



Al Ain English Speaking School

Educational Risk Policy

1. 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.

2. PURPOSE

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

3. IDENTIFICATION OF STUDENTS AT EDUCATIONAL RISK

AAESS carries out ongoing analysis to identify students who may be at educational risk using a range of strategies including evidence-based factors and the analysis of data. These include, but are not limited to, any cause for concern related to:

- Student attendance
- Student wellbeing
- Student behaviour
- Additional learning needs
- Extenuating circumstances affecting the student, family, or close connections
- Educational, health or welfare assessments sourced by the school with parental consent or provided to the school by families
- Academic achievement
- Parent engagement
- School transfer frequency
- Referrals from staff, parents, and/or students

If a student is identified as being at risk of harm due to maltreatment, AAESS shall immediately refer to and follow protocols outlined in the ADEK Student Protection Policy.

Student privacy and wellbeing is protected through ensuring that that this identification is only used internally and confidentially.

4. DEVELOPING INTERVENTIONS

ADOPTING A TIERED MODEL OF SUPPORT

AAESS uses a tiered model to support the needs of students at educational risk based on the following:

- Tier 1 (Universal): Positive relationships are built and a supportive environment developed to ensure all students in the classroom are supported in the teaching and learning. Students unresponsive to Tier 1 interventions and progress is not made through monitoring may move into Tier 2.
- Tier 2 (Targeted): AAESS ensures additional targeted teaching is provided to students who have difficulty making adequate progress in meeting academic and behavioural goals. Small-group specialised interventions are provided by the school inclusion team to supplement Tier 1 interventions enabling students to catch up to their peers. Students who are unresponsive to Tier 2 interventions and progress is not made through monitoring may move into Tier 3.
- Tier 3 (Intensive): Specialised and individualised intensive teaching that requires highly personalised intervention specific to the needs of the student is planned for and delivered by the school inclusion team. Interventions may include assistance from external specialists. Student progress is continually monitored.

Tiers identify types of support based on student needs. AAESS shall decrease or increase student support following an evaluation of the effectiveness of any intervention.

TIERED INTERVENTIONS

Interventions are designed using a comprehensive, systematic, and tiered approach based on.

- The assessment of underlying factors that may lead to a student being at educational risk.
- The establishment of school-home partnership and a whole-school approach to aim for improvement that is supported by all, meeting the needs of students.
- The belief that every student can learn and achieve their potential through adaptive teaching and modified curriculum planning.
- Delivering personalised learning plans.
- Using positive behavioural approaches to support student achievement and social-emotional learning.
- Implementing a collaborative approach to analysing student data and coordinating the intervention process.

5. DEVELOPING AND IMPLEMENTING INTERVENTIONS

AAESS has an in-school inclusion team that provides guidance and support for teachers in developing and implementing interventions for specific students.

INTERVENTION TEAM

Staff Name	Role
Mrs Helen McCauley	Member of the senior leadership team/Principal of Primary
Mr Peet Vreugdenberg	Member of the senior leadership team/Head of Inclusion
Mrs Nicholette Sigamoney	School Counsellor
Ms Lama Abrash	Pastoral Manager and parent liaison
Ms Hemat Aboukhadra	SEN teacher
Mrs Charmaine Ebbinkhuysen	Inclusion Teacher
Mrs Mary Zakhary	Inclusion Teacher
Mrs Jacqueline Matthee	Inclusion Teacher
Mr Luke Cole	Member of the senior leadership team/data management
Mr Alan Wright	Member of the senior leadership team/student wellbeing
Shaikha Al Memari	Inclusion Assistant - Primary
Shamsa Alshamsi	Inclusion Assistant - Primary
Jumana Bin Hraiz	Inclusion Assistant - Secondary

- Students from year 5 and above identified as being at educational risk are involved, whenever possible and appropriate, in planning any individualised intervention.
- AAESS ensures the wellbeing and educational, social and emotional development of all students at the school are protected, in line with ADEK wellbeing policies.
- Resources to support individuals and groups of students at educational risk are allocated to support individual needs at AAESS.
- Teaching staff provide the necessary teaching and learning adjustments and manage allocated resources to address the diverse needs of all students at educational risk. AAESS monitors and tracks this is effective through planning scrutiny, lesson observations, book moderations, etc.
- When planning for students at educational risk the school ensures specialists, parents, etc are involved.

6. MONITORING AND EVALUATION

- A comprehensive range of assessment methods to collect data is used at AAESS to inform the progress and monitoring of students at educational risk.
- DLPs and level of tiered support in line with student progress are monitored and evaluated regularly by the class teacher, intervention team and the senior leadership team. Parents are involved in this process ensuring they receive ongoing, accurate and relevant information.
- Storing and safeguarding data for all identified students in a digital format and files will be shared with ADEK upon request or as part of a school inspection visit.

RELATED DOCUMENTATION

ADEK School Student Protection Policy

ADEK School In-School Specialist Services Policy

ADEK School Mental Health Policy