

GIIS-AD-Policy-26-27-035

EDUCATIONAL RISK POLICY

Last Review	11 April 2026
Revised on	----
Reviewed by	Principal, Vice Principal, SLTs, Inclusion Head, Social Worker, Student Counsellor, PRE, EHS Officer and Data Analyst
Next Review	April 2027

Introduction

Early detection and assistance of students who are at risk for academic failure are essential for improving their prospects of continuing their study, getting promoted, graduating, and continuing schooling beyond high school or pursuing alternative professional paths. This policy outlines the fundamental needs for our school to support students who are at educational risk.

Purpose

- To develop a policy to support students at educational risk.
- To develop a mechanism for the identification, development of interventions, and monitoring and evaluation of students at risk.
- To use a Tiered Model of Support approach when developing interventions for students at risk.

Policy

1. School Policy on Educational Risk

1.1 Policy Requirements:

The school is responsible to identify, respond to, and support the diverse needs of all students so that they can make appropriate attainment and progress set by the school through the following process:

- a. Identification of students at educational risk
- b. Development of interventions
- c. Monitoring and evaluation

1.2 **Policy Awareness:** The school will organize dedicated professional development sessions to ensure that staff who interact with students are aware of the school's policy on support for students at educational risk.

2. Identification of Students at Educational Risk

2.1 Identification Process: The school will carry out regular analysis to identify students who may be at educational risk using a range of evidence-based factors/ indicators.

These will include, but are not limited to, any cause for concern related to:

- a. Student attendance
- b. Student wellbeing
- c. Student behavior
- d. Additional learning needs
- e. Extenuating circumstances affecting the student, family, or close connections.
- f. Educational, health or welfare assessments sourced by the school with parental consent or provided to the school by families
- g. Academic achievement
- h. Linguistic difficulties
- i. Parent engagement
- j. School transfer frequency
- k. Referrals from staff, parents, and/or students

2.2 **Student Protection:** If a student is identified as being at risk of harm due to maltreatment, the school will immediately follow protocols outlined in the School Student Protection Policy.

2.3 **Confidentiality:** The school will ensure that this identification is only to be used as part of an internal exercise for the purposes of meeting student needs and must be kept confidential to protect student privacy and wellbeing. Results of the analysis will be shared with specific stakeholders on a need-to-know basis at the school's discretion

Developing Interventions

3.1 Adopting a Tiered Model of Support

1. The school will adopt a tiered model to support the needs of students at educational risk based on the following:

a. **Tier 1 (Universal):** Basic and universal instruction based on evidence focuses on creating a healthy learning environment for all children in the classroom connections and a nurturing atmosphere. Every teacher will differentiate the learning in their classroom to meet the needs of all students. For most students, the high-quality differentiated teaching in the classroom will be sufficient to help them address any additional needs that students may have. These students will be closely monitored by the class and subject teachers to ensure that they are making good progress. Continuous monitoring of student development reveals that some children are not responding to Tier 1 interventions.

b. **Tier 2 (Targeted):** Students who struggle to reach their academic and behavioral goals receive additional, focused instruction. The foundation of the programs and tactics is small-group specialized treatments intended to support Tier 1 interventions and help children catch up to their classmates. The students will receive short-term, targeted interventions and an Individual Learning Plan will be put in place for the student that will identify the individual needs of the student and ensure a program of intervention is delivered to target these needs. Progress will be monitored by the Class Teacher and the inclusion team and will be reviewed formally with the parents and the students at least termly. Those who don't respond to Tier 2 treatments could be moved to Tier 3.

c. **Tier 3 (Intensive):** Specialized and individualized intensive teaching that requires highly personalized intervention specific to the needs of the student and may include assistance from external specialists. This Tier of support involves implementing personalized education programmes that are different from those provided to almost all other students within the school, such as receiving high levels of support from a Inclusion assistant. for example. For students accessing Tier 3 support, the school provides an Individual Education Plan (IEP).

Student progress is continually monitored.

2. Tiers do not define student identities but instead identify types of support based on student needs. Hence, the school will decrease or increase student support following an evaluation of the effectiveness of any intervention.

3.2 Tiered Interventions: The school will design interventions using a comprehensive, systematic, and tiered approach based on:

- a. Assessing the underlying factors leading to a student being at educational risk.
- b. Meeting the needs of students at educational risk holistically through a school-home partnership and whole-school approach to aim for improvement that is supported in both contexts.
- c. Implementing high-quality, research-based interventions that are culturally and linguistically relevant.
- d. Adapting teaching to support inclusion and the belief that every student can learn and achieve their potential.
- e. Integrating a data-collection and evidence-based assessment system, including universal screening, diagnostics, and progress monitoring to inform decisions appropriate for each tier of support (see Section 3.2.1).
- f. Employing a problem-solving process to deliver personalized learning plans.
- g. Using school-wide and classroom-research-based positive behavioral approaches to support student achievement and social-emotional learning.
- h. Implementing a collaborative approach to analyzing student data and coordinating the intervention process.

3.3 Developing and Implementing Interventions: Schools will develop and implement interventions (documented learning plans(ISP, IEP and ALP) processes, and strategies) that maximize opportunities for all students at educational risk by employing the following method:

1. **Activating a school-based intervention team** to provide guidance and support for teachers in developing and implementing interventions for specific students. The recommended intervention team membership consists of the following staff members:

- a. Vice Principal (Head of School based Intervention Team)
- b. School's Social Worker.
- c. School's Head of Inclusion.
- d. Staff responsible for supporting student wellbeing coordinator.
- e. Parent Relationship Executive (PRE)
- f. School Data Analyst.

2. Involving the student identified as being at educational risk, whenever possible and appropriate, and their teachers in planning any individualized intervention. This is particularly important for older students (cycles 2 and 3).

3. Employing a combination of approaches to increase protective factors and reduce risk factors that influence the wellbeing and educational, social, and emotional development of the student at educational risk, in line with the ADEK wellbeing policies.

4. Allocating available resources to support individuals and groups of students at educational risk.

5. Identifying the need for specialist intervention (including referral to external agencies), where appropriate, to parents, in line with the ADEK In-School Specialist Services Policy and the ADEK Student Mental Health Policy.

6. Verifying that teaching staff provide the necessary teaching and learning adjustments and manage allocated resources to address the diverse needs of all students at educational risk.

7. Ensuring that the school involves relevant internal and external stakeholders (e.g., specialists, parents, EHS officer etc.) when planning for students at educational risk.

4. Monitoring and Evaluation

4.1 The school will continuously monitor and evaluate the effectiveness of the implementation of this policy by:

1. Using a comprehensive range of assessment methods to collect data that

can be used to inform the progress monitoring of students at educational risk.

2. Establishing a schedule to monitor and evaluate the status of each student at educational risk and update students' DLPs and level of tiered support in line with their progress.

3. Providing parents of students at educational risk with ongoing, accurate, and relevant information about their child's progress where appropriate through parent-teacher meets and individual meetings at a mutually agreed upon time.

4. The school will store and safeguard data for all identified students in a digital format that will be made available with ADEK upon request or as part of a school inspection visit.



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