

EDUCATIONAL RISK

AMITY MISSION STATEMENT

It is our mission to create an engaging and challenging learning environment where students are encouraged to excel intellectually, academically, and socially. We nurture our students' natural desire to learn through a personalised education programme that promotes independent thinking, critical analysis, emotional intelligence, and essential communication skills.

RATIONALE

At Amity International School Abu Dhabi (AIS), we are committed to inclusive and equitable education. We recognise that early identification and responsive support of students at educational risk is key to ensuring student progress, promotion, graduation, and successful transition to higher education or future pathways. This policy outlines our commitment to identifying, supporting, and monitoring students at risk using a Tiered Model of Support.

PURPOSE

This policy aims to:

- Identify and define educational risk in the context of Amity International School.
- Establish a transparent process for identifying students at educational risk.
- Develop personalised, evidence-based interventions using a Tiered Model of Support.
- Monitor and evaluate interventions to ensure impact and progress.

DEFINITION

Educational Risk: A decreased probability of a student successfully continuing in education, being promoted, graduating, or accessing post-secondary options. Factors may include attendance concerns, behavioural issues, health difficulties, low academic performance, or adverse life circumstances. This includes students with undiagnosed or emerging learning difficulties, students facing challenges as English language learners, twice-exceptional learners (gifted with additional needs), or those affected by rapidly changing life contexts.

Documented Learning Plan (DLP): Individualised plans such as IEPs, BSPs or ILPs designed to guide support.

RESPONSIBILITY

The school will:

- Develop and implement a systematic process for identifying, intervening, and monitoring students at educational risk.
- Provide staff with ongoing training, tools, and professional development to support early identification and inclusive interventions.
- Ensure the Student Support Team (SST) meets regularly to discuss progress and adapt support plans as needed.

The Student Support Team will:

- Lead the planning, implementation, and review of Documented Learning Plans for students requiring Tier 2 or 3 support.
- Facilitate collaboration between departments, families, and specialists to ensure coherent intervention.
- Analyse student progress and recommend escalation, modification, or de-escalation of support as needed.

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Teachers will:

- Deliver high-quality, inclusive first teaching strategies tailored to individual needs, particularly for students at risk.
- Identify concerns through observation, data analysis, and communication with parents/carers.
- Follow the referral process for students at educational risk and contribute to the creation and review of Documented Learning Plans.
- Monitor student progress and liaise regularly with the SST and parents to adapt strategies when needed.

Parents will:

- Communicate relevant home-based concerns or changes that may affect the student's learning or wellbeing.
- Attend meetings and actively participate in setting goals and reviewing progress within intervention plans.
- Support agreed strategies at home where appropriate to reinforce learning and consistency.

Students will (where age-appropriate):

- Engage in learning activities and intervention strategies set out in their support plans.
- Reflect on their progress and share feedback during reviews when developmentally appropriate.
- Follow agreed strategies and contribute to goal setting with adult support.

The school will oversee the planning and implementation of documented Learning Plans. The team may include:

- Head of Inclusion, Inclusion teacher
- School Counsellor/Social Worker
- Senior Leader, Head of Year or Section
- Class Teacher

DEVELOPMENT OF INTERVENTIONS**Tiered Model of Support:**

At AIS, tiered levels of support are not used to label students but to guide the nature and intensity of interventions required to meet their individual needs. Support is adjusted over time based on regular evaluations of each intervention's effectiveness.

- Tier 1 (Universal): Quality first teaching for all students.
- Tier 2 (Targeted): Short-term, group-based interventions.
- Tier 3 (Intensive): Personalised and specialist-led interventions.

AIS adopts a structured, multi-tiered system of support built upon the following principles:

- Identifying and addressing the root causes contributing to a student's educational risk
- Taking a holistic approach to support through strong school-home partnerships, aiming to promote progress across both settings
- Delivering high-quality, evidence-informed interventions that are both culturally and linguistically appropriate
- Differentiating teaching and learning approaches to reflect an inclusive ethos and the belief that all students are capable of success
- Employing a robust system of data collection and analysis, including universal screening, diagnostic assessments, and continuous progress monitoring to inform tier-specific planning

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- Embedding positive, research-informed behaviour strategies at both the whole-school and classroom levels to support academic and social-emotional development
- Promoting collaborative data review and joint planning to ensure coordinated, consistent intervention delivery across teams

AIS is dedicated to ensuring that students identified as being at educational risk receive timely and appropriate support. The leadership team plays a central role in both coordinating direct interventions and guiding departments in their implementation. This includes close collaboration with the school counselling service to ensure that interventions are tailored, subject-specific, and delivered by staff with the most relevant expertise across the AIS team.

IDENTIFICATION OF STUDENTS AT EDUCATIONAL RISK

AIS conducts ongoing assessments to identify students who may be at educational risk, using a range of evidence-based indicators. These may include, but are not limited to, concerns related to:

- Persistent absence or lateness
- Declining academic performance
- Wellbeing and mental health issues
- Behavioural difficulties
- Family or social instability
- Language or communication barriers
- Frequent school transitions

If a student is found to be at risk of harm in line with safeguarding, AIS will follow the procedures outlined in the ADEK School Student Protection Policy without delay.

All identification processes are strictly confidential and are solely intended to inform internal support strategies that meet the individual needs of students, while safeguarding their privacy and wellbeing. Referrals can be made by teachers, pastoral staff, parents, or the students themselves.

CONFIDENTIALITY & SAFEGUARDING

All information related to student risk status and interventions will be kept confidential. Where there are safeguarding concerns, the ADEK Student Protection Policy will be followed immediately.

RELATED DOCUMENTS

- ADEK Educational Risk Policy
- ADEK Student Protection Policy
- Amity Inclusion Policy
- Amity Attendance Policy
- Amity Behaviour for Learning Policy
- Amity Gifted and Talented Policy

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