



**AMAR SEVA SANGAM**  
Rehabilitation. Empowerment. Inclusion

# SANGAMAM SCHOOL FOR SPECIAL CHILDREN

Ayikudy, Tamil Nadu, India



**Handi-Care Intl.**  
We Can Make Difference

**Annual Report**  
**April 2025 – March 2026**

# A. PROGRAM SNAPSHOT

## Program Name & Location

Sangamam School for Special Children, Ayikudy, Tamil Nadu

School Opening Date: September 2009

Reporting Period: April 1, 2025 – March 31, 2026

## Cumulative Impact (Since Inception)

<b>456</b> Total Children / Youth / Families Served	<b>69</b> Children Integrated into Mainstream Schools	<b>38</b> Individuals Who Secured Employment
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## Year in Review (2025-26)

<b>163</b> Children / Youth / Families Served this year	<b>4</b> New Children Integrated into Mainstream Schools this year	<b>6</b> Individuals Who Secured Employment	<b>99%</b> Percentage of Children with Improvement in Academics
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# B. PROGRAM OVERVIEW

Sangamam School for Special Children, located in rural Ayikudy, India, is dedicated to empowering children and adults with intellectual disabilities through education, rehabilitation, and social integration. The journey began on September 15, 1997, as a small day care centre with just 9 children and 2 teachers. Over the years, with continued support, it has grown into a comprehensive service provider, and in 2009, the formal school was established with funding from Handi-Care International, Canada.



The name "Sangamam," meaning "integration" or "coming together," reflects the organisation's core mission: to enable individuals aged 6 to 35 with special needs to integrate into society to the fullest extent possible. Since inception, Sangamam has enrolled 456 children, successfully integrated 69 into mainstream schools, and supported approximately 38 individuals in securing employment.

Currently, the school serves 132 children, youth and young adults, providing all services free of cost. Each child receives an individualised education plan delivered by special educators and rehabilitation professionals. The programme focuses on developing daily living skills, self-care, communication, literacy, and academics, ensuring a holistic approach to development.

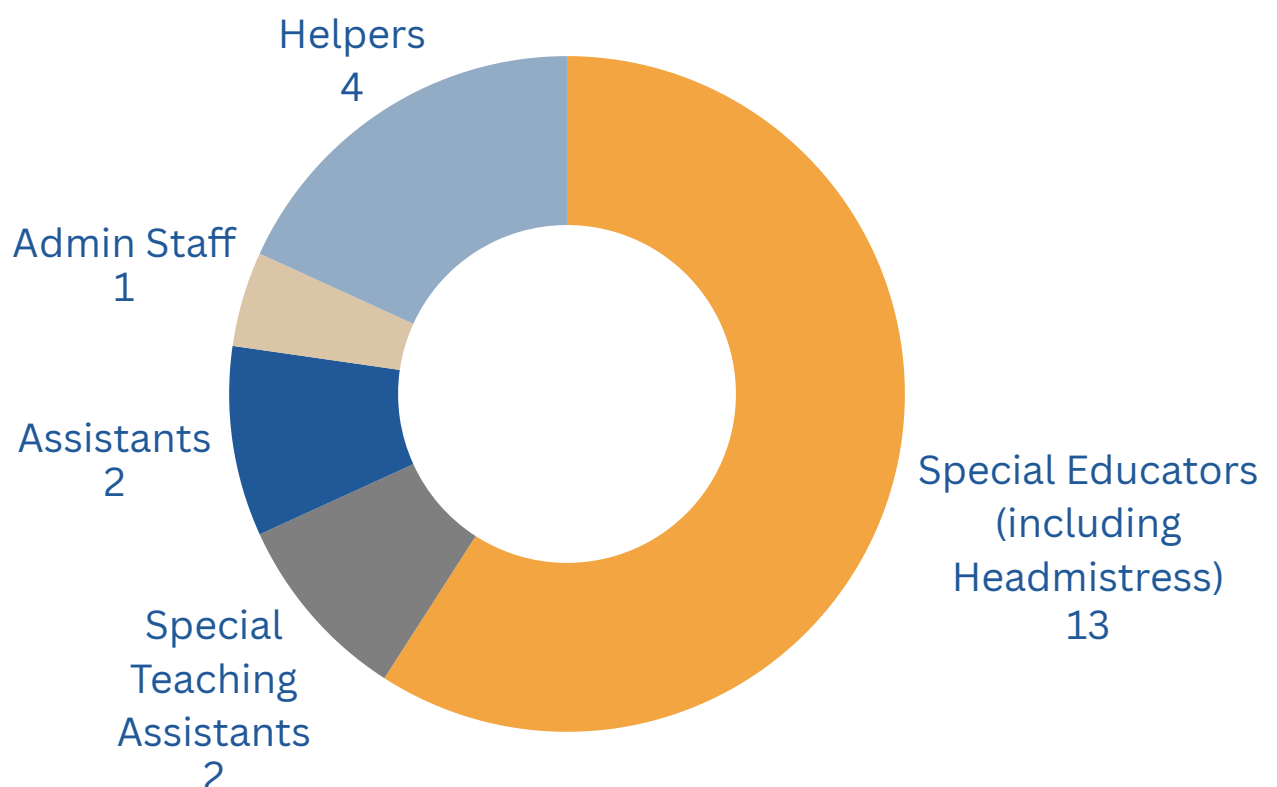
In addition to education, students benefit from a wide range of support services including physiotherapy, occupational therapy, speech therapy, psychological counselling, healthcare, transportation, nutritious meals, and opportunities for social, sports, yoga, and other recreational activities.

## C. KEY INDICATORS

### Student Enrolment by Class (2025-2026)

CLASS	AGE GROUP	BOYS	GIRLS
Primary I A	6 to 9 years	4	4
Primary I B	6 to 10 years	9	1
Functional Academics A	8 to 11 years	5	6
Functional Academics B	9 to 12 years	5	4
Primary II	9 to 14 years	7	6
Inclusion	7 to 18 years	25	4
Secondary	13 to 15 years	9	3
Pre-Vocational	15 to 17 years	9	3
Vocational Training	Above 17 years	21	7
<b>TOTAL</b>		<b>94</b>	<b>38</b>

### Staff Breakdown



## ATTENDANCE

### School Working Days

238

### Student Attendance Rate

78.3%

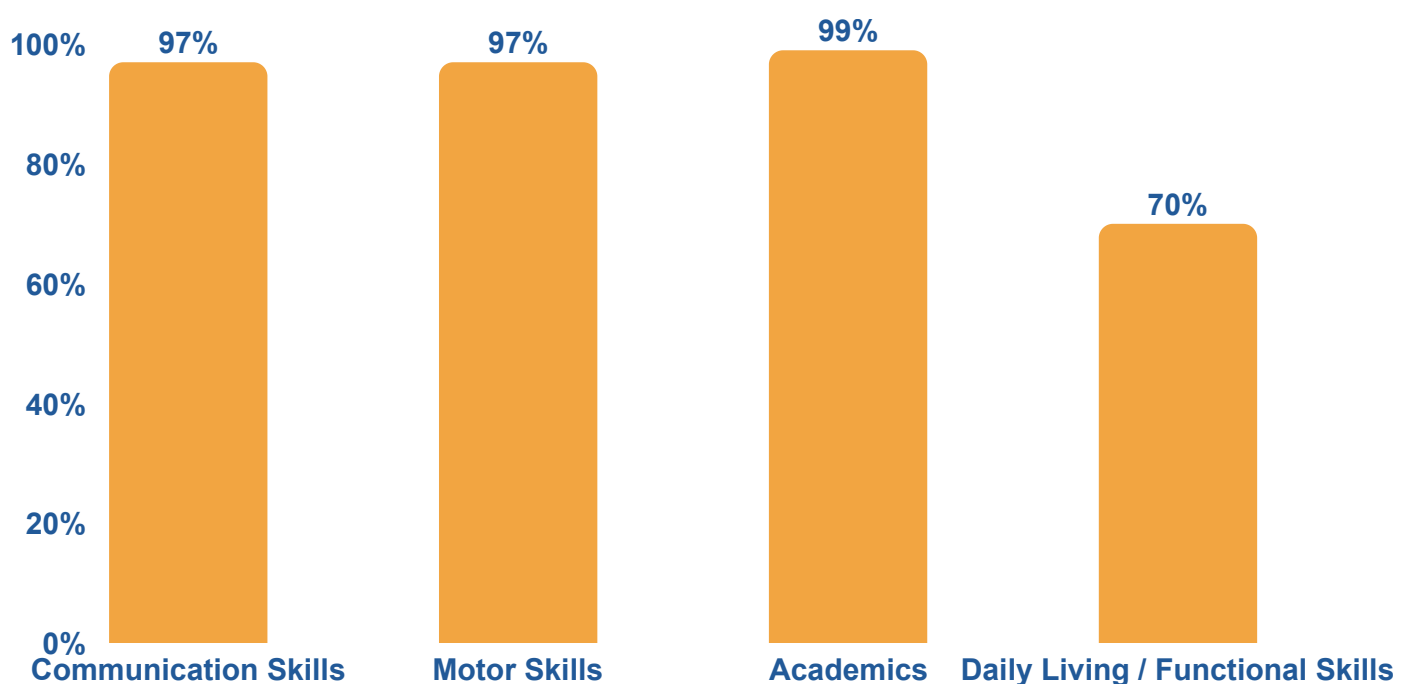
## Mainstream Integration & Employment

During the academic year 2025–26, Sangamam made significant progress in promoting inclusive education. Four additional children were newly admitted into inclusive schooling, bringing the total number of students enrolled in inclusive schools this year to 23, including 19 who were already integrated.

This year also marks an important academic milestone, with three students successfully completing their Class X examinations. Of these, two students have progressed to Class XI in inclusive schools, while one student has joined Amar Saradhambal ITI at ASSA, representing a noteworthy achievement for the institution.

In terms of employment and skill development, one student gained employment as a staff member in the tea canteen at ASSA. Additionally, five students are undergoing on-the-job training across various departments at ASSA, further strengthening their pathways toward independent living and sustainable livelihoods.

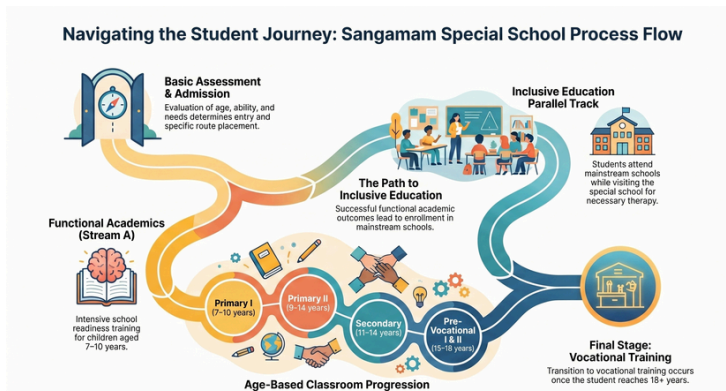
## Percentages of Children with Improvement Across Skill Areas (2025–26)



# STUDENT PROGRESSION PATHWAY

Children admitted to Sangamam follow a structured progression based on age and ability:

- Basic Assessment → Admission
- Primary I (7–10 years)
- Functional Academics (7–10 years)
- Primary II (9–14 years)
- Secondary (11–14 years)
- Pre-Vocational I & II (15–18 years)
- Inclusive Education (parallel track)
- Vocational Training (Above 18 years)



## D. ENABLING INCLUSION APP

The Enabling Inclusion App has become an essential tool in effectively managing and supporting the development of our children. It serves as a comprehensive digital platform that provides detailed information about each child, enabling a more structured, transparent, and data-driven approach to care and education.

Through the app, we can systematically track each child's progress using simple, well-designed visual charts. These insights help teachers and parents clearly understand the child's developmental profile, the interventions provided, and measurable progress over time. This has significantly strengthened parent engagement and communication.

The app also supports efficient monitoring of staff activities, including student and teacher attendance, location tracking, and detailed documentation of assessments conducted by educators and specialists. It provides a centralised system for recording therapy sessions, evaluations, and individualised education plans (IEPs), ensuring that all stakeholders have access to updated and consistent information.

Overall, the Enabling Inclusion App has played a crucial role in digitising processes, improving transparency, strengthening collaboration among stakeholders, and creating a more organised, efficient, and responsive working environment.

## YEAR IN REVIEW – HIGHLIGHTS

- One Special Teaching Assistant and two Teaching Assistants were appointed to support the educational needs of the students.
- Students from Sangamam School enthusiastically participated in the Saral Vizha cultural programme held at Courtallam on 22nd and 23rd January 2026.
- Student Karpagamari represented the school at a national-level athletics competition held in Haryana and secured third place in the 50-metre running event, winning a Bronze Medal.
- Sangamam students achieved outstanding success at the Chief Minister's Trophy held in Pattakurichi, securing the Gold Medal (1st Prize) in the Throwball competition.
- Fifteen students participated in the State-Level Yoga Competition held in Coimbatore on 5th February 2026. Ahammed Asmina and Thilagaraj won Gold Medals; Ananthi and Thirumalaisamy secured Silver Medals; Thirumalaisamy and Karthik won Bronze Medals.
- In the State-Level Yoga Competition held in Kadayanallur, nine students competed at the inclusive level alongside mainstream school students and won multiple prizes.
- In a State-Level Drawing Competition held on 26th January 2026, Mohamed Aslam, an Inclusive Education student, secured Second Place. He was honoured at the Differently Abled Commissioner's Office in Chennai, where he received a cash award of ₹8,000 along with a certificate.
- Mrs. Suriya, special educator participated in the National Conference on Inclusive Education held from 4th to 6th August 2025 in Pondicherry, where she presented a paper on Inclusive Education.
- Down Syndrome Day and Autism Day are celebrated in March and April to create awareness about these conditions.



## E. SUCCESS STORIES

### 1. Master Jegan — From Isolation to Inspiration

Jegan, a child diagnosed with autism, has shown remarkable progress through consistent support and intervention. From an early age, he was raised by his mother and grandparents, having been separated from his father. At the age of six, he was enrolled at Sangamam Special School to receive specialised education and care.

At the time of admission, Jegan had minimal social interaction and showed no attachment to others. He exhibited echolalia (echo speech), was unable to eat independently, and experienced significant sensory challenges.

With continuous special education and structured occupational therapy, Jegan gradually developed the ability to sit and engage in activities. Over time, his attention span improved, and he began responding to simple instructions. After two years of intervention, he was successfully enrolled in a mainstream school at Grade 2.

#### **Key Achievements**

- *Successfully enrolled in a mainstream school at Grade 2*
- *No longer exhibits signs of echolalia*
- *Guides and supports peers demonstrating hyperactive behaviour*
- *Won a prize at a district-level drawing competition*

Jegan's journey stands as an inspiring example of how early intervention, consistent support, and inclusive education can transform the life of a child with special needs.



## 2. Master A. Sakthivel — Building Independence Through Vocational Training

Sakthivel, aged 21, had been diagnosed with an intellectual disability. He is being raised by his single mother, who has been the sole provider and caregiver for the family since the passing of his father. Despite facing financial challenges, his mother has shown great resilience in ensuring his care and development.

Due to difficulties in academics, communication, and independent functioning, Sakthivel was enrolled in Sangamam's Vocational Training Programme. At the time of admission, he was highly dependent on his mother and exhibited low self-confidence.

Following a detailed assessment, Sakthivel was provided training in the preparation of phenyl and dishwashing liquid, along with life skills and work behaviour training. With consistent practice, structured guidance, and continuous encouragement, he demonstrated steady improvement in task performance, concentration, and social interaction.

### **Key Achievements**

- *Completes assigned tasks independently and with responsibility*
- *Successfully engaged in a supported work environment in the community*
- *Demonstrates positive work habits, responsibility, and growing independence*

Sakthivel has now secured employment in phenyl and dishwashing liquid preparation. Sakthivel's journey highlights the impact of vocational training and sustained support in enabling individuals with special needs to lead more independent and dignified lives.

