

IN-SCHOOL SPECIALIST SERVICES (ISSS) POLICY

AMITY MISSION STATEMENT

Our mission is to create an engaging and challenging learning environment where students are encouraged to excel intellectually, academically and socially. We nurture our students' natural desires to learn with a personalised educational programme, project-based learning, and guided enquiry. These promote the development of independent thinking, critical analysis, emotional intelligence and essential communication skills.

Amity International School (AIS) aims to serve all its students by preparing a diverse range of courses, programmes, resources, and facilities that serve students' talents and interests, and help them secure the best chance of success and happiness in both their professional and personal lives.

RATIONALE

At AIS, our commitment is to ensure the flourishing of every student. The Inclusion Department recognises that, for some students, additional specialist support may be required to further reduce barriers to learning, communication, wellbeing or access, and to support their meaningful engagement across all aspects of school life.

ISSS form part of the school's inclusive approach and are intended to complement high-quality classroom teaching and school-based provision. This policy exists to ensure that specialist services delivered on the school site are implemented in a structured, ethical and collaborative manner, with the student's best interests at the centre of all decisions.

This policy is subject to annual review and may be amended at the discretion of the Senior Leadership Team in response to evolving school needs and regulatory guidance.

The Inclusion Department is committed to advancing AIS's vision of empowering each student to thrive and contribute positively by:

1. Advocating for equitable access to specialist support where appropriate
2. Ensuring that specialist provision supports the least restrictive and most enabling learning environment
3. Working collaboratively with staff, parents and external professionals to share expertise and strengthen inclusive practice
4. Promoting the meaningful participation and well-being of all students across academic, social and wider school life

PURPOSE

This policy outlines AIS's protocols for the identification, coordination and delivery of ISSS, including Speech and Language Therapy, Occupational Therapy, Educational Psychology and other approved specialist support. It ensures that specialist services provided on the school site are implemented in a structured, ethical and consistent manner, to reduce barriers to learning, communication, wellbeing and access.

The policy supports the practice of inclusion by clarifying how specialist provision complements high-quality classroom teaching and school-based interventions, enabling students to access the curriculum meaningfully and participate fully in all aspects of school life. It provides a framework through which staff can recognise when specialist input may be appropriate, ensuring timely referral, collaboration and intervention where required.

This policy also outlines the school's commitment to working in partnership with parents and external professionals, and clearly defines the roles and responsibilities of all stakeholders involved in the delivery of specialist services. It demonstrates the school's commitment to safeguarding, confidentiality and professional accountability, ensuring that all provision is student-centred and aligned with regulatory expectations.

Authorised by: Principal
Maintained by: Head of Inclusion
Review date: September 2027

SCOPE

This policy applies to all students accessing in-school specialist services, all parents whose children receive such provision, all staff involved in coordinating or supporting specialist services, and all external professionals delivering services on the school premises. It relates specifically to specialist services delivered on-site at Amity International School Abu Dhabi and does not govern privately accessed services that take place outside of the school setting.

IDENTIFICATION OF NEED AND REFERRAL PROCESS

The school recognises that the need for specialist services may be identified through ongoing monitoring of student progress, teacher observations, internal assessment information, parental communication, or external professional reports.

Where concerns arise, these are discussed with the Inclusion Department, who will review available evidence and determine whether specialist input may be appropriate. Parents are fully involved throughout this process and are consulted regarding concerns, proposed next steps and the nature of any specialist involvement being considered.

No specialist involvement may begin without informed written parental consent. Once consent is provided and the involvement of a specialist has been agreed, the Inclusion Department coordinates the commencement of services, including liaison with staff, parents and the provider. Teachers and parents must not independently arrange in-school specialist sessions without the knowledge and approval of the Inclusion Department.

ROLES AND RESPONSIBILITIES

Effective in-school specialist provision depends on clear collaboration between the school, parents and external service providers. The following roles and responsibilities apply specifically to the delivery of In-School Specialist Services.

The School (via the Inclusion department)

The school holds overall responsibility for the governance and oversight of all ISSS. This includes approving specialist involvement on site, ensuring appropriate parental consent is in place, maintaining safeguarding expectations, coordinating provision within the school day, and monitoring the quality and impact of services delivered.

The Head of Inclusion is responsible for the strategic oversight of ISSS, acting as the key point of contact between parents, staff and external providers, and ensuring that specialist provision aligns with the school's inclusive ethos and regulatory expectations. The school retains the right to decline or withdraw approval for any specialist provision where concerns arise regarding safeguarding, professionalism, suitability or impact.

Parents will:

Parents play a central role in the delivery of ISSS and are responsible for providing informed written consent, sharing relevant professional documentation with the school, engaging in review discussions where appropriate, and supporting agreed strategies at home.

Where external specialist services are accessed, the full cost of provision remains the responsibility of parents, regardless of whether such services are covered by private insurance or other funding arrangements. Financial agreements are made directly between parents and the service provider, and the school does not assume responsibility for any payment disputes or funding matters. Parents are expected to maintain open communication with the Inclusion Department to ensure that provision remains appropriate and in the best interests of the student.

Specialist providers/centres

Specialist providers working on site are expected to hold appropriate professional qualifications and licensing, adhere to ethical and professional standards, respect school policies and safeguarding procedures, and work collaboratively with the school to support positive student outcomes. Communication with staff regarding students should take place through the Inclusion Department to ensure consistency and clarity.

Authorised by: Principal

Maintained by: Head of Inclusion

Review date: September 2027

DEDICATED SPACES FOR THERAPY

The school is committed to supporting the delivery of specialist services by providing appropriate accommodation within the school premises. Sessions take place in safe and suitable spaces that respect student dignity, confidentiality and individual needs. The school seeks to ensure that specialist provision supports inclusion and does not result in unnecessary or excessive withdrawal from core learning experiences. Timetabling of sessions is coordinated through the Inclusion Department in collaboration with parents, specialists and staff.

SAFEGUARDING AND PROFESSIONAL CONDUCT

All specialists working on site are required to adhere to the school's Safeguarding and Child Protection Policy and to maintain appropriate professional boundaries at all times. Specialists must follow school procedures for signing in and out and are expected to conduct themselves in a manner consistent with the school's expectations for all adults working with students. Any safeguarding concerns arising during specialist involvement must be reported immediately in line with school safeguarding procedures. The safety and wellbeing of students remains the school's responsibility at all times.

PARTNERSHIP WORKING WITH STAFF

The school recognises that specialist provision is most effective when it complements and strengthens classroom practice. Recommendations from specialists are therefore shared with staff through the Inclusion Department and, where appropriate, inform student support planning.

Specialist involvement should support consistency between therapeutic goals and classroom practice, enabling staff to embed appropriate strategies into everyday teaching. Communication between specialists and staff is coordinated through the Inclusion Department to ensure clarity and consistency.

MONITORING AND REVIEW OF PROVISION

The Inclusion Department monitors the effectiveness of specialist provision on an ongoing basis. This includes consideration of student progress towards agreed outcomes, feedback from teachers and parents, and review discussions where appropriate.

Where specialist provision is not demonstrating the intended impact, the school will review the approach collaboratively with parents and professionals in order to determine appropriate next steps.

CONFIDENTIALITY AND DATA PROTECTION

All information relating to specialist services is treated as confidential and is stored securely by the Inclusion Department. Information is shared only on a need-to-know basis and used solely to support the student's educational and wellbeing needs. Parents have the right to access information relating to their child in line with school procedures.

FACILITATION OF SPECIALIST SERVICES

AIS does not charge families any additional fees for the provision of space, coordination or facilitation of ISSS. The school's role is to support students and families by coordinating provision, liaising with external professionals, and providing appropriate accommodation within the school day as part of its inclusive practice.

This coordination is offered as part of the school's commitment to inclusion and student wellbeing. While the school facilitates access to specialist services on site, the cost of external specialist provision remains the responsibility of parents and the service provider, and no administrative or facilitation fees are charged by the school.

POLICY REVIEW

This policy will be reviewed annually by the Head of Inclusion and Senior Leadership Team to ensure that it remains current, compliant and reflective of best practice. It may also be updated in response to changes in ADEK guidance or school needs.

Authorised by: Principal

Maintained by: Head of Inclusion

Review date: September 2027