

**Arabian Education Development**



# **Student at Risk Policy**

**AY 2024-2025**

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## I. Introduction

At Al Ittihad Private Schools (IPS), we are committed to the early identification and comprehensive support of students at educational risk. Ensuring academic continuity, successful promotion, and graduation, as well as preparing students for post-secondary education or vocational pathways, is a key priority. To achieve this, we use a structured tiered support model that addresses students' academic, social, emotional, and behavioral needs.

This policy addresses the unique challenges of at-risk students and fosters a nurturing, inclusive, and data-informed environment.

## II. Purpose

The primary goals of this policy are to:

- Identify students at educational risk early using academic, behavioral, and attendance data.
- Provide targeted interventions that support academic progress and emotional well-being.
- Establish clear procedures to monitor, assess, and adjust interventions based on student progress.
- Implement a flexible tiered support model that scales from universal to individualized interventions based on student needs.

### III. Key Terms Used in This Policy

Term	Definition
<b>Adaptive Teaching</b>	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.
<b>Additional Learning Needs</b>	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.
<b>Continuity</b>	The ability for a student to continue to remain in school. Continuity concerns the school's ability to prevent student dropout.
<b>Cycle</b>	A stage in the primary and secondary educational process and is classified in Abu Dhabi as the following: Kindergarten (Pre-KG/FS1-KG2/Y1), Cycle 1 (G1/Y2-G5/Y6), Cycle 2 (G6/Y7- G8/Y9), and Cycle 3 (G9/Y10-G12/Y13). Private schools teaching Ministry of Education (MoE) curriculum may follow MoE cycles: KG, Cycle 1 (G1-G4), Cycle 2 (G5-G8), and Cycle 3 (G9-G12).
<b>Documented Learning Plan (DLP)</b>	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.
<b>Educational Risk</b>	<p>The decreased probability of student continuity, promotion, or graduation, or continuation to postsecondary education or other career pathways.</p> <p>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.</p>
<b>Graduation</b>	The ability for a student to complete Grade 12/Year 13 requirements to obtain their secondary school certificate (Qualifications Framework Emirates [QFE] Level 4).
<b>Inclusive Education</b>	An approach to education which celebrates and acknowledges learning diversity and ensures that teaching is adapted to enable all students to learn.
<b>Personalized Learning</b>	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.
<b>Promotion</b>	The ability for a student to be promoted to the next grade.
<b>Protective Factors</b>	Factors that prevent or reduce the likelihood of being at educational risk.
<b>Risk Factors</b>	<p>Factors that promote or increase the likelihood of being at educational risk.</p> <p>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.).</p>
<b>Students at Educational Risk</b>	Students or groups of students identified as being or potentially being at educational risk.

<b>School Transfer Frequency</b>	The practice of frequently changing schools which may cause disruption to student wellbeing and learning.
<b>Tiered Model of Support</b>	An approach to meeting the different needs of students which acknowledges that most needs can be met by the teacher (Tier 1: Universal), while 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.

#### IV. Abbreviations

Abbreviation	Full Terms
<b>IEP</b>	Individual Educational Plans
<b>IPS</b>	Ittihad Private School
<b>ISP</b>	Individual Support Plans
<b>ILP</b>	Individual Learning Plans
<b>SLT</b>	Senior Leadership Team
<b>BSP</b>	Behavior Support Plans
<b>ALP</b>	Advanced Learning Plans
<b>PERMA</b>	Positive motions, Engagement, Relationships, Meaning, and Achievement
<b>SIT</b>	School-Based Intervention Team
<b>DLP</b>	Documented Learning Plan
<b>CPD</b>	Continuous Professional Development

## V. Developing Interventions

IPS ensures each student at educational risk receives tailored support based on their needs. The process is detailed in the Referral and Intervention section.

### 5.1 Intervention Process

The development and implementation of interventions will follow a rigorous, evidence-based method designed to maximize opportunities for all students at risk. Interventions will be outlined in Documented Learning Plans (DLPs), detailing the processes and strategies employed to support each student. This method includes the following key steps:

- **School-Based Intervention Team (SIT):** A dedicated intervention team will be established for supporting student who have been identified as being at educational risk. This team will provide ongoing guidance and expert support to ensure the interventions are effectively implemented. The composition of this team is crucial to the success of each student's plan and will include:
  - Senior Leader or a member of the Senior Leadership Team (SLT) to oversee and provide strategic direction for the interventions.
  - School Counselor to address emotional, behavioral, and social needs that may affect the student's academic progress.
  - Head of Inclusion to ensure that all interventions are aligned with the school's inclusive education policies and address specific learning barriers.
  - Student Wellbeing/Behavior Support Staff (such as supervisors) to monitor and support the student's emotional well-being and behavior.
  - Parent Liaison Staff to maintain consistent and open communication with the student's family, ensuring that parents are active participants in the intervention process.
  - Data Management Staff to collect, analyze, and monitor all relevant academic and behavioral data, ensuring data-driven decisions inform the intervention process.

IPS will utilize a tiered support model to respond to the diverse needs of students identified as being at educational risk (Further details are outlined below). Interventions are rooted in collaboration between teachers, counselors, parents, and external specialists where necessary.

Each plan will increase protective factors (such as positive teacher relationships or family support) and reduce risk factors that may hinder a student's progress.

## 5.2 Monitoring, Evaluation, and Adjustment of Interventions

IPS is committed to ensuring that interventions for students at educational risk are both effective and responsive to evolving needs. A comprehensive and continuous monitoring process is in place to evaluate student progress and adjust support accordingly.

Key elements of this process include:

- **Ongoing Assessment:** Data is collected continuously through both formative and summative assessments. This includes academic performance, behavioral reports, attendance records, and wellbeing indicators to evaluate the effectiveness of interventions. (A list of suggested indicators are found in Appendix II)
- **Scheduled Review Meetings:** The School-Based Intervention Team (SIT) holds structured review meetings, typically every 6 to 8 weeks, to assess student progress, determine responsiveness to interventions, and make informed decisions on whether to continue, modify, escalate, or reduce support.
- **Data-Driven Decisions:** Progress is evaluated using documented learning outcomes, DLP/BSP goals, and evidence from classroom observations and stakeholder feedback.
- **Parental Engagement:** Parents are kept informed of their child's progress and any adjustments made to the intervention plan. Regular communication ensures a collaborative approach between school and home.
- **Student Involvement:** Wherever age-appropriate, particularly in Cycle 2 and 3, students are engaged in reflecting on their own progress and helping shape the direction of their support plan.
- **Documentation:** All monitoring outcomes and decisions are recorded digitally and securely stored, ensuring that data is accessible to authorized personnel when needed.

## VI. Awareness Sessions

To ensure all teaching and support staff are equipped with the skills, knowledge, and tools needed to accurately identify students at educational risk and refer them for appropriate interventions, the school's SLT will organize the following specialized training workshops:

### 6.1 Initial Training Session

**Outcome:** All staff will have foundational knowledge of the risk indicators and the intervention process.

**When should it be held:** At the start of the academic year.

**Key Focus Areas:**

- Overview of the Tiered Model of Support.
- Identifying academic, behavioral, and emotional indicators of educational risk.
- Using evidence-based tools to assess students.
- Introduction to the referral process for students at educational risk.

### 6.2 Collaborative Team Training

**Outcome:** Creation of multi-disciplinary teams responsible for monitoring at-risk students and reviewing progress regularly that will make up the **School-Based Intervention Team (SIT)**.

**When should it be held:** At the start of the academic year.

**Key Focus Areas:**

- Decide on who will be part of the SIT.
- Developing intervention strategies for identified at-risk students.
- Collaborative planning for individualized support using Documented Learning Plans (DLPs).
- Best practices for family engagement in the intervention process.

### 6.3 Follow-up and Continuous Professional Development (CPD)

**Outcome:** Staff will stay up to date with evolving risk factors and intervention methods, fostering a culture of continuous improvement.

**When should it be held:** At least twice each semester.

#### Key Focus Areas:

- Ongoing training on identifying new and emerging risk factors.
- Sharing case studies of successful interventions.
- Updates on the referral process and feedback from intervention teams.
- Use of data to assess and adjust intervention strategies.

In addition to workshops and refresher sessions, CPD must also incorporate practical, interactive learning experiences to deepen staff understanding and improve implementation consistency. These include:

- **Case Simulation Activities:**

Staff will engage in simulated case studies where they collaboratively identify risk indicators, determine the appropriate tier of support, and design intervention plans. These simulations will reflect real-world scenarios and encourage the practical application of policy frameworks.

- **Reflective Peer Observation:**

Teachers and counselors will have the opportunity to observe colleagues delivering intervention strategies or leading support sessions. Follow-up reflection meetings will allow staff to share insights, challenges, and strategies to enhance effectiveness across classrooms and departments.

- **Parent Training and Awareness Sessions:**

Where feasible, campuses are encouraged to organize targeted sessions for parents of students identified as being at educational risk. These sessions will provide guidance on how to support learning and emotional wellbeing at home, reinforce school-based interventions, and strengthen the school-home partnership.

## 6.4 Mid-Year and End-of-Year Evaluation

**Outcome:** Continuous improvement of the identification and intervention process for students at educational risk.

**When should it be held:** At the end of each semester.

### Key Focus Areas:

- Review the progress of the intervention strategy.
- Evaluate the impact of training on staff's ability to identify students at educational risk.
- Adjust the training plan based on feedback from staff and outcomes of student assessments.
- Identify areas for further development and additional training requirements for the following year.

## 6.5 Monitoring and Accountability for Training Sessions

- The Senior Leadership Team (SLT) will oversee the overall implementation of the action plan and ensure compliance with national guidelines.
- The SLTs and SIT teams will be responsible for organizing the workshops and training sessions.
- Teacher feedback surveys will be conducted after each training session to assess its effectiveness and identify areas for improvement.

## 6.6 Evidence of Success

To measure the effectiveness of the training and intervention processes, IPS will track the following indicators:

- 100% completion of initial and specialized training by all staff within the first two weeks of the academic year.
- Mid-year completion of Documented Learning Plans (DLPs) for all identified at-risk students.

- Positive feedback from post-training teacher surveys on the usefulness and clarity of CPD content.

## VII. Identification of Students at Educational Risk

At IPS, the identification of students at educational risk is a critical, ongoing process that integrates multiple evidence-based indicators. The goal is to ensure that no student at risk goes unnoticed and that timely, appropriate interventions are provided to support each student's academic, emotional, and social development.

This process is dynamic, collaborative, and data-driven, allowing for early intervention and a tailored response based on individual student needs. All staff will receive regular, comprehensive training on how to recognize risk factors and refer students appropriately.

### 7.1 Identification Process

IPS will conduct continuous analysis and review to identify students at educational risk, using a wide range of indicators. These include, but are not limited to:

- Academic Achievement:** Persistent underachievement, low exam scores, or difficulty keeping pace with the curriculum.
- Student Attendance:** Chronic absenteeism or irregular attendance patterns that may indicate disengagement or external challenges.
- Student Behavior:** Repeated disciplinary actions, classroom disruptions, or signs of emotional distress.
- Social and Emotional Wellbeing:** Observable concerns related to mental health, emotional regulation, or peer interactions.
- Linguistic Difficulties:** Language barriers that impact the student's ability to engage with the curriculum or communicate effectively.
- Additional Learning Needs:** Identified learning difficulties or disabilities that require specialized support or accommodations.
- Extenuating Circumstances:** Personal or family-related challenges, such as divorce, financial hardship, bereavement, or serious health issues.
- Educational, Health, or Welfare Assessments:** Reports conducted or submitted by professionals, with parental consent, that offer insight into a student's learning, health, or wellbeing needs.

- **Parent Engagement:** Limited parental involvement or communication issues that may signal underlying challenges affecting the student's progress.
- **School Transfer Frequency:** Frequent changes in school enrollment that disrupt academic continuity and social development.
- **Referrals:** Concerns raised by teachers, parents, or peers that warrant further observation and support.

This identification framework ensures that IPS remains proactive in recognizing early signs of risk and mobilizing support systems.

#### For Abu Dhabi Schools:

*This is in alignment with the ADEK Educational Risk Policy (Section 2.1).*

## 7.2 Referral and Intervention Process

When a student is identified as being at educational risk, IPS initiates a structured referral and intervention process to ensure timely and effective support. This process is guided by the Tiered Model of Support and involves collaboration among educators, specialists, and families.

### 7.2.1 Initial identification

Concerns may arise through academic performance data, teacher observations, behavioral incidents, parent referrals, or other documented indicators. Once identified, the case refers to the appropriate personnel (e.g., class teacher, counselor, or Head of Inclusion).

### 7.2.2 Referral to the School-Based Intervention Team (SIT)

A formal referral is submitted to the SIT. The referral includes detailed documentation of the student's risk indicators, and any prior interventions implemented in the classroom.

### 7.2.3 Assessment and Data Collection

The SIT conducts a comprehensive review of the student's academic records, behavior logs, attendance data, wellbeing indicators, and any external or parental

input. This evaluation helps determine the appropriate level of intervention based on the Tiered Model of Support.

#### 7.2.4 Assessment Intervention Planning

Based on the findings, the SIT develops a Documented Learning Plan (DLP), or Individual Education Plan (IEP) as needed. This plan includes:

- Clearly defined goals and objectives
- Specific intervention strategies across relevant settings (classroom, small group, or individual)
- Roles and responsibilities of staff involved in the intervention

Wherever appropriate, particularly for Cycle 2 and Cycle 3, students are involved in shaping their own learning plans to promote ownership and engagement.

#### 7.2.5 Parental Engagement

Parents are active participants throughout the process. They are invited to review the findings, provide input on the intervention strategy, and agree on communication and follow-up procedures.

#### 7.2.6 Monitoring and Review

The SIT regularly reviews each student's progress, to determine the effectiveness of interventions. Adjustments to the DLP or escalation of support are made based on the student's responsiveness and evolving needs.

All actions, plans, and outcomes are digitally documented and securely stored, ensuring accessibility, transparency, and alignment with national reporting requirements.

### 7.2.7 Exit from “At-Risk” Status

A student may be removed from the “at-risk” register when they have demonstrated consistent improvement over at least two consecutive SIT review cycles (typically 12–16 weeks). This decision must be based on:

- Achievement of the majority of goals outlined in their Documented Learning Plan (DLP) or Behavior Support Plan (BSP),
- Evidence of sustained academic, behavioral, and/or emotional progress,
- Positive feedback from teachers, counselors, and parents, and
- No emerging or recurring risk indicators.

The exit decision must be formally documented in the SIT meeting minutes, and the student’s status will continue to be informally monitored for a further review cycle to ensure stability.

### 7.2.8 Risk Level Prioritization Matrix

To ensure timely and effective responses, the School-Based Intervention Team (SIT) will use the following risk matrix to prioritize intervention referrals. This matrix classifies students based on the severity and urgency of risk indicators:

Risk Level	Description	Examples	Recommended Action
High (Red)	Critical and immediate concerns impacting student safety, wellbeing, or continuity	Trauma, abuse disclosures, self-harm, chronic absenteeism, serious behavioral escalation, safeguarding issues	Immediate referral to SIT and possible escalation to external specialists; notify SLT and Counselor within 24 hours
Moderate (Amber)	Significant academic, behavioral, or emotional concerns that require structured support	Persistent underachievement, anxiety, withdrawal, frequent behavioral incidents, long-term illness	Referral to SIT within the current cycle; develop DLP within 1 week
Low (Green)	Emerging concerns or minor indicators requiring classroom-based interventions or monitoring	Low motivation, occasional lateness, mild peer conflict, single-subject underperformance	Classroom teacher applies Tier 1 support and monitors; may consult Inclusion/Wellbeing team for guidance

## 7.3 Evidence-Based Identification Tools Table

*(In alignment with ADEK Compliance Checklist Element 3.01)*

The ADEK Compliance Checklist Element 3.01 requires explicit documentation of evidence-based factors used in identifying students at educational risk.

### 7.3.1 Evidence-based Identification Tool and Data Sources

To ensure objectivity and consistency in identifying students at educational risk, the school uses multiple validated assessment tools, records, and data systems.

These instruments allow the identification process to be evidence-based, reliable, and traceable.

The following tools (as shown in the table below) ensure that student identification is comprehensive, data-driven, and aligned with ADEK Educational Risk Policy (Element 3.01). All evidence is to be digitally stored and reviewed during School Inclusion Team meetings every 6–8 weeks:

Category	Evidence-Based Tool / Source	Purpose / Application	Responsible Staff
Academic Performance	MAP Growth, CAT4, internal benchmark exams	Track academic progress and identify learning gaps	Lead Teachers Head of Inclusion Head of Instructional Technology
Attendance and Punctuality	Phoenix or eSIS attendance system	Identify chronic absenteeism and disengagement	Supervisor Vice Principal
Behavioral Indicators	Behavior logs, incident reports	Detect emerging behavioral risks	Counselor Head of Inclusion
Social-Emotional Wellbeing	Wellbeing surveys, PERMA profiler	Assess emotional and social factors	Counselor
Parental Engagement	Meeting logs, communication records	Measure family involvement in support process	Counselor Head of Inclusion Vice Principal
Health and External Reports	Medical/psychological assessments	Identify health-related barriers	School Nurse Inclusion Team
Linguistic / Cultural Factors	ELL screening data	Identify language-related barriers to learning	Inclusion Teacher ELL Teacher

## VIII. Escalation to External Specialists (if necessary)

In cases where a student's needs exceed the capacity of the school-based team, referrals to external specialists (e.g., educational psychologists, therapists) will be made. Parental consent will be required, and collaboration between external professionals and the school will ensure cohesive support for the student.

### For Abu Dhabi Schools:

*This process aligns with ADEK's [School In-School Specialist Services Policy](#) and the [School Student Mental Health Policy](#) to ensure appropriate referrals and safeguarding measures.*

## IX. Developing and Implementing Tiered Interventions

At IPS, the interventions for students at educational risk are designed using a comprehensive, systematic, and tiered approach. This ensures that every student receives support tailored to their specific needs, and interventions are adapted as necessary to optimize their academic, social, and emotional development.

**Tiered Model of Support:** The Tiered Model of Support consists of three levels of intervention, each providing increasing levels of support based on the student's risk factors and progress:

The IPS Tiered Model of Support is fully aligned with the ADEK Educational Risk Policy (v1.1, Section 3.1). The model ensures systematic support for students at educational risk through the following three tiers, as follows:

- Tier 1: Universal Support: Foundational strategies for all students.
- Tier 2: Targeted Support: Focused small-group or short-term interventions.
- Tier 3: Intensive Support: Highly individualized interventions, often involving external specialists.

This alignment ensures compliance with ADEK Educational Risk Policy Elements 3.02 and 3.03 and provides a transparent framework for verification.

## 9.1 Tier 1 (Universal)

All students receive evidence-based teaching strategies in a classroom environment designed to promote strong relationships and a supportive learning atmosphere.

Interventions in Tier 1 focus on:

- Regular Positive motions, Engagement, Relationships, Meaning, and Achievement (PERMA) profile development in collaboration with key people to assess student well-being and engagement.
- School-wide workshops that promote the development of Positive Emotions, Engagement, Relationships, Meaning, and Achievement (PERMA), focusing on building resilience and academic success for all students.
- Continuous data collection through universal screenings and regular assessments to monitor student progress.

## 9.2 Tier 2 (Targeted)

Students identified as needing additional academic or behavioral support receive Targeted Interventions in small-group settings. These interventions are designed to address specific areas of concern through:

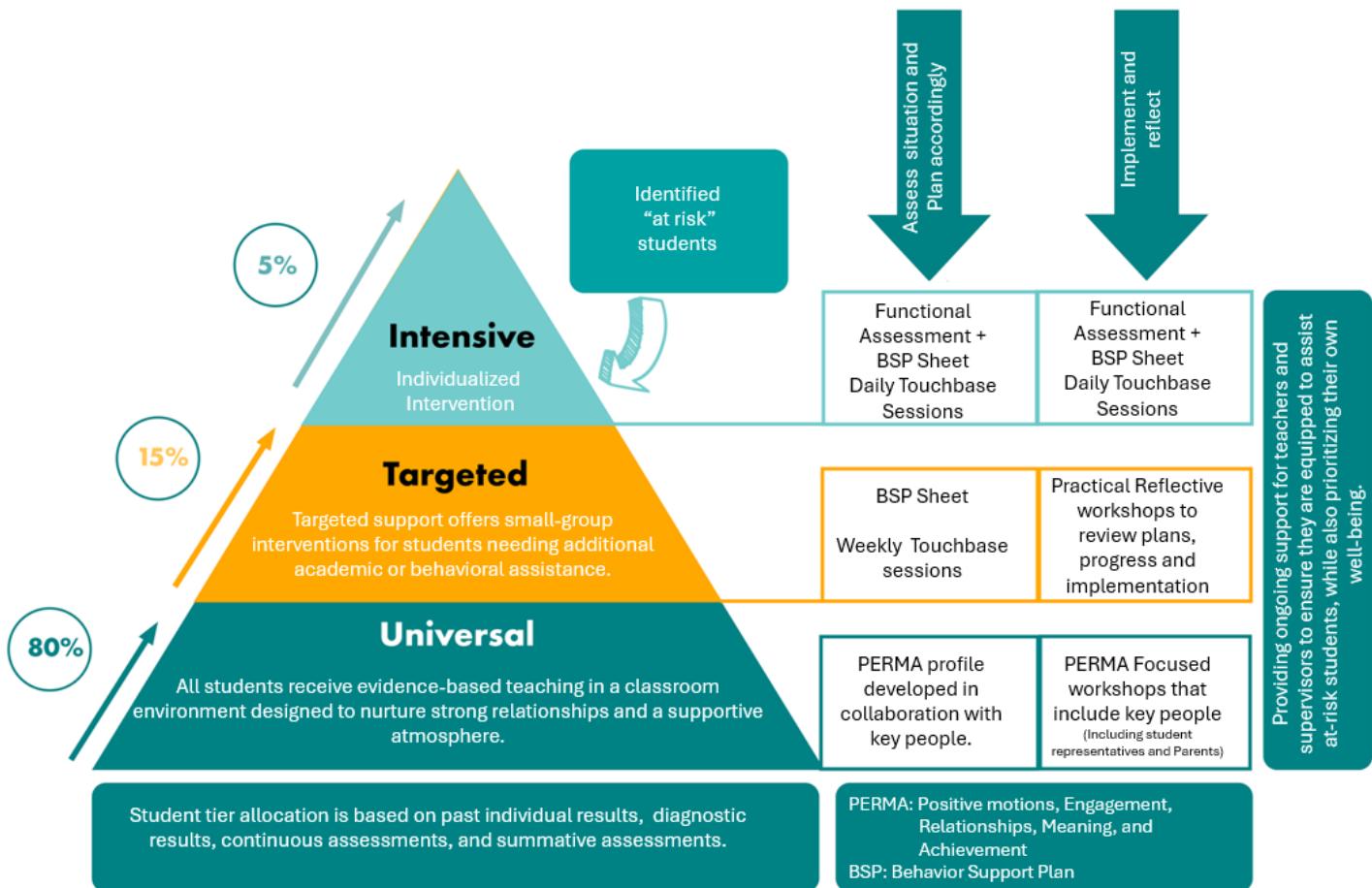
- Development of a Behavior Support Plan (BSP) to address behavioral issues and promote positive behavior management.
- Biweekly touch base sessions with the student, counselor, and key staff to monitor progress and review intervention effectiveness.
- Reflective workshops for staff and parents to ensure collaborative efforts toward the student's progress and plan implementation.

## 9.3 Tier 3 (Intensive)

Students requiring the most individualized and intensive support are provided with highly personalized interventions, potentially involving external specialists. This tier includes:

- Conducting Functional Assessments and implementing a Behavior Support Plan (BSP) to provide daily behavioral and emotional support.

- Daily touch base sessions to track immediate progress and adjust interventions as needed.
- Collaboration between external specialists, school staff, and family to create a robust support network that addresses complex learning or behavioral challenges.



## X. Designing Interventions Based on Key Principles

Interventions at IPS are built around the following core principles:

### 10.1 Assessing Underlying Factors

The process begins by identifying and assessing the underlying factors leading to the student's educational risk. These factors could include academic struggles, behavioral issues, social-emotional challenges, or external circumstances such as family or health issues.

### 10.2 Holistic, School-Home Partnership

IPS Schools emphasize the importance of a holistic approach where both the school and home environments contribute to the student's improvement. Collaboration between teachers, counselors, parents, and external specialists (if necessary) ensures consistent support for the student across contexts.

### 10.3 Culturally and Linguistically Relevant Interventions

All interventions are research-based and tailored to be culturally and linguistically relevant, ensuring that each student's background is respected, and that they receive appropriate support that reflects their unique needs.

### 10.4 Inclusive Teaching and Learning

IPS believes that every student can learn and achieve their potential. Therefore, all teaching and intervention strategies are adapted to be inclusive, ensuring that barriers to learning are addressed, and every student is given the opportunity to succeed with each classroom setting.

### 10.5 Data-Driven Decision Making

The school integrates a data-collection system that includes universal screening, diagnostic assessments (CAT4), and progress monitoring. This evidence-based approach informs decisions about the level of support required and helps evaluate the effectiveness of interventions at each tier.

## 10.6 Personalized Learning Plans

Using a problem-solving process, the school develops Documented Learning Plans (DLPs) or Behavior Support Plans (BSPs) to deliver personalized interventions that meet each student's specific academic or behavioral needs.

## 10.7 Positive Behavioral Support

The school adopts positive, research-based behavioral approaches to support student achievement and social-emotional learning. These include reinforcement of positive behaviors and structured interventions to manage and redirect challenging behaviors.

## 10.8 Collaborative Data Analysis

The intervention process is coordinated through a collaborative approach that involves regular analysis of student data by the intervention team. This ensures that decisions are based on accurate data and that interventions are adjusted as necessary to meet the student's evolving needs.

# XI. Confidentiality and Data Use

All data collected during the identification and intervention process will be managed in strict accordance with the UAE confidentiality guidelines ([ADEK Student Protection Policy](#)), ensuring that student privacy is respected at all times. Information will be securely stored and only shared with relevant stakeholders on a need-to-know basis. This ensures that the privacy of the student and their family is protected throughout the process.

All data will be digitally stored in a secure system and made available to ADEK upon request or during inspection visits.

## 11.1 Positive Compliance

This policy will be in effect from AY 2024/25, with the goal of achieving full compliance by AY 2025/26. IPS will align all processes and systems with National requirements.

## Abu Dhabi Schools

*IPS will align all processes and systems with the ADEK Educational Risk Policy v1.1 (September 2024) and any related national policies. Failure to comply with the policy will*

*result in appropriate measures being taken as per ADEK's regulations, up to and including legal accountability (Ref: ADEK Educational Risk Policy, Section 5.1).*

## Appendix I

### Required Documentation for Educational Risk Monitoring and Inspection

Each IPS campus must maintain and be ready to present the following documents and evidence to demonstrate full implementation of the Educational Risk Policy and compliance with ADEK requirements:

#### Student Identification & Diagnostic Records

- Copies of initial diagnostic assessments (e.g., CAT4, MAP Growth, or other baseline assessments).
- Data analysis reports from diagnostic tools used to identify students at educational risk.
- A current list of students identified as being at educational risk, categorized by risk indicators (academic, behavioral, social-emotional, etc.).

#### Personalized Intervention Plans:

- Individualized Documented Learning Plans (DLPs) for all at-risk students, which may include:
  - Individual Education Plans (IEPs)
  - Individual Support Plans (ISPs)
  - Individual Learning Plans (ILPs)
  - Behavior Support Plans (BSPs)
  - Advanced Learning Plans (ALPs)
- Plans must address academic progress, emotional well-being, and any additional needs.
- Evidence that these plans are collaboratively developed with staff, parents, and students (where appropriate).

#### Implementation Evidence

- Samples of lesson plans showing the integration of Tier 1, 2, and 3 strategies from the Tiered Model of Support.
- Records of real-time monitoring and adjustment of interventions based on student progress data.
- Evidence of interventions delivered (e.g., counseling notes, group support sessions, academic workshops).

## Staff Training and Capacity Building

- Attendance logs and agendas from:
  - Initial Awareness Sessions
  - Collaborative Team Training
  - Ongoing CPD (Continuous Professional Development) sessions
  - Mid-Year and End-of-Year evaluations
- Teacher feedback surveys evaluating the effectiveness of training and identifying additional training needs.

## School-Based Intervention Team (SIT) Records

- A current list of SIT members with defined roles (SLT rep, counselor, Head of Inclusion, wellbeing staff, parent liaison, data manager).
- Evidence of SIT meeting minutes, review schedules, and actions taken.
- Logs of parental engagement and student involvement in intervention planning.

## Monitoring and Evaluation

- Monitoring logs detailing:
  - Ongoing assessment (formative/summative data)
  - Scheduled SIT review cycles (e.g., every 6–8 weeks)
  - Adjustments made to DLPs or intervention levels
- Monthly reports submitted to the SLT and key stakeholders summarizing:
  - Number of at-risk students
  - Types of interventions implemented
  - Student outcomes and next steps

## Referral and Escalation Process

- Clear documentation of the referral process used when students are identified as at risk.
- Completed referral forms or digital referrals submitted to the SIT.
- Records of external specialist referrals, including:
  - Parental consent forms
  - Names and types of specialists involved (e.g., psychologists, therapists)
  - Follow-up outcomes and reports (when shared by families)

## Sample Individual Intervention Plan (IIP)

The following template demonstrates how IPS structures its personalized support in alignment with ADEK's Educational Risk Policy Elements 3.02–3.03.

Field	Description
Student Name / Grade / Date	Basic student information for tracking
Reason for Referral	Academic, Behavioral, Emotional, Attendance, or Health
Tier Level	Tier 1 / Tier 2 / Tier 3
Intervention Team Members	SLT Rep, Counselor, Head of Inclusion, Parent Liaison, Teacher(s)
Targeted Goals	SMART goals defining expected outcomes
Strategies / Interventions	Evidence-based interventions to address risk factors
Responsible Persons	Staff accountable for each action
Timeline	Duration and review period (e.g., 6–8 weeks)
Success Indicators	Quantifiable benchmarks to evaluate improvement
Monitoring and Review	Progress tracking and SIT review cycles
Outcome and Status	Maintained, escalated, or exited from At-Risk list

Completed IIPs are digitally stored and shared only with authorized personnel as per ADEK confidentiality guidelines.

## Data Systems

- Access to the centralized digital platform used for:
  - Storing DLPs, monitoring logs, and assessment data
  - Tracking referrals, reviews, and communication
  - Ensuring data security and availability during inspections

## Appendix II

### Possible Indicators of Students at Educational Risk

#### 1. Academic Performance Indicators

- Persistent low achievement in core subjects (English, Math, Science, Arabic)
- Repeated failure to meet learning outcomes or standards
- Frequent need for reteaching and additional support
- Multiple subject-area failures or low GPA
- Sudden decline in academic performance
- Gaps in foundational skills (literacy, numeracy, language)

#### 2. Attendance and Punctuality

- Chronic absenteeism (10%+ of school days missed)
- Recurrent tardiness or early departures
- Frequent unexplained absences
- Irregular attendance following school transfer

#### 3. Behavioral and Disciplinary Concerns

- Frequent classroom disruptions
- Repeated detentions or behavioral referrals
- Aggression, defiance, or withdrawal from activities
- Non-compliance with school norms or policies

#### 4. Social and Emotional Wellbeing

- Signs of anxiety, depression, or withdrawal
- Low self-esteem or poor peer relationships
- Difficulty regulating emotions or behavior
- Expressions of hopelessness or school disengagement
- Social isolation or peer conflict

#### 5. Learning and Cognitive Needs

- Diagnosed or suspected learning disabilities (e.g., dyslexia, ADHD)  
*\*In this case one clinically identified, schools must transfer this student from “At risk” to Students of Determination student. (Refer to Appendix III)*
- Identified need for modifications or accommodations
- Inability to retain concepts despite interventions
- Difficulty with language of instruction or multilingual challenges

#### 6. Language and Communication Barriers

- Limited proficiency in the language of instruction (English/Arabic)
- Difficulty understanding oral or written instructions
- Limited vocabulary or speech delays
- New arrivals with little or no academic background in current language

#### 7. Health and Physical Indicators

- Chronic health conditions affecting school participation (e.g., diabetes, epilepsy)
- Frequent visits to the nurse without medical cause
- Fatigue or lethargy impacting learning

- Physical disabilities requiring support or modifications

## 8. Family and Environmental Factors

- Family crisis (e.g., divorce, bereavement, separation)
- Low parental engagement or lack of home support
- Socioeconomic disadvantage (e.g., low income, housing instability)
- Exposure to neglect, abuse, or trauma
- Frequent school transfers or displacement

## 9. Student Engagement and Motivation

- Lack of participation in class or school activities
- Avoidance of assessments or projects
- Reluctance to speak in class or share ideas
- Absence of future planning or aspirations
- Low completion rate of homework or assignments

## 10. Protective Factors Absence

- Lack of positive adult mentorship
- Minimal social support network
- Limited access to enrichment programs
- No involvement in extracurricular or co-curricular activities

\*Schools are free to add indicators as they see fit to meet the needs of their students.

## Appendix III

### SEND Transition Clarification:

When a student initially flagged as “at educational risk” is clinically diagnosed with a learning disability or long-term cognitive need, the following steps must be taken to transition their status from *At Risk* to *SEND*:

- **Required Documentation:**

A formal diagnosis report or professional assessment must be submitted by a licensed external specialist (e.g., educational psychologist, speech-language pathologist). The report must include:

- Diagnosis
- Impact on learning
- Recommended accommodations or strategies

- **Intervention Plan Transition:**

The existing Documented Learning Plan (DLP) should be reviewed by the Head of Inclusion. If warranted, the DLP will be replaced with an Individual Education Plan (IEP) that reflects the long-term nature of the student’s needs and outlines accommodations, modifications, and measurable goals aligned to their diagnosis.

### Abu Dhabi Schools:

Refer to the [ADEK Inclusion Policy](#)

- **Approval and Documentation:**

The transition must be:

- Reviewed and endorsed by the School-Based Intervention Team (SIT),
- Approved by the Head of Inclusion, and
- Recorded in the school’s central digital system, with notification sent to all relevant staff (including SLT, class teachers, and counselors).

- **Parental Engagement:**

Parents must be fully informed and involved in the transition process. A formal meeting must be held to:

- Explain the shift from “At Risk” to “SEND”,
- Review the new IEP, and
- Obtain parental consent for services, if applicable.

## Disclaimer

### Disclaimer

This policy was developed by Arabian Education Development Company. It is intended for use exclusively by Al Ittihad Private 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.

## Educational Risk Policy

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