



THE QURAN HUB

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Inclusion & SEND Policy

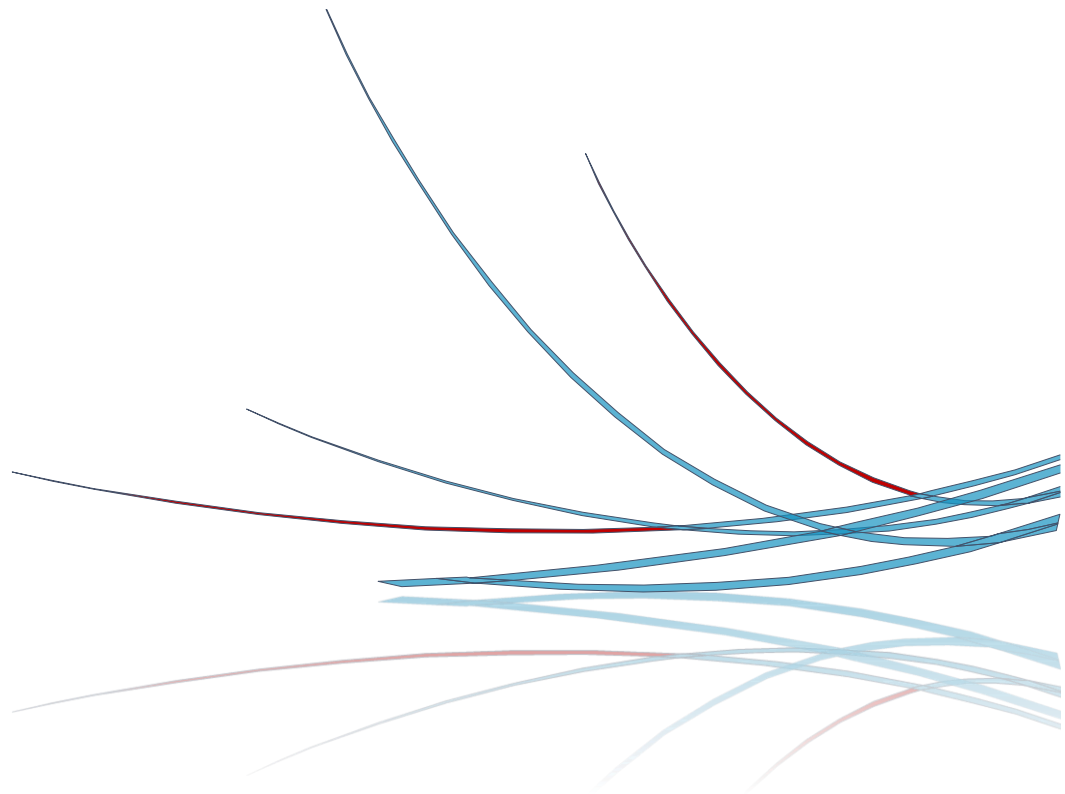


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“Make things easy and do not make things difficult; give glad tidings and do not drive people away.”

Ṣaḥīḥ al-Bukhārī 69; Ṣaḥīḥ Muslim 1734

1. Vision and Islamic Ethos

The Quran Hub believes that access to Qur'ān, Islamic knowledge and sound tarbiyyah should not depend on a child learning in one particular way or at one particular speed. Every student has individual strengths, needs and circumstances, and our one-to-one model allows tuition to be personalised accordingly.

Our role is not to force every learner towards a single destination such as becoming a Ḥāfiẓ, Qāri' or 'Ālim. Our aim is to establish a strong foundation: love of Allah, connection with the Qur'ān and Sunnah, sound practice, good character, confidence and understanding. Students can then develop along a path suitable to their ability and aspirations.

2. Scope and Principles

This policy applies to diagnosed or suspected special educational needs, disabilities, neurodevelopmental differences, communication needs, learning difficulties, mental-health or emotional needs, sensory/physical needs and other circumstances requiring reasonable adaptation.

- Dignity – every child is treated respectfully and never reduced to a diagnosis or label.
- High expectations without identical expectations – students are challenged appropriately without assuming that the same pace or output is fair for everyone.
- Personalisation – teaching methods, pace and resources may be adapted to the learner.
- Partnership – parents/carers are central to planning support and the student's own views are considered where appropriate.
- Reasonable adjustment – TQH will take proportionate steps to reduce barriers within the scope of an online tuition service.
- Safeguarding and inclusion – support must protect the child's welfare, dignity and right to participate.

3. Understanding SEND

TQH uses the four broad areas of need commonly used in England as a helpful framework:

1. **Communication and interaction** – for example autism or speech/language differences.
2. **Cognition and learning** – for example dyslexia or broader learning difficulties.
3. **Social, emotional and mental health** – for example significant anxiety, emotional regulation or attention-related needs.

4. **Sensory and/or physical needs** – for example hearing, vision, mobility or sensory-processing needs.

A student may have needs across more than one area. TQH does not diagnose conditions. Our role is to identify learning barriers we observe, listen to families, implement reasonable educational strategies and recommend appropriate professional assessment where needed.

4. Admissions and Identification

TQH welcomes applications from students with SEND and does not operate a blanket exclusion based on diagnosis. Parents/carers are encouraged to share information that may reasonably affect safe and effective tuition, including relevant assessments, school strategies, communication/sensory needs, triggers, successful techniques and accessibility requirements.

A need may be identified by a parent, student, tutor or Education Team. Tutors should record observations factually and avoid assumptions. Difficulty with attention, processing, memory, language, recitation, behaviour or engagement may have different causes and should be discussed sensitively.

5. Personalised Support

Where ongoing adaptation is required, TQH may create a Personalised Learning Support Plan (PLSP). Support is proportionate and practical rather than bureaucratic.

1. **Assess** – consider parent/student information, tutor observations and any relevant professional reports shared with TQH.
2. **Plan** – agree the main barriers, strategies, reasonable adjustments and a realistic review point.
3. **Teach** – implement the agreed strategies consistently while maintaining appropriate challenge and encouragement.
4. **Review** – consider what has helped, the student's progress and wellbeing, and whether support should continue or change.

6. Reasonable Adjustments

Depending on the student, reasonable adjustments may include:

- slower pacing, shorter instruction sequences and extra processing time;
- repetition, overlearning and regular recap;
- visual schedules, checklists, predictable routines or uncluttered worksheets;

- larger text or reduced on-screen distraction;
- planned movement/sensory breaks or shorter tasks;
- alternative ways of responding or demonstrating understanding;
- approved assistive technology;
- adjusted camera expectations where a disability, sensory profile or significant anxiety makes continuous camera use disproportionately difficult;
- additional parent support at the beginning or end of lessons where appropriate.

Adjustments are individual. They should remove unnecessary barriers without undermining safeguarding, the educational purpose of the lesson or the student's dignity.

7. Progress, Curriculum and Tarbiyyah

TQH does not measure every student against one fixed pace of Qur' ān reading, memorisation or Islamic Studies. Progress is considered from the student's starting point and may include consistency, effort, understanding, confidence, recitation accuracy, knowledge and character development.

Targets should be stretching but realistic and may be broken into smaller steps. Tutors should recognise effort, perseverance and character as well as attainment. Tarbiyyah is developed through compassion, responsibility, sincerity, resilience and adab – never humiliation or shaming.

Disability-related difficulty should not automatically be treated as laziness or misconduct. Where behaviour is inappropriate, TQH will consider whether disability, communication difficulty, anxiety or distress contributed before deciding on a response.

8. Social, Emotional and Mental Health

Some students may experience anxiety, low mood, trauma-related difficulty, emotional dysregulation or other wellbeing needs. Tutors are not therapists and must not diagnose or provide clinical treatment, but they should teach with patience, clear routines and compassion.

- Avoid shaming, sarcasm or unnecessary confrontation. Allow reasonable regulation and processing time.
- Use predictable routines and clear instructions.
- Report immediately any disclosure or concern involving abuse, self-harm, suicidal thoughts, exploitation or another serious risk.
- Encourage parents to seek appropriate professional support where needs fall outside TQH's educational remit.

9. Parents and External Professionals

Parents/carers are key partners. TQH welcomes information about what works well for the student and, with appropriate consent, may consider relevant recommendations from schools, SENCOs, speech and language therapists, occupational therapists, psychologists, CAMHS or other professionals.

TQH will not ordinarily contact an external professional about a child without parental consent unless safeguarding, legal duty or another lawful basis requires information sharing.

10. Staff Recruitment and Training

TQH's inclusion standards depend on safe, knowledgeable and professional staff. Recruitment and development therefore combine Islamic credibility, academic competence and safeguarding practice.

- staff must have a verified legal Right to Work in the UK for the role;
- tutors working with children are required to hold an Enhanced DBS check where the role is eligible and required under TQH's safeguarding arrangements;
- tutors are expected to demonstrate appropriate Islamic knowledge/conduct and the academic/teaching competence needed for their duties;
- all tutors receive safeguarding, e-safety and inclusion/SEND expectations through induction and ongoing development;
- TQH provides three formal staff INSET/development points across the academic year, with additional training or supervision where a need is identified;
- staff must seek guidance rather than act beyond their competence when a student presents with complex needs.

11. Safeguarding, Data Protection and Complaints

Students with SEND may be more vulnerable to bullying, misunderstanding, exploitation or isolation. TQH will take such concerns seriously and apply its Safeguarding and Anti-Bullying procedures. Safeguarding concerns are referred to the DSL immediately and are not delayed for an SEND review.

Information about disability, diagnosis, mental health or medical needs can be sensitive personal data. It will be stored in approved TQH systems, accessed only where necessary and handled in line with TQH's Data Protection Policy.

If a parent believes an inclusion need or agreed adjustment has not been handled properly, they should first contact tahir@thequranhub.co.uk. If unresolved, the matter may be raised through the TQH Complaints Policy.

There may be circumstances where a child requires specialist therapeutic, medical, behavioural or in-person provision that TQH is not qualified or resourced to provide. Before deciding that TQH cannot reasonably meet a need, we will normally discuss the difficulty with the parent, consider reasonable adjustments and whether another TQH arrangement would be more suitable. Decisions will be based on the individual circumstances, not a diagnosis alone.



Appendix A – Personalised Learning Support Plan (PLSP)

Student name	
Date of birth	
Tutor	
Parent/carers	
Date created / review date	
Diagnosis / identified need (if applicable)	
Strengths, interests and motivators	
Main barriers in TQH lessons	
Agreed teaching strategies / reasonable adjustments	
Communication / sensory considerations	
Short-term learning and tarbiyyah priorities	
Parent / student comments	

Review notes / what has worked:

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Outcome: ☐ Continue support ☐ Amend support ☐ Further assessment/advice recommended ☐ Plan can close

Parent/carers	TQH reviewer	Date