FUTURE LEADERS
International Private School
Madinat Zayed, Muroor Road - Branch 2

Inclusion Department
In- school Specialist Services Policy

Approved By	**Board of Trustees**
Review Date	**September 2026**
Next review Date	**June 2027**

AIAASC
AMERICAN INTERNATIONAL ACCREDITATION ASSOCIATION OF SCHOOLS AND COLLEGES

WASC
ACCREDITING COMMISSION FOR SCHOOLS

Introduction

Future Leaders School is committed to creating an inclusive and supportive educational environment that promotes the well-being and success of every student. To this end, our In-School Services Policy Plan outlines the framework for providing specialized support in Communication (Speech Therapy), Occupational Therapy, and Psychotherapy through our Inclusion Department In partnership with external certified Associations. This policy ensures that students receive the necessary interventions and resources to enhance their learning experience and personal growth.

Our School, in partnership with external accredit Agencies, is dedicated to fostering an inclusive educational environment where all students can thrive, our policy guarantees that students benefit from targeted interventions and resources tailored to their individual needs. This approach not only enhances their learning experience but also promotes their overall personal development. Through these collaborative efforts, we aim to address diverse needs and ensure that every student has the opportunity to thrive academically and emotionally, to support this mission, we offer comprehensive in-school services including Speech Therapy, Occupational Therapy, and Psychotherapy.

This detailed policy plan outlines how these services are provided and managed through our collaboration with external agencies where we strive to address each student's unique needs, helping them achieve their fullest potential both academically and personally.

Main Aim And Objectives:

At Future Leaders International Private School – Branch 2, our primary goal in implementing the In-School Services Strategy, Policy, and Procedures is to promote the well-being and success of every student. Our approach is meticulously designed to ensure effective support and accommodation for each student. We achieve this through the following objectives:

- Creating Inclusive Learning Environments: We are committed to establishing and maintaining learning settings that actively support the physical, academic, social, emotional, and cultural involvement of all students. Our environments are designed to be inclusive, fostering full participation from every student.
- Addressing Discrimination: We proactively identify and analyse potential discriminatory policies, practices, and procedures within all aspects of the school's operations. This helps us to address and rectify any instances of bias or unfair treatment.
- Ensuring Equitable Opportunities: We are dedicated to providing fair and equal curricular and extracurricular opportunities for students with additional

learning needs. Our aim is to ensure that these students have access to the same opportunities as their peers, enabling them to excel academically and socially.

- Eliminating Unlawful Discrimination: We actively work to eradicate any form of unlawful discrimination and unjust treatment. This includes engaging students with additional learning needs and their families in developing strategies and actions at both individual and school-wide levels.
- Tailoring Support to Individual Needs: We identify and implement necessary actions to address the specific needs of students with additional learning needs. Support is provided through the Standard School Service where possible, or through an Individualized Service Agreement for more specialized assistance.
- Developing and Overseeing Learning Plans: We have established a Documented Learning Plan (DLP) to guide our approach. This plan is developed collaboratively with input from the Inclusive Education Support Team and is continually reviewed to ensure its effectiveness and relevance.

Our comprehensive strategy ensures that each student receives the support necessary to reach their full potential in a fair and inclusive educational environment. Our specific aims include:

- Promoting Inclusivity: Ensuring that all students, regardless of their individual needs, have equal access to educational opportunities and resources.
- Enhancing Academic and Personal Growth: Providing specialized interventions to address communication, motor skills, and emotional well-being, thereby fostering overall student success.
- Promoting Collaborative Efforts: Encouraging effective coordination among therapists, educators, parents, and students to deliver a cohesive and comprehensive support system.
- Upholding Confidentiality: Adhering to strict confidentiality protocols to protect the privacy of students and their families, ensuring that sensitive information is handled with the utmost care.
- Fostering Collaboration: Promoting effective coordination among therapists, teachers, parents, and students to create a holistic support system.
- Maintaining Confidentiality: Ensuring that the privacy and confidentiality of students receiving specialist services are upheld at all times.

Definitions :

Additional learningneeds	Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporarybasis 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 anystudents 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, AbuDhabi (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 identifiedacademic, 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 aspecialist.
Specialist	The professional, holding a DOH Allied Health Professional license orMoCD license, delivering the specialist service.

Scope of Services

A. Communication (Speech Therapy)

- Services Provided:
  - Articulation and pronunciation improvement.
  - Language development and comprehension.
  - Social communication skills enhancement.
- Service Delivery:
  - Assessment: Initial evaluation of speech and language abilities.
  - Intervention: Individual or small group sessions tailored to student needs.
  - Monitoring: Regular progress reviews and adjustments to therapy plans.
- Referrals:
  - Referrals for speech therapy can be made by teachers, parents, or through student self-referral.
  - Formal referrals are reviewed by the Inclusion Department for eligibility and appropriate service allocation.

B. Occupational Therapy

- Services Provided:
  - Fine motor skills development and coordination.
  - Sensory processing and integration support.
  - Adaptive strategies for classroom and daily activities.
- Service Delivery:
  - Assessment: Evaluation of motor skills, sensory processing, and functional abilities.
  - Intervention: Customized therapy sessions to address identified challenges.
  - Monitoring: Ongoing assessment and modification of therapy approaches as needed.
- Referrals:
  - Referrals can be initiated by teachers, parents, or students.
  - The Inclusion Department reviews referrals to determine service

- Needs and scheduling.

C. Psychotherapy

- Services Provided:
  - Emotional regulation and stress management.
  - Behavioural support and intervention.
  - Social and emotional learning and skill-building.
- Service Delivery:
  - Assessment: Initial mental health evaluation and identification of areas for support.
  - Intervention: One-on-one or group therapy sessions based on individual needs.
  - Monitoring: Continuous evaluation of therapeutic progress and adjustments as required.
- Referrals:
  - Referrals are accepted from teachers, parents, or through student self-referral.
  - The Inclusion Department assesses referrals and coordinates the necessary support.

Implementation Procedures

- **Identification and Referral:** at future leader's school, students are identified for services through academic performance, behavioural observations, or parent and teacher concerns. Referrals are submitted to the Inclusion Department for review.
- **Assessment and Planning:** Upon referral, assessments are conducted to determine specific needs. An individualized support plan is developed in collaboration with the student, their family, and relevant school personnel.
- **Service Delivery:** Specialist services are integrated into the student's daily schedule to minimize disruption. Services are delivered in a confidential and supportive manner, safe space is provided by school to ensure students and staff safety.
- **Review and Adjustment:** Regular progress reviews are conducted to evaluate the effectiveness of the services. Adjustments to the support plan are made based on these reviews.

Confidentiality and Documentation:

- Confidentiality: All information related to student services is kept confidential and is only shared with authorized personnel involved in the student's support plan.
- Documentation: Comprehensive records of assessments, interventions, and progress are maintained to ensure continuity of care and compliance with relevant regulations.

Collaboration and Communication:

- Family Involvement: Parents and guardians are engaged in the development and review of their child's support plan. Regular communication is maintained to ensure alignment between home and school.
- Staff Collaboration: The Inclusion Department works closely with teaching staff to integrate specialist services into the classroom setting and support overall student development.

Evaluation and Improvement

- Program Evaluation: The effectiveness of the specialist services is evaluated regularly through feedback from students, families, and staff.
- Continuous Improvement: Based on evaluations, the Inclusion Department makes necessary adjustments to enhance the quality and impact of the services provided.

Review and Approval

This policy plan is reviewed Termly - annually to ensure its relevance and effectiveness. Any updates or revisions are approved by the school administration and communicated to all relevant stakeholders.