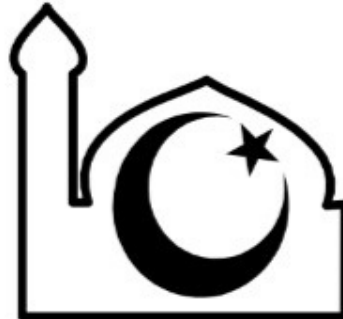


بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*In the name of Allah, the Gracious, the Merciful*



## Individual Education Plan



# Special Educational Needs & Disability and Inclusive learning

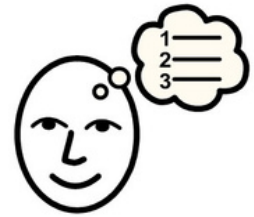
The Holy Qur'an is the fundamental basis of Islam. Its teachings affect every aspect of our lives as Ahmadi Muslims. The Holy Qur'an speaks of the need for acceptance for special needs and the need for special provision for them.

Developments in education in the last few years have allowed for an array of new techniques for teaching these children. There has been significant development of our understanding of special needs. This guide has been written to assist and inspire parents and teachers on how to develop strategies to teach their students.

According to the Lajna SEND Shura Proposal October 2018 which was approved by Huzur (adba). The SEND Committee has been created to provide a platform to enable access for religious education for children with SEND. To enable children with SEND and their parents to feel included and involved as active and valued members of our Jamaat. We will simplify & adapt the above & provide tools & resources to scaffold learning. Making Reasonable adjustments means we must plan to meet the access needs of the different types of disabilities within our local/regional majalis. This is the responsibility for all lajna office bearers.

# Special Educational Needs

Before we start to establish Strategies of how to teach the Holy Quran. We have to understand some of the different types of Special Educational Needs (SEN). It is important to discuss this with the student or their carer in order to create an individual learning plan.



## TYPES OF SEN

### Cognitive and Learning Needs

#### Dyscalculia

Below age related expectations in: reading, writing, maths, thinking and processing difficulties, language processing, ordering, sorting, word finding delays.

#### Dyslexia

#### Dyspraxia

### Social, Emotional and Mental Health

Behaviours communicating SEN needs: disruptive, antisocial and uncooperative behaviour, temper tantrums, frustration, anger and verbal physical threats, aggression, withdrawn and depressed attitudes, self-harm, stealing, truancy, vandalism, drug abuse, setting fires.

#### ADHD Anxiety

#### Autism

#### Depression



### Physical and Sensory Needs

Under sensitive or over sensitive, to lights, smells, sounds taste, textiles and textures, difficulty moving without aids, supports, wheelchair, need seating support, writing wedges, speak loudly, ignore instructions, problems seeing normal sized fonts, books and texts, reluctant to write, low self esteem, slips and falls,

#### Sensory impairment or disorder

#### Medical diagnosis or condition

#### Hearing /visual impairment

### Communication and Interaction

Difficulty in processing and understanding language, difficulty with the use of spoken language or non verbal communication, limited range of words, difficulty working with others, understanding others, problem solving, games, play and social skills, speech sound difficulty, poor attention span and concentration, poor listening skills

#### Speech language and communication needs

#### Anxiety

#### ADHD

# Adapting Teaching Strategies According to Needs-Key Principles to Keep in Mind

(Lajna Imailah Refresher Course SEND Training 2018)

- Learning and progress should be ability appropriate not age appropriate
- To make reasonable adjustments for inclusion
- Create building blocks of learning
- Slow and steady
- Provide a framework to scaffold religious learning
- We should ensure we recognise wide spectrum of needs
- Verbal / Non Verbal learners
- Middle ground
- Individualised learning according to needs & abilities.
- Praise achievement
- Praise effort
- Celebrate the small steps
- Understand
- Take as long as it takes - don't get frustrated!
- Be patient



## Key Principles

Always remember to put the child's needs at the heart of what you do.

Keep things simple, incorporating education and social targets - SMART (Sustainable, Measurable, Achievable, Realistic and Timed)

Love for All  
Hatred for None

# Explaining SMART Targets/Goals



The term SMART means specific, measurable, achievable, realistic, and timed.

**S** Specific

**M** Measurable

**A** Achievable

**R** Realistic

**T** Timed

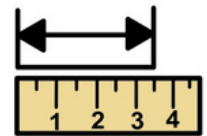
## Specific

Specific goals target to what exactly the student will learn. Include clear descriptions of the knowledge and skills that will be taught and how the child's progress will be measured. For examples, LEARN TO READ THE HOLY QURAN

## Measurable

Measurable goals allow parents and teachers to know how much progress the child has made since the performance was last measured. With measurable goals, you will know when the child reaches the goal. Which of these two goals is measurable and observable? For examples

<sup>ST</sup> SHORT TERM Learning objective: TO LEARN MY ALPHABET



## Achievable

The goal needs to be **attainable** to be successful. It should stretch student's abilities but still remain possible.

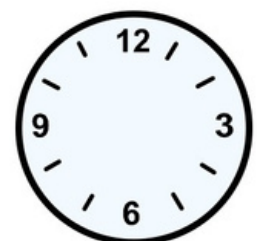


## Realistic

Realistic, relevant goals and objectives that address the Students unique needs that result from the disability.

## Timed

Goals and objectives are timed. What does the child need to know and be able to do after one year/6month/1 months of specialised learning plan etc? What is the starting point for each of the child's needs (present levels of academic achievement and functional performance)? Time-limited goals and objectives enable to monitor progress.



# Parent/Teacher 'About Pupil' Form

Please use this form to help write up the IEP and plan classes. Discuss pupil likes, dislikes and useful support ideas. This should help make the SMART targets. The form should be given in advance to parent then reviewed together with teachers so the IEP targets can be established and lessons be planned accordingly.

Pupil Name:

What does your child Like	What does your Child Dislike	Useful supports and resources your child uses and needs.	Any other relevant information that may help. (pictures are helpful too)



# Adapting Teaching Strategies According to Needs-Individual Learning Plan. (Template)

Nasirat with SEND can choose from jamaat resources what they would like to learn or have learnt, this should be checked and awarded. Learning Support should be given to aid the individuals learning according to their learning style.

Lajna and Nasirat Individual Learning Plan for:

Nasirat/Lajna:

Age (Nasirat):

This will be awarded on Ijtema with specific award of achievement

Targets set in the Personalised learning plan should be "SMART", which stands for:

**S**pecific, so that it is clear what the child should be working towards

**M**easurable, so that it is clear when the target has been achieved

**A**chievable, for the individual child

**R**elevant, to the child's needs and circumstances

**T**ime-bound, so that the targets are to be achieved by a specified time

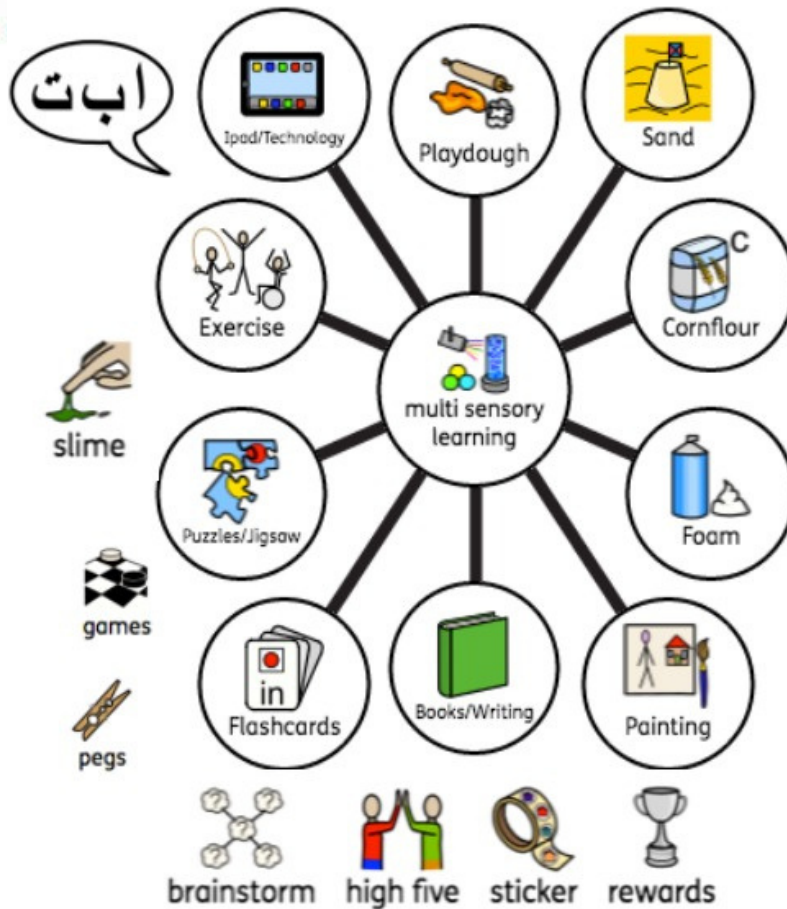
These targets should be discussed with member and parent/carer and agreed.

Personal SMART Targets	Strategies/support/Resources	Please tick & smiley face when achieved

Parent Sign:

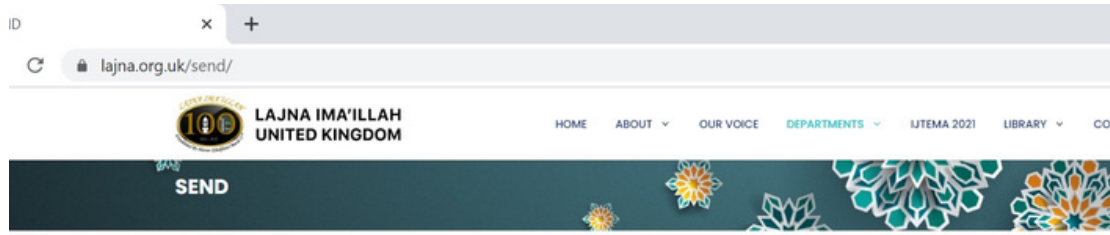
Teacher/Secretary/Sadr Sign:

# LEARNING STYLES





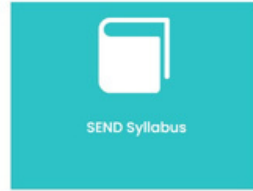
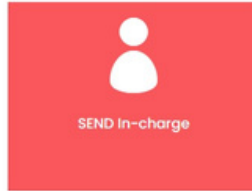
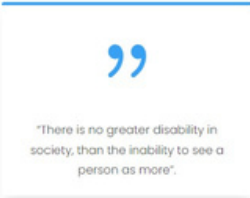
Please see the ideas, resources, and guides on the Lajna SEND Page <https://lajna.org.uk/send/>.



By the grace of Allah, a committee of SEND professionals has been established in Lajna Imaillah UK. The main purpose is to raise awareness and provide training to ensure the inclusion and support for children and adults with Special Educational Needs and Disabilities within our organisation.

In order to improve our understanding of SEND we provide training material, posters, leaflets and banners that can be used to raise awareness amongst members.

The terminology related to SEND can be overwhelming. We have therefore created a [glossary](#) and reference list to make it more accessible for all.



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