Tarbiyyah Global Academy
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SEND AND INCLUSION POLICY

Removing barriers so every pupil can learn online

ACADEMIC YEAR 2026 – 2027

Policy name	SEND and Inclusion Policy 2026–2027
Applies to	All pupils, parents, staff, trustees and volunteers of Tarbiyyah Global Academy
Policy owner	SENCO
Approved by	Ustadh Abu Zayn Haneef Sandhar, Headteacher
Agreed with	The Chair of Trustees, Tarbiyyah Education Trust
Date of issue	1 September 2026 (version 1.1)
Next review due by	31 August 2027
Read alongside	Equality, Diversity and Accessibility Policy; Supporting Pupils with Medical Conditions Policy; Admissions Policy; Assessment Policy; Behaviour and Online Conduct Policy
Availability	Published on the Academy website and Parent Portal. Available in large print or another accessible format on request.

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1. Our Commitment

Tarbiyyah Global Academy welcomes pupils with special educational needs and disabilities (SEND). Every child is an amanah, and every child deserves teaching that meets their needs. Online learning can remove some barriers (for example, sensory overload of busy corridors) and create others (for example, sustaining attention on a screen). We plan for both.

2. Legal Framework

The Academy has regard to the Children and Families Act 2014, the SEND Code of Practice: 0 to 25 years, the Equality Act 2010 and the OEAS standards. Where a pupil has an Education, Health and Care plan (EHCP), the Academy works with the family and the naming local authority, recognising that the local authority decides whether online provision is suitable to meet the plan.

3. Definition

A pupil has special educational needs if they have a learning difficulty or disability that calls for special educational provision. Needs fall into four broad areas: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs.

4. Roles and Responsibilities

Role	Responsibilities
SENCO	Leads SEND provision; maintains the SEND register; coordinates support plans; advises staff; liaises with parents and external professionals
Teachers	Responsible for the progress of every pupil in their class, including those with SEND; provide high-quality, adapted teaching
Headteacher	Ensures the SENCO has time and resources; reports to trustees
Trustees	Appoint a trustee with oversight of SEND; monitor the quality of provision
Parents	Share information and professional reports; work in partnership on support plans

The Academy's SENCO is Nadia Qureshi, who can be contacted through the Academy office.

5. Identification: the Graduated Approach

The Academy follows the assess – plan – do – review cycle:

1. Assess: information from admission, baseline assessments, teacher observations, parent views and professional reports.
2. Plan: a SEND Support Plan with clear outcomes, strategies and adjustments, agreed with parents and the pupil.
3. Do: teachers and support staff deliver the plan; the SENCO supports.
4. Review: progress is reviewed at least termly with parents and the pupil.

6. Adaptations for Online Learning

Need	Examples of adaptation
Attention and focus	Shorter tasks, movement breaks, visual timers, clear routines, reduced on-screen clutter
Communication and interaction	Pre-teaching vocabulary, structured turn-taking, chat as an alternative to speaking, predictable breakout groups
Cognition and learning	Chunked instructions, worked examples, recorded explanations, assistive technology such as Immersive Reader and dictation
Social, emotional and mental health	Agreed camera arrangements, a trusted adult check-in, calm-down strategies, advance notice of changes
Sensory and physical	Captions and transcripts, adjustable text size and contrast, keyboard alternatives, reduced screen-time plans

Small-group and one-to-one intervention sessions are held through the Student Portal, recorded, and follow the Live Lesson Protocols.

7. Admissions

Applications from pupils with SEND are welcomed and considered on the same basis as others. Before offering a place, the Academy considers whether, with reasonable adjustments, online provision can meet the pupil's needs. Where it cannot, reasons are given in writing. The cost of reasonable adjustments is never passed to families.

8. Working with Parents and Professionals

Parents are partners in every decision. The Academy works with educational psychologists, speech and language therapists and other professionals, whether in the UK or abroad, and welcomes their reports.

9. Concerns

Parents who are concerned about SEND provision should speak first to the SENCO; if unresolved, they may use the Concerns and Complaints Policy.

10. Monitoring and Review

The SENCO reports termly to the Headteacher and annually to trustees on SEND numbers, provision and progress. The policy is reviewed annually.

Approved by: Ustadh Abu Zayn Haneef Sandhar, Headteacher · Next review due: 31 August 2027 · Tarbiyyah Global Academy · A specialist education, rooted in faith