FUTURE LEADERS
International Private School
Madinat Zayed, Muroor Road - Branch 2

Educational Risk Policy

Approved By	Board of Trustees
Review Date	August 2026
Next review Date	June 2027

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Purpose and Aim

Rationale

At Future Leaders International Private School – Branch 2, we believe that 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.

Aims

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

Guidelines

School Policy on Educational Risk
FLIS Branch 2 has established and implements a comprehensive policy that identifies and supports the diverse needs of all students, ensuring each student attains and progresses according to the school's set benchmarks.
FLIS Branch 2 supports students following this process:

1. Identification of students at educational risk
2. Development of interventions
3. Monitoring and Evaluation

To support FLIS Branch 2 organise dedicated professional development sessions to ensure that staff who interact with students are aware of the school's policy on support for students at educational risk.

Identification of Students at Educational Risk
FLIS Branch 2 carries out ongoing analysis to identify students who may be at educational risk using a range of evidence-based factors/indicators. These include, but are
not limited to, any cause for concern related to:

- Academic achievement
- Students attendance
- Students wellbeing
- Students behavior
- Additional learning needs
- Extenuating circumstances affecting the students, family or close connection
- Educational, health or welfare assessments sourced by the school with parental consent or provided to the school by families
- Linguistic difficulties
- Parental 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, we shall immediately follow protocols outlined in the ADEK School Student Protection Policy.
FLIS Branch 2 will ensure that this identification is only to be used as part of an internal exercise for the purposes of meeting student needs and is kept confidential to protect student privacy and wellbeing. Results of the analysis may be shared with specific stakeholders on a need-to-know basis at the school's discretion.

Developing Interventions
At FLIS Branch 2, we adopt a tiered model of support:

Tier 1 (Universal): Quality First Teaching provided to all students in the classroom, based on building positive relationships and a supportive environment. Student progress is continually monitored and students unresponsive to Tier 1 interventions may move into Tier 2.
Tier 2 (Targeted): Supplemental targeted teaching provided to students who have difficulty making adequate progress in meeting academic and behavioral goals. Programs and strategies are based on small-group specialised interventions designed to supplement Tier 1 interventions to allow students to catch up to their peers. Student progress is continually monitored and students unresponsive to Tier 2 interventions 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 and may include assistance from external specialists. Student progress is continually monitored.

Tiers do not define student identities but instead identify types of support based on student needs. Hence, we shall decrease or increase student support following an evaluation of the effectiveness of any intervention.

FLIS Branch 2 plans and implements interventions using a comprehensive, systematic, and tiered approach based on:

1. Assessing the underlying factors leading to a student being at educational risk
2. Meeting the needs of students at educational risk holistically through a school-home partnership and whole-school approach to aim for improvement that is supported in both contexts
3. Implementing high-quality, research-based interventions that are culturally and linguistically relevant
4. Adapting teaching to support inclusion and the belief that every student can learn and achieve their potential
5. Integrating a data-collection and evidence-based assessment system, including universal screening, diagnostics, and progress monitoring to inform decisions appropriate for each tier of support
6. Using school-wide and classroom-research-based positive behavioral approaches to support student achievement and social-emotional learning.
7. Implementing a collaborative approach to analysing student data and coordinating the intervention process.

FLIS Branch 2 is committed to ensuring that all students at educational risk receive targeted, high-quality support. To achieve this, the leadership team will both directly coordinate and oversee interventions for at-risk students while also supporting wider school teams in managing interventions within their respective departments. This includes collaboration with the school counselling service to ensure that the support provided is subject-specific, needs-appropriate, and delivered by the most suitable member of the FLIS Branch 2 team, ensuring a high level of expertise in intervention delivery.

The term "intervention team" is an all-encompassing designation that includes any skilled member of staff involved in supporting student interventions. As part of our commitment to inclusive education, FLIS Branch 2 develops and implements interventions— including, where required, Documented Learning Plans (DLPs)—that enhance learning opportunities for all students at risk. This is achieved through the following method:

Activating a school-based intervention team to directly coordinate and oversee interventions for at-risk students, while also guiding and supporting teachers in developing and implementing subject-specific and needs-appropriate interventions. The intervention team will ensure that students receive the appropriate level of support from the most suitably skilled member of the FLIS Branch 2 team, maximising the effectiveness of the intervention. The recommended intervention team membership consists of:

- A member of the SLT,
- Head of Inclusion,
- Head of Sections
- Additional skilled staff members as required, ensuring that interventions are tailored to student needs and delivered by professionals with the relevant expertise.

The team will:

- Involve the student identified as being at educational risk, whenever possible and appropriate, and their teachers in planning any individualised intervention as required
- Employ a combination of approaches to increase protective factors and reduce risk factors that influence the wellbeing and educational, social, and emotional development of the student at educational risk, in line with the ADEK wellbeing policies
- Allocate available resources to support individuals and groups of students at educational risk
- Identify the need for specialist intervention (including referral to external agencies), where appropriate, to parents, in line with the ADEK School In-School Specialist Services Policy and the ADEK School Student Mental Health Policy
- Verify that teaching staff provide the necessary teaching and learning adjustments and manage allocated resources to address the diverse needs of all students at educational risk
- Ensure that the FLIS Branch 2 involves relevant internal and external stakeholders (e.g., specialists, parents, etc.) when planning for students at educational risk.

Monitoring and Evaluation

FLIS Branch 2 shall continuously monitor and evaluate the effectiveness of the implementation of this policy by:

1. Using a comprehensive range of assessment methods to collect data that can be used to inform the progress monitoring of students at educational risk
2. Establishing a schedule to monitor and evaluate the status of each student at educational risk and, where applicable, update students' DLPs and level of tiered support in line with their progress
3. Providing parents of students at educational risk with ongoing, accurate, and relevant information about their child's progress where appropriate
4. Storing and safeguarding data for all identified students in a digital format that may be shared with ADEK upon request or as part of a school inspection visit.

Roles and Responsibilities

SLT

- Set the strategic direction for the Academy ensuring a commitment to supporting students at educational risk
- Ensure that the policies related to educational risk are effectively implemented and followed within the school
- Allocate necessary resources to support educational interventions and monitor the effectiveness of these programs
- Activate a school-based 'intervention team' to guide and support teachers in developing and implementing interventions for students identified as being at educational risk
- Continuously monitor and evaluate the effectiveness of interventions and make data informed decisions to adjust support as needed

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- Provide support to teachers in developing and implementing, as required, educational plans and interventions for students at risk
- Collaborate with the SLT in assessing the needs of students and ensuring that appropriate steps are taken based on their evaluations
- Assist in collecting and analysing data to inform decisions regarding student progress and interventions

Teachers

- Deliver high-quality, quality first teaching tailored to all students, particularly those at educational risk
- Follow school process when referring students that is at educational risk
- Ensure that identified students are fully aware of their individual targets and the purpose of any interventions, to foster their engagement and ownership of their learning journey
- Adapt teaching strategies and resources to meet the diverse needs of students and ensure that all students can achieve their potential
- Maintain ongoing communication with parents and stakeholders regarding students' progress
- Work in conjunction with the 'intervention team' and support staff to track students' progress and effectiveness of implemented strategies