AUSTRALIAN SCHOOL OF ABU DHABI

EDUCATIONAL RISK POLICY

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1. SCHOOL VISION

Australian School of Abu Dhabi (ASAD) fosters globally minded graduates through inclusive education, nurturing a sense of belonging, understanding, and respect. We empower students with skills, empathy, and awareness to contribute locally and globally.

2. SCHOOL MISSION

Australian School of Abu Dhabi (ASAD) provides a diverse curriculum with global perspectives to all students. We foster inclusion, embrace diversity, promote understanding, and empower students to excel academically and socially. Our commitment to inclusivity ensures every student feels valued and supported.

3. INTRODUCTION

Australian School of Abu Dhabi (ASAD) is committed to the early identification and support of students who may be at educational risk. In alignment with the Abu Dhabi Department of Education and Knowledge (ADEK) Policy on supporting students at educational risk, this policy establishes a framework for identifying, monitoring, and supporting students whose academic performance, behaviour, attendance, or personal circumstances place them at risk of underachievement or disengagement.

Early identification and timely intervention are essential to promoting educational continuity, progression, and successful transition to post-secondary education or other career pathways. This policy outlines ASAD's commitment to fostering a safe, inclusive, and supportive learning environment where all students are provided with equitable opportunities to reach their full potential.

4. PURPOSE

The purpose of this policy is to ensure that ASAD has a systematic and transparent approach to identifying, supporting, and monitoring students at educational risk. In accordance with the Abu Dhabi Department of Education and Knowledge (ADEK) requirements, this policy:

- Establishes a framework for identifying students who may be at risk of academic, behavioural, social, or emotional difficulties.
- Requires the development and implementation of targeted interventions, monitoring mechanisms, and evaluation processes to support these students effectively.
- Mandates the use of a Tiered Model of Support to guide the design and delivery of interventions, ensuring that students receive appropriate levels of assistance according to their individual needs.

Through this policy, ASAD aims to promote equitable access to learning, improve educational outcomes, and ensure that all students are provided with timely and effective support to achieve their full potential.

5. SCOPE

This policy applies to all ASAD students and staff involved in identifying, supporting, and monitoring students at educational risk across all learning environments and year levels.

6. DEFINITIONS

TERM	DEFINITION
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.
Continuity	The ability for a student to continue to remain in school. Continuity concerns the school's ability to prevent student dropout.
Cycle	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).
Documented Learning Plan (DLP)	A plan which outlines any personalised 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.
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.
Personalised Learning	The way in which schools tailor education and personalise intervention to enable every student to achieve the highest standard possible. The rationale for personalised 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	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.).
Student 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 personalisation and possibly external support by specialists (Tier 3: Intensive and Individualised). This includes models such as the Multi-Tiered System of Supports (MTSS), Graduated Approach Model, and others.

7. POLICY

7.1 School Policy on Educational Risk - Educational Risk Support Team

ASAD has established comprehensive processes to identify, respond to, and support students at educational risk in alignment with ADEK's *Educational Risk Policy*. These processes ensure that all students are provided with equitable opportunities to achieve appropriate levels of attainment and progress.

Oversight of these processes is led by the **Educational Risk Support Team (ERST)**, a multidisciplinary team comprising the Heads of IB Teaching and Learning, the Head of Inclusion, the Head of Student Behaviour and Wellbeing, the Head of Data Analysis, and the Social Worker. This multidisciplinary team oversees the identification, intervention, and monitoring of students at educational risk, ensuring that appropriate referral processes, documentation, evaluation mechanisms, and follow-up strategies are in place to support student progress and wellbeing.

The implementation framework includes:

1. **Identification**: Using academic, behavioural, wellbeing, and attendance data to identify students at risk through established forms, referral pathways, and teacher observations.
2. **Intervention:** Developing targeted, evidence-based support plans and assigning appropriate resources and staff to address each student's needs.
3. **Monitoring and Evaluation**: Regularly reviewing student progress and the effectiveness of interventions through structured evaluation strategies, ensuring continuous improvement and accountability.

7.1.1 Policy Awareness

ASAD conducts regular professional learning and development sessions to ensure that all staff understand their roles and responsibilities in identifying and supporting students at educational risk. These sessions equip teachers and support staff with the knowledge, tools, and referral processes required to implement timely and effective interventions.

Through these coordinated efforts, ASAD ensures a proactive, transparent, and sustainable approach to supporting all students in achieving their full potential.

7.2 Identification of Students at Educational Risk

ASAD has established clear and systematic procedures to identify students who may be at educational risk. Early identification ensures that students receive timely support and intervention to promote engagement, progress, and achievement.

7.2.1 Identification Framework

The Educational Risk Support Team (ERST) oversees the identification and referral process across all year levels. The identification process at ASAD is ongoing, data-informed, and inclusive of multiple indicators. Teachers, Heads of Department, and other staff play a central role in monitoring student progress and wellbeing, submitting identified concerns using the *Student Referral Form.* The ERST meets regularly to review data, discuss referred cases, and coordinate interventions.

7.2.2 Indicators of Educational Risk

Students may be identified as being at educational risk through a combination of quantitative data and qualitative observations drawn from multiple sources. Identification is based on evidence-based indicators that reflect patterns or causes for concern related to student learning, behaviour, or wellbeing.

The following factors may indicate that a student is at educational risk. These include, but are not limited to:

- **Attendance:** Persistent absenteeism, lateness, truancy, or general disengagement from school activities.
- **Wellbeing:** Signs of anxiety, withdrawal, low motivation, social isolation, or other emotional or psychological difficulties affecting participation and learning.
- **Behaviour:** Ongoing or escalating behavioural concerns, disciplinary issues, or sudden changes in conduct that may indicate distress or disengagement.
- **Additional Learning Needs:** Identified or suspected learning difficulties, disabilities, or other needs requiring modification, differentiation, or targeted support.
- **Extenuating Circumstances:** Family or environmental situations, such as separation, bereavement, financial hardship, or relocation, that may impact learning continuity or stability.
- **Educational, Health, or Welfare Assessments:** Reports or documentation sourced by the school (with parental consent) or provided by families, indicating learning, developmental, or wellbeing needs.
- **Academic Achievement:** Evidence of underachievement, inconsistent performance, declining grades, or failure to meet expected standards over time.
- **Linguistic Difficulties:** Challenges related to English proficiency or language barriers that affect comprehension, communication, or classroom participation.
- **Parental Engagement:** Limited or inconsistent communication, participation, or responsiveness from parents or guardians in relation to their child's learning.
- **School Transfer Frequency:** Repeated school transfers, irregular attendance history, or interruptions in education that may hinder academic or social progress.
- **Referrals:** Concerns raised by teachers, Student Management Coordinators (SMC's), students, parents, or other staff members through the formal referral process.

Regular monitoring of these indicators allows ASAD to identify emerging risks early and ensure appropriate referrals to the Educational Risk Support Team (ERST) for review, intervention planning, and follow-up.

7.2.3 Data Collection and Analysis

Identification is supported by the continuous collection and analysis of student data across multiple domains, including attendance, academic performance, wellbeing, and behaviour. The Educational Risk Support Team (ERST) systematically reviews this data to identify emerging trends, patterns, and individual cases requiring intervention.

Data sources include academic tracking systems, teacher reports, referral forms, and wellbeing records. Findings are discussed during regular ERST meetings to ensure that appropriate follow-up actions and support plans are implemented promptly and effectively.

7.2.4 Student Protection Policy

If a student is identified as being at risk of harm, maltreatment, or abuse, ASAD immediately follows the procedures outlined in the Student Protection Policy, in compliance with ADEK's *Student Protection Policy*. Immediate escalation to the designated Child Protection Officer and reporting to relevant authorities will occur to ensure the student's safety and wellbeing.

7.2.5 Confidentiality and Privacy

All information gathered through the identification process is treated as strictly confidential. Data is stored securely and shared only with authorised members of the Educational Risk Support Team (ERST) and other staff directly involved in supporting the student. Information is used solely for the purpose of developing and implementing appropriate support strategies.

7.3 Developing Interventions

7.3.1 Adopting a Tiered Model of Support

ASAD adopts a **Tiered Model of Support** to ensure that interventions for students at educational risk are systematic, evidence-based, and responsive to individual needs. This model provides a structured approach to prevention, early identification, and progressive intervention to help all students achieve academic, behavioural, and wellbeing goals. Tiers do not define student identities but instead identify types of support based on student needs. Hence, ASAD decreases or increases student support following an evaluation of the effectiveness of any intervention.

The Educational Risk Support Team (ERST) oversees the implementation of ASAD's Tiered Model of Support. The team works collaboratively with teachers, Heads of Departments, SMC's and parents to ensure interventions are targeted, consistent, and continuously monitored. The model is structured across three progressive tiers that provide increasing levels of support based on student need, as outlined below:

Tier 1 – Universal Support

Tier 1 represents the foundation of ASAD's teaching and learning practices. It includes high-quality, evidence-based instruction provided to all students within an inclusive classroom environment. Teachers deliver the standard curriculum using differentiated strategies that promote engagement, belonging, and success, through practices that include, but are not limited to:

- Building positive student–teacher relationships and maintaining a supportive classroom climate.
- Embedding universal wellbeing, social–emotional learning, and behaviour management strategies into daily teaching.

- Continuously monitoring student progress through formative assessments, attendance tracking, and classroom observations.

Students who do not make sufficient progress at this level, despite consistent classroom support, are referred to the Educational Risk Support Team (ERST) for Tier 2 intervention planning.

Tier 2 – Targeted Support

Tier 2 provides supplemental, small-group, or focused support for students who require additional assistance beyond the universal classroom setting. Targeted interventions are developed by the Educational Risk Support Team (ERST) in collaboration with classroom teachers and relevant specialists, to address specific needs identified through data and observation, using approaches that include, but are not limited to:

- Small-group academic intervention sessions focused on identified skill gaps.
- Behavioural mentoring or social–emotional learning programs addressing recurring concerns.
- Short-term, goal-oriented support plans monitored through regular feedback and reflection cycles.
- Close progress tracking by classroom teachers, the Head of Inclusion, and the Head of Student Behaviour and Wellbeing using short-cycle assessments, attendance, and engagement data.

Students who do not respond adequately to Tier 2 interventions are referred for comprehensive review and Tier 3 – Intensive Support planning.

Tier 3 – Intensive Support

Tier 3 provides individualised and highly specialised interventions for students requiring sustained or intensive assistance. These interventions are developed and coordinated by the Head of Inclusion and the Social Worker, in consultation with classroom teachers, parents, and, where appropriate, external professionals. Support strategies include, but are not limited to:

- Development of individualised learning plans (ILPs) or behaviour support plans tailored to the student's specific needs.
- One-on-one counselling or therapy sessions designed to address emotional, social, or psychological needs.
- Collaboration with external specialists such as therapists, psychologists, or speech and language pathologists, in line with ADEK's *School In-School Specialist Services Policy* and *School Student Mental Health Policy*.
- Ongoing monitoring through individual case meetings, with progress reviews conducted at least every six weeks.

Support levels may be decreased or increased based on an evaluation of the intervention's effectiveness and the student's demonstrated progress.

7.3.2 Tiered Intervention Design and Implementation

ASAD designs interventions using a comprehensive, systematic, and collaborative approach that ensures each student's needs are addressed holistically. The following principles guide intervention design and delivery:

1. **Assessment of Underlying Factors**
   Interventions are informed by a clear understanding of the root causes contributing to the student's educational risk, including academic, social, emotional, behavioural, or environmental factors.

2. **Holistic and Collaborative Support**
   Support is delivered through a whole-school and school-home partnership. Parents, teachers, and the Educational Risk Support Team (ERST) collaborate to ensure that strategies are consistent across school and home settings.
3. **Culturally and Linguistically Responsive Practice**
   Interventions are research-based and adapted to reflect ASAD's culturally diverse community, ensuring relevance and accessibility for all students.
4. **Commitment to Inclusion**
   All interventions are grounded in ASAD's belief that every student can learn and succeed when provided with the appropriate level of support, scaffolding, and care.
5. **Data-Informed Decision Making**
   The ERST uses data from universal screening, diagnostic assessments, and progress monitoring tools to inform placement within the tiers, set measurable goals, and evaluate outcomes.
6. **Problem-Solving and Personalised Planning**
   The ERST uses a structured, problem-solving approach to develop Individualised Learning Plans (ILPs) or Behaviour Support Plans (BSPs) as required. These plans identify goals, strategies, timelines, and responsibilities.
7. **Positive Behavioural Approaches**
   ASAD employs school-wide and classroom-based positive behavioural frameworks to enhance social and emotional learning and reinforce desirable behaviours.
8. **Collaborative Data Review**
   Regular case meetings are held between the ERST, classroom teachers, and relevant Heads of Department or SMC's to review progress, share insights, and refine intervention strategies.

7.3.3 Developing and Implementing Interventions

The Educational Risk Support Team (ERST) acts as the school's formal Intervention Team, providing guidance and support to staff in developing and implementing interventions for specific students. Team membership includes:

- Heads of IB Teaching and Learning
- Head of Inclusion
- Head of Student Behaviour and Wellbeing
- Head of Data Analysis
- Social Worker
- Relevant Heads of Department, Student Management Coordinators or teachers as required.

Students identified as being at educational risk, particularly those in Cycles 2 and 3, are encouraged to participate in the development of their own intervention plans, setting personal goals and reflecting on progress. Interventions are designed to be both preventive and responsive, aiming to strengthen protective factors and reduce risks that may affect academic, social, and emotional development, in alignment with ADEK's *Wellbeing Policy.*

ASAD ensures that resources, human, material, and technological are allocated effectively to support individual students and groups at risk, providing equitable access to appropriate services. Where specialist or external support is required, ASAD collaborates with parents to facilitate referrals to approved service providers in accordance with ADEK's *School In-School Specialist Services Policy* and *School Student Mental Health Policy.*

Teaching staff implement necessary instructional adjustments and classroom strategies to maintain inclusive and supportive learning environments that respond to diverse student needs. The ERST coordinates and oversees active collaboration among internal and external stakeholders including teachers, parents, and specialists throughout the planning, implementation, and review of each intervention.

7.4 Monitoring and Evaluation

ASAD maintains a robust system to monitor and evaluate the effectiveness of this policy and its interventions, ensuring that students at educational risk receive timely, evidence-based, and effective support. The Educational Risk Support Team oversees the monitoring framework, ensuring that data collection, review, and communication processes are systematic and transparent. Monitoring and evaluation are achieved through the following:

- **Comprehensive Assessment Methods:** A range of assessment tools including academic performance tracking, behavioural and wellbeing data, attendance records, and teacher feedback are used to monitor student progress and identify emerging patterns that may warrant adjustment to interventions.
- **Regular Review Schedule:** Each student's progress and current level of tiered support are reviewed at predetermined intervals. Documented Learning Plans (DLPs) are updated to reflect the student's achievements, challenges, and any required changes in the type or intensity of support.
- **Parent Communication:** Parents and guardians are provided with accurate and relevant updates regarding their child's progress, intervention outcomes, and ongoing needs. Where appropriate, parents are engaged in review meetings and support planning to reinforce the school–home partnership.
- **Data Management and Safeguarding:** All records related to identified students, including referrals, progress reports, and updated DLPs are securely stored in a protected digital format. Access is restricted to authorised staff members, and data may be shared with ADEK upon request or during inspection visits, in accordance with privacy and data protection requirements.

This structured monitoring process enables ASAD to ensure accountability, measure impact, and continuously refine strategies that promote equitable educational outcomes for all students.

8. COMPLIANCE

ASAD affirms its commitment to full compliance with ADEK's Educational Risk Policy and all related directives. The policy will be reviewed annually to ensure that all practices, procedures, and interventions align with ADEK's requirements and effectively support students' academic progress, engagement, and wellbeing.

9. REFERENCES

- Abu Dhabi Department of Education and Knowledge (ADEK). 2024 (September) ADEK_School_Educational Risk Policy_v.1.1
- Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties and its amendments.

10. RATIFICATION AND REVISION HISTORY

Document Title	Educational Risk Policy
Version	v.2
Ratification Date:	9th November 2026
Next Review Date	November 2028
Ratified By	Director: Mr Adel Salman