



In-School Specialist Services Policy

Academic Year 2026 – 2027

1. Introduction

This policy defines the procedures through which students may access therapy services within the school, ensuring a clear and transparent referral process, as well as outlining the necessary contractual arrangements between the school, therapy centres, and parents. It also emphasises the essential requirements of safety, confidentiality, and ethical practice.

To uphold our commitment to inclusive education and effective partnership with all stakeholders, the school refers to the ADEK-approved In-School Specialist Services database when selecting qualified therapy centres and licensed therapists. By doing so, we ensure that any support delivered in school is accessible, meets all regulatory requirements, and serves the best interests of our students.

2. Purpose

The purpose of this policy is to clearly define our school's responsibilities in providing in-school specialist services and to ensure accountability in monitoring and evaluating the quality of these services. This policy also regulates the access and engagement of approved therapy centres and their specialists operating within Abu Dhabi to deliver services on BBS premises. Furthermore, it establishes the monitoring and reporting requirements necessary to track student progress and ensure that specialist support is effective, coordinated, and aligned with ADEK standards.

3. Scope

The policy applies to any student at BBS who may require specialist support during the school day and defines the procedures, expectations, and requirements for delivering such services on campus. All in-school specialist services must be provided exclusively by licensed centres operating within the Emirate of Abu Dhabi and accredited as rehabilitation centres by either the Ministry of Community Development (MoCD) or the Department of Health (DOH).

School-Based In-School Specialist Services Policy

4. Referral Process

As part of the referral process, the ADEK circular informing parents about the availability of in-school specialist services was issued to the parents of students identified with Additional Learning Needs who may require assessments or therapy, such as speech therapy, occupational therapy, or behaviour intervention. This circular also requested parental consent for the school to share their contact details with a licensed centre, enabling the centre to communicate directly with parents regarding the services that may be provided for their child on the school premises.

5. Contractual Agreements

In-school specialist services may only be delivered by centres licensed by the Ministry of Community Development (MoCD) or the Department of Health (DoH) in the Emirate of Abu Dhabi. All therapists providing services on school premises must also be individually registered and approved by the DoH.

Licensed centres are permitted to provide comprehensive assessments, speech and language therapy, occupational therapy, and psychological support or intervention, as required by the student's needs.

Prior to the commencement of services, the school and the centre shall formalise a service agreement that clearly defines the roles, responsibilities, and obligations of each party, as well as the scope and provision of services to be delivered on campus.

6. Provision of Accommodation

Dedicated spaces within the school premises shall be provided for the delivery of therapy services for the duration of each session. These rooms shall be appropriately equipped with the necessary resources, storage, and furniture, ensuring sufficient space, safety, and a conducive environment both for the student and therapist.

7. Roles and Responsibilities

7.1 School - Belvedere British School:

- Provide appropriate spaces for therapy sessions, including secure storage for the therapist's resources, documents, and equipment.
- Ensure that the centre and all specialists or therapists are registered on the ADEK In-School Specialist Services database.
- Verify that all therapists visiting the school have completed the school's safeguarding and child protection training.
- Coordinate and agree on therapy dates and times with the centre, taking into account the student's timetable.
- Notify the centre of any planned school closures, including holidays or school events, that may affect the student's attendance at scheduled therapy sessions.
- Provide relevant student records to the therapist, in accordance with parental consent.

- Facilitate effective communication and collaboration between the therapist and classroom teachers.
- Monitor each student's progress and provide timely feedback to parents.
- Arrange an annual review meeting, inviting the specialist and parents to discuss progress and future goals.

7.2 Center:

- Deliver therapy services as outlined in each student's therapy plan.
- Ensure that all necessary licences are valid and comply with applicable laws and regulations.
- Provide a contract between the centre and parents, ensuring it is signed and a copy is submitted to the school before therapy begins on campus.
- Conduct an intake assessment and provide parents with a report detailing the child's current functioning, the recommended type of therapy, expected frequency and duration, therapy goals, and guidance for teachers.
- Maintain accurate records of each student's progress and performance.
- Attend IEP meetings and other relevant meetings or discussions.
- Support teachers and parents by sharing best practices and strategies aligned with therapy goals.
- Manage all billing and financial activities related to the therapy services.

7.3 Parents:

- Be aware of the therapy goals and service delivery plan of the centre, including the schedule and number of sessions.
- Support the therapy goals by implementing recommended strategies at home.
- Attend meetings and participate in relevant discussions regarding the student's progress.
- Make payments to the centre as outlined in the service agreement.
- Share reports provided by the centre and communicate any related concerns to the school or relevant parties.

8. Identification

Students who may benefit from specialist services can be identified by either their teachers or parents. The full referral process shall be documented, starting from the initial concern raised by the teacher or parent through to the commencement of service delivery.

The documentation must, at a minimum, include the following elements:

- The type of service the student will receive, including the frequency and duration of sessions.

- An assessment of the student's current functioning and a summary of planned intervention goals.
- All relevant goals are documented in the student's Developmental Learning Plan (DLP).
- Records of all progress reports.
- Targeted recommendations or guidance for the student, teachers, and parents, where applicable.

9. Management of Payments

- Payments for therapy sessions will be coordinated directly between the centre and parents, in accordance with the centre's payment policy and taking into account any applicable medical insurance coverage.
- BBS does not charge any administration fee or take any commission from the centre for the provision of therapy on school premises. Should the school consider introducing an additional fee in the future, it may charge parents an optional management fee of up to 10% of the centre's service fee (per session or package), in line with the ADEK School Fees Policy.

10. Student Progress

- The Head of Inclusion is responsible for monitoring and evaluating student progress in consultation with specialists and parents.
- The school shall provide evidence of student progress, along with student performance reports, to be reviewed and discussed with parents during parent conferences. Parents are encouraged to engage in direct communication and attend training sessions to enhance their understanding of the student's progress and the recommended next steps for learning.
- Any report issued by the centre or in-school specialist that may impact the student's learning shall be shared with the school. The school reserves the right to request additional reports from parents and will inform them that withholding such reports may affect the quality of support the school can provide.
- The school is responsible for conducting annual review meetings, involving all relevant stakeholders (including the Head of Inclusion, teachers, parents, and in-school specialists) in this process.

11. Student Protection

- The Specialist shall agree and sign the Student Protection Policy
- The Specialist shall be subject to any further student protection and safeguarding requirements by ADEK

12. Information Security

The school shall ensure the integrity and security of assessment resources and data, in accordance with Federal Decree Law No. 45 of 2021 concerning the Protection of Personal Data.

13. Monitoring and Evaluation

- The school shall develop internal progress-tracking tools to monitor and evaluate the effectiveness of in-school specialist services.
- The Head of Inclusion shall facilitate, monitor, and coordinate with the centres to conduct an overall review of service providers, maintaining regular communication with the school leadership team and parents.
- The Head of Inclusion shall complete the In-School Specialist Service Log on a monthly basis, which is maintained in the School-Specialist System, detailing all sessions completed each month.

14. Compliance

The school shall comply with the ADEK In-School Specialist Services Policy v1.2 (September 2024) and with any subsequent revisions to that policy.

Review and Approval

Review Date: June 2026
2027

Next Review Date: June

Approved by:

Mr Robert Charles Thorn
Principal

Dr. Rawaa Al Jumeily
BBS Board of Governors

School Stamp
