

Risk Assessment Policy for Students at Educational Risk

Created in	September 2025
Reviewed by	<p>Head of Inclusion – Mr. Richard Hadley</p> <p>Vice Principal – Ms. Nadine Chamssudeen</p> <p>Principal – Ms. Suheir Salah</p>

Disclaimer: This policy has been developed in accordance with the school's national identity policy.

School Vision:

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

School Mission:

To provide an exemplary learning environment which

- Develops student abilities.
- Augment 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 is committed to ensuring that all students are supported to achieve their full potential. In line with the Abu Dhabi Department of Education and Knowledge (ADEK) Educational Risk Policy, this document outlines the school's approach to identifying, assessing, and supporting students at educational risk.

This policy establishes procedures to minimize the likelihood of student discontinuity, underachievement, or dropout, and ensures compliance with ADEK regulations.

2. Purpose

The purpose of this policy is to:

- Establish a systematic process for identifying students at educational risk.
- Provide a framework for developing and implementing appropriate interventions.
- Ensure continuous monitoring and evaluation of student progress.
- Promote a culture of inclusive education where all students are supported to thrive.

3. Definitions

For the purposes of this policy, the following ADEK definitions apply:

- Educational Risk: A decreased probability of continuity, promotion, or graduation, or continuation to post-secondary pathways due to academic, social, behavioral, health, or environmental factors.
- Students at Educational Risk: Students identified as being, or potentially being, at educational risk.
- Documented Learning Plan (DLP): A formal plan outlining individualized learning targets, interventions, and support strategies (e.g., IEP, ILP, ISP, BSP).
- Tiered Model of Support: ADEK's four-level approach to intervention, with Tier 1 (universal), Tier 2 (targeted), Tier 3 (intensive), and Tier 4 (specialist/external).

4. Policy Requirements

Future International Academy will:

- Identify students at educational risk using a range of evidence-based indicators.
- Develop and implement interventions that address individual student needs.
- Monitor and evaluate progress to ensure effective support and adjustment of interventions.
- Provide training to staff to ensure awareness and consistent application of this policy.
- Identification of Students at Educational Risk

Students may be identified through:

- Attendance records (e.g., habitual absenteeism).
- Academic performance and achievement data.
- Wellbeing and behavioral concerns.
- Additional Learning Needs (ALN).
- Health or medical issues affecting learning.
- Family or environmental factors.
- Linguistic or cultural barriers.
- Referrals from teachers, parents, or students.

All information will be treated confidentially and shared only on a need-to-know basis, in line with ADEK guidelines.

6. Intervention Framework

Future International Academy adopts ADEK's 4-Tier Model of Support:

- Tier 1 (Universal Support): High-quality, evidence-based classroom teaching for all students. Teachers use adaptive teaching, differentiation, and ongoing monitoring to ensure progress.
- Tier 2 (Targeted Support): Additional, small-group or specialized interventions for students who need extra help to meet academic or behavioral expectations. These are supplemental to Tier 1.
- Tier 3 (Intensive Support): Highly individualized interventions tailored to specific student needs. This may include one-to-one support, individualized learning plans, and specialist strategies.

- Tier 4 (Specialist/External Support): Interventions requiring significant personalization and the involvement of external agencies, specialists, or multi-agency collaboration. This may include health, therapeutic, or social care services in line with ADEK policies.

Interventions will be documented through DLPs, reviewed regularly, and adjusted according to student progress.

7. School-Based Intervention Team

The Intervention Team will provide guidance, coordinate interventions, and monitor student progress. Membership includes:

- Senior Leader (Principal or Vice Principal).
- Head of Inclusion.
- Social Worker and/or School Counselor.
- Wellbeing/Behavior Lead.
- Teacher representatives.
- Data Management Officer.

8. Monitoring and Evaluation

- Student progress will be monitored through assessments, progress reports, and DLP reviews.
- Data will be stored securely in digital format and made available to ADEK upon request.
- Scheduled reviews will ensure interventions remain effective and appropriate.
- Parents will be provided with regular updates on their child's progress.

9. Policy Awareness and Training

- All staff will receive professional development on identifying and supporting students at risk.
- Training will cover inclusive teaching practices, documentation requirements, and intervention strategies.
- Ongoing refresher sessions will ensure consistent application of this policy.

10. Compliance and Accountability

- This policy will be fully implemented by October 2025 in line with ADEK requirements.
- The School Principal holds overall accountability for implementation.
- The Head of Inclusion, supported by the Intervention Team, is responsible for operational oversight.

11. This document will be reviewed annually by the School Leadership Team to ensure ongoing compliance and effectiveness.