

SHAIKH KHALIFA BIN ZAYED BANGLADESH ISLAMIA SCHOOL

ABU DHABI EDUCATION COUNCIL

(Licence No. 109/1 Dated 1/10/1980)

P. O. Box : 8174, ABU DHABI, UAE

Tel. : 02-4446904, Fax : 02-4446899

Email : bdschool80@yahoo.com



مدرسة الشيخ خليفة بن زايد البنغلاديشية الإسلامية

مجلس أبوظبي للتعليم

ترخيص رقم 1/109 بتاريخ 1/10/1980م

ص.ب : 8174 - أبوظبي

الامارات العربية المتحدة

تلفون : 02-4446904 - فاكس : 02-4446899

In- School Specialist Service School Policy Academic Year 2026

1. Purpose

This policy outlines the procedures for accessing specialist services for students with additional learning needs and students of determination at Shaikh Khalifa Bin Zayed Bangladesh Islamia School. The purpose of this policy is to ensure that students receive appropriate support according to their individual educational, developmental, behavioural, communication, social, and emotional needs.

2. Scope

This policy applies to all students who may require specialist support, including observation, assessment recommendation, therapy related consultation, classroom accommodation, teacher guidance, and parent guidance. It also applies to school leadership, the Inclusion Department, teachers, parents, and approved external specialists.

3. Key Principles

The school is committed to providing inclusive, respectful, and equitable support for all students. Specialist services shall be arranged only when they are considered necessary for the student's progress, wellbeing, and access to learning. All procedures must follow ADEK requirements, school safeguarding expectations, and confidentiality standards.

4. Identification and Referral

Students may be referred for specialist support by teachers, the Inclusion Department, the SEN Committee, school leadership, or parents. Referral may be based on academic concerns, behavioural observations, communication difficulties, emotional needs, medical reports, screening checklists, or previous assessment records.

5. Parental Consent

Written parental consent must be obtained before any formal observation, assessment, specialist consultation, therapy related discussion, or sharing of confidential student information. No student information shall be disclosed to any external specialist without proper authorisation from the parent or guardian.

6. Role of the Inclusion Department

The Inclusion Department shall coordinate specialist service requests, maintain communication with parents and teachers, arrange observation schedules where required, collect relevant student information, and ensure that recommendations are reviewed by the SEN Committee. The Inclusion Department shall also support teachers in applying recommended classroom strategies.

7. Role of Specialists

Approved specialists may provide professional recommendations, observe referred students, advise teachers on suitable accommodations, support intervention planning, and guide parents where necessary. Specialists shall not make changes to school procedures or student plans without discussion with the Inclusion Department and approval from school leadership.

8. Confidentiality and Student Records

All student records, assessment information, medical details, family information, intervention plans, and specialist recommendations shall be treated as strictly confidential. Such information shall be used only for the purpose of supporting the student's educational and developmental progress.

9. Awareness and Guidance Sessions

The school may arrange awareness sessions for parents and teachers to improve understanding of students' needs and inclusive practices. These sessions may focus on early identification, classroom support strategies, behaviour support, communication needs, emotional wellbeing, and practical ways to support students at home and in school.

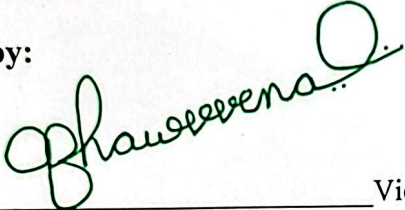
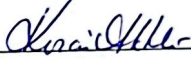
10. Monitoring and Review

Specialist recommendations shall be reviewed by the Inclusion Department and SEN Committee. Where appropriate, the recommendations may be included in the student's Individual Education Plan, Individual Learning Plan, or support plan. Student progress shall be monitored regularly, and support strategies shall be adjusted according to need.

11. Policy Review

This policy shall be reviewed annually or earlier if required by ADEK guidance, school requirements, or changes in student support needs.

Approved by:

Principal:  Vice Principal: 

Head of Inclusion: 

Date: 03/06/2026