Al Ittihad National Private School Shakhbout

Educational Risk Policy

AY 2025-2026

I. Table of Content

VII. **Monitoring and evaluation**

VIII. **Disclaimer**

I. Introduction

At Al Ittihad National Private School - Shakhbout (INPS-Shakhbout)**,** we are committed to promoting an inclusive learning environment where every student has the opportunity to grow academically, socially, and emotionally. From our commitment to supporting students at educational risk, we have developed this policy to serve as a framework to identify at educational risk students, implement a tiered support model, and collaborate with families and specialists to ensure no student is left behind and ensure his/her success. We aim to create an inclusive environment where every student can overcome barriers, progress, and achieve their full potential.

1.1. Purpose

The INPS-Shakhbout Educational Risk Policy is designed to:

a. Establish a systematic approach for identifying students at educational risk using data-driven methodologies.

b. Implement a tiered model of support to provide varying levels of intervention based on individual student needs.

c. Promote collaboration between school staff, parents, and external specialists to ensure a comprehensive support system.

d. Promote a proactive educational environment where early interventions minimize the risk of academic failure, behavioral difficulties, and student disengagement.

e. Ensure compliance with ADEK's Educational Risk Policy (2024), which mandates schools to have a structured mechanism for identification, intervention, and ongoing monitoring.

1.2. Scope

The policy applies to all students enrolled at INPS-Shakhbout, particularly those who exhibit factors that may negatively impact their educational journey. These risk factors may include academic challenges, Behavioral concerns, Attendance issues, Health-related challenges, and Family and social factors.

1.3. Objectives

a. To ensure the school has a structured and proactive approach to identifying and supporting students who may be at educational risk.

b. To identify students at educational risk as early as possible to prevent further challenges and ensure timely intervention.

c. To provide differentiated support based on the level of student need through a tiered intervention system.

d. To ensure that all students, including those with additional learning needs, receive the accommodations and support they require to thrive in an inclusive environment.

e. To engage parents as partners in identifying challenges and supporting their child's education.

f. To minimize factors that contribute to educational disengagement and dropout by addressing attendance issues, disruptive behavior, and social-emotional challenges.

1.4. Alignment with UAE and ADEK Guidelines

a. 2024 (September) ADEK_School_Educational Risk Policy_v.1.1 which mandates schools to have a structured mechanism for identification, intervention, and ongoing monitoring.

b. Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments.

II. Definitions

Educational Risk	A reduced likelihood of a student continuing their education, being promoted, graduating, or progressing to postsecondary education or other career pathways. Educational risk arises from factors such as frequent absenteeism, disruptive behavior, significant health issues, low academic performance, disciplinary problems, previous grade retention, or other challenges that may negatively impact a student's educational progress and achievement." ADEK, Educational Risk policy (2024).
a. Documented learning plan **b.**	A plan that details personalized learning goals, curriculum modifications, additional support, or learning tools, developed in collaboration with school staff, parents, and, when applicable, students. This includes plans such as Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behavior Support Plans (BSP), and Advanced Learning Plans (ALP). The plan addresses specific academic, behavioral, language, or social-emotional needs." ADEK, Educational Risk policy (2024).
Adaptive Teaching	An approach to supporting the abilities of all students with additional learning needs by their teachers using a range of teaching strategies, resources, and levels of differentiation to meet the needs of all learners in the class.

Additional Learning Needs	Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis 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.
c. Tiered Model of Support	An approach to addressing the diverse needs of students, recognizing that most can be supported by classroom teachers (Tier 1: Universal), while some may need targeted interventions (Tier 2: Targeted), and a few will require highly personalized support, potentially involving external specialists (Tier 3: Intensive and Individualized). This framework includes models like the Multi-Tiered System of Supports (MTSS), the Graduated Approach Model, and similar structures." ADEK, Educational Risk policy (2024).
Students at Educational Risk	Students or groups of students identified as being or potentially being at educational risk.
Risk Factors	Factors that promote or increase the likelihood of being at educational risk. Factors that increase risk may include, but are not limited to developmental factors (e.g., genetic, health), individual student factors (e.g., gender, cognition, known diagnoses,), and environmental factors (e.g., family, school, socioeconomic status, culture, language, etc.).

d. **Personalized Learning**	The way in which schools tailor education and personalize intervention to enable every student to achieve the highest standard possible. The rationale for personalized learning is to raise standards by focusing teaching and learning programs on the aptitudes and interests of individual students.
Inclusive Education	An approach to education which celebrates and acknowledges learning diversity and ensures that teaching is adapted to enable all students to learn.

III. Our Beliefs

At Al Ittihad Private School- Shakhbout , we believe :

- **Every student has potential**: We believe that all students, regardless of their challenges, have the ability to succeed when provided with the right support and opportunities.

- **Early identification is key***:* We are committed to identifying students at risk as early as possible, understanding that timely intervention can make a significant difference in their educational journey.

- **Inclusive education fosters success**: We believe in creating an inclusive learning environment where every student feels valued and supported, allowing them to thrive both academically and socially.

- **Collaboration leads to growth**: We recognize the importance of working closely with families, teachers, and specialists to develop personalized strategies that meet the unique needs of each student.

- **Continuous support and adaptation:** We believe that student support should be ongoing and adaptable, ensuring that interventions evolve based on the student's progress and changing needs.

IV. Identification:

To effectively support students at educational risk, Al Ittihad Private School - Shakhbout follows a structured identification process based on ongoing assessments and observations. The following steps outline how we identify students who may be at risk:

4.1. Data Collection

Gather comprehensive data on students through:

a. Attendance records

b. Academic performance (test scores, assignments, and grades)

c. Behavioral records and referrals

d. Parent and teacher feedback

e. Health records

4.2. Analysis of Risk Factors

Evaluate the collected data to identify potential risk factors, which may include:

a. Persistent absenteeism or tardiness

b. Academic underperformance or decline in grades

c. Disruptive or concerning behavior

d. Health issues or special educational needs (SEN)

e. Family or personal challenges impacting the student

4.3. Screening and Referral

Teachers, staff, or parents can initiate the screening process by raising concerns. Referrals are reviewed by the inclusion team or social workers to determine if further assessment is needed.

4.4. Multidisciplinary Review

The student's case is reviewed by a multidisciplinary team, which includes the Head of Inclusion, nurse, social workers, administrators and relevant teachers. This team assesses the student's needs holistically, considering academic, social, emotional, and behavioral factors.

4.5. Parent Engagement

Parents are involved in the identification process through regular communication and are informed if their child is identified as being at educational risk. Parent feedback is gathered and included in the decision-making process.

4.6. Documentation

Once a student is identified, a Documented Learning Plan (DLP) is developed to outline personalized interventions. This plan includes the student's areas of need, goals, and strategies for support.

4.7. Continuous Monitoring

The student's progress is regularly monitored through ongoing assessments and feedback from teachers, parents, and the student. Adjustments are made to the support plan as needed based on the student's development.

V. Response to intervention Model

e. 5.1. Tier 1: Universal Support

Provide high-quality, inclusive teaching and proactive strategies for all students to support early signs of academic or behavioral challenges.

- **In-Class Differentiation**: Teachers apply a range of inclusive teaching methods that cater to diverse learning styles, ensuring all students can access the curriculum.
- **Classroom Management**: Positive behavior management techniques are employed to create a supportive and engaging classroom environment.
- **Regular Monitoring**: Continuous monitoring of student progress through assessments and classroom observations allows teachers to identify and address early signs of difficulty.
- **Low-Level Interventions**: Simple adjustments, such as changing seating or offering additional prompts, are used to support students who exhibit early struggles.

f. 5.2. Tier 2: Targeted Support

Provide additional, small-group interventions for students who require more support than Tier 1 can offer due to emerging academic or behavioral difficulties.

a. **Targeted Interventions**: Focused support is provided in small groups or one-on-one settings, addressing specific areas such as literacy, numeracy, or behavior.

b. **Specialized Programs**: Evidence-based intervention programs, such as remedial teaching or social skills training, are used to help students catch up to their peers.

c. **Progress Monitoring**: The student's progress is closely monitored through regular assessments, with adjustments to interventions made as necessary.

d. **Parental Involvement**: Parents are actively involved in the intervention process, receiving updates on their child's progress and participating in planning.

g. 5.3. Tier 3: Intensive Individualized Support

Provide intensive, personalized interventions for students with significant or complex needs requiring individualized, one-on-one support.

a. **Personalized Learning Plans (DLP):** A Documented Learning Plan (DLP) is developed, outlining specific goals, strategies, and accommodations tailored to the student's individual needs.

b. **Specialist Support**: In school services specialists (e.g., speech therapists, psychologists) may be involved to provide targeted intervention in specific areas.

c. **One-on-One Instruction:** Intensive, individualized instruction is delivered, focusing on specific learning, behavioral, or developmental needs.

d. **Frequent Progress Reviews**: The student's progress is frequently monitored and interventions are adjusted based on their response to the support provided.

e. **Collaboration**: Close collaboration with specialists, teachers, and parents ensures that the interventions are effective and comprehensive.

h. 5.4. Intervention Team

The intervention process is managed by a school-based multidisciplinary team, which includes:

a. Senior Leadership Member
b. Head of Inclusion
c. Social Workers
d. School nurse
e. Classroom Teachers
f. Specialists (if required)

This team works collaboratively to design, implement, and review interventions for students across all tiers of support.

Approximatly 5% of students - Individualized, intensive support for students requiring significant help.

VI. Monitoring and evaluation

Al Ittihad Private School - Shakhbout will implement a thorough monitoring and evaluation process to ensure effective support for students at risk. This includes regular data collection through assessments and feedback, and scheduled reviews to adjust interventions as needed. Parents will be kept informed, and students will be involved in self-assessment where appropriate. The effectiveness of each tier of support (Universal, Targeted, and Intensive) will be evaluated, and feedback from stakeholders will guide improvements. All student data, including assessments,

DLPs, and progress reports, will be securely stored in a digital format, accessible to authorized staff and ADEK if required for inspections or reviews.

VII. Disclaimer

Disclaimer

This policy was developed by Al Ittihad National Private School. It is intended for use exclusively by school staff and students. Any external use, whether in whole or in part, requires management approval. Any exceptions to this policy must also be approved in advance by the school management.

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