up" in life they so richly deserve'*

The school is proud to have 17 Professional Conductors certified from the Peto Institute in Hungary. The Peto Institute is named after Dr. Andras Peto (1893 – 1967) who is the founder of Conductive Education.

The School is fortunate to have the services of these highly qualified Conductors. In addition to their professional experience, they demonstrate a level of caring that many people would love to emulate. They are working very hard to provide the highest quality of Conductive Education to the students. From their work the school will become recognized for the quality of its conductive practice and for attaining first hand insights in developing leading edge, dynamic programs.

### **Special Educators**

*'The beginning is the most important part of the work' – Plato*

A team of highly qualified and experienced teachers cater for the needs of students based on the British National Curriculum, which incorporates:

- Personal, Social, Health and Emotional Development
- Communication, Language and Literacy
- Mathematical Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

The teachers design and execute a wide range of well planned and resourced learning experiences to help the students to move forward and experience success at every step.

### **Arabic and Islamic Studies**

*"Every single life can be improved."*

Arabic and Islamic studies play an integral part in our daily programme and school assemblies. They are studied under the guidance of well qualified and dedicated staff members. All Religious Days are respectfully observed. Many of our students are competent to recite sections of the Quran. During the day individual students are asked to call out the *Athaan* to perform the *Thur* prayer.

### **Speech Therapy**

*"All behavior communicates"*

The ability to communicate is central to all that we do, to who we are, how we learn and how we relate to each other at home, at school and in our daily lives. Speech and

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Language Therapists at CESK work to assess; diagnose and develop programmes to maximize the communication potential of the students. All students at CESK benefit from Speech Therapy sessions which are delivered either individually, within small group or to whole classes, according to the students' needs. *Makaton* is used as a means of communication throughout the school.

## **Psychology**

*"We reach backward to our parents and forward to our children and through their children to a future we'll never see, but about which we need to care"*

We aim at making our students realize their emotional and intellectual potential, which effect in building their personalities and positive self image. We conduct psychological assessment using standardized instruments to provide diagnosis and effective therapeutic intervention for a particular diagnosis. The school provides individual and group therapy whereby the focus is on the enhancement of behavioural, cognitive and social skills. We provide opportunities where students develop positive relationships and disposition towards learning. Students share their experiences with their peers and practitioners to learn about trust, honesty and supporting each other.

## **Music**

*"Music is the one language that everybody understands."*

Music reaches people on emotional, intellectual and physical levels, and can ease cultural and linguistic barriers.

Music, movements and vocalizations are integral parts of the daily programme and are much enjoyed by the student.

A qualified music teacher is in charge of the programme which includes: breathing exercises, vocalizations, rhythmic skills, action songs and rhymes.

## **Physical Education**

*"I hear and I forget,  
I see and I remember,  
I do and I understand"*

Physical Education is based on the English National Curriculum. Most activities are conducted in a gymnasium especially equipped for students with special needs. Outdoor apparatus are included in the daily physical programme. A temperature controlled indoor swimming pool is used throughout the year by toilet trained student.

The programme includes: dance activities, gymnastic, game activities as well as swimming.

The swimming pool is widely used by students as part of the PE curriculum.

## **Medical Staff (Doctor/ Nurses/Nurse assistants)**

A medical doctor, a head nurse and a team of qualified nurse assistants are on the premises at all times. They take care of all the students' medical needs.

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The school clinic is kept to an exceptionally high hygienic, organized and well equipped standard.

The medical team is directly connected to each student and his/her specific needs; enabling them to handle all emergencies and to assist the teaching staff where necessary.

## **OTHER SERVICES AVAILABLE AT CESK**

CESK is able to offer a range of other services.

These include:

- Private tuition in the afternoons, for students who do not attend the full-time programme. This may involve students who are well-placed at other schools, but nonetheless would like to benefit from a Conductive Education approach, and the expertise of the conductors. Information about private tuition and fees is available from CESK
- The training of the student's main care givers, including nannies or maids. This ensures that the student has the maximum possible continuity of their learning in the home and school environments. In addition, this can give significant support to families in managing their child at home in the most effective way.
- Extra curricular activities after school hours
  - Swimming
  - Drama
  - Mobility class
  - Fine manipulation, handwriting and art class.

## **PARENTAL INVOLVEMENT at CESK**

At CESK we firmly believe that student's learning takes place initially and primarily at home. Parents are their children's first teachers, and will continue to be involved in their lives and their life long learning after leaving school. Consequently, we aim to establish a strong partnership with parents, to ensure maximum continuity of the learning aims for each student. Parents and visitors are always welcome to the school, and should feel free to contact the student's teacher or conductor without any hesitation.

The Parent-School partnership is fostered in a number of ways.

These include:

- Communication between home and school, including a communication book
- Annual Parents' Meeting concerning the student's progress
- Open day / term
- Transition Plans, where appropriate
- The Parents' Association
- Weekly open day

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## **GENERAL**

### **Attendance and punctuality**

The school management requests that the parents provide the social worker with reasons for leave of absence in the case of medical emergency, treatment or illness. In case of unauthorized absence, the parents will receive a call from the social worker to inquire about the details.

The school starts at 07:30 to 12:30 for the student.

Parents are requested to be punctual about the timings.

### **School uniform / dress code**

School uniform is compulsory. It must be worn at all times (except where indicated in writing). Uniform must be clean and tidy.

The parents can purchase the uniform.

Please ask the social worker for further details.

Hair – student should not have their hair dyed, coloured or with highlights.

Boy's hair should be short. Girls' with shoulder length or longer hair should have it tied back from the face.

Jewelry - No jewelry except for small stud earrings for girls.

### **Snack time**

Students have a snack break time during the school hours. Students are encouraged to bring healthy food to school. The school management stresses the avoidance of unhealthy foods as it does not contribute to the student's health or nutrition which is essential for healthy growth. Please do not include canned fizzy drinks. Nuts and any foods containing nuts are banned from school due to nut allergies.

### **Medical care**

The medical needs of the student are met on a daily basis by the school's full time nurses who work closely with the teaching staff. The school will only administer medicines in essential cases and according to the dosages stated by a doctor, and then only if the 'Disclaimer Form' has been completed by the parents.

Health and Illness: The school is required by the Ministry of Health to complete an annual programme of health checks/immunization. If you have any queries or concerns, please contact the school's social worker.

Please keep your child at home if there are signs of any of the following:

Colds

Communicable disease

Conjunctivitis

Fever

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Vomiting  
Diarrhea

Illness during school hours: If your child becomes ill at school he/she will be referred directly to our staff nurse. If the illness is not severe but the medical doctor advises that the student needs to go home, the parents will be telephoned to come and collect their child. If the illness or injury is serious, we will arrange to take your child, accompanied by the school nurse, directly to the emergency department at the local hospital.

Accidents:

All accidents are recorded in the 'Accident Book' (located in the social worker's office)

### **Transportation**

The school provides a bus service to and from home. It is the responsibility of the parents to see their children safely onto the bus in the morning and to be at home to receive them in the afternoon.

Please ask the social worker for further details.

### **Communication Book**

Students have notebooks in which parents and school staff can pass messages to each other on a daily basis. Important information regarding holidays and events are announced through circulars placed in the student's bag, and SMS messages.

### **Open Days for parents**

Parents are welcome to visit the school every Tuesday between 08:00. and 12:30.

Parents are encouraged to attend and to participate in the students' school activities. Not more than one visitor per child will be allowed to participate.

Open days are an important opportunity for parents, teacher and student to interact with each other and to enable vital skills to be transferred from school to the home. The school holds several celebrations during the year which parents are invited to attend.

### **Appointments**

Parents wishing to meet with the administrative or support staff are requested to make an appointment with the secretary in person or by telephone.

### **Complaints procedures**

Parents are encouraged to discuss any concerns or difficulties they may have with any of the staff. A 'Complaints and Suggestion' box is kept at the entrance to the school.

When parents feel that a particular concern has become serious they should speak to the social worker to discuss the problem. We will always attempt to resolve difficulties by listening to parents and working with them.

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## **Access to information**

Parents may contact the school for any further information regarding any queries they may have.

They can also have access to the school website on the internet at:

[www.cesk.edu.kw](http://www.cesk.edu.kw)

## **Air conditioning**

All classrooms are air conditioned.

## **Alarms**

The school routinely carries out practice drills to familiarize staff and students with the different alarms and the procedures to follow in the event of fire, national emergency, or an intruder entering the school.

## **Security**

The safety and security of all persons working at or visiting CESK is of paramount importance.

All visitors must sign in and out of the 'Log Book' located at the security desk. They will then be escorted to the main school reception area.

## **Confidentiality**

It is expected that both the School and the parents treat all matters in the strictest confidence.

However you should understand that to resolve problems and find the best way forward, we must make further enquiries. This will always be done with care and sensitivity.

## **Water**

Water dispensers are available for the use of all students. They are situated in every corridor and in the playground.

## **Photographs**

During the second term, parents will have the opportunity to purchase their children's school photographs.

## **Parents' Notice Board**

Notices are displayed on the 'Parents' Notice Board' in the reception area.

## **Principal's Excellence Board**

The principal operates a display board to exhibit excellent student work. It is on display in the school reception area. This recognition is of enormous value to our students.

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## **Car parking**

There are car parking facilities at the front of the school. These car parking areas are not owned by the school and may therefore be used by other drivers. The school is aware that it can be frustrating trying to find suitable parking spaces during peak times. Please be patient and show extreme caution at all times.

## **Banned items**

These are:

- nuts and any foods containing nuts or traces of nuts
- canned fizzy drinks
- wearing of make up
- wearing of earrings ( except small stud earrings)
- wearing of jewelry
- dying of hair
- chewing gum / bubble gum
- use of mobile phones
- carrying money
- walkmans, radios, game boys

## **Assemblies**

Assemblies at CESK are a weekly feature on the timetable. They take place in designated areas of the school or in the school theater. Classes, individuals and groups contribute to our assemblies.

## **Reports**

Reports are issued to parents twice a year. Interim Reports are issued at the end of the First Term. Annual Review reports are issued at the end of the Second Term.

## **School trips**

School trips are arranged to augment the students' educational programme and to stimulate their awareness of their environment. These trips are both enjoyable and instructive.