



EDUCATIONAL RISK POLICY

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Definitions

Adaptive Teaching	<p>An approach to supporting the abilities of all students with additional learning needs by their teachers using a range of teaching strategies, resources, and levels of differentiation to meet the needs of all learners in the class.</p>
Additional Learning Needs	<p>Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to teaching learning process, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented).</p> <p>For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning.</p>
Continuity	<p>The ability for a student to continue to remain in school. Continuity concerns the school's ability to prevent student dropout.</p>
Cycle	<p>A stage in the primary and secondary educational process and is classified in Abu Dhabi as the following: Kindergarten (Pre-KG1 - KG2), Cycle 1 (G1 - G5), Cycle 2 (G6 - G8), and Cycle 3 (G9 - G12).</p>
Documented Learning Plan (DLP)	<p>A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by Sunrise English Private School Abu Dhabi staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behavior Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioral, language, or social and emotional need.</p>
Educational Risk	<p>The decreased probability of student continuity, promotion, or graduation, or continuation to postsecondary education or other career pathways.</p> <p>Education risk stems from factors such as habitual absenteeism, disruptive behavior, serious health issues, low achievement, disciplinary problems, prior grade retention, or other learning-related factors that could adversely affect the educational performance and attainment of some students.</p>





Graduation	The ability for a student to complete Grade 12 requirements to obtain their secondary school certificate (Qualifications Framework Emirates [QFE] Level 4).
Inclusive Education	An approach to education which celebrates and acknowledges learning diversity and ensures that teaching is adapted to enable all students to learn.
Personalized Learning	The way in which schools tailor education and personalize intervention to enable every student to achieve the highest standard possible. The rationale for personalized learning is to raise standards by focusing teaching and learning programs on the aptitudes and interests of individual students.
Promotion	The ability for a student to be promoted to the next grade.
Protective Factors	Factors that prevent or reduce the likelihood of being at educational risk.
Risk Factors	Factors that promote or increase the likelihood of being at educational risk. Factors that increase risk may include, but are not limited to developmental factors (e.g., genetic, health), individual student factors (e.g., gender, cognition, known diagnoses,), and environmental factors (e.g., family, school, socioeconomic status, culture, language, etc.).
Students Educational Risk	Students or groups of students identified as being or potentially being at educational risk.
School Transfer Frequency	The practice of frequently changing schools which may cause disruption to student wellbeing and learning.
Tiered Model of Support	An approach to meeting the different needs of students which acknowledges that most needs can be met by the teacher (Tier 1: Universal), while some may require specific interventions (Tier 2: Targeted) and a few may require a high degree of personalization and possibly external support by specialists (Tier 3: Intensive and Individualized). This includes models such as the Multi-Tiered System of Supports (MTSS), Graduated Approach Model, and others.





Sunrise English Private school, Abu Dhabi shall develop and implement a policy to identify, address, and support the diverse needs of all students, ensuring they achieve the attainment and progress standards set by SEPS. This will be accomplished through the following process:

1. Identifying students at educational risk.
2. Developing interventions at various levels.
3. Monitoring and evaluating each student categorized as at educational risk.

SEPS shall organize 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.

1. Identification of Students at Educational Risk

1.1 Identification Process: The school shall carry out ongoing analyses to identify students who may be at educational risk using a wide 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, SEPS shall immediately follow protocols outlined in the School Student Protection Policy.
- 1.3 **Confidentiality:** SEPS shall ensure that this identification is only to be used as part of an internal exercise for the purposes of meeting student needs and must be 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.

2. Developing Interventions

2.1 Adopting a Tiered Model of Support

1. SEPS shall adopt a tiered model to support the needs of students at educational risk based on the following:
 - a. 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.
 - b. 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.
 - c. 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. Tiers do not define student identities but instead identify types of support based on student needs. Hence, the school shall decrease or increase student support following an evaluation of the effectiveness of any intervention.





2.2 Tiered Interventions: SEPS shall design 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. 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.

2.3 Developing and Implementing Interventions: The school shall develop and implement 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. The recommended intervention team membership consists of the following staff members:
 - a. Senior Leader or a member of the senior leadership team.
 - b. Social Worker and/or Counselor.





c. Head of Inclusion.

d. Staff responsible for supporting student wellbeing/ behavior.

e. Staff responsible for liaising with parents.

f. 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 School In - School Specialist Services Policy and the School 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 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 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.

4. Compliance

4.1 The school is expected to be fully compliant with this policy by the start of the Academic Year 2025/26 (Fall term).

Approved by



Dr. Thakur S. Mulchandani,
School Director/Principal