



SCHOOL EDUCATIONAL RISK POLICY (AY 2024-26)

Introduction

At Bright Riders School, the early identification and support of students who may be at educational risk are essential to ensuring their academic progress, continued learning, and successful transition to higher education or future career pathways. This policy outlines the key measures and procedures the school adopts to provide timely and effective support for such students.

This policy aims to:

- establish a comprehensive framework that addresses the support and inclusion of students identified as being at educational risk.
- create a structured system for identifying such students, planning targeted interventions, and continuously monitoring and evaluating their progress.
- adopt a **Tiered Model of Support**, ensuring that interventions are responsive to varying levels of student needs when designing support strategies.

Definitions

Continuity	The ability for a student to continue to remain in school. Continuity concerns the school's ability to prevent student dropout.
Adaptive Teaching	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.
Documented Learning Plan (DLP)	A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school 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.
Educational Risk	The decreased probability of student continuity, promotion, or graduation, or continuation to postsecondary education or other career pathways. 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.
Graduation	The ability for a student to complete Grade 12/Year 13 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.
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 at 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), whilst 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.

School Policy on Educational Risk:

Bright Riders School has developed and enforces a comprehensive policy aimed at identifying, addressing, and supporting the varied learning needs of all students, ensuring that each one achieves the expected levels of progress and attainment set by the school.

The school follows the following procedures to support students:

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

The school organizes 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.

Identification of Students at Educational Risk

We at Bright Riders School carry 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

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

We 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.

Developing Interventions

At Bright Riders School we adopt a Tiered Model of Support:

Tier 1 (Universal): All students receive high-quality, research-informed instruction within a positive and nurturing classroom environment that fosters strong teacher–student relationships. Their progress is regularly assessed, and those who do not show sufficient improvement under this initial level of support are provided with additional, targeted assistance under Tier 2.

Tier 2 (Targeted): Additional focused instruction is offered to students who struggle to meet expected academic or behavioral benchmarks. These small-group interventions are tailored to reinforce Tier 1 support and help students bridge learning gaps and reach grade-level expectations. Progress is closely tracked, and those who do not respond effectively to Tier 2 support may advance to more intensive Tier 3 interventions.

Tier 3 (Intensive): Highly individualized and intensive instruction is provided to address the specific needs of each student, often involving collaboration with external experts or specialists. Progress is consistently tracked to ensure the effectiveness of the personalized interventions.

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

Bright Riders School has design interventions using a comprehensive, systematic, and tiered approach based on:

- Assessing the underlying factors leading to a student being at educational risk.
- 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.
- Implementing high-quality, research-based interventions that are culturally and linguistically relevant.
- Adapting teaching to support inclusion and the belief that every student can learn and achieve their potential.
- 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.
- Employing a problem-solving process to deliver personalized learning plans.
- Using school-wide and classroom-research-based positive behavioral approaches to support student achievement and social-emotional learning.
- Implementing a collaborative approach to analyzing student data and coordinating the intervention process.

Developing and Implementing Interventions:

Bright Riders School is committed to ensuring that all students at educational risk receive targeted and high-quality support. To achieve this, the school has developed and implemented interventions (documented learning plans, processes, and strategies) that maximize opportunities for all students at educational risk by employing the following method:

Activating a school-based ‘Intervention Team’ to provide guidance and support for teachers in developing and implementing interventions for specific students. The intervention team membership consists of the following staff members:

- a. Senior Leader or a member of the senior leadership team.
- b. The School Counsellor.
- c. Head of Inclusion.
- d. Staff responsible for supporting student wellbeing/ behavior, ensuring that interventions are tailored to student needs and delivered by professionals with the relevant expertise.

This team will:

- Involve the student and their teachers in planning interventions, especially for older students (Cycle 2 &3).
- Use combined approaches to strengthen protective factors and reduce risk factors, aligning with ADEK wellbeing policies.
- Allocate resources to support individuals and groups of students at educational risk.
- Identify and refer students to specialist interventions, communicating with parents as per ADEK policies.
- Verify that teaching staff implement necessary adjustments and manage resources for diverse student needs.
- Ensure collaboration with relevant internal and external stakeholders in the planning process.

Monitoring and Evaluation

Bright Riders 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.

Compliance:

This policy is effective as of the start of the Academic Year 2024/25 (Fall term). The school is fully compliant with this policy at the start of the Academic Year 2025/26 (Fall term).

Approved By:

Rachna Prakash
Principal
Bright Riders School- Abu Dhabi

Next Review: AY 2026-2027

