



IN-SCHOOL SPECIALIST SERVICES POLICY

1. Introduction

The school is committed to providing high-quality in-school specialist services for students who require additional support, in full alignment with the Department of Education and Knowledge (ADEK) policies.

This ensures that all students receive the necessary support to achieve optimal academic, developmental, behavioral, and social outcomes.

The school has established a formal partnership with an ADEK-approved specialist center to deliver professional services within the school premises. This approach ensures effective integration between academic learning and therapeutic support, enhancing students' overall progress and well-being.

2. Definition of Specialist Services

Specialist services include, but are not limited to:

- Speech and Language Therapy
- Occupational Therapy
- Behavioral Therapy (ABA)
- Psychological Support

These services are delivered by qualified and licensed professionals.

3.Scope

This policy applies to:

- **Students with additional learning needs**
- **Approved external specialists and centers**
- **School staff, including the Head of Inclusion, teachers, and administration**

4.Purpose

This policy aims to:

- **Regulate the provision of in-school specialist services**
- **Ensure the quality and effectiveness of services provided**
- **Define clear roles and responsibilities among all stakeholders**
- **Ensure full compliance with ADEK regulations**

5. Referral Process

Identification → Assessment → Consent → Referral → Service → Plans.

The provision of specialist services follows a structured process:

- 1. Identification of student needs by teachers or parents**
- 2. Assessment conducted by the Inclusion Department**
- 3. Parent consultation and consent**
- 4. Referral to an ADEK-approved center**
- 5. Initiation of services within the school**
- 6. Integration of goals into student plans (IEP / ILP / BSP / ALP)**

All steps are formally documented.

6. Contract

Contractual Agreement

The school maintains a formal agreement with the approved center, which includes:

- **Clearly defined roles and responsibilities of:**
 - **The school**
 - **The specialist center**
 - **Parents**
- **Service delivery structure and session frequency**
- **Progress monitoring procedures**
- **Data confidentiality**
- **Complaint handling and termination procedures**

7. Service Delivery Environment

The school provides a dedicated specialist services room that ensures:

- **A safe and supportive environment**
- **Availability of appropriate resources**
- **Privacy and confidentiality**
- **Compliance with safety standards**

8. Monitoring and Responsibilities

The Head of Inclusion is responsible for:

- **Monitoring student progress regularly**
- **Reviewing specialist reports**
- **Coordinating with parents and specialists**
- **Updating student support plans**

Progress is measured based on SMART goals.

9.Documentation and Reporting

The school ensures proper documentation, including:

- **Session reports**
- **Intervention plans**
- **Progress reports**
- **Specialist recommendations**
- **Student records**

10.Student Protection

All specialists must:

- **Adhere to the school's Child Protection Policy**
- **Follow safeguarding procedures**
- **Maintain strict confidentiality**

11.Payment Management

- **Fees are arranged between parents and the specialist center**
- **The school may apply administrative fees in accordance with ADEK policies**

Head of inclusion

Ladias Ali

Principal

D.Ahmed Yahiaa