



INTRODUCTION

EFIA is committed to ensuring that every student requiring specialized support has access to high-quality in-school specialist services. EFIA has placed procedures for identifying students in need, referring them to approved specialists, and monitoring service delivery. This policy outlines the school's obligations, referral process, and accountability measures, as well as the roles of parents and service providers.

PURPOSE

EFIA aims to:

- Ensure effective delivery, monitoring, and evaluation of in-school specialist services.
- Regulate and facilitate access for approved centers and specialists licensed by the Ministry of Community Development (MoCD) or the Department of Health (DoH).
- Establish transparent systems for referral, documentation, reporting, and student progress tracking.

SCHOOL-BASED SPECIALIST SERVICES

REFERRAL PROCESS

Identification of Students:

- Concerns regarding a student's wellbeing or development may be raised by parents or school staff at admission or during the academic year.
- An initial meeting will be held between the class teacher and parents to discuss concerns, potential benefits of therapy, and next steps.
- If parents wish to explore therapy, they must first obtain an assessment from a licensed clinician to determine underlying needs.

Proceeding with Therapy at School:

- The school enters into an agreement with the parents' chosen center.
- The center and parents must also enter into a formal service agreement before therapy begins.

Required Documentation:

- Type, frequency, and duration of therapy.
- Student's current level of functioning and SMART goals.
- Alignment of therapy goals with the student's Documented Learning Plan (DLP), where applicable.
- Progress reports and teacher recommendations.

Registration and Selection of Centers

- All centers must be registered with ADEK before delivering services at EFIA.
- EFIA selects centers from the ADEK-approved list and conducts due diligence through meetings, documentation reviews, and compliance checks.
- Parents may request an alternate center, subject to EFIA's approval and completion of registration procedures.





SCHOOL – PARENT – CENTER CONTRACTUAL AGREEMENT

Formal agreements must include:

- Service dates and duration
- Roles, expectations, and responsibilities of all parties
- Data confidentiality and secure documentation procedures
- Description of services, timelines, and evaluation criteria
- Quality monitoring, reporting processes, and attendance expectations
- Billing terms, grievance procedures, and service termination conditions

ROLES AND RESPONSIBILITIES:

School

- Sign a contract with the center for service delivery at EFIA.
- Verify that the center and specialist are listed in ADEK's In-School Specialist Services database and hold valid licenses.
- Ensure completion of EFIA's safeguarding and child protection training by all therapists.
- Provide appropriate therapy spaces.
- Share relevant student records with parental consent.
- Monitor student progress and provide feedback to parents.
- Facilitate communication between therapists and teachers.
- Arrange annual review meetings with parents and specialists.
- Notify the center of school holidays, activities, or events affecting therapy sessions.
- Provide secure storage for therapy materials and documents.

Center

- Ensure center and specialists are listed in ADEK's ISSS database.
- Maintain all required licenses and comply with regulatory standards.
- Provide a signed contract with parents, with a copy shared with the school before therapy begins.
- Conduct intake assessments and provide detailed reports including functioning level, therapy type, frequency, duration, goals, and teacher recommendations.
- Monitor therapy quality and address performance concerns.
- Ensure therapists set goals, maintain records, and evaluate progress.
- Provide required session resources and request additional equipment from school when necessary.
- Make therapists available for annual review meetings whenever possible.
- Inform the school of any changes in therapist availability.
- Handle all billing-related matters.

Parents

- Review and sign the contract with the center.
- Make payments to the center in accordance with the agreement.
- Understand therapy goals and support home-based recommendations.
- Share all therapy reports with the school.
- Inform school and center if they choose to discontinue therapy.
- Attend annual review meetings (online or in person).





PAYMENT AND MANAGEMENT FEES

- Parents are responsible for payment directly to the center or through EFIA, as mutually agreed.
- In accordance with ADEK School Fees Policy, EFIA may charge an optional management fee of up to 10% of the center's service fees.

STUDENT PROGRESS AND REVIEW

- The Head of Inclusion will monitor and evaluate students' progress in collaboration with therapists and parents.
- Progress reports are shared during parent conferences to ensure transparency and alignment of goals.
- Parents must share all specialist reports that impact learning; withholding reports may limit the school's ability to provide adequate support.
- EFIA conducts annual multidisciplinary review meetings involving all stakeholders.

THERAPY SPACES

- EFIA will allocate suitable spaces depending on the type of therapy provided.
- Dedicated therapy rooms will be used whenever possible.
- If shared spaces are used, EFIA will ensure they are ready for therapy at agreed times.

STUDENT PROTECTION AND DATA SECURITY

- All specialists must sign EFIA's Student Protection Policy and comply with ADEK safeguarding requirements.
- Student data is protected in accordance with Federal Decree Law No. (45) of 2021 on Personal Data Protection.
- All therapists must hold valid professional indemnity insurance.

MONITORING, EVALUATION, AND COMPLIANCE

- EFIA reviews student progress, therapy goals, and relevant learning/care plans with the therapist to evaluate intervention effectiveness.
- All students receiving in-school therapy will undergo annual provision and progress reviews.
- EFIA will submit monthly ISSS reports to ADEK detailing therapy sessions delivered.

POLICY REVIEW & APPROVAL

This Policy is subject to changes as per the school and UAE law and revised version will be submitted for approval as per the process

Saji Oommen
Principal

