St. Joseph's School
مدرسة القديس يوسف
P.O. Box 3361,
17th Street, Al Mushrif Area
Abu Dhabi, U.A.E.
Tel: +9712 4463646
Fax: +9712 4461772
E-mail: info@stjosephsschool.ae
Web: www.stjosephsschool.ae

EDUCATION RISK POLICY

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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.

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.
- Obligate to use a Tiered Model of Support approach when developing interventions.

Policy

1. **School Policy on Educational Risk:**

1.1 **Policy Requirements:**

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

12. **Policy Awareness:** School has organized professional development sessions at the beginning of every academic year and at every term to ensure that staff who interact with students are aware of the school's policy on support for students at educational risk.

1. **Identification of Students Educational Risk:**

1.1 Identification Process: School carries out ongoing analyses 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:

1. Student attendance.

2. Student wellbeing.
3. Student behavior.
4. Additional learning needs.
5. Extenuating circumstances affecting the student, family, or close connections.
6. Educational, health or welfare assessments sourced by the school with parental consent or provided to the school by families.
7. Academic achievement.
8. Linguistic difficulties.
9. Parent engagement.
10. School transfer frequency.
11. Referrals from staff, parents, and/or students.

1.2 **Student Protection:** If a student is identified as being at risk of harm due to maltreatment, school shall immediately follow protocols outlined in the ADEK Student Protection Policy.

1.3 **Confidentiality:** School shall ensure that this identification is only to be used as part of an internal exercise for the purposes of meeting student needs and kept confidential to protect student privacy and wellbeing. Results of the analysis will be shared with specific stakeholders on a need-to-know basis.

2. Developing Interventions:

2.1 Adopting a Tiered Model of Support;

2.1.1. School will adopt a tiered model to support the needs of students at educational risk based on the following:

Tier 1 (Universal): Foundational and universal evidence-based 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 specialized 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): Specialized and individualized intensive teaching that requires highly personalized intervention specific to the needs of the student and may include assistance from external specialists. Student progress is continually monitored.

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

2.1.3. **Tiered Interventions:** School has designed 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 (see Section 3.2.1).

6. Employing a problem-solving process to deliver personalized learning plans.

7. Using school-wide and classroom-research-based positive behavioral approaches to support student achievement and social-emotional learning.

8. Implementing a collaborative approach to analyzing student data and coordinating the intervention process.

2.1.4. **Developing and Implementing Interventions:** School has developed and implementing interventions (documented learning plans, processes, and strategies) that maximize opportunities for all students at educational risk by employing the following method:

1. Activating a school-based intervention team to provide guidance and support for teachers in developing and implementing interventions for specific students.

Intervention Team	
Members	**Roles**
Sr. Reema	Member of the senior leadership team.
Mrs. Prinitha Raj	Social Worker
Mrs. Sumy John	Staff responsible for supporting student wellbeing/ behavior
Mrs. Diana Chalich	Staff responsible for liaising with parents
Mrs. Daphne Viegas	Staff responsible for data management

2. Involving the student identified as being at educational risk, whenever possible and appropriate, and their teachers in planning any individualized intervention. This is particularly important for older students (cycles 2 and 3).

3. Employing 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.

4. Allocating available resources to support individuals and groups of students at educational risk.

5. Identifying the need for specialist intervention (including referral to external agencies), where appropriate, to parents, in line with the *ADEK In- School Specialist Services Policy* and the *ADEK Student Mental Health Policy*.

6. Verifying 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.
7. Ensuring that the school involves relevant internal and external stakeholders (e.g., specialists, parents, etc.) when planning for students at educational risk.

3. Monitoring and Evaluation

3.1 The School 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 is used to inform the progress and monitoring of students at educational risk.
2. Establishing a schedule to monitor and evaluate the status of each student at educational risk and update students' DLPs and level of tiered support in line with their progress.

   Providing parents of students at educational risk with ongoing, accurate, and relevant information about their child's progress where appropriate.

3. 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.

Prestina Rocha

مدرسة القديس يوسف
ص.ب: ٣٣٦١ - ابوظبي
P.O.Box : 3361 Abu Dhabi
ST. JOSEPH SCHOOL

Principal
St. Joseph's School