


RAHAINTERNATIONALSCHOOLKHALIFA CITYCAMPUS

POLICIES

Policy title	In-School Specialist Services Policy
Policy number	KCC_POL_ISS_01
Policy Version	2
Effective date	June 2025
Scheduled review date	October 2027

Approving Committee	Name	Signature
Principal	Peter Taylor	

Purpose

To ensure students with additional learning needs have timely, equitable access to high-quality specialist therapeutic services within the school setting, in line with ADEK's In-School Specialist Services Policy.

Scope

This policy applies to all students, staff, external centers, and therapists operating within [School Name], in accordance with ADEK regulations.

Key Terms (aligned with ADEK definitions)

- **Additional Learning Needs:** Support needs due to academic, behavioral, physical, or social-emotional challenges requiring accommodations or modifications.
- **Individual Education Plan:** IEP is a document outlining specific goals and support for students and are create for all our Tier 2 and Tier 3 students.
- **Classroom Accommodation Plan:** CAP is a document outlining the accommodations that need to be in place in the classroom setting and are created for all our Tier 1 students.
- **Centers:** Institutions licensed by DoH or MoCD to deliver specialist services.
- **Specialist Services:** Therapies such as speech and language, occupational therapy, behavioral therapy, etc., delivered by licensed professionals.
- **Specialist:** A professional holding a valid DoH or MoCD license.
- **In-School Specialist Services:** Services provided on school premises by external licensed specialists.

Roles and Responsibilities

- **School:**
 - Facilitate the identification and referral process.
 - Ensure adherence to school procedures.
 - Maintain confidential records of medical and therapy reports, accessible only to the Head of Inclusion, Senior Management Team, Inclusion Teacher, and Class Teacher.
- **Centers:**

- Provide licensed, ethical, evidence-based services.
- Share written recommendations, suggested accommodations, and termly progress reports.
- Maintain valid licensing, insurance, and compliance with safeguarding, behavioral, and operational protocols.
- Ensure all therapists complete safeguarding training provided by the school's Designated Safeguarding Lead before commencing services.
- **Parents:**
 - Engage directly with centers for service agreements and payments.
 - Approve and consent to service initiation.
 - Inform the school of selected service providers.
 - Consent to the sharing of information to facilitate collaboration and enhance service quality.

Referral Process made by teacher or inclusion teacher (based on ADEK policy and school's procedure)

- **Initial Concern:** Teacher shares concerns/red flags with Inclusion Teacher and Head of Inclusion.
- **Parent Communication:** The Head of Inclusion contacts the parents to discuss the concern and to obtain informed consent for a free classroom observation. At this stage, parents are also provided with information about the school's approved on-site therapy centers and the profiles of available therapists. Parents are encouraged to take time to review the information and select the center and therapist they feel is best suited to their child's needs. Once a decision is made, the parents inform the Head of Inclusion of their chosen provider.
- **Consent Received:** Head of Inclusion sends a consent form for the observation to parents and once the consent is signed and received, Head of Inclusion shares it with the therapist.
- **Observation Conducted:** Therapist observes and provides recommendations in writing to the Head of Inclusion.

- **Parent Feedback:** Head of Inlcusion shares therapist feedback with parents.
- **Parent-Therapist Contact:** Head on Inclusion shares centres' contact details to parents.
- **Therapy Initiation:** Parents sign therapy agreement and consent forms at the respective centre. Therapist informs Head of Inclusion.
- **Scheduling:** Head of Inclusion and therapist coordinate assessment/therapy schedule.

Referral Process made by parent (based on ADEK policy and school's procedure)

- **Initial Concern:** Parent will contact Head of Inclusion to express concern and interest in availing in school services at Raha KCC.
- **Provide Information:** Parents are provided with information about the school's approved on-site therapy centers and the profiles of available therapists. Parents are encouraged to take time to review the information and select the center and therapist they feel is best suited to their child's needs. Once a decision is made, inform the Head of Inclusion of their chosen provider.
- **Consent Received:** Head of Inclusion sendds a consent form for the observation is to parents and once the consent is signed and received, Head of Inclusion shares it with the therapist.
- **Observation Conducted:** Therapist observes and provides recommendations in writing to the Head of Inclusion.
- **Parent Feedback:** Head of Inlcusion shares therapist feedback with parents.
- **Parent-Therapist Contact:** Head on Inclusion shares centres' contact details to parents.

- **Therapy Initiation:** Parents sign therapy agreement and consent forms at the respective centre. Therapist informs Head of Inclusion.
- **Scheduling:** Head of Inclusion and therapist coordinate assessment/therapy schedule.

Confidentiality and Data Management

Confidential information is shared only with parental consent. Information is managed according to the ADEK School Records Policy and UAE Data Protection Law (Decree 45 of 2021). All therapy and medical records are securely stored in student files and are accessible only to the Head of Inclusion, the Senior Management Team (if deemed necessary), the Inclusion Teacher, and the Class Teacher of the child. Collaboration between the school and center is strongly encouraged to improve service quality and outcomes for the child.

Approved Centers and Therapist Requirements

Only ADEK-registered, DoH or MoCD-licensed centers may deliver in-school services. Therapists must be registered with ADEK and covered by professional indemnity insurance. Parents wishing to engage an alternative provider must contact the Head of Inclusion to assess feasibility based on licensing, registration, and school capacity.

Service Space and Logistics

A private, accessible, and compliant therapy space is provided onsite. The school will provide secure storage for therapy resources and equipment should therapists wish to leave materials on school premises, ensuring that all resources are kept safe and appropriately managed. Scheduling of therapy services will be arranged, as much as possible, at times that minimize disruption to the student's academic learning.

Payment and Financial Arrangements

Parents are responsible for making direct payments to the selected center. The school will not mediate or assume responsibility for financial disputes between parents and centers. In the event of service concerns or disputes, the Head of Inclusion will facilitate communication between parties to ensure appropriate resolution.

Monitoring, Reporting, and Review Meetings

The Head of Inclusion oversees the tracking of student progress, updates to IEPs, and monthly ADEK reporting. Attendance at annual review meetings is recommended by ADEK. All stakeholders—parents, teachers, and therapists—are encouraged to attend annual reviews to collaboratively assess student progress and determine next steps. The school reserves the right to review therapist quality.

Student Protection and Safeguarding Therapists must sign and adhere to the school's Student Protection Policy.

Safeguarding training is mandatory prior to service commencement. Therapists must comply fully with UAE safeguarding regulations and the school's safeguarding expectations. The school verifies the suitability of all therapists before permitting them to work on the school premises.

Policy Review

This policy will be reviewed annually by the Head of Inclusion, with input from the Senior Leadership Team, and updated to reflect changes in ADEK regulations and best practices.

Revision Log

Date	Changes	Reviewed By
August 2025	Reviewed and signed by the principal	Peter Taylor