Model Private School

ADEK Educational Risk Policy

(Aligned with ADEK Extracurricular Activities and Events Policy, Version 1.1, September 2024)

Review Date:	March 2026		
Next Review Date:	March 2027		
Acting Principal	Mr. I J Nasari		
Signature		***Date:***	31-March-2026
MPS Board of Governors	Haji. Meethalakath Mehmood		
Signature		***Date:***	05-April-2026

Introduction.

The Abu Dhabi Department of Education and Knowledge (ADEK) has issued the **Educational Risk Policy** to ensure that schools across Abu Dhabi provide early identification, timely intervention, and ongoing monitoring for students who may be at educational risk — those whose academic progress, continuity, or graduation may be affected by academic, behavioral, social, or emotional factors. This policy emphasizes a whole-school approach and shared responsibility among all teachers, inclusion teams, and leaders to ensure that every learner is supported to achieve their full potential.

Purpose of the Policy

The purpose of the policy is to ensure that Model Private School has a clear, inclusive policy for identifying and supporting students at educational risk. Implements structured intervention and monitoring mechanisms. Uses a **Tiered Model of Support** to deliver tailored teaching and intervention strategies. Builds teacher capacity through professional development on inclusive and adaptive practices.

1. School Responsibilities

Model Private school has designed and implemented a school-level policy that enables all staff to identify, support, and monitor students at risk. Teachers are expected to: Recognize early warning signs (academic decline, poor attendance, or emotional distress). Work collaboratively with the **inclusion and wellbeing team** to plan targeted support. Record observations, interventions, and outcomes using the school's digital system. Participate in professional learning on adaptive teaching and inclusive practice.

2. Identification of Students at Risk

Students may be considered at educational risk if there are consistent patterns of concern in one or more of the following areas: **Attendance:** Frequent absences, lateness, or school transfer disruptions. **Academic performance:** Low achievement, disengagement, or lack of progress. **Behavior and wellbeing:** Persistent behavioral issues, anxiety, or social isolation. **Learning needs:** Identified or suspected additional learning requirements. **Home or environmental factors:** Family challenges, health issues, or language barriers. Teachers should maintain confidentiality and share information only with relevant staff on a need-to-know basis. If a student is at risk of **harm or maltreatment**, ADEK's **Student Protection Policy** must be followed immediately.

3. Tiered Model of Support

Model Private School adopted a structured, evidence-based tiered model to support students at risk:

Tier	Description	Example
Tier 1 – Universal	Quality classroom teaching for all students, inclusive strategies, positive learning environment.	Differentiated instruction
Tier 2 – Targeted	Small-group or short-term interventions for students needing extra help.	Targeted literacy/numeracy support
Tier 3 – Intensive	Individualized, specialized support, possibly involving external experts.	Counseling, therapy, or specialist referral

4. Interventions, Monitoring, and Evaluation

School has an **intervention team** (senior leader, inclusion head, social worker, counselor and data coordinator,) to support this process. Teachers participated in developing and implementing **Documented Learning Plans (DLPs)** or Individual Support Plans (ISPs). School regularly assess progress and provide updates to parents and the inclusion team. School uses evidence-based, culturally relevant strategies that promote equity and inclusion. School contributes to progress reviews and data analysis for ADEK inspection readiness.

5. Teacher Accountability

All teachers are accountable for accurate documentation and active participation in inclusive education practices.

Key Takeaway for Teachers

Every teacher in Model Private School is a first responder in identifying and addressing educational risk. By maintaining vigilance, adapting instruction, and collaborating with colleagues and parents, teachers ensure that no learner is left behind. Inclusive practice and early intervention are central to student success and school improvement.

Reviewed and modified on: Monday,31 March 2026
(to be implemented in the academic year 2026-2027)

Approved by: Principal – *Model Private School*
Effective Date: 5th April 2026
Review Cycle: Annual or upon new ADEK amendments