Model Private School, Abu Dhabi

In-School Specialist Services Policy

(Aligned with ADEK In-School Specialist Services Policy)

Review Date:	March 2026		
Next Review Date:	March 2027		
Acting Principal	Mr. I J Nasari		
Signature		***Date:***	31-March-2026
MPS Board of Governors	Haji. Meethalakath Mehmood		
Signature		***Date:***	05-April-2026

1. Purpose

Model Private School is committed to providing high-quality, inclusive education for all students, including Students of Determination and students requiring additional learning support. This policy outlines the provision, regulation, and monitoring of *In-School Specialist Services* in compliance with the Abu Dhabi Department of Education and Knowledge (ADEK) requirements.

2. Scope

This policy applies to:

- All students enrolled at Model Private School
- Parents/guardians
- External specialist service providers and therapy centers
- Inclusion Department, school leadership, teachers, and administrative staff

3. Definitions

- **Specialist Services:** Professional therapeutic, psychological, behavioral, or medical interventions provided to students within the school premises (e.g. Speech and Language Therapy, Occupational Therapy, ABA Therapy, Clinical Psychology, Physiotherapy, etc.).
- **Approved Providers:** ADEK-licensed specialist centers/therapists authorized to deliver services in Abu Dhabi.
- **Students of Determination:** Students identified with disabilities, learning difficulties, or developmental needs as per ADEK classification.
- **IEP (Individual Education Plan):** A structured learning plan designed for Students of Determination.

4. Guiding Principles

Model Private School commits to the following principles:

- Compliance with ADEK Policy and UAE disability rights regulations
- Equal access for all students requiring support
- Transparency in service fees and agreements
- Safe, confidential, and child-centered service delivery
- Respectful collaboration between school, parents, and therapists

5. Identification & Referral Process

1. **Initial Concern**
    - A teacher, parent, or Inclusion Department staff may raise concern regarding a student's development or learning progress.
2. **Screening & Observation**
    - The Inclusion Team conducts initial observations, assessments, and documentation.
3. **Parent Meeting**
    - Parents are informed of the observations and advised on the need for specialist services, if required.
4. **Referral**
    - The school provides a referral letter for the parent to approach an ADEK-approved center.
5. **Approval for In-School Service**
    - Once parents choose a center, the school reviews and approves the arrangement according to ADEK guidelines.

6. Service Agreements & Documentation

Before specialist services can begin at the school, the following must be completed:

Required Documents:

- Valid ADEK license of the center/provider

- Parent–School–Provider Agreement (tri-party agreement) clearly stating:
    - Type of service
    - Frequency and duration
    - Provider responsibilities
    - School responsibilities
    - Payment terms
    - Monitoring and reporting requirements
    - Termination/renewal conditions
- Therapist's Emirates ID, vaccination records, and security clearance
- Signed consent forms from parents
- Copy of student's current assessment report / medical report

7. Implementation of Specialist Services

- Services may only be delivered **within designated therapy rooms** provided by the school.
- Therapists must sign in and sign out at reception daily.
- Therapists must follow school rules regarding:
    - Safety
    - Child protection
    - Behavior expectations
    - Confidentiality
    - Data protection
- All sessions must be logged and documented weekly.
- Therapists cannot interrupt core learning unless scheduled with teachers.

8. Roles and Responsibilities

A. School Responsibilities

- Ensure alignment with ADEK regulations
- Provide appropriate space for therapy sessions
- Coordinate with teachers and parents
- Monitor quality of services
- Maintain documentation and compliance records
- Ensure child safeguarding at all times

B. Inclusion Department

- Oversee referrals, assessments, IEPs, and progress monitoring
- Support communication between school and therapist
- Ensure service goals align with the student's needs and IEP

C. Parents

- Select an ADEK-approved therapy center

- Agree to payment terms with the provider
- Ensure child attendance for sessions
- Share all assessment reports with the school

D. Specialist Service Providers

- Hold valid ADEK license and professional qualifications
- Deliver services ethically and professionally
- Submit progress reports every **6–8 weeks**
- Participate in IEP reviews when required
- Maintain confidentiality and respect school policies

9. Fees and Financial Regulations

- Service fees are paid **directly by parents** to the provider.
- The school may charge an **administrative fee up to 10%**, as allowed by ADEK.
- All fees must be clearly documented and approved in the tri-party agreement.
- No payments are collected by the school for therapy services, except the allowed admin fee.

10. Monitoring & Progress Reporting

- Providers must submit progress reports regularly (every 6–8 weeks).
- Inclusion Department reviews the progress and updates IEPs.
- A **minimum annual review meeting** must be conducted with:
    - Parents
    - Therapist
    - Classroom teacher
    - Inclusion Coordinator

11. Health, Safety & Child Protection

- All therapists must comply with school safety procedures.
- Children must never be left unattended during sessions.
- Any safeguarding concerns must be reported immediately to the School Child Protection Lead.
- Therapy rooms must maintain:
    - Cleanliness
    - Privacy
    - Safety compliance

12. Data Protection & Confidentiality

- Student records must remain confidential.
- Therapists may not take student information outside the school without written consent.
- Photos/videos require explicit parental approval.

13. Termination or Suspension of Services

Services may be suspended or terminated if:

- The provider violates ADEK or school policies
- The student does not attend consistently
- Parents fail to meet payment obligations
- The therapist's license expires or is revoked
- The school determines the service is no longer beneficial based on progress

14. Policy Review

This policy will be reviewed **annually** or earlier if ADEK releases updated guidelines.

Approved by: Principal – *Model Private School*
Effective Date: March 2026