



Effective From	AY 2024/25 (Fall term)
Compliance From	AY 2025/26 (Fall term)

SCHOOL POLICY

on

EDUCATIONAL RISK



Introduction

The early identification and support of students at educational risk is critical to increasing their chances of educational continuity, promotion, graduation, and continuation to post-secondary education or other career pathways. This policy lays out the basic requirements to support students at educational risk in schools.

Purpose

- Require schools to develop a policy on supporting students at educational risk.
- Mandate schools to develop a mechanism for the identification, development of interventions, and monitoring and evaluation of students at risk.
- Obligate schools to use a Tiered Model of Support approach when developing interventions.

Definitions

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	<p>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).</p> <p>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.</p>
Continuity	The ability for a student to continue to remain in school. Continuity concerns the school's ability to prevent student dropout.
Cycle	<p>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).</p> <p>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).</p>
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	<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</p>

	could adversely affect the educational performance and attainment of some students.
Graduation	The ability for a student to complete Grade 12/Year 13 requirements to obtain their secondary school certificate (Qualifications Framework Emirates [QFE] Level 4).
Inclusive Education	An approach to education which celebrates and acknowledges learning diversity and ensures that teaching is adapted to enable all students to learn.
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.
Promotion	The ability for a student to be promoted to the next grade.
Protective Factors	Factors that prevent or reduce the likelihood of being at educational risk.
Risk Factors	<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>
Students at Educational Risk	Students or groups of students identified as being or potentially being at educational risk.
School Transfer Frequency	The practice of frequently changing schools which may cause disruption to student wellbeing and learning.
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), 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.

Policy

1. School Policy on Educational Risk

- 1.1 Policy Requirements: Schools shall develop and implement a policy 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:
 1. Identification of students at educational risk
 2. Development of interventions
 3. Monitoring and evaluation
- 1.2 Policy Awareness: Schools shall 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: Schools shall carry out ongoing analyses to identify students who may be at educational risk using a range of evidence-based factors/indicators. These include, but are not limited to, any cause for concern related to:
 1. Student attendance
 2. Student wellbeing
 3. Student behavior
 4. Additional learning needs
 5. Extenuating circumstances affecting the student, family, or close connections
 6. Educational, health or welfare assessments sourced by the school with parental consent or provided to the school by families
 7. Academic achievement
 8. Linguistic difficulties
 9. Parent engagement
 10. School transfer frequency
 11. 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, schools shall immediately follow protocols outlined in the [ADEK School Student Protection Policy](#).
- 2.3 Confidentiality: Schools shall 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 may be shared with specific stakeholders on a need-to-know basis at the school's discretion.

3. Developing Interventions

3.1 Adopting a Tiered Model of Support

1. Schools shall adopt a tiered model to support the needs of students at educational risk based on the following:
 - a. Tier 1 (Universal): Foundational and universal evidence-based teaching provided to all students in the classroom, based on building positive relationships and a supportive environment. Student progress is continually monitored and students unresponsive to Tier 1 interventions may move into Tier 2.
 - b. Tier 2 (Targeted): Supplemental targeted teaching provided to students who have difficulty making adequate progress in meeting academic and behavioral goals. Programs and strategies are based on small-group specialized interventions designed to supplement Tier 1 interventions to allow students to catch up to their peers. Student progress is continually monitored and students unresponsive to Tier 2 interventions may move into 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. Student progress is continually monitored.
2. Tiers do not define student identities but instead identify types of support based on student needs. Hence, schools shall decrease or increase student support following an evaluation of the effectiveness of any intervention.

3.2 Tiered Interventions: Schools shall design interventions using a comprehensive, systematic, and tiered approach based on:

1. Assessing the underlying factors leading to a student being at educational risk.
2. 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.
3. Implementing high-quality, research-based interventions that are culturally and linguistically relevant.
4. Adapting teaching to support inclusion and the belief that every student can learn and achieve their potential.

5. 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](#)).
6. Employing a problem-solving process to deliver personalized learning plans.
7. Using school-wide and classroom-research-based positive behavioral approaches to support student achievement and social-emotional learning.
8. Implementing a collaborative approach to analyzing student data and coordinating the intervention process.

3.3 Developing and Implementing Interventions: Schools shall develop and implement interventions (documented learning plans, 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. Senior Leader or a member of the senior leadership team.
 - b. Social Worker and/or Counselor.
 - c. Head of Inclusion.
 - d. Staff responsible for supporting student wellbeing/behavior.
 - e. Staff responsible for liaising with parents.
 - f. Staff responsible for data management.
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 School In-School Specialist Services Policy](#) and the [ADEK School 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, etc.) when planning for students at educational risk.

4. Monitoring and Evaluation

- 4.1 Schools shall 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.
 4. Storing and safeguarding data for all identified students in a digital format that may be shared with ADEK upon request or as part of a school inspection visit.

5. Compliance

- 5.1 This policy shall be effective as of the start of the Academic Year 2024/25 (Fall term). Schools are expected to be fully compliant with this policy by the start of the Academic Year 2025/26 (Fall term).
- 5.2 Failure to comply with this policy shall be subject to legal accountability and the penalties stipulated in accordance with the ADEK's regulations, policies, and requirements, notwithstanding any other penalties imposed by Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments or any other relevant law. ADEK reserves the right to intervene if the school is found to be in violation of its obligations.



References

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

Publication

2024 (September) ADEK_School_Educational Risk Policy_v.1.1

Department of Education and Knowledge, Abu Dhabi (ADEK)

This policy applies to Private and Charter Schools in Abu Dhabi. However, any circular issued prior to this policy or issued specifically for Charter Schools thereafter supersedes the requirements of this policy.

Past version:

2024 (January) ADEK_School_Educational Risk Policy_v.1.0

