

# Send Programme in Pakistani School Systems: Need for Special Children's Wellbeing

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## ABSTRACT

Send Programme is official code of practice for teachers who work for the children with special educational needs and disabilities. It is a family centered system having four major areas of special education, need and support.

Send was introduced to support the needs of special children. Educational needs are addressed by dealing with the issues like communication, cognition, learning, social and emotional needs and mental health. Communication means the transfer or swapping of message or knowledge through reading, writing or any other form. Communication and interaction need comprises of difficulty dealing with others. The children often find difficulty showing their expressions and feelings. They even are unable to receive and perceive the facial expression and body language of others. Communication and Interaction Need is basically referred to the children having difficulty in uttering words and sounds. These children are unable to understand the spoken language and the techniques relevant to that. They are also having no communication because they are unable to understand what others are saying. They are in a need of social care which is required to be given to them by the society by their siblings, parents, extended family, teachers and surroundings. So that, they can learn a way to express their proper emotions and feelings to others.

**Keywords:** Communication and Interaction; Cognition and Learning; Mental health; Sensory or Physical Needs

## INTRODUCTION

Communication and Interaction Needs are basically referred to communicate and share their needs and desires to the people. These children are unable to understand the social norms for communication. They have difficulty understanding different aspects of speech, communication and language at different levels of their lives. These needs vary from every child to child and these needs change time to time.

The Sustainable Development Goals (SDGs) have highlighted the need for timely, reliable, high-quality information for people with disabilities to track progress without leaving anyone behind (United Nations 2006). In terms of education, recent world education reports indicate that, not only are some of the most disadvantaged children still in elementary school, but most are in school. These reports highlight, however, that children with disabilities often miss out on tracking progress towards these

educational goals. Therefore, they promote the urgent need to find ways to collect solid data on their access and learning (UNESCO 2018; World Bank 2018; Commission for Education 2016).

## LITERATURE REVIEW

A descriptive study of the type and quality of daily educational experiences for 49 13-14-year-olds with Special Educational And / Or Disability Needs (SEND). All students had a Health and Care Plan (EHCP) or Statement, and attended high school in England [1]. Students participating in the Secondary Education are hidden for a few days more than the school week. Investigators prepare student-level cases on the basis of data from quality perceptions and systematic discussions with students and school staff involved in their learning and development [2].

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As the perception of disability has changed and the importance of identifying people with disabilities in databases has increasingly been accepted as important, the most common methods found in major research and censuses have been criticized [3]. This is often asked about the presence or absence of disability among family members. Such an approach may lead to lower reporting. Taken as an example of Pakistan, a 1998 census asked the question, 'Do you suffer from any type of disability: physical disability, visual impairment, hearing impairment, mental retardation, or relapse?' as 'disability' in questions can be discriminatory [4]. In the National Census 2017, the same question focusing on the presence or absence of disability was included.

The disability question was introduced after extensive recruitment by disability groups and was included in the 'sex' column of the census form. Initially, the census form gave three codes: '1' was for males, '2' was for women and '3' was for transgender citizens. By order of the Supreme Court, two codes were added in sequence of codes: '4' for the disabled man, '5' for the disabled woman and '6' for the co-disabled person [5]. The inclusion of a difficult question during the data collection cycle has raised concerns about the reliability of the collected data. As opposed to this approach, an increase in disability can be established through screening and diagnostic methods performed by health workers. This approach was used in the 2012 Pakistan Alleviation Fund Report-Disability Assessment Report, but it is very expensive and difficult to do on a large scale, given the small number of trained health professionals [6].

## METHODOLOGY

### Research design

Qualitative research design based on interview technique was used. And data was analysed using exploratory factor analysis, impact range performance analysis and impact-asymmetry analysis.

### Objectives

- To study the awareness about Send program in Pakistan's School system (private and government).
- To assess the effectiveness of Send program in Pakistan's School system (private and government).

### Method used

Methods used included narrative interviews (structured) and observations conducted in the tradition of narrative inquiry. This tradition is rooted in epistemology that meaning is discursively and socially constructed and that truth is multiple, thus challenging the notion that reality is objective and Naturalized. Narrative Inquiry aims to understand and address the needs of special children and how to deal with them [7].

### Population

The population of the sample pull from special education schools and general schools of government or private sector from Faisalabad division of Punjab, Pakistan.

### Sample

The sample of 15 general schools of government and private sector and 10 schools of special education centres from the Faisalabad Division of Punjab, Pakistan through a purposive sampling method.

### Sampling techniques

The data were collected through a purposive sampling method. The study was based on two phases: Phase I was the pilot study and Phase II was the final data collection. After making the questionnaire, the questions were asked to the school's management about the awareness regarding Send Programme and then about the application of Send Programme. After asking these questions the schools not fulfilling the required criteria were excluded.

### Instruments

The population was distributed according to the criteria of public and private schools and general schools and the schools of special education.

After the distribution of the data following questions were asked:

- Are you aware of Send Programme launched by UK?
- Do you know about the areas Send deals with?
- Is your school management using Send Programme in your school?
- Do you give admission if a child with special needs or with any disability comes to your institute?
- Have you conducted any training session for your staff regarding Send Programme?
- Are you aware of other schools using Send Programme for the betterment of their children?
- Do you have any interest to use Send Programme in your school in near future?

### Validity of the instrument

The validity of the in script sheet was established by the three experts of the field.

### Data analysis

The data were analysed on the basis of structured interview questionnaire, made on the areas Send deals with. The data were collected by structured interview questions about Send Programme having the answers in yes/no by the participants [8]. After that the results were displayed in the form of tables and then the discussion and conclusions were made.

The interviews from the schools were conducted and total of 2000 words was transcribed. The transcribed words will be

analysed through content analysis using Nvivo11 [9]. The results will be displayed using frequency tables and word clouds [10].

## Ethical consideration

The research was approved by the University ethics committee. The date sheet which usually was provided to individuals just before taking the questionnaire emphasized that participation was voluntary. It was additionally emphasized in which participants could leave or discontinue the study at any level without any result [11]. Privacy was also conducted to all individuals, and individuals were informed that the research had received ethical approval. At the end of the session, they were fully debriefed [12].

## RESULTS

### Aims of the study

The study was conducted to check out whether the Send Programme is applied I Pakistani Education System or not. The researcher worked on the categories Pakistani schools have, and asked the questions that how the schools deal with any special need child came to them [13].

The researcher aimed to find out the application of Send Programme in the public and private sector schools of Pakistan [14]. The schools were having the children of primary education i.e. ages from 4-6 years. The researcher then following his questionnaire format asked the question regarding the Programme required for the educational and personality development of the primary school children [15].

Starting from the very basic point of primary education the researcher questioned the school management that what they do with the children having special educational needs [16]. This study will guide them to a path from where they get to know how to distinguish the children with special needs and others. So that they can select their academic and personality development group accordingly [17].

This study aims to provide awareness about the children having special educational needs or having any disability, that how these children can be treated in a particular way so that they can have a better livelihood [18]. This study aims to provide the awareness to the schools so that schools can transfer the awareness in the teachers then among the parents so that the parents can address their child's specific needs and decide their educational institute accordingly (Table 1) [19].

On the basis of these aims the researcher following structured interview method asked the questions to the schools and the results are discussed as follows: The frequency of the responses was measured and the influences are based on the frequencies received [20].

Variable s	Categor ies	Respons es	Frequen cy(f)
Primary School	Public Sector	6(Yes)	40%
		9(Yes)	60%

School Type	Private Sector	9(Yes) 6(Yes)	60% 40%
	General		
	Special Educati on		

**Table 1:** Demographic Variable (N= 15).

Expresses the division of the demographic variables i.e.: school type (private/ public sector). The data stated that the total number of schools was 15. Among those 15, 6 were public sector (government schools) and 9 were private schools [21]. So, there is a sequence of 60% and 40% in this. For the purpose of the second distribution, the results table states that among the total of 15 schools, 9 were general schools (60%) and other 6 were special educational institutes (40%). So, the data collected comprises of the distribution which almost covered all the categories in Pakistani school systems, whether they are private or public, special education institutes or general schools [22]. This data has consisted and overlaps all the possibilities of the categorization among the schools in Faisalabad region (Table 2).

Variable	Categorie s	Response s	Frequenc y(f)
Awarenes s Regarding Send Program me	Yes/No	T=15	100%
		Yes=2	14%
		No=13	86%

**Table 2:** Are you aware of Send Programme launched by UK?.

Expresses the questionnaire results, in which it was asked to the different schools about the knowledge about Send Programme. They were asked that if they know about the Send Programme launched or not. The answers were recorded in a structured interview having the options Yes/No for the answer [23]. Among the 15 schools (100%), only 2 schools from the special education area knew about the Send Programme raising the frequency to 14% only. All the others replied no that they don't have any idea about Send Programme raising the frequency level to 86%. So, this table concludes that only a few schools know about Send Programme in the Faisalabad region of Punjab, Pakistan (Table 3) [24].

Variable	Categorie s	Response s	Frequenc y(f)
Awarenes s about the areas Send deals with	Yes/No	T=15	100%
		Yes=2	14%
		No=13	86%

**Table 3:** Do you know about the areas Send deals.

comprises of the answer of question 2 from the questionnaire in which it is asked in a structured interview that whether the school management is aware of the areas or sub-divisions of Send Programme i.e. Communication and Interaction, Cognition and Learning, Social, emotional and mental health difficulties, Sensory and Physical Needs etc. The table illustrates that from the total of 15(100%) schools only 2(14%) schools knew about the sub divisions of Send Programme. Others about 13(86%) schools had no idea about what Send deals with and what it states (Table 4) [25]. So, the table concludes that only 14-20% schools knew about the Send Programme in the Faisalabad region of Punjab, Pakistan.

Variable	Categor ies	Respons es	Frequen cy(f)
Applicat ion of Send Program me in Schools	Yes/No	T=15 Yes=0 No=15	100% 0% 100%

**Table 4:** Is your school management using Send Programme in your school.

This table tells us about whether the schools are using Send Programme in their schools for the betterment of their children or not. Among 15 (100%) schools, all of them replied in the interview questionnaire that they are not using any programme of this kind in their school [26]. So, the table concludes that 15 out of 15(100%) schools are not using Send Programme in their school (Table 5).

Variable	Categor ies	Respons es	Frequen cy(f)
Admitti ng a child with a special educatio nal need/ disabilit y	Yes/No	T=15 Yes=10 No= 5	100% 67% 33%

**Table 5:** Do you give admission if a child with special needs or with any disability comes to your institute.

The table illustrates whether the schools get the idea that they are having any child with the special education need or with any disability and do they give admission to those children or not. All the 6 schools of special education give admission to the students having special needs or disability as their structure is designed and made according to these children [27]. And 4 schools from the general category also stated that they give admission to the children with special needs. Comprising the strength to 10(67%) schools that give admission to the special needs children (Table 6). Other 5(33%) schools stated that they

give admission to only those students who are able to clear their admission tests designed for specific classes [28]. Concluding that most of the schools give admission to the children with special needs and disabilities, in the Faisalabad region of Punjab, Pakistan.

Variable	Categor ies	Respons es	Frequen cy(f)
Trainin g of staff to deal with the children with special educatio nal need/ disabilit y	Yes/No	T=15 Yes=8 No= 7	100% 53% 47%

**Table 6:** Have you conducted any training session for your staff regarding Send Programme.

Expresses that the Pakistani schools provide any training to the staff that deals with special needs children or not. Among total 15 (100%) schools, 8(53%) schools state that they provide training to their teachers to deal with the children and 7(47%) stated that they don't conduct any training for their staff to deal with the children having special needs (Table 7) [29]. So, the table concludes that some schools from general and special education provide training to their staff to maintain the quality of education.

Variable	Categor ies	Respons es	Frequen cy(f)
Awaren ess regardin g other schools that are using Send Program me	Yes/No	T=15 Yes=0 No= 15	100% 0% 100%

**Table 7:** Are you aware of other schools using Send Programme for the betterment of their children.

It states that among the total 15 (100%) schools, no 100% school is aware of the other institutions that are using Send Programme to maintain the quality of education and to address the needs of special needs children (Table 8).

Categorie s	Response s	Frequenc y(f)
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Application of Send Programme in schools in near future	T=15	100%
	Yes=15	100%
	No= 0	0%
	Yes/No	

**Table 8:** Do you have any interest to use Send Programme in your school in near future.

It expresses that whether the schools were interested to use Send Programme in their schools in future or not. The results showed that among total 15 (100%) schools, all of them (100%) were interested that they will work on Send Programme and will apply it in their schools for the betterment of their education system [30].

## DISCUSSION

The findings of the study illustrated that the schools are categorized into many divisions as of general schools has two categories (i) private sector (ii) Public sector. Out of which the private sector schools are again divided by the socio-economic status differences [31]. Coming towards the special education schools they are also divided on the basis of class differences in Pakistan. So, the data was collected including schools from all categories and the statistics are shared above.

Almost 86% of the schools were unaware of the Send Programme, only 2 of the schools knew about it. The reason behind this was that the 2 schools were for the people from the upper economic class. And their basic needs were all fine, and they were ready to introduce and follow new things that are introducing day by day. Others were at their basic level to fulfil the basic needs of the child, so that he can at least live and survive [32]. Because of the conditions being an under developed country the government schools are only providing general education even to the special children. So, the application of these kind of programmes can be possible only after fighting the basic needs of settlement etc.

The government and private sector schools were ready to in cooperate Send Programme but they were not having the resources to start training or to focus the sub divisions of Send Programme [33]. Send is basically about the primary school children so if the base is strong then the nation will be. So, there is the need to apply Send Programme to every school so that the child can get best piece of education and training for his behaviour [34]. The school management also reported the issues like it is difficult for general subject teacher to assess a special child who is a slow learner, or has some IQ issues. This is can be done only by the filed specialists and the Pakistani Education System doesn't has educational psychologists in the schools.

They reported that with all the difficulties if a teacher reports a special need child in his/her class and the school management contact the child's parents to talk about and to resolve the issue the parents consider it a taboo for their child to study in special education institute. And they force the school management to

keep their child in the same school without giving any treatment or any solution to his problem [35]. And the child keeps on repeating the same class for years and still unable to clear the course hours and then leaves the school un-attended. Due to the issues of lack of awareness among the parents it is even difficult for the school management to deal with a child and mention it having special education needs. So, they simply keep on letting them sit in random classes to learn. After the study there is a need of awareness session to be held to help parents understand their child's psychology and then admitting him to any school [36].

The research shortly revealed that the schools are interested to apply the changes to make the education system better. They agreed to search for the areas of Send Programme in detail and their application to their children.

The research also claimed that there are very less possibilities of training sessions for their staff and teachers. But almost 53% of the schools conduct training sessions for their teachers, but these training sessions are only for the general purposes. The teachers are not taught how to deal with the special need child if they have him in their class or subject [37].

The schools claimed that they give admission to any child coming to them without checking or differentiating their needs and Intellectual Capabilities. And they also give admission to the children with special educational needs and allow them to study in the same environment even if they are not getting better and the environment is not suitable for their training [38]. The schools allow every child to study the same way they have constructed and taking the same burden others are having.

This stated that the schools are ready to go for betterment but it will require a lot of effort and time to introduce the right way of admitting and teaching the children in the right and good way [39]. We can deal effectively with the children with special needs and disabilities by creating awareness about the Send Programme among the parents and the schools [40].

## CONCLUSION

By this study, it is concluded that the children are admitted to the schools without being assessed. The children having special needs and disability keep on studying with the other normal children and their condition keep on becoming severe day by day. The schools reported that they give admission to every child a=without giving training to their staff. And they don't know about what Send Programme is educating to the people. But they agreed to study and apply the areas in their admission procedure and with the interaction with their students. Overall, the results of the study are added to the existing knowledge of the topic area, however, there is a call for further investigation in the findings and recommendations of the present study.

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