

Explaining the Special Education Needs (SEN) Review Process








A Guide for Leaders, Staff, Parents/Guardians, and
Learners in Special Education Institutes



Who we are

We are the Education and Training Quality Authority (BQA), an independent body that reviews the performance of education and training institutions, measures students' performance in pre-university education, and manages the National Qualifications Framework.

Our Role

-  We review and report on the quality of SEN education and training institutions.
-  We do not review care centres, rehabilitation centres, medical services, or purely care institutions.
-  We provide fair and constructive feedback to support improvement.
-  We inform parents, learners, and the community about the quality of support available.
-  We do not manage daily operations or act as a regulator.

Our reviews are

- **Independent and fair:** carried out by trained SEN reviewers.
- **Constructive:** highlighting both strengths and areas for improvement.
- **Inclusive:** focused on the experiences and outcomes of learners with SEN.





Review Areas for Special Education Institutes

The reviews focus on two main areas:



Teaching and Learning

How learners' needs are understood and supported, and how teaching, resources, and environments help them progress and feel included.



Leadership and Management

How the school or setting supports inclusive education, plans improvements, develops staff, and engages parents and the community.

Special Education Review Reports Provide

- **Positive Aspects:** The areas in which the institute is effective in supporting learners with special education needs.
- **Areas for Development:** Identifying aspects that require improvement and that affect the effectiveness of the services provided by the institute in supporting learners with special education needs.
- **Recommendations:** Practical suggestions for future development and improvement.

There are no judgments; reviews focus on supporting learners' growth and improvement.

Review Process at a Glance

Before review Visit

4 weeks before review

Institute submits their Self-Evaluation Form (SEF) and supporting documents.

2 weeks before review

- Review dates confirmed.
- Parents surveys are shared.

Days before review

Lead Reviewer contacts the institute's leadership team to finalise the review plan.

During Review visit

The visit usually takes 2 days

- Reviewers visit lessons, therapy sessions, and learner activities.
- They look at learners' work, records, and progress.
- They speak with leaders, practitioners, learners, and parents.
- Final feedback is provided to the leadership team.

After review visit

Within 4 weeks after review

Draft review report sent to the institute for fact-checking.

Within 4 weeks after sending the draft report

The institute prepares an Action Plan based on recommendations.

Once the report is finalised

Final report published on the BQA website.

For SEN Leaders






What reviewers focus on

- Vision, strategy, and inclusive practices.
- Staff development and use of data to track learners' progress.
- Partnerships with parents, therapists, and the community.



Expected procedures in review

-  Meetings with reviewers.
-  Questions on planning, resources, and learner outcomes.
-  Final feedback, draft and final reports with recommendations.

FAQs for SEN Leaders

How often are SEN reviews carried out?

Usually once every two years.

Do we receive a grade or judgement?

No. Reports highlight strengths and recommendations only.





Who reads the review report?

The full report is published on the BQA website.

How should we prepare?

Provide an honest self-evaluation and encourage staff, parents, and learners to participate. Let staff and learners know that some lessons and activities will be observed.

How to be involved in the review

-  Provide accurate self-evaluation and evidence.
-  Share requested documents on time.
-  Encourage staff, parents, and learners to engage openly.
-  Lead the follow-up through improvement planning.

For Parents/Guardians



What reviewers focus on

- Communication between SEN institutes and families.
- How parents' feedback is considered.
- The quality of support for learners' development.



Expected procedures in review



You will receive a survey.



You may be invited to a meeting or discussion.

FAQs for Parents/Guardians

Will my feedback be confidential?

Yes, surveys and discussions are treated confidentially.

Do reviews affect my child's daily routine?

No, classes and activities continue as usual.

How often are SEN reviews carried out?

Usually, once every two years.

How will I know the results?

The full report is published on the BQA website.

What role do parents play?

Share honest feedback, and let your child know that some lessons or activities may have visitors, so they feel comfortable.

How to be involved in the review

Share feedback openly in surveys and meetings.

Stay engaged with your child's progress and support.

For Practitioners

(Teachers, Support Staff, Therapists)



What reviewers focus on

- How teaching and support are adapted to individual learners' needs.
- The quality of assessment and progress monitoring.
- Collaboration among teachers, assistants, and specialists.



Expected procedures in review



A sample of lessons and therapy sessions will be observed.



Reviewers may ask about your methods and support strategies.



You may be invited to discussions or interviews.

FAQs for Practitioners

Will every teacher or therapist be observed?

No, reviewers observe a sample across different areas.

Are observations linked to my appraisal?

No, reviews are independent of performance management.

What if my lesson does not go well?

Reviewers look for patterns, not isolated incidents.

Can reviewers ask me questions?

Yes, but in a supportive way that won't disrupt your work.

Do I need to prepare special lessons?

No, continue as normal.

How to be involved in the review



Teach and support as normal, no special preparation needed.



Provide examples of learner progress and support strategies.



Share openly about your work and challenges.

For Learners






What reviewers focus on

- Your learning, progress, and skills.
- Your well-being, safety, and independence.
- Whether you feel respected, supported, and included.



Expected procedures in review

-  Reviewers may visit your classes or activities.
-  They might ask about your experiences.
-  You may be invited to share your work.

FAQs for Learners

Do I need to prepare for the review?

No, just be yourself.

Will I be tested?

No, reviewers do not give examinations.

Do I have to meet reviewers?

Some learners will, but not all.


What if I don't know the answer to a question?


That's okay; just share your honest experience.

Why do reviewers talk to learners?

Because your views and experiences are an important part of the review.

How to be involved in the review

 Be yourself and answer honestly.

 Share what helps you learn and what could be better.



For more information, visit www.bqa.gov.bh