

Purpose

- ## Definitions

Policy

1.1 Schools: This policy is applicable to schools who wish to provide in-school specialist services on their premises.

1.2 Centers and Center Specialists: This policy is applicable to all DoH-licensed centers in the emirate of Abu Dhabi and any specialists affiliated with these centers.

1. Centers in other emirates or those without a DoH license are not permitted to offer in-school specialist services.
2. Non-clinical specialists who are hired directly by schools fall outside the scope of this policy.
3. Clinical specialists who are hired directly by schools who have DoH Rehabilitation Center licences fall outside the scope of this policy.

1.3 Students: This policy is applicable to any student (of any age) who may require in-school specialist services.

2. School-Based In-School Specialist Services Policy

2.1 Policy Requirements: Schools shall develop, monitor, and evaluate their policy for in-school services. The policy shall include the following elements at a minimum:

1. An outline of the referral process from the identification of students in need of specialist services to the start of services in school.
2. Details of the contractual agreements between the three parties: schools, centers, and parents, clearly outlining the roles and responsibilities of each party.
3. Provision of accommodations (dedicated spaces within the school premises for the duration of the session) for these services for students aligned with their individual needs.

3. Identification

3.1 Identification and Documentation: Students who may benefit from specialist services may be identified by their teachers or parents. The entire referral process shall be documented from when the teacher/parent raises a concern to the start of service delivery. The documentation needs to include the following elements, as a minimum:

1. The type of service the student will receive, including frequency and duration.
2. An evaluation of the student's current situation (including level of functioning if a Student of Determination) and the planned intervention goals written as SMART (specific, measurable, achievable, relevant, and timely) targets.



4. Outline and document the entire referral process from when the teacher/parent raises a concern to the start of service delivery.
5. Describe the services students will receive, including how student baselines will be established.
6. Define the duration of agreement, payment, grievance procedures, and terms for the termination of contractual agreement.
7. Explain how the quality and progress of the service will be monitored and communicated between the parties.

6. Management of payments

- 6.1 Parent-School Payments: Parents shall pay for services directly to the center or the school or through any other agreed method between parents and the school.
- 6.2 Management Fee: Schools are permitted to charge optional management fees of up to 10% of the center's service fees (per session or package).

7. Student Progress

- 7.1 Ensuring Student Progress: The Head of Inclusion shall be responsible for monitoring and evaluating student progress in regular consultation with the specialists and parents.
- 7.2 Sharing Reports with Students and Parents: Schools shall share evidence of student progress along with school report cards, to be discussed during parent conferences. Schools shall engage students and parents through direct communications and training sessions to develop their understanding of the progress results and next steps for learning.
- 7.3 Annual Reviews: Schools shall be responsible for conducting annual reviews and involving all stakeholders (Head of Inclusion, teachers, specialists, parents, etc.) in this process.

8. In-School Dedicated Spaces

- 8.1 Responsibility of Maintaining a Dedicated Space: The school shall maintain a safe and hazard-free dedicated space, and, where applicable, adhere to the requirements of DoH and any other relevant government entity for the duration of the session (e.g., sufficient space for the storage of resources, availability of rooms in proportion to the number of students requiring these services, etc.).

9. Student Protection

- 9.1 Agreement to School's Student Protection Policy: The specialist will be required to agree and sign each school's Student Protection Policy.

10. Information Security

- 10.1 Security and Integrity of Assessment Resources and Data: Schools shall ensure the integrity and security of assessment resources (instruments, confidential assessment materials) and data (individual and school-level data and records) provided to them.

11. Liability

- 11.1 All specialists providing in-school specialist services shall be covered under their center's professional indemnity insurance before commencing work in schools.

12. Monitoring and Evaluation

- 12.1 Monitoring and Evaluation: Schools shall develop internal indicators to monitor and evaluate the effectiveness of the in-school specialist services. This exercise shall inform any future reviews of their policy and processes.
- 12.2 Overall Quality of Service Provision: The Head of Inclusion shall facilitate and monitor the overall quality of service provision at their school, in regular communication with the school leadership and parents.

13. Compliance

- 13.1 Failure to comply with this policy shall be subject to legal accountability and the penalties stipulated in accordance with the ADEK's regulations, policies, and requirements, notwithstanding any other penalties imposed by Federal Law No. (3) of 1987 Concerning the Penal Code or any other relevant law. ADEK reserves the right to intervene if the school is found to be in violation of its obligations.

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