BELVEDERE
INTERNATIONAL SCHOOL

IN-SCHOOL SPECIALIST SERVICES POLICY

2026-2027

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Approvals:			
Principal	**Mr. Ismat Daou**		
Signature		*Date:*	28/8/26
BIS Board of Governors	**Dr. Naim Alradi**		
Signature		*Date:*	29/8/26

Vision

BIS School envisions an inclusive learning community where every student, including those requiring specialized support, is empowered to thrive academically, socially, and emotionally. We are committed to ensuring that high-quality in-school specialist services are accessible, well-coordinated, and aligned with best educational practices. Through strong collaboration between the school, external providers, and parents, we strive to create a supportive environment that meets the diverse needs of all learners and enables them to reach their full potential.

Aim

This policy aims to ensure that all students requiring in-school specialist support at Belvidere School receive high-quality, well-coordinated services through effective collaboration between the school, external providers, teachers, and parents.

Scope

This policy applies to:

1. All students at Belvidere School who require in-school specialist services.
2. All approved external service providers delivering support within the school.
3. All teachers and parents collaborating with the support teams.

Definitions - Specialist Services

- Individualized support, modifications, or accommodations provided to students within the school setting, either permanently or temporarily, based on specific needs.

- Applies to students of determination and those with special educational needs or additional barriers to learning, access, or interaction (e.g., dyslexia, hearing or visual impairments, twice-exceptional, gifted and talented).

- Delivered by qualified specialists holding appropriate DoH or MoCE licenses.

- Services may take place within the school premises (**in-school**) or through approved external centers.

- Guided by documented learning plans (e.g., IEP, ISP, ILP, BSP, ALP) agreed upon by school staff, parents, and students where appropriate.

The following additional definitions are taken from the ADEK Inclusion Policy (June 2025)

Definitions

Additional Learning Needs	Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented). For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning.
Annual Reviews	A meeting that comprises of a range of relevant stakeholders (including external specialists) to discuss progress and provision for any students with additional learning needs who require a highly personalized approach to learning.
Centers	A center that offers one or more types of specialist services. This includes all institutions licensed by the Department of Health, Abu Dhabi (DoH) and Ministry of Community Development (MoCD) as rehabilitation centers and clinics.
Documented Learning Plan (DLP)	A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behavior Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioral, language, or social and emotional need.
In-School	Within the premises of the school where the service is delivered.
In-School Specialist Services	Specialist services which take place periodically on school premises.
Specialist Services	Services that require specialist knowledge and expertise delivered by a specialist.
Specialist	The professional, holding a DoH Allied Health Professional license or MoCD license, delivering the specialist service.

In-School Specialist Services

BIS School offers a variety of in-school specialist services to address the diverse needs of students. These services include, but are not limited to:

- Speech and Language Therapy
- Occupational Therapy
- Learning Support
- Counseling and Behavioural Support
- Additional specialist services as required to support student learning and well-being

Procedures for In-School Specialist Services

- **Referral:** Any teacher or parent may request specialist support for a student. The need will be assessed, and the student's case reviewed by the school support team to determine appropriate services.

- **Scheduling:** Sessions are arranged with the student and the specialist during school hours, ensuring that the core academic timetable is not disrupted.

- **Monitoring and Evaluation:** The support team continuously monitors student progress, evaluates outcomes, and provides recommendations for adjustments to support plans as required.

- **Documentation:** All services and sessions are documented and securely maintained, ensuring confidentiality and proper management of student data.

Responsibilities

- **School:** Provide a safe and appropriate environment for specialist services, monitor service quality, and coordinate effectively among all parties involved.

- **Specialist / External Provider:** Adhere to professional standards, provide regular progress reports, and actively participate in review meetings.

- **Parents:** Collaborate with the school and specialists, attend meetings, and support the implementation of recommendations at home.

Guidance for Selecting Centers for Specialist Services

1. **Center Selection Criteria**

- Assess staff specialisms to ensure they meet BIS students' needs (e.g., experience with speech therapy for hearing-impaired students).
- Evaluate center fees to ensure affordability for the school population.
- Ensure centers have quality monitoring processes in place.
- Confirm complaint management procedures are defined.
- Identify languages spoken by specialists.
- Establish a designated school contact person at the center.
- Review staff retention rates at the center.
- For unlisted specialists/clinics requested by parents, BIS submits a formal request to ADEK to add the provider.

2. **Operational Responsibilities**

- Provide access to centers and specialists through the in-school system.
- Offer dedicated spaces within the school for specialist services based on students' needs.
- Monitor and evaluate service quality and student progress in consultation with specialists and parents.
- Maintain resources (e.g., therapy rooms) and determine storage of equipment.
- Submit monthly reports using ADEK In-School Service logs, including:
    - Required specialisms and hours for each student
    - Secure storage of confidential files

- Clear referral pathways communicated to parents
- Standardized screening processes
- Regular progress reports reflected in the DLP tracker
- Specialists permitted to observe students in class
- Specialists attend DLP meetings and provide targeted staff training

3. **Licensing and ADEK Registration**

- Procure services only from centers licensed by DoH and MoCE and registered with ADEK.
- Centers register online with ADEK, including staff details; security clearance required for permits.

4. **Contractual Agreement**

- Establish a formal in-school specialist services agreement covering:
  - Date and duration of services
  - Licensed center responsibilities: provide quality, ethical, and evidence-based services; maintain confidentiality; report to parents; attend annual reviews; hold valid professional indemnity insurance.
  - School responsibilities: provide dedicated space, identify students, allow classroom observation, provide access to records (with consent), support liaison with specialists.
  - Parent responsibilities: cooperate with school and center, review and consent to intervention goals, share progress, inform school of relevant updates, ensure prompt payment (if applicable).
  - Property: all records on school premises remain center property; secure storage required; data protected under Federal Law No. 45/2021.
  - Confidentiality: all parties maintain confidentiality, only use information for service delivery.
  - Required services: list services with duration and frequency.

- Payment terms (if applicable)
- Termination: one-month written notice required.

5. **User Manual**

- BIS staff will use the ADEK In-School Specialist Services system to coordinate, track, and manage all specialist services.

Confidentiality and Data Protection

BIS School is committed to maintaining the confidentiality and security of all student data in accordance with local regulations. Information is shared only with authorized personnel.

Review and Approval

This policy is reviewed annually or as needed to ensure its ongoing effectiveness, quality, and compliance with educational standards.