Approved by: Principal	Date: 30 January 2026

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#	Description of Changes	Rev. No	Date of Issue
1	First Issue	00	21 June 24

ICS Vision
The "School of Choice" inspiring, challenging and empowering a 21st century learning community through an ethical and innovative education system.

ICS Mission
Provide a safe, friendly learning environment where lifelong learners follow an international curriculum which promotes academic excellence and nurtures key values and competencies in our global minded, future leaders.

Introduction

International Community School (ICS) is dedicated to fostering an inclusive, supportive educational environment where all students are given the opportunity to succeed academically and personally. Recognizing that some students may be at educational risk due to various factors, ICS is committed to early identification, targeted interventions, and continuous monitoring to support these students. This policy is developed in accordance with the Abu Dhabi Department of Education and Knowledge (ADEK) guidelines and reflects the school's commitment to ensuring that no student is left behind.

Purpose

The ICS Educational Risk Policy aims to:

- Establish a structured, systematic approach for identifying students at educational risk, ensuring early intervention and appropriate support.
- Implement a tiered support system to address the diverse needs of students, enabling them to meet educational standards and achieve academic success.
- Mandate continuous monitoring, evaluation, and adjustment of interventions to ensure they effectively support students at educational risk.
- Define clear roles and responsibilities for all staff in the identification, intervention, and support processes.
- Ensure compliance with ADEK regulations, protecting the rights and wellbeing of all students.

Definitions

Additional Learning Needs
This term refers to individual requirements for additional support, modifications, or accommodations within the school setting, either permanently or temporarily. It includes students of determination, those with special educational needs, and students facing barriers to learning, access, or interaction in specific contexts.

Continuity
The ability for a student to remain in school consistently, without interruption, to complete their education.

Cycle
Educational stages within ICS, categorized as Kindergarten (KG/Year 1), Cycle 1 (G1/Y2-G5/Y6), Cycle 2 (G6/Y7-G8/Y9), and Cycle 3 (G9/Y10-G12/Y13). Each cycle corresponds to specific age groups and educational milestones.

Adaptive Teaching
An instructional approach that caters to the varied abilities of students by employing different teaching strategies, resources, and differentiation levels to meet the needs of all learners.

Documented Learning Plan (DLP)
A detailed plan that outlines personalized learning targets, curriculum modifications, additional support, and specific tools for learning tailored to students at educational risk. It includes plans such as Individual Educational Plans (IEPs), Individual Support Plans (ISPs), Behavior Support Plans (BSPs), and Advanced Learning Plans (ALPs).

Educational Risk
A state where a student faces a decreased likelihood of educational continuity, promotion, or graduation due to factors such as absenteeism, behavioral issues, health challenges, low academic achievement, or other learning-related challenges.

Graduation
The successful completion of Grade 12/Year 13, culminating in the award of a secondary school certificate at Qualifications Framework Emirates (QFE) Level 4.

Inclusive Education
An educational approach that acknowledges and celebrates learning diversity, ensuring that teaching methods are adapted to enable all students to succeed.

Personalized Learning
An educational strategy that tailors learning experiences to the individual needs, strengths, and interests of each student to maximize their academic achievement.

Promotion
The advancement of a student to the next grade level upon meeting specific academic and behavioral criteria.

Protective Factors
Conditions or attributes that help prevent or reduce the likelihood of a student being at educational risk.

Risk Factors
Conditions or attributes that increase the likelihood of a student being at educational risk, including developmental, individual, and environmental factors.

Students at Educational Risk
Students identified as having a higher probability of facing challenges that may affect their ability to continue their education, achieve promotion, or graduate.

School Transfer Frequency
The practice of frequently changing schools, which can disrupt a student's educational continuity, social relationships, and overall well being.

Tiered Model of Support
A multi-level approach to addressing students' needs, starting with universal interventions provided to all students (Tier 1) and progressing to more targeted and intensive interventions for those requiring additional support (Tiers 2 and 3).

Roles and Responsibilities

Governing Body
The Governing Body is ultimately responsible for ensuring that ICS complies with ADEK's policies on educational risk. This includes overseeing the development, implementation, and review of the Educational Risk Policy and ensuring that the school has the necessary resources to support students at educational risk.

Principal
The Principal is responsible for the overall management of the Educational Risk Policy, ensuring that all processes related to the identification, intervention, and monitoring of students at educational risk are effectively implemented. The Principal also leads the Educational Risk Management Team, ensuring that all staff are fully aware of their roles and responsibilities under this policy.

Educational Risk Management Team
This team is composed of members of the Senior Leadership Team (SLT), Head of Inclusion, Social Worker, School Counselor, and relevant teaching staff. Their responsibilities include:

- **Identification**: Collaborating to identify students at educational risk through data analysis, teacher referrals, and other evidence-based indicators.
- **Intervention Development**: Creating and implementing Documented Learning Plans (DLPs) tailored to the needs of each student identified as at risk.
- **Monitoring and Evaluation**: Continuously monitoring the effectiveness of interventions, adjusting strategies as necessary, and providing regular reports to the Principal and Governing Body.

Teachers
Teachers play a critical role in the early identification of students at educational risk. Their responsibilities include:

- **Classroom Monitoring**: Observing student behavior, academic performance, and engagement to identify any early signs of risk.
- **Tier 1 Interventions**: Implementing universal interventions within the classroom and differentiating instruction to meet the needs of all students.
- **Collaboration**: Working closely with the Educational Risk Management Team to develop and execute DLPs and adjusting instructional strategies based on student progress.

Social Worker and Counselor
The Social Worker and Counselor are essential in addressing the social, emotional, and behavioral needs of students at educational risk. Their responsibilities include:

- **Student Support**: Providing counseling and support services to students and families, helping to address underlying issues that may contribute to educational risk.
- **Intervention Development**: Collaborating with teachers and the Educational Risk Management Team to develop and implement effective interventions.
- **Parental Engagement**: Engaging with parents to ensure they are involved in the intervention process and understand how to support their child's educational progress.

Head of Inclusion
The Head of Inclusion oversees the implementation of inclusive practices across the school. Their responsibilities include:

- **Inclusive Education Strategies**: Ensuring that teaching practices and school policies are inclusive and cater to the needs of all students, particularly those with additional learning needs.
- **Intervention Coordination**: Leading the development of DLPs and coordinating the involvement of external specialists when necessary.
- **Staff Training**: Providing training for staff on inclusive education practices, ensuring they are equipped to support students at educational risk.

Parents

Parents are key partners in supporting students at educational risk. Their responsibilities include:

- **Engagement**: Actively participating in meetings with school staff to discuss their child's progress and the interventions being implemented.
- **Support**: Implementing recommended strategies at home to reinforce the interventions being applied at school.
- **Communication**: Maintaining open lines of communication with the school to provide updates on their child's wellbeing and any external factors that may affect their education.

Identification of Students at Educational Risk

The identification process at ICS is designed to be thorough, ongoing, and inclusive of multiple data points. The identification process includes:

- **Ongoing Data Analysis**: Regularly analyzing student data, including attendance records, academic performance, behavioral reports, and wellbeing indicators, to identify patterns that may indicate educational risk.
- **Multi-Source Indicators**: Utilizing a broad range of indicators to identify students at risk, such as:
    - **Attendance**: Monitoring for patterns of absenteeism or tardiness that may signal disengagement or external challenges.
    - **Academic Performance**: Identifying students who are consistently underperforming or showing signs of academic decline.
    - **Behavioral Indicators**: Observing changes in behavior that may indicate distress, such as increased disciplinary incidents or withdrawal from classroom activities.
    - **Wellbeing**: Assessing students' emotional and social wellbeing through surveys, observations, and referrals from teachers or parents.
    - **Learning Needs**: Identifying students with additional learning needs who may require modifications or accommodations to succeed.
    - **Family and Environmental Factors**: Considering external factors such as family circumstances, socioeconomic status, or frequent school transfers that may impact a student's educational continuity.
- **Confidentiality**: Ensuring that all information related to the identification process is handled with strict confidentiality to protect student privacy. Data is shared only with those directly involved in the student's support and intervention.

Developing Interventions

ICS's approach to intervention is based on a Tiered Model of Support, ensuring that each student receives the appropriate level of assistance based on their individual needs:

- **Tier 1 (Universal Support)**: All students receive high-quality, evidence-based instruction in a supportive classroom environment. Teachers use differentiated teaching strategies and continuous assessment to monitor student progress and identify those who may need additional support.
- **Tier 2 (Targeted Support)**: For students identified as requiring additional help beyond what is provided in Tier 1, targeted interventions are implemented. These may include small-group

instruction, additional tutoring, or specific behavioral interventions designed to address identified needs.

- **Tier 3 (Intensive Support)**: Students requiring the highest level of support receive individualized, intensive interventions. These may involve personalized learning plans, one-on-one instruction, and the involvement of external specialists such as educational psychologists or therapists.

Intervention Planning and Implementation

The development and implementation of interventions at ICS are collaborative processes involving input from various stakeholders:

- **School-Based Intervention Teams**: Each intervention team is composed of senior leaders, the Head of Inclusion, Social Worker, Counselor, and relevant teachers. This team is responsible for guiding and supporting teachers in developing and implementing interventions tailored to each student's needs.
- **Documented Learning Plans (DLPs)**: For students receiving Tier 2 or Tier 3 support, a DLP is created. This plan outlines specific goals, instructional strategies, and resources required to support the student. The DLP is developed in collaboration with the student (when appropriate), parents, and relevant staff.
- **Student Involvement**: Where appropriate, students are involved in the planning process for their interventions. This is particularly important for older students in Cycles 2 and 3, who may benefit from taking an active role in setting their own learning goals and strategies.
- **Resource Allocation**: ICS ensures that adequate resources, including time, staff, and materials, are allocated to support the implementation of interventions. This may also involve seeking external support or services when necessary.
- **Specialist Interventions**: In cases where students require more specialized support, ICS will work with parents to refer them to external agencies, following ADEK's guidelines on in-school specialist services and student mental health.

Monitoring and Evaluation

Continuous monitoring and evaluation are integral to the success of the interventions at ICS. The process includes:

- **Data Collection and Analysis**: Utilizing a range of assessment tools to collect data on student progress. This includes academic assessments, behavioral observations, attendance records, and wellbeing surveys.
- **Regular Review Meetings**: The Educational Risk Management Team holds regular meetings to review the progress of students at educational risk. These meetings involve analyzing data, adjusting DLPs as necessary, and planning further interventions if required.
- **Parent Communication**: Providing regular updates to parents about their child's progress. This communication is essential for ensuring that parents are aware of the effectiveness of the interventions and are involved in supporting their child's education.
- **Documentation and Reporting**: All data and records related to students at educational risk are securely stored in a digital format. These records are maintained in accordance with ADEK guidelines and may be shared with ADEK during inspections or upon request.

Compliance and Legal Accountability

ICS is committed to full compliance with ADEK's regulations concerning educational risk. This policy is effective from the Academic Year 2024/25, with full compliance required by AY 2025/26. Non-compliance with this policy may result in legal accountability and the enforcement of penalties as stipulated by ADEK and other relevant laws. The school will ensure that all staff are trained and informed about this policy and that it is implemented consistently across all levels of the school.

Linked Policies

This Educational Risk Policy is interconnected with several other ICS and ADEK policies, ensuring a comprehensive approach to supporting students at educational risk. These linked policies include:

- Safeguarding Policy
- Inclusion Policy
- Assessment Policy
- Behavior Policy
- Student Protection Policy
- Inclusion Policy
- Student Mental Health Policy