Al Ittihad National Private School

Al Ain

Educational Risk Policy

AY 2024-2025

Table of Contents

I. Introduction

At INPS-Al Ain, we are dedicated to identifying and supporting students at educational risk as early as possible. Our goal is to ensure all students have equitable opportunities to succeed academically, progress through grade levels, and prepare for post-secondary education or other career pathways. This policy is developed in alignment with ADEK's Educational Risk Policy (Ref: ADEK Educational Risk Policy), integrating a structured, tiered model of support to address diverse student needs.

We emphasize a nurturing, inclusive, and data-driven environment where collaboration and adaptability are key to providing the right interventions at the right time.

II. Purpose

The primary goals of this policy are:

- Early Identification: Detect students at educational risk using academic, behavioral, and attendance data points.
- Personalized Interventions: Tailor interventions to address academic performance and emotional well-being, keeping students engaged.
- Continuous Monitoring: Establish procedures for ongoing assessment and adjustment of interventions based on real-time student progress.
- Tiered Model of Support: Use a flexible, multi-tiered framework, providing scalable support from universal to highly individualized interventions (Ref: ADEK Educational Risk Policy Section 3.1).
- Parental Involvement: Maintain consistent communication with parents, ensuring their involvement in the intervention process to create a collaborative support system.

III. Definitions and Key Terms

- **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 identified academic, behavioral, language, or social and emotional need.

- **Educational Risk**: The decreased probability of student continuity, promotion, or graduation, or continuation to postsecondary education or other career pathways. Education risk stems from factors such as habitual absenteeism, disruptive behavior, serious health issues, low achievement, disciplinary problems, prior grade retention, or other learning-related factors that could adversely affect the educational performance and attainment of some students. (Ref: ADEK Educational Risk Policy).
- **Tiered Model of Support:** An approach to meeting the different needs of students which acknowledges that most needs can be met by the teacher (Tier 1: Universal), whilst some may require specific interventions (Tier 2: Targeted) and a few may require a high degree of personalization and possibly external support by specialists (Tier 3: Intensive and Individualized). This includes models such as the Multi-Tiered System of Supports (MTSS), Graduated Approach Model, and others.

Abbreviations:

IEP	Individual Educational Plans
ISP	Individual Support Plans
ILP	Individual Learning Plans
SLT	Senior Leadership Team
BSP	Behavior Support Plans
ALP	Advanced Learning Plans
PERMA	Positive motions, Engagement, Relationships, Meaning, and Achievement
SIT	School-Based Intervention Team
DLP	Documented Learning Plan
CPD	Continuous Professional Development

IV. Identification of Students at Educational Risk Process

INPS-Al Ain uses a comprehensive, data-driven process to identify students at educational risk. Key indicators include:

- **Academic Indicators:** Persistent underachievement, low exam scores (internal and external assessments), or frequent grade retention.
- **Behavioral Indicators:** Chronic absenteeism or disciplinary actions.
- **Social and Emotional Indicators:** Emotional distress, learning difficulties, language barriers, or external factors (family issues, health problems).

Training and Awareness:
All staff will receive regular training to help them identify these indicators and understand how to refer students for intervention (Ref: ADEK Educational Risk Policy Section 1.2).

V. Developing and Implementing Interventions

INPS-Al Ain ensures that each student at educational risk receives personalized interventions tailored to their specific needs. These interventions will be continuously adjusted based on ongoing feedback and data. Our approach includes:

5.1. Intervention Process:

5.1.1. School-Based Intervention Team (SIT):
This team, comprising key staff, will guide interventions for each student, including:

- **SLT Member:** Provides strategic direction.

- **Social Worker and/or Counselor:** Supports emotional, social needs as well as student wellbeing and behavior.

- **Head of Inclusion:** Ensures alignment with inclusive education policies.

- **Parent Liaison:** Ensures consistent communication with parents.

- **Data Management Staff:** Analyzes and monitors relevant student data.

5.1.2. School-Based Intervention Team (SIT):

Each student's interventions will be recorded in a **Documented Learning Plan (DLP)**, detailing:

- Specific academic and behavioral goals.

- Strategies to be implemented by staff (teachers, specialists).

- Timelines and responsibilities for monitoring progress.

5.2. Developing Interventions:

5.2.1. Tier 1 (Universal Support):

All students benefit from positive learning environments and teaching strategies that promote resilience and engagement. All students receive evidence-based teaching in a classroom environment designed to nurture strong relationships and a supportive atmosphere.

5.2.2. Tier 2 (Targeted Support):

For students showing early signs of risk, small-group interventions address specific academic or behavioral issues. Targeted support offers small-group interventions for students needing additional academic or behavioral assistance

5.2.3. Tier 3 (Intensive and Individualized Support):

Highly individualized interventions for students with significant needs, possibly involving external specialists, tailored to address complex challenges.
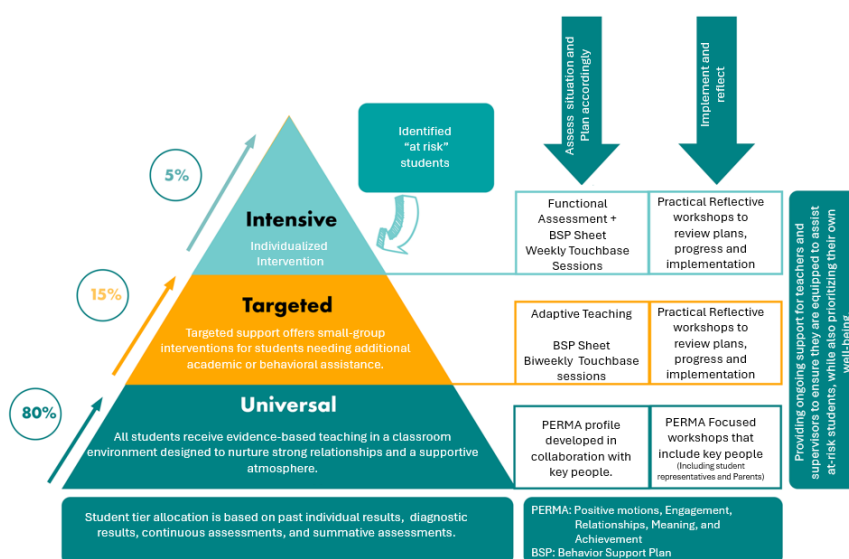
VI. Monitoring and Evaluation

The effectiveness of interventions will be regularly monitored through:

6.1 Ongoing Data Collection:

Data on academic performance, attendance, and behavior will be collected continuously, informing decisions about interventions.

6.2 Scheduled Reviews:

Regular meetings will assess the progress of at-risk students. Parents will be involved in review meetings to ensure a collaborative approach.

6.3 Parent Engagement:

Regular updates will be shared with parents, ensuring transparency and involvement in decisions about their child's support

VII. Staff Training and Professional Development

7.1 Initial Training:

All staff will receive foundational training to recognize educational risk indicators and understand the intervention referral process

7.2 Collaborative Training:

Multi-disciplinary teams (teachers, counselors, specialists) will receive ongoing professional development to ensure they can work collaboratively in supporting at-risk students.

7.3 Continuous Professional Development (CPD):

Regular workshops and follow-up sessions will keep staff updated on evolving risk factors and intervention methods.

VIII. Inclusivity and Equity in Guidance Services

8.1 Senior Leadership Team (SLT):

The SLT will oversee the overall implementation of the educational risk policy, ensuring compliance with ADEK guidelines.

8.2 Head of Inclusion:

Responsible for organizing workshops, training sessions, and monitoring the effectiveness of interventions.

8.3 Monthly Reports:

Progress reports on students identified as at-risk will be shared with SLT and relevant stakeholders.

IX. Confidentiality and Data Management

All data collected will be handled in strict accordance with ADEK confidentiality guidelines. Only relevant personnel will have access to student data, and information will be securely stored to protect student privacy.

X. Evaluation and Success Metrics

Success of this policy will be measured by:

- 100% staff completion of training within the first two months of the academic year.
- Increased identification and referral rates for students at educational risk.
- Positive feedback from staff on the effectiveness of training sessions.
- Documented learning plans developed for all identified students by mid-year review.
- Regular parent feedback through surveys on the effectiveness of interventions.

XI. Compliance

This policy is effective starting AY 2024/25, with the goal of full compliance by AY 2025/26. Failure to comply with this policy may result in measures being taken as per ADEK regulations (Ref: ADEK Educational Risk Policy Section 5).

XII. 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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