

Special Education Needs (SEN) Reviews Guide

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Contents

1. Overview
2. Eligibility Criteria for Reviews
3. Review Principles
4. Education as a Fundamental Pillar
5. Review Aspects
6. Review Process
7. FAQs





Overview



About BQA

Education & Training Quality Authority (BQA), is 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 in SEN Reviews

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

Special Educational Needs (SEN) Review Handbook

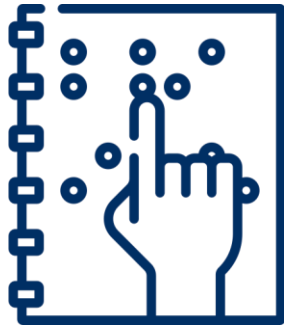


What is the SEN Review Handbook?

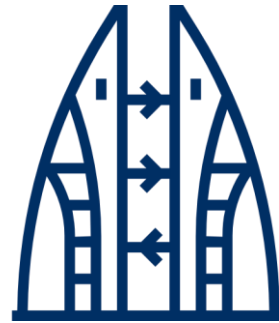
It is a handbook prepared by the Education & Training Quality Authority to review special education needs institutes and the quality of services they provide.

Eligibility Criteria for Reviews

BQA has defined standards for institutes' eligibility for SEN Reviews, which are:



Dedicated to learners with
Special Needs



Operating in the Kingdom of
Bahrain



Licensed by the relevant
regulatory body

Review Principles

Review criteria are founded on these key principles:

Promote transparency and
accountability



Protect rights and ensure
equality for learners with
special needs



Adhere to Bahraini law and UN
disability conventions



Education as a Fundamental Pillar

Education is the cornerstone of reviewing special education institutes, demonstrated through:



A Safe and Protective
Environment



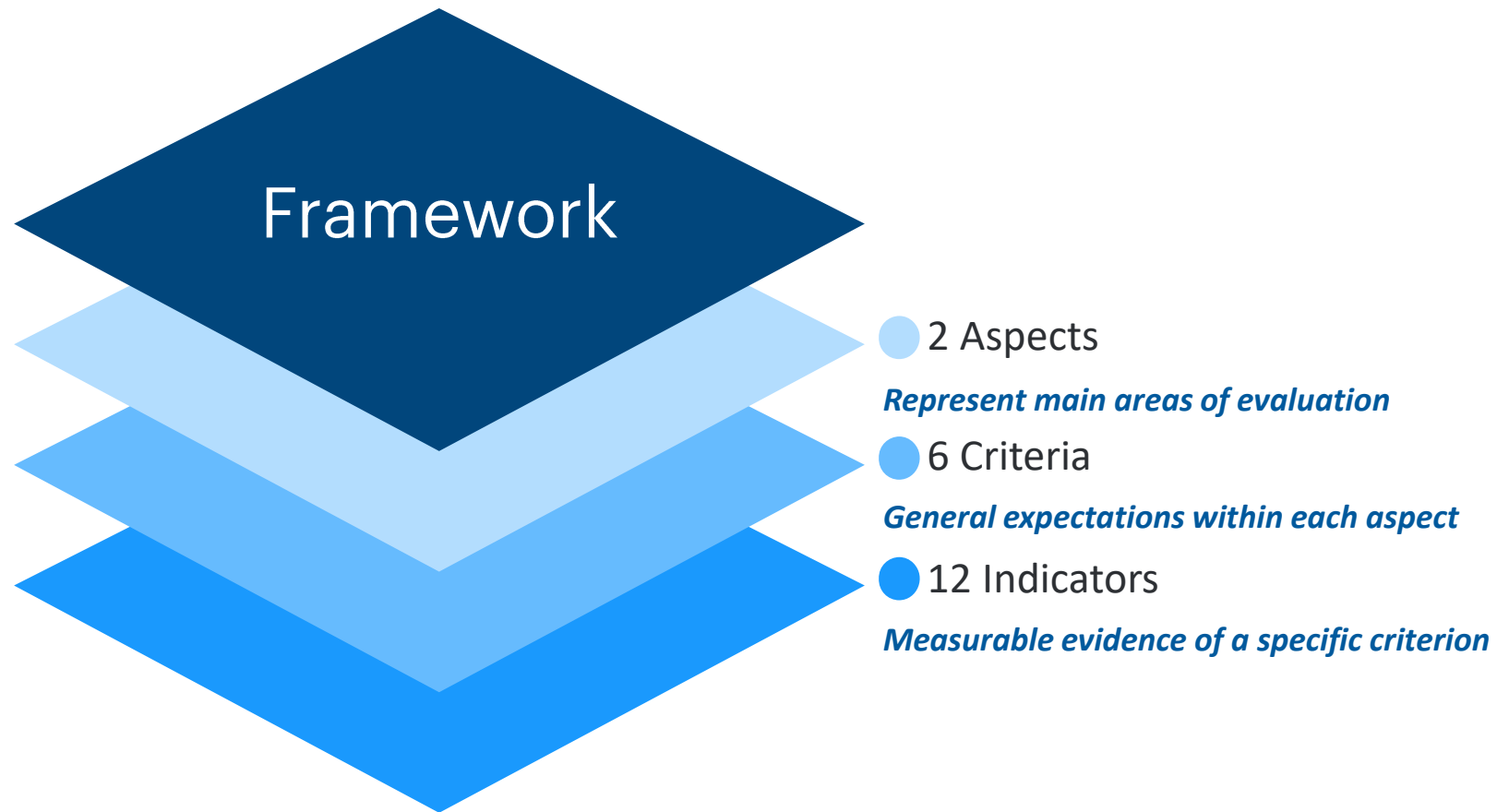
Multidimensional
Diagnosis and
Evaluation



Meeting Individual
Needs

SEN Review Aspects

Special Education Needs (SEN) Review General Framework consists of Aspects, Criteria, and Indicators



SEN Review Aspects

The SEN reviews evaluate 2 main aspects. Each Aspect includes a set of criteria measured by relevant indicators, as shown below:

Aspect 1: Quality of learning & teaching		Aspect 2: Quality of leadership & management	
Criteria	Indicators	Criteria	Indicators
1.1 Assessment & Planning	1.1.1 Assessment process 1.1.2 Educational support	2.1 Leadership	2.1.1 Leadership Effectiveness and Continuous Improvement 2.1.2 Providing Well-being & care
1.2 Progress	1.2.1 Positive Behaviours 1.2.2 Individual learning programme(s)	2.2 Procedures/Records	2.2.1 Documentations & records 2.2.2 Procedures
1.3 Teaching	1.3.1 Educational environment 1.3.2 Teaching	2.3 Comms & Involvement with stakeholders	2.3.1 Communications with stakeholders 2.3.2 Stakeholders engagement

Review reports highlight key strengths and provide actionable recommendations to support ongoing improvement.



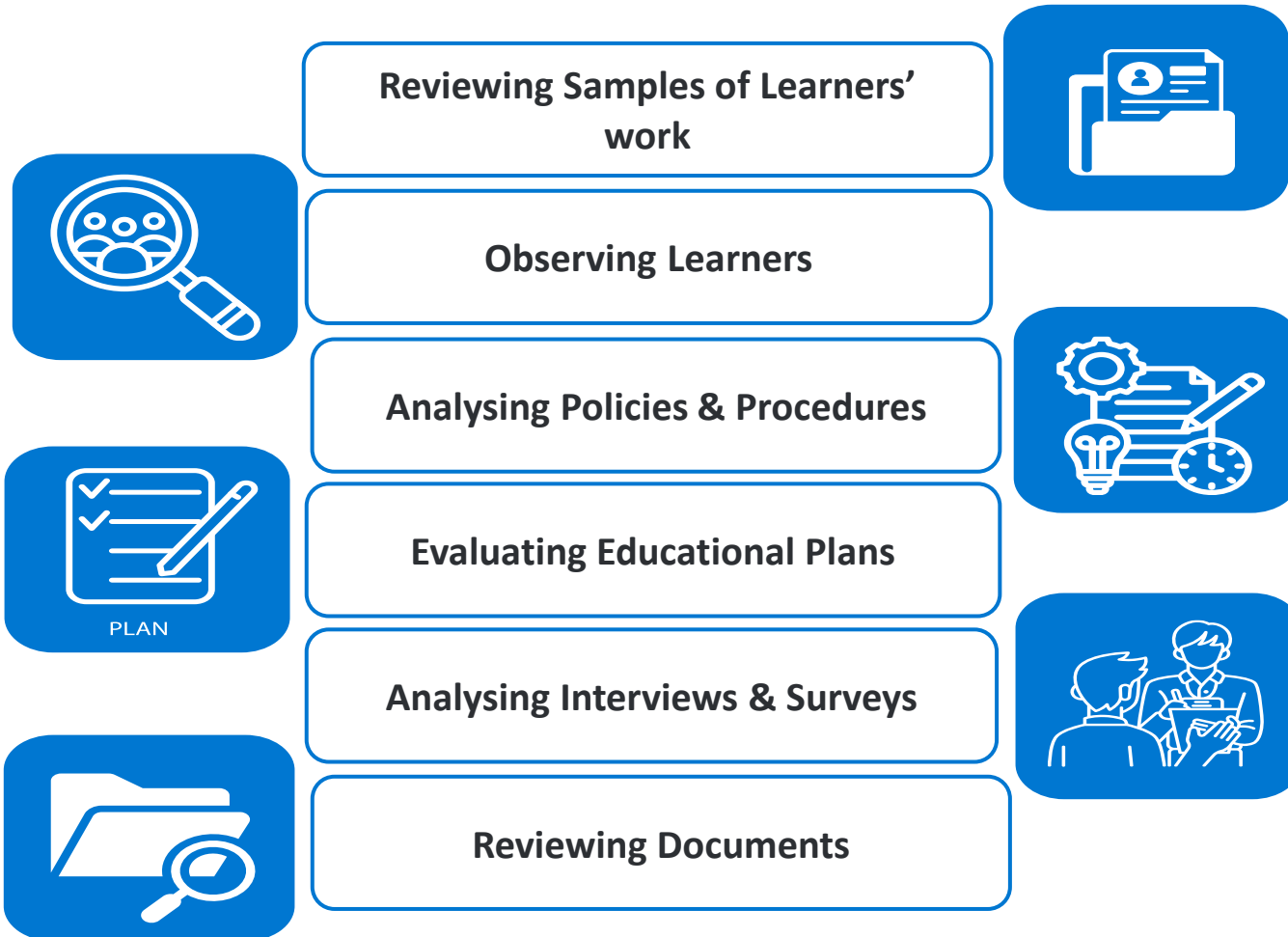
Aspect 1

Quality of Teaching and Learning








Assessing the effectiveness of “Quality of Teaching & Learning” Aspect

BQA reviewers will carry out a number of processes during the review to evaluate the effectiveness of the domain, including:



Sources of Evidence for “Quality of Teaching & Learning” Aspect

institutes must ensure the availability of evidence and make the following preparations:

	Learners' Work	Samples across ability levels are organised and accessible
	Lesson Observations	A schedule is provided for classroom visits
	Teaching & Learning Plans	Individual and group plans are provided
	Assessment Records	Learners' progress and attainment data are available
	Interview Preparations	Staff, learners, and parents/guardians are briefed for interviews/surveys



Aspect 2

Quality of Leadership & Management



Assessing the effectiveness of “Quality of Leadership & Management” Aspect

BQA reviewers will carry out a number of processes during the review to evaluate the effectiveness of the domain, including:

Evaluate the resources and the learning environment to ensure they are appropriately equipped for the type of cases served.



Assessing Leadership Awareness

Conducting Interviews, Survey, &
Document Analysis



Analysing Plans



Sources of Evidence for “Quality of Leadership & Management” Aspect

institutes must ensure the availability of evidence and make the following preparations:



Strategic Plans & Governance

Develop an operational plan with clear objectives and policies, and update it regularly.



Learner & Staff Records

Organise Files, performance data, and professional development/training records



Resource Management

Provide evidence of effective use of resources; facilities that are safe, and well-equipped



Educational Programmes

Provide internal and external programs and the effectiveness of their implementation



Stakeholder Engagement

Provide evidence of communication with parents, guardians, and community partners



Review Processes



Review Processes and procedures

The review process, at all its stages, is subject to procedures that ensure its quality. It is divided into three main phases, as follows:

Before the Review

4 weeks before the review

institutes submit their Self-Evaluation Form (SEF) and supporting documents.

2 weeks before the review

- Review dates confirmed.
- Parents/Guardians, Learner, and Practitioner surveys are shared.

Days before the review

Telephone communication between the lead reviewer and the institution's leadership team to discuss review arrangements.

During the Review

Review visit usually lasts 2 days

- Reviewers visit learners' activities, and sessions.
- They look at learners' work, records, and progress.
- They speak with leaders, practitioners, learners, and parents/guardians (if applicable).
- Final feedback is provided to the leadership team.

After the Review

Within 4 weeks after the review

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

Within 4 weeks after the draft report

The institution prepares an Action Plan based on recommendations.

Once the final report is endorsed

Final report published on the BQA website.

Preparing for the Review

	SEN Leaders	SEN Practitioners
Before the Review	<ul style="list-style-type: none"> • Submit self evaluation form (SEF) and all required documents. • Update key documents & plans. • Brief staff. 	<ul style="list-style-type: none"> • Prepare relevant records. • Review learner plans.
During the Review	<ul style="list-style-type: none"> • Meet reviewers. • Provide evidence. • Clarify processes. 	<ul style="list-style-type: none"> • Reviewers will join sessions/activities. • Answer reviewers' questions/clarifications. • Share strategies.
After the Review	<ul style="list-style-type: none"> • Verify draft report. • Draft an Action Plan. • Monitor progress. 	<ul style="list-style-type: none"> • Support follow-up actions. • Apply feedback. • Document improvements.



Frequently Asked Questions (FAQs)



FAQs and their answers

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 for the review?

Provide an honest self-evaluation and encourage staff, parents/guardians, and learners to participate in the review procedures.

FAQs and their answers

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 doesn't 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.

FAQs and their answers

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?

A full report is published on the BQA website.

What role do parents/guardians play?

To provide feedback either through the parent survey sent to them or during interviews conducted with a sample of parents during the review.

FAQs and their answers

For learners

Do I need to prepare for the review?

No, just be yourself.

Will I be tested?

No, reviewers do not give examinations.

Will I 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.

