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Educational Risk Policy
In line with the ADEK Inclusion Policy

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Review - AY2024-2025

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Introduction

At Al Najah Private School (ANPS), we recognize the importance of early identification and support for students at educational risk to enhance their chances of academic continuity, promotion, graduation, and progression to post-secondary education or career pathways. This policy outlines our commitment to identifying, supporting, and monitoring students at educational risk, in alignment with the Abu Dhabi Department of Education and Knowledge (ADEK) guidelines.

Purpose

To establish a clear framework for supporting students at educational risk.

To develop mechanisms for the identification, intervention, monitoring, and evaluation of students at risk. To implement a Tiered Model of Support approach when developing interventions.

1. ANPS Policy on Educational Risk 1.1 Policy Requirements

At ANPS, we are committed to identifying, supporting, and responding to the diverse learning needs of all students to ensure they achieve the attainment and progress standards set by the school. This policy is integral to ensuring that every student has access to equitable, inclusive, and high-quality learning opportunities. To uphold this commitment, ANPS follows a structured three-step process:

1. Identification of students at educational risk
2. Development of appropriate and individualized interventions
3. Monitoring and Evaluation of student progress and intervention effectiveness

1.2 Policy Awareness

ANPS ensures that all staff members who interact with students are fully aware of the Educational Risk Policy through regular review led by the Head of Departments and monitored by Senior Leadership. These sessions are conducted at the start of each academic year and during termly review to build capacity in identifying risk factors, implementing interventions, and effectively tracking student progress.

2. Identification of Students at Educational Risk

2.1 Identification Process

At ANPS, we conduct continuous and systematic analyses to identify students who may be at educational risk. Identification is carried out collaboratively by classroom teachers, the Inclusion Department, Social Worker, and Phase Leaders, using a wide range of evidence-based indicators. These include, but are not limited to:

1. Student Attendance – Regular monitoring of attendance data to flag patterns of chronic absenteeism or frequent tardiness.
2. Student Wellbeing – Observations by teachers and reports from the school counselor related to emotional distress, isolation, or mental health concerns.
3. Student Behavior – Review of behavioral logs and classroom management records to identify students frequently involved in disruptions, defiance, or withdrawal.
4. Additional Learning Needs – Ongoing assessments and referrals based on academic struggles or indications of learning difficulties.
5. Extenuating Circumstances – Confidential disclosures or known challenges at home (e.g., bereavement, divorce, relocation) that may affect the student's academic or emotional wellbeing.
6. Educational, Health, or Welfare Assessments – Evaluations conducted internally (with parental consent) or externally submitted by families, such as medical, psychological, or speech therapy reports.
7. Academic Achievement – Analysis of internal and external assessments, classwork, and progress tracking data using tools such as GL and CAT4 to highlight below-expected performance.
8. Linguistic Difficulties – Teacher observations, language screening tools, and EAL coordinator input to identify barriers related to English proficiency.
9. Parental Engagement – Low or inconsistent participation in school meetings, workshops, or poor responsiveness to communication may indicate a need for increased support.
10. School Transfer Frequency – Students with a history of multiple school changes are flagged for transitional support and stability planning.
11. Referrals – Formal or informal concerns raised by teachers, parents, or students themselves are logged and reviewed by the Learning Support Department.

2.2 Student Protection

At ANPS, the safety and wellbeing of every student is paramount. If a student is identified as being at risk of harm, neglect, or abuse, the school will immediately activate the procedures outlined in the ADEK Student Protection Policy. The Designated Safeguarding Lead (DSL) will coordinate the response, ensuring timely reporting, documentation, and intervention in line with ADEK protocols and legal requirements.

2.3 Confidentiality

ANPS treats all information related to the identification of students at educational risk with the highest level of confidentiality. Data and observations are used exclusively for internal planning, support, and intervention purposes. Student details and outcomes of any analyses will only be shared with stakeholders who are directly involved in the student's support - strictly on a need-to-know basis - to safeguard the student's privacy, dignity, and wellbeing.

3. Developing Interventions

3.1 Adopting a Tiered Model of Support at ANPS

Al Najah Private School implements a structured Multi-Tiered System of Support (MTSS) to meet the diverse academic, behavioral, and emotional needs of students identified as being at educational risk. Tiers are used to classify the level of support required, not to label or define a student's identity. Support is always needs-based and flexible. Students may move between tiers depending on their progress and response to interventions.

Tier placement is regularly reviewed and adjusted up or down based on ongoing monitoring, assessment data, and the overall effectiveness of the intervention provided. This model ensures a graduated level of support based on each student's level of need and response to intervention.

Tier 1 – Universal Support

Tier 1 includes high-quality, evidence-based classroom instruction delivered by all teachers and supported by the LSD. Lessons are differentiated to cater to diverse learners, and a strong focus is placed on building positive relationships and establishing a supportive and inclusive classroom environment.

- Student progress is monitored using formative assessments, classroom observations, and internal data tracking.
- Students who do not make expected progress at this level are referred to the Inclusion Department for additional review and possible movement to Tier 2.

Tier 2 – Targeted Support

Tier 2 provides small-group, focused instruction for students who are not adequately progressing under Tier 1 support. These interventions are short-term, skill-specific, and led by either the class teacher, the Inclusion Teacher or the Teaching Assistant within the classroom and progress is closely monitored by the LSD and Teacher.

- Targeted support may include strategies such as guided reading, behavior regulation sessions, or math booster groups.
- Student progress is closely tracked, and data is used to determine the effectiveness of the interventions.
- If students continue to struggle, a transition to Tier 3 may be considered.

Tier 3 – Intensive Support

Tier 3 offers highly individualized and intensive interventions for students with significant learning, behavioral, or emotional needs.

- Support is delivered either one-on-one or in very small groups, based on a detailed Documented Learning Plan (DLP).
- Interventions may involve collaboration with external specialists (e.g., speech therapists, occupational therapists, psychologists), with parental consent.
- Student progress is reviewed frequently, and the plan is adjusted accordingly through collaboration with the parent, Inclusion Team, and relevant staff.

3.2 Tiered Interventions at ANPS

At ANPS, all interventions for students identified as being at educational risk are designed and implemented through a comprehensive, systematic, and multi-tiered approach. This ensures that support is targeted, measurable, and aligned with each student's unique needs.

Interventions are guided by the following principles:

1. Identifying Root Causes

Interventions begin with a careful assessment and observations of the underlying academic, behavioral, emotional, or contextual factors contributing to the student's educational risk.

2. School-Home Collaboration

We address student needs holistically, ensuring a strong partnership between school and home. Families are engaged in the planning, implementation, and review of support strategies to ensure consistency across both environments.

3. High-Quality, Inclusive Practice

Interventions are evidence-based, culturally responsive, and tailored to meet the diverse linguistic and learning profiles of our students. We uphold the belief that every student can learn and reach their potential with the right support.

4. Adapted Teaching for Inclusion

Teachers adapt instructional methods, classroom materials, and assessments to ensure that students can meaningfully access the curriculum and achieve personal success.

5. Data-Driven Decision-Making

ANPS integrates benchmark assessments, observations, external specialist consulting and progress monitoring to guide intervention planning. Data is reviewed at regular intervals to evaluate the impact and determine next steps within the tiered model.

6. Problem-Solving and Personalization

A structured problem-solving process is used to develop and refine DLPs, ensuring that each student's support is personalized and targeted.

7. Positive Behavioral Support

We promote school-wide and classroom-based positive behavior frameworks that support both academic success and the social-emotional wellbeing of students.

8. Collaborative Data Review

Regular intervention review meetings bring together teachers, Inclusion staff, counselors, and senior leaders to analyze student data and make coordinated decisions on the continuation, intensification, or reduction of support.

3.3 Developing and Implementing Interventions at ANPS

We are committed to developing and implementing effective, student-centered interventions that maximize opportunities for all students identified as being at educational risk. These interventions are documented through Documented Learning Plans (DLP) and follow a structured, collaborative process that includes the following:

1. Activating a School-Based Intervention Team

ANPS establishes an Intervention Support Team to guide the development, implementation, and review of support strategies for individual students. This team provides teachers with the tools, advice, and shared responsibility needed to ensure interventions are relevant, consistent, and effective.

The Intervention Team typically includes:

- A Senior Leader from the school
- The School Social Worker
- The Head of Inclusion
- Inclusion Teachers
- Staff responsible for student wellbeing or behavior management
- The Parent Liaison Officer
- A Data Manager or Assessment Coordinator

2. Involving Students and Teachers in Intervention Planning

Whenever possible and appropriate - particularly for students in Cycles 2 and 3 - ANPS ensures that both the student and their subject/class teachers are involved in the planning of their individualized interventions. This promotes ownership, student voice, and increases the relevance and impact of the support plan.

3. Promoting Protective Factors

Interventions are designed to increase protective factors (e.g., resilience, engagement, school connectedness) and reduce risk factors (e.g., isolation, low motivation, behavioral issues). These approaches are aligned with ADEK's Wellbeing Framework and focus on supporting the student's holistic development—academically, socially, and emotionally.

4. Allocating Resources

ANPS allocates available resources - including staff time, intervention spaces, materials, and scheduling flexibility - to support both individuals and groups of students at educational risk.

5. Identifying the Need for Specialist Support

When a student's needs extend beyond the scope of in-school interventions, the school will:

- Identify the need for referral to external professionals (e.g., speech-language therapists, psychologists, or occupational therapists)
- Seek parental consent and involve families in this process
- Follow protocols set out in the ADEK In-School Specialist Services Policy and Student Mental Health Policy

6. Ensuring Instructional Adjustments

Teachers are expected to implement necessary teaching and learning accommodations, as advised by the Learning Support Department. These may include differentiated materials, modified assessments, scaffolded instruction, or changes to pace and delivery methods. Teachers also ensure appropriate use of any resources allocated to support student success.

7. Collaborative Planning with Stakeholders

The planning and delivery of interventions at ANPS involves ongoing collaboration between key internal stakeholders (teachers, support staff, school leadership, parents) and, where relevant, external specialists. This shared responsibility ensures the delivery of cohesive, consistent, and impactful support.

4. Monitoring and Evaluation at ANPS

At Al Najah Private School (ANPS), the effectiveness of our Educational Risk Policy and the interventions provided to students are continuously monitored and evaluated to ensure meaningful progress and long-term impact.

4.1 Evaluation Framework

The school implements the following practices:

1. Comprehensive Progress Monitoring

A wide range of assessment tools—both qualitative and quantitative—is used to monitor student progress. These may include:

- Formative and summative assessments
- Observational checklists
- Behavioral tracking logs
- Wellbeing surveys
- Feedback from teachers, students, and parents

2. Scheduled Reviews and Updates

Each student at educational risk is reviewed according to a predetermined schedule - typically every 6–8 weeks, or sooner if required.

- The student's Documented Learning Plan (DLP) and tier placement are updated based on observed progress or lack thereof.
- Any change in intervention strategies is data-informed and made collaboratively by the Intervention Team.

3. Parental Communication

Parents or guardians are provided with ongoing, accurate, and relevant updates on their child's progress, intervention goals, and outcomes.

- Communication is documented and may occur through parent meetings, written reports, or follow-up calls from the Inclusion Team or class teachers.

4. Secure Data Management

All information regarding students at educational risk is digitally stored and password-protected in the school's internal system.

- These records are kept confidential but made available to ADEK officials upon request or during inspection visits as part of the school's compliance and quality assurance process.

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