

Educational Risk Policy

Created in	August 2025
Review date	January 2026
Reviewed by	Head of Inclusion Career Counselor
Approved by	Vice Principal Principal

Disclaimer:

- This policy has been developed in accordance with the school's national identity policy.
- The school is fully compliant with ADEK Educational Risk Policy requirements
- This policy is reviewed annually and has been approved by the Governing Board, in accordance with the ADEK School Governance Policy.

FIA Vision

To be a leading private school in Al Ain which provides an exemplary learning environment in line with the vision of ADEK.

FIA Mission

- To provide an exemplary learning environment which
- Develops student abilities.
- Augments self-confidence.
- Prepares world-class learners.
- Enables students to meet the challenges of the 21st century.
- Increases productivity and self-esteem.
- Inculcates values required to become responsible members of society

1. Introduction

Future International Academy (FIA) is committed to the early identification and support of students at educational risk to increase their chances of educational continuity, promotion, and graduation. This policy follows the mandatory requirements set by ADEK to ensure every student can reach their full potential through personalized support.

2. Purpose

The purpose of this policy is to:

- Establish a mechanism for the identification, intervention, and monitoring of students at risk.
- Obligate the use of a Tiered Model of Support.
- Prevent student dropout and ensure students continue to post-secondary education or career pathways.

3. Definitions

- **Educational Risk:** The decreased probability of student continuity, promotion, or graduation due to factors like absenteeism, behavior, or low achievement.
- **Adaptive Teaching:** A range of strategies and differentiation used by teachers to meet the needs of all learners in a class.
- **Continuity:** The school's ability to prevent student dropout.
- **Additional Learning Needs (ALN):** Individual requirements for additional support on a permanent or temporary basis, including Students of Determination and gifted/talented students.
- **Documented Learning Plan (DLP):** A personalized plan (IEP, ISP, BSP, etc.) outlining targets and modifications agreed upon by staff and parents.
- **Cycles:** Identification of educational stages: Kindergarten, Cycle 1 (G1-G5), Cycle 2 (G6-G8), and Cycle 3 (G9-G12).
- **Personalized Learning:** Tailoring education and interventions to allow every student to achieve the highest possible standard based on their individual interests and aptitudes.
- **Protective vs. Risk Factors:** Protective factors reduce the likelihood of risk, while risk factors (e.g., genetic, health, environmental, or linguistic) increase it.

4. Policy Requirements

FIA will maintain an ongoing process for:

1. Identification of students using evidence-based indicators.
2. Development of Interventions through a school-based team.
3. Monitoring and Evaluation of student progress and policy effectiveness.

5. Identification of Students at Educational Risk

The school will conduct ongoing analysis to identify students based on 11 specific indicators:

1. Student attendance and punctuality.
2. Student well-being.
3. Student behavior and persistent incidents.
4. Additional Learning Needs (ALN).
5. Extenuating circumstances affecting the student or family.
6. Educational, health, or welfare assessments.
7. Academic achievement and declining grades.
8. Linguistic difficulties.
9. Parent engagement.
10. School transfer frequency.
11. Referrals from staff, parents, or students.

Important Protocols:

- **Student Protection:** If a student is at risk due to maltreatment, the school must immediately follow the ADEK School Student Protection Policy.
- **Confidentiality:** Identification results are for internal use only and must be kept confidential to protect student privacy.

6. Intervention Framework (3-Tier Model)

Future International Academy (FIA) adopts a Tiered Model of Support to meet the diverse needs of students at educational risk. This approach acknowledges that while most needs are met by the teacher in the classroom, some students require targeted or intensive intervention. Tiers do not define student identities; instead, they identify the specific type and intensity of support based on student needs. Support levels will be increased or decreased following a formal evaluation of the intervention's effectiveness.

6.1 The Three-Tier Model

In alignment with ADEK, FIA adopts a 3-Tier Model of Support. Tiers define the type of support, not the student's identity.

Tier	Description	Action
Tier 1: Universal	Foundational, evidence-based teaching for all students.	Adaptive teaching, differentiation, and positive relationships.
Tier 2: Targeted	Supplemental teaching for students failing to make adequate progress.	Small-group specialized interventions to help students catch up.
Tier 3: Intensive	Highly personalized and intensive teaching.	Specialized intervention which may include external specialist support.

6.2 Intervention Design Methodology

To ensure a systematic approach, all school interventions shall be designed based on the following ADEK-mandated criteria:

- **Whole-School Approach:** Student needs are met holistically through a school-home partnership to ensure improvement is supported in both contexts.
- **Culturally and Linguistically Relevant:** All interventions must be high-quality, research-based, and sensitive to the student's culture and language.
- **Data Systems & Universal Screening:** The school integrates an evidence-based assessment system, including universal screening and diagnostics, to inform tier placement and monitor progress.
- **Problem-Solving Process:** A clear, collaborative problem-solving process is employed to deliver Documented Learning Plans (DLPs).
- **Positive Behavioral Approaches:** Research-based behavioral strategies are used school-wide to support social-emotional learning and academic achievement.
- **Underlying Factor Analysis:** Interventions are designed only after assessing the specific factors (genetic, health, environmental, etc.) leading to a student being at risk.

6.3 Implementation and Operational Standards

- **Student Participation:** For students in Cycles 2 and 3, the school shall involve the student in planning their individualized interventions whenever appropriate.
- **Protective Factors:** Interventions must aim to increase protective factors (factors that reduce risk) while actively working to reduce identified risk factors.
- **Teacher Verification:** Senior leadership will verify that teaching staff are providing the necessary adjustments and managing resources as outlined in the student's DLP.
- **Resource Allocation:** The school will explicitly allocate available resources and tools to support individuals or groups identified at educational risk.
- **Stakeholder Involvement:** The school will involve relevant internal and external stakeholders, including specialists and parents, during the planning process.

7. Intervention Team and Operational Requirements

The school-based intervention team provides guidance for teachers and must include:

- Senior Leader (or member of the SLT).
- Social Worker and/or Counselor.
- Head of Inclusion.
- Staff responsible for student well-being/behavior.
- Staff responsible for liaising with parents.
- Staff responsible for data management.

Stakeholder and Operational Responsibilities

To ensure the effective delivery of support, FIA adheres to a collaborative approach that prioritizes student agency and administrative accountability. For students in Cycles 2 and 3, the school must involve the student in planning their individualized interventions whenever appropriate. Planning for high-risk students must involve relevant internal and external stakeholders, including specialists and parents, to ensure comprehensive care. To support these initiatives, the school will explicitly allocate available resources and tools specifically for individuals or groups identified as being at educational risk. Finally, Senior Leadership is mandated to verify that teaching staff are implementing the necessary adjustments and managing resources as outlined in the student's Documented Learning Plan (DLP).

8. Monitoring and Evaluation

- Progress Tracking: Schools shall use a range of assessment methods to inform progress monitoring.
- Documented Learning Plan (DLP) Updates: A schedule will be established to evaluate student status and update levels of tiered support.
- Data Safeguarding: Data for identified students must be stored in a digital format and shared with ADEK upon request.
- Parental Information: Parents must be provided with ongoing, accurate information regarding their child's progress.

9. Staff Training & Policy Awareness

FIA will organize dedicated professional development sessions to ensure all staff are aware of the policy and can identify risk factors effectively.

10. Compliance and Accountability

- Effectivity: This policy is effective as of Academic Year 2024/25.
- Full Compliance: Mandatory compliance is required by the start of Academic Year 2025/26 (Fall term).
- Failure to comply may lead to legal accountability and penalties as per ADEK regulations.