

AL SADIQ ISLAMIC ENGLISH SCHOOL

INDIVIDUAL LEARNING SUPPORT ASSISTANT (ILSA) POLICY

Academic Year 2026–27

Policy Lead	Head of Inclusion (Vice Principal / Head of Inclusion)
Scope	The school community: students requiring individual learning support, parents/legal guardians, ILSAs, teachers and relevant school staff
Approved by	Sadia Wajid - Principal
Monitoring	Head of Inclusion / Senior Leadership Team
Revision Cycle	Annually
Effective Date	Academic Year 2026–27
Review Date	August 2027, or earlier following regulatory change

1. Purpose and Aim

Al Sadiq Islamic English School (ASIES) is committed to inclusive education and to removing barriers that may prevent a student from accessing learning, participating fully in school life and developing increasing independence.

Individual Learning Support Assistants (ILSAs) strengthen the school's inclusive education model for students who require rigorous and continuous individual support. This policy explains the circumstances in which an ILSA may form part of a student's provision and establishes clear expectations for the school, parents and ILSAs.

The policy applies to parent-appointed and parent-funded ILSAs approved by ASIES. Individual student arrangements are documented separately through the ILSA Parent Agreement (Appendix 1) and the student's individual support documentation.

2. Regulatory and School Framework

This policy should be read with applicable UAE, KHDA and Dubai Inclusion Policy Framework requirements, and with the school's Admissions Policy, Inclusion Policy, Safeguarding and Child Protection Policy, Intimate Care Policy, Behaviour for Learning Policy, Assessment Policy and relevant health and safety procedures.

Where a mandatory KHDA or UAE requirement changes, the current regulatory requirement takes precedence and this policy will be updated accordingly.

3. Definitions

ILSA	Individual Learning Support Assistant. As defined by the Dubai Inclusion Policy Framework, an adult who supports a child with difficulties in the classroom, providing individualised support beyond the school's standard inclusive provision.
Parent	Biological, adoptive or legally recognised father and/or mother, or legal guardian, of a student enrolled at ASIES.
HOI	Head of Inclusion.
Teacher	An individual appointed by the school to teach the syllabus to students in a particular year group.
IEP	Individual Education Programme/Plan — an education plan setting out the student's individual SMART goals for progress.
DSL / DDSL	Designated Safeguarding Lead / Deputy Designated Safeguarding Lead.

4. Principles

- The purpose of ILSA support is to increase access, participation, safety, communication, regulation, learning and independence.
- The need for an ILSA is determined by the student's individual needs and documented provision, not by diagnosis alone. Admission is not conditional on a medical diagnosis, and no student is refused admission solely because of SEND/SOD.
- High-quality teaching, reasonable adjustments, differentiation and ordinary intervention remain the responsibility of the school and classroom teachers. Standard inclusive provision is not separately chargeable merely because a student has SEND/SOD.
- Where individual support beyond standard provision is formally identified as necessary, a parent-funded ILSA arrangement may be agreed in accordance with applicable KHDA requirements.
- ILSA support must promote independence and must not unnecessarily separate the student from peers or replace the teacher.
- Any ILSA working with a child at ASIES must possess the specific skills required to meet that child's needs. Depending on the level of need identified, an ILSA may be approved to support more than one student.

5. Determining the Need for an ILSA

The Head of Inclusion, in consultation with relevant school leaders, teachers, parents and, where appropriate, external professionals, determines whether individual ILSA support is required. Evidence may include:

- the student's IEP or other individual support plan;
- classroom observation and teacher evidence;
- academic, developmental, communication, behavioural, sensory or functional assessment;
- previous-school information and existing support arrangements;
- specialist reports and recommendations where available;
- the level of adult assistance required for safe and meaningful curriculum access;
- the student's ability to communicate, regulate, participate and develop independence;
- evidence of the impact of existing Wave 1 and Wave 2 support.

The absence of a diagnosis does not prevent the school from identifying a need for support. Equally, a diagnosis does not automatically mean that a student requires a dedicated ILSA.

6. Agreement with Parents

Where the school identifies that ILSA support is necessary beyond standard inclusive provision, the school will discuss the evidence, intended outcomes, scope of support and review arrangements with the parent/legal guardian. The arrangement is documented through the ILSA Parent Agreement (Appendix 1) and the student's IEP/support plan, distinguishing clearly between the school's standard inclusive provision and the additional individual support provided through the ILSA.

6.1 Changing or discontinuing agreed support

Once the school has formally identified and agreed that an ILSA is required as part of the student's individual provision, the parent/legal guardian may not unilaterally discontinue, materially reduce or replace that support without prior discussion with the Head of Inclusion and a documented review of the student's needs (Appendix 3). The review determines whether the student continues to require an ILSA, whether the level of support can safely be reduced, or whether an alternative arrangement is appropriate.

Where a parent wishes to change the ILSA, the parent must notify the Head of Inclusion in advance. The existing ILSA should remain in place until an appropriate transition has been agreed, unless safeguarding, legal, medical or other exceptional circumstances require immediate cessation. A new or replacement ILSA may not commence at ASIES until the school's full approval process, including interview and safeguarding checks, has been completed.

6.2 Escalation where provision is not maintained

Where a parent repeatedly changes ILSAs without prior consultation, abruptly withdraws agreed support, fails to appoint an approved replacement within the timeframe agreed by the school, or otherwise prevents implementation of provision formally identified as necessary, the school will record the concern, hold a formal meeting with the parent, and establish a written action plan with a reasonable deadline for resolution. The matter may be escalated to the Principal and, where appropriate, to KHDA or other relevant authorities for guidance.

Such non-cooperation will not result in the student being removed from school during the current academic year. The school will continue to support the student within the provision reasonably available while documenting concerns and working with the parent to restore the agreed arrangement.

Where the required ILSA provision remains necessary and the parent does not cooperate in putting it in place, the school may determine that the student will not be re-registered for the following academic year, subject to applicable KHDA requirements and any required regulatory consultation, notification or approval. Any such decision will be based on failure to cooperate with and implement formally agreed individual support provision, and not on the student's SEND/SOD status or diagnosis. The school will maintain clear evidence of identified needs, support provided, meetings, communications, agreed actions, review outcomes and the basis for the decision.

7. Eligibility, Appointment and School Approval

The parent is responsible for identifying and proposing a suitable ILSA candidate; the school may advise or provide contact links but does not appoint on the parent's behalf. No ILSA may work with a student on school premises or during school activities until ASIES has completed its approval process.

7.1 Eligibility

- A person who is the parent or legal guardian of any student currently enrolled at ASIES is not eligible for appointment as an ILSA, in order to maintain professional boundaries and confidentiality and to avoid any conflict of interest.
- The ILSA should hold a degree, diploma or certificate of relevant professional training appropriate to the severity and specialised nature of the support the student requires.

7.2 Documentation required

The following must be submitted to the school before approval. The school may request further identity, residency, qualification, safeguarding, medical or fitness documentation necessary to establish suitability and regulatory compliance.

- Recent Police Clearance Certificate, in accordance with KHDA regulations;
- Professional qualification certificate(s);
- One passport-size photograph;
- Copy of passport and Emirates ID;
- Copy of vaccination certificate;
- Signed acknowledgement of the ILSA Policy, the Memorandum of Understanding, the Safeguarding and Child Protection Policy and the Intimate Care Policy;
- Parent consent for intimate/personal care support, where applicable.

7.3 Interview and approval

Every proposed ILSA, including any temporary or replacement ILSA, must attend a face-to-face interview with the Head of Inclusion and the Principal (or an authorised school leader nominated by the Principal) before approval. The interview considers safeguarding awareness, relevant experience and qualifications, understanding of inclusive practice, ability to follow the student's support plan, professional boundaries, communication skills, capacity to promote independence, and suitability to work within the ethos and expectations of ASIES.

School approval is discretionary and based on safeguarding, suitability and the student's identified needs. The school may decline a proposed ILSA who does not meet the required safeguarding, professional, competency or conduct expectations, in which case the parent must propose another suitable candidate. Approval is specific to the individual and to the school context.

Following approval, the ILSA is issued with school ID/access credentials permitting campus entry and support of the assigned student. The ID card must be worn at all times on site and returned when the arrangement ends.

8. Employment and Financial Responsibility

- A parent-appointed ILSA is not an employee of ASIES unless a separate written employment agreement expressly establishes an employment relationship with the school.

- The parent/legal guardian is responsible for the private employment or service arrangement, including lawful salary, visa, insurance, medical and other contractual obligations. The remuneration is agreed between the parent and the ILSA.
- ASIES does not set or administer private salary, leave, notice or employment terms, and will not be held responsible for any dispute regarding payment between parent and ILSA. The ILSA may not expect remuneration of any kind from the school, and there is no financial commitment of any sort between the ILSA and the Head of Inclusion or any school officer.
- Where the ILSA arrangement is discontinued, the parent is responsible for settling all dues arising from the private contract and for appointing an approved replacement where support remains necessary.
- A private financial or employment dispute between the parent and ILSA does not, by itself, permit the school to withhold the student's academic records, reports or Transfer Certificate. If the arrangement ends while the student continues to require individual support, the school and parent will urgently review how the agreed provision will be maintained.

9. School and Head of Inclusion Responsibilities

- Identify and review the student's individual support needs using appropriate evidence, and explain to parents why ILSA support is recommended and the intended outcomes.
- Verify documentation, interview and approve the proposed ILSA before school-based support begins.
- Provide induction and a mandatory training and guidance programme covering safeguarding, confidentiality, school procedures and role expectations.
- Deploy the ILSA appropriately to classroom demands and ensure the ILSA works under the professional direction of the Head of Inclusion and relevant teachers.
- Include ILSA provision within the student's IEP/support plan where applicable.
- Monitor all parties — student, ILSA and parent — regularly, liaise with the parent, and monitor the quality and impact of ILSA support.
- Provide reasonable guidance, supervision and relevant training.
- Act as the first point of contact and ombudsman for complaints, grievances, comments or feedback from any party.
- Review whether the level of ILSA support remains necessary and whether it can be reduced as independence increases.
- Act promptly where there are safeguarding, conduct, performance or safety concerns.

10. Parent / Legal Guardian Responsibilities

- Provide accurate information about the student's needs and previous support, and participate in planning and review meetings.
- Where parent-funded support is agreed, appoint a suitable ILSA and meet the lawful private employment/service obligations.
- Submit all documents required for school approval before the ILSA begins.
- Ensure the ILSA attends reliably, is punctual and complies with all school requirements.

- Inform the school promptly of absence, resignation, replacement or any change affecting the ILSA's suitability or availability, and inform the school in advance when the student will not attend.
- Do not send an unapproved substitute or replacement to school.
- Obtain the school's written approval before changing, replacing or discontinuing an ILSA where ILSA support remains part of the student's formally agreed provision.
- Ensure a replacement ILSA is identified in sufficient time for interview, safeguarding checks, approval and an appropriate handover.
- Provide written consent where intimate or personal care support is required.
- Work collaboratively with the Inclusion Team and support agreed strategies where appropriate.
- Attend a formal review meeting where the parent disagrees with the school's evidence-based determination that ILSA support remains necessary, and cooperate with the escalation process where agreement cannot be reached.

11. ILSA Responsibilities

11.1 Teaching and learning

- Work under the direction of the Head of Inclusion, the relevant teacher and authorised school leaders while on school premises or participating in school activities.
- Implement the student's agreed IEP strategies and individual targets as recommended by the Teacher, HOI and Inclusion Support Team.
- Support access to teaching rather than teach an alternative curriculum independently, and allow the teacher to lead the lesson without interference.
- Deliver small-group and individual instruction, and monitor student learning during independent or small-group work as planned by teachers and the Inclusion Support Team.
- Prepare learning materials for the student under the direction of the teacher, and set up and maintain an appropriate learning environment.
- Reinforce teacher instructions and use agreed visual, communication, sensory, organisational or behavioural strategies.
- Collect formative assessment data on student performance and progress using systems designed by teachers or the Inclusion Support Team.
- Maintain accurate progress notes and a student profile with work samples and daily evidence of support provided.
- Alert the class teacher where any learning material is not understood, or where a physical, medical or socio-emotional concern arises.

11.2 Participation, independence and supervision

- Act as a bridge of support, helping the student achieve what they are capable of without creating dependency; promote independence and gradually reduce prompting when appropriate.
- Support participation, social interaction, communication, transitions and emotional regulation where required.
- Facilitate peer interaction based on guidance from the teacher and Inclusion Support Team.

- Undertake non-instructional duties identified by teachers and the Inclusion Support Team, such as supervision in the canteen, playground, at bus boarding and on field trips.
- Remain in the physical vicinity of the assigned student at all times unless otherwise agreed with the teacher or Head of Inclusion.
- Support personal-care needs only where these are specifically documented, authorised by parent consent and within the ILSA's competence and training.

11.3 Professional conduct

- Comply with all rules, regulations, policies and the general code of conduct prescribed by ASIES.
- Communicate professionally with teachers, Inclusion staff, students, family members and consultants of the child through approved channels.
- Attend and participate professionally in supervision, review and training meetings as required.
- Maintain punctuality, reliability and professional conduct at all times.
- Seek professional growth through reading, workshops, seminars, conferences or advanced coursework, and apply current best practice learned through professional development.
- Report concerns affecting learning, wellbeing or safety promptly to the appropriate school staff.

12. Safeguarding

An ILSA is an adult working with children and is therefore subject to the school's safeguarding and child-protection requirements at all times.

- All required safeguarding and background checks must be completed before the ILSA begins.
- The ILSA must complete school safeguarding induction and all required updates.
- Any disclosure or safeguarding concern must be reported immediately to the DSL/DDSL; the ILSA must not investigate independently or promise secrecy.
- Physical punishment, humiliating language, intimidation, inappropriate restraint and unsafe practice are prohibited.
- Safe touch, personal care or positive handling may be used only where permitted by school procedures and the student's documented needs.
- The ILSA must not photograph, film, record or share information about students unless specifically authorised under school procedures.
- The ILSA must maintain appropriate professional boundaries with the assigned student and all other students.

13. Confidentiality and Records

- All student, family and school information accessed through the role is confidential, and discretion must be maintained at all times.
- Information is shared only on a legitimate need-to-know basis and through approved school channels.
- Records created for school purposes must be submitted and stored as directed by the school.
- School and student records may not be copied, removed, retained or distributed without authorisation.

- Confidentiality continues after the ILSA arrangement ends.
- Serious confidentiality breaches may result in immediate withdrawal of school approval.

14. Attendance, Absence and Replacement

- The ILSA attends for the duration the student is required to be in school, Monday to Friday, 7:15 a.m. to 3:00 p.m., unless otherwise agreed in the ILSA Parent Agreement.
- The ILSA must sign in and out on the roster held at reception and follow all school access, attendance and punctuality procedures.
- Planned absence must be communicated to the parent and school as early as possible; unexpected absence must be reported promptly.
- Where the ILSA is absent, the Head of Inclusion will carry out a risk assessment and, with the parent, agree appropriate interim arrangements so that the student's safe access to education is maintained. Sending the student home is a last resort used only where safety cannot otherwise be assured, and must be recorded.
- The parent must inform the school in advance if the student will not attend; the ILSA is not required to attend on a day the student is absent.
- An unapproved substitute may not work with the student. Any permanent or temporary replacement must complete the full school approval process before commencing.

15. Monitoring and Performance

The school monitors ILSA practice because the support is delivered within the school environment and forms part of the student's educational provision. Monitoring may include observation, review of records, progress data, teacher feedback, student and parent feedback, and supervision meetings.

Monitoring considers the student's access, participation, wellbeing, progress and independence; implementation of agreed strategies; safeguarding and confidentiality; record keeping; communication; attendance; professional conduct; and responsiveness to feedback. All feedback on the ILSA's performance is channelled through the Head of Inclusion.

Where improvement is required, the Head of Inclusion may establish specific actions, support and a review period.

16. Review of the Student's ILSA Provision

- ILSA support is not assumed to be permanent. Provision is reviewed through the school's Assess–Plan–Do–Review process and individual-plan reviews.
- The review considers whether the ILSA is enabling measurable access, progress and independence.
- The intensity of support may be increased, maintained, reduced or discontinued in response to evidence, and support is deliberately faded where appropriate to build independence.
- Parents are involved in significant changes to the individual support arrangement.
- Changes are recorded in the student's plan and, where necessary, in the ILSA Parent Agreement.

17. Withdrawal or Suspension of School Approval

ASIES may suspend or withdraw permission for an individual ILSA to work on school premises where there is a safeguarding concern, a serious breach of confidentiality or policy, unsafe practice, refusal to comply with the Safeguarding Policy or code of conduct, repeated non-compliance, persistent poor performance, failure to maintain required documentation, or other conduct making continued access inappropriate.

Where there is an immediate safeguarding or safety concern, access may be suspended immediately while the matter is reviewed.

Withdrawal of school approval for an individual ILSA is not the same as withdrawing the student's school place. The school and parent will review how the student's identified support needs will be met.

18. Ending or Changing the Arrangement

- The parent must notify the Head of Inclusion when an ILSA arrangement is ending or changing, and any change to formally agreed provision is subject to the review process at Section 6.1 and Appendix 3.
- Where practicable, one month's notice should be given by the party ending the private arrangement, so that recruitment, approval and handover can take place without interrupting the student's provision.
- The outgoing ILSA must complete an appropriate professional handover to the Inclusion Team.
- School property, ID card, access items and records must be returned.
- A replacement may not start until school approval is complete.
- The Inclusion Team will review whether the student continues to require the same level or type of individual support.

19. Complaints and Concerns

Any involved party — ILSA, parent or teacher — may raise complaints, grievances, comments or feedback with the Head of Inclusion, who acts as ombudsman. Concerns about an ILSA's school-based conduct or performance should be raised with the Head of Inclusion or the relevant school leader. Safeguarding concerns must be referred immediately to the DSL/DDSL.

Private employment disputes between a parent and a parent-appointed ILSA remain matters between those parties and should be addressed through the appropriate legal or employment route. School-related concerns may be addressed through the school's Complaints Policy where applicable.

20. Monitoring and Review of this Policy

The Head of Inclusion and senior leaders will review the implementation and impact of ILSA arrangements, including safeguarding compliance, student outcomes, independence, parent feedback, staff feedback and consistency of practice.

This policy will be reviewed annually, and earlier where KHDA/UAE requirements or school procedures change.

21. Related Documents

- ASIES Inclusion Policy 2026–27
- ASIES Admissions Policy 2026–27
- ASIES Safeguarding and Child Protection Policy
- ASIES Intimate Care Policy
- ASIES Behaviour for Learning Policy
- ASIES Assessment Policy
- Student IEP / support plan / risk assessment, where applicable
- ILSA Parent Agreement and Memorandum of Understanding (Appendix 1)
- ILSA Application Form (Appendix 2)
- ILSA Change / Discontinuation Review Form (Appendix 3)
- Applicable KHDA and Dubai Inclusion Policy Framework requirements

22. Approval

Approved by	Principal
Approval Date	To be inserted following final approval
Effective From	Academic Year 2026–27
Review Date	August 2027, or earlier if required by regulatory change

APPENDIX 1 — ILSA PARENT AGREEMENT AND MEMORANDUM OF UNDERSTANDING

This form is completed when a parent-appointed ILSA is required. It records the individual arrangement under the ASIES ILSA Policy and the student's IEP/support plan, and serves as the Memorandum of Understanding between ASIES, the parent and the ILSA. It is an operational agreement and does not create an employment relationship between ASIES and a parent-appointed ILSA.

Student Name	
Year / Class	
Parent / Legal Guardian	
ILSA Name	
Head of Inclusion	
Date Support Begins	
Initial Review Date	
Relevant IEP / Support Plan Date	

A. Agreed ILSA Provision

Reason individual ILSA support is required beyond standard inclusive provision:

Key areas of support / intended outcomes:

Expected level, days and times of ILSA support:

Arrangements for promoting and reviewing independence:

B. Parent Undertaking

- I understand that where ASIES has formally identified ILSA support as necessary, I will not unilaterally discontinue, materially reduce or replace the support without prior discussion and documented review with the Head of Inclusion, except where immediate safeguarding, legal, medical or other exceptional circumstances require urgent cessation.
- I will notify the school in advance if I wish to change the ILSA and will allow sufficient time for interview, safeguarding checks, approval and an appropriate handover.
- I understand that every new, temporary or replacement ILSA must be interviewed and formally approved by ASIES before commencing at school, and that I may not send an unapproved substitute.
- I understand that repeated unconsulted changes, abrupt withdrawal of required support, failure to appoint an approved replacement, or failure to cooperate with formally agreed provision will result in a formal review and escalation process.
- I understand that such non-cooperation will not result in my child being removed during the current academic year; however, where essential ILSA provision remains necessary and is not put in place, the school may determine that my child will not be re-registered for the following academic year,

subject to applicable KHDA requirements and any required regulatory consultation, notification or approval.

- I understand that any re-registration decision will relate to failure to cooperate with formally agreed provision and will not be based solely on my child's SEND/SOD status or diagnosis.
- I accept responsibility for the lawful private employment/service arrangement with the ILSA, including salary, visa, insurance, medical and other contractual obligations, and for settling all dues should the arrangement end. I understand that ASIES is not party to, and bears no responsibility for, that private arrangement.
- I will inform the school in advance when my child will not attend, and I consent to the intimate/personal care arrangements recorded in my child's support documentation where applicable.

C. ILSA Undertaking (Memorandum of Understanding)

This undertaking maintains a firm and open relationship between all parties, with a clear understanding of the ILSA's role and responsibilities. Specific duties will differ according to the individual context of each student.

- I will comply with all ASIES safeguarding, confidentiality, intimate care, professional conduct, health and safety and operational requirements, and I have read and accept the terms of the ILSA Policy.
- I will work under the professional direction of the Head of Inclusion and relevant teachers while on school premises or participating in school activities.
- I will be familiar with and work toward the student's IEP goals, implement the agreed support strategies, maintain required records and a student profile, and promote increasing independence without creating dependency.
- I will provide individual support to the assigned student, promote access to targeted support outside the classroom where directed, work on differentiated activities with groups of students, support intervention or therapy sessions, and liaise with the leader of provision for students of determination in developing social and emotional skills.
- I will work with teachers to monitor student progress, and alert the class teacher to any physical, medical or socio-emotional concern, or to any learning material I do not understand.
- I will attend and participate in all required meetings and training, and seek ongoing professional growth.
- I will always maintain discretion and confidentiality regarding child and family information, and will communicate professionally with staff, students, family members and consultants.
- I understand that I am employed by the parent and am not an employee of ASIES, and that I may not expect remuneration of any kind from the school.
- I understand that school approval may be suspended or withdrawn for safeguarding concerns, unsafe practice, serious confidentiality or policy breaches, persistent poor performance or repeated non-compliance.