MAMOURA

BRITISH ACADEMY

In School Specialist Services Policy

Policy Issued	February 2025
Policy Updated	February 2026
Next Review	February 2027
Lead Professional	Director of Inclusion
SGG Ratification	June 2026

Rationale

This policy outlines the process by which students can access therapy at school, ensuring clarity in the referral process and the contractual arrangements between the school, therapy centers, and parents. It also acknowledges the essential requirements of safety and confidentiality. As part of our commitment to inclusive practice and collaboration with stakeholders in pursuit of the best interests of our students, the school utilizes the ADEK-approved 'In School Specialist Services' database to source qualified therapy centres and therapists, ensuring that support is both

Classification: General Internal Purpose

Related Policies

ADEK In School Specialist Services Policy v1.2 (September 2024)
ADEK School Records Policy v1.1 (September 2024)
ADEK school Fees Policy v1.1 (September 2024)
ADEK Student Mental Health Policy v1.1 (September 2024)
ADEK School Inclusion Policy v1.2 (September 2024)
MBA Inclusion Policy

The Referral Process

Identification of students who may benefit from therapy:

- Concerns about a child's wellbeing or development may be raised by parents or school staff, shortly after admission or during the school year.
- An initial meeting between the child's teacher and parents will be held to discuss the concerns, the potential benefits of therapy and to decide next steps.
- If parents wish to explore the possibility of therapy, they should first seek an assessment by an appropriate clinician, such as a psychologist or pediatrician, to establish whether there is an underlying medical need.

Proceeding with therapy at school:

- if therapy is indicated and parents' preference is that the therapy takes place at school, they should advise their child's teacher or inclusion teacher so that the necessary arrangements can be made.
- The school will enter into an agreement with the parents' chosen centre, and the centre and parents enter into an agreement for the provision of therapy at school.

Contractual Agreements

Centre requirements: therapy at school can only be provided by a centre licensed by the Abu Dhabi Department of Health or the Abu Dhabi Ministry of Community Development as a rehabilitation centre or clinic.

Types of therapy: therapies available on school premises are occupational therapy, psychiatry, psychotherapy and speech and language therapy. Other types of therapy, for example, Applied Behavioural Analysis and Physiotherapy, are not currently available through the In School Specialist Services database.

Roles and Responsibilities:
Mamoura British Academy

- Enter into a contract with the centre for the provision of therapy at school
- Ensure that the centre and specialist are included on the ADEK In School Specialist Services database and that the therapist's license is in date
- Appoint a therapy coordinator

- Ensure that all therapists visiting the school have completed the school's safeguarding and child protection training
- Agree dates and times for therapy with the centre, taking into account the student's timetable
- Provide a suitable space for therapy
- Provide any relevant records to the therapist, subject to parental consent
- Monitor the student's progress and provide feedback to the parents
- Support liaison between the therapist and the child's teachers
- Arrange an annual review meeting and invite the specialist and parents
- Advise the centre of any planned school closures such as school and public holidays and of any activities that result in the student being unable to attend at the agreed time
- Provide storage for resources and secure storage for documents

Centre

- Ensure that the centre and specialist are added to the ADEK In School Specialist Services database
- Ensure that all necessary licenses are in place and comply with all laws and regulations
- Provide a contract between the centre and parents and ensure that it is signed and a copy provided to the school before therapy at school begins
- Conduct an intake assessment and provide parents with a report stating the child's current functioning, the type of therapy indicated, the expected frequency and duration, therapy goals and advice for teachers
- Monitor the quality of therapy and address any concerns or shortcomings
- Ensure that therapists set therapy goals and keep appropriate records of student progress and performance
- Provide therapists with the required resources for the sessions, where these can be reasonably transported to the school
- Advise the school of any desired equipment and resources that they cannot provide
- Make the therapist available to attend annual review meetings, whenever possible
- Advise the school's therapy coordinator of any changes to the therapist's availability
- Manage all billing-related activities in relation to the therapy

Parents

- Review and sign the contract with the centre
- Make any required payments to the centre in accordance with their agreement
- Familiarise themselves with the therapy goals and be aware of recommendations for home-based activities that support these
- Share reports arising from in-school therapy with the school
- Advise the school and centre if they wish to cease therapy at school
- Attend annual review meetings, either online or in person

Spaces Used for Therapy

The Academy will allocate suitable spaces according to the type of therapy being delivered. Wherever possible, these spaces will be dedicated to therapy at school. When shared spaces are unavoidable, the Academy will ensure that the rooms are ready for therapy sessions on the agreed times and days.

Fees

Parents shall pay the agreed fees directly to the centre in accordance with their agreement. In the event that therapy is covered by medical insurance, the parents will provide all necessary information to the centre to enable a claim to be made and follow any required steps to establish that the therapy is clinically indicated.

The Academy shall not charge any administration fee or take any commission from the centre for the provision of therapy at school.

Monitoring and Evaluation

The Academy will review the child's progress towards their therapy goals as well as any relevant learning and care plans and use this data to evaluate the effectiveness of the therapy, in conjunction with the therapist and their supervisor.

Children receiving therapy at Mamoura will have their provision and progress reviewed annually with the therapist, parents and teaching and pastoral staff, as appropriate.

The Academy will complete a monthly report to ADEK on the In School Specialist Services system, detailing the therapy sessions completed at school that month.

Safeguarding and child protection

The therapist shall attend the school for safeguarding training before undertaking any therapy sessions at the school and sign any necessary agreement. They shall familiarise themselves with school procedure for reporting any concerns or disclosures and ensure that these are followed.

Confidentiality

Mamoura British Academy, centre and therapists shall ensure the integrity and security of assessment resources and data in accordance with the relevant laws and policies.

Compliance

The school shall comply with the ADEK In School Specialist Services Policy v1.2 (September 2024) and with any subsequent revisions to that policy. This policy should be read in conjunction with the Aldar In-School Specialist Service (Therapy) Policy (November 2022) in respect of private schools.