



Policy:	Educational risk policy
Date Published	January 2024
Evaluation & Review:	Reviewed in June 2024, reviewed in: Aug 2025, next review : Aug 2026
Rationale:	The early identification and support of students at educational risk is critical to increasing their chances of educational continuity, promotion, graduation, and continuation to post-secondary education or other career pathways. This policy lays out the basic requirements to support students at educational risk in schools. This policy sets out methods to schools to develop a mechanism for the identification, development of interventions, and monitoring and evaluation of students at risk.
Roles of Responsibility	BoG, SLT, Parents, students, Head of inclusion, Phase Leaders, CU Counsellor, Public Relations Manager, HoDs, Pastoral Heads and form tutors

Policy outline

GES has developed and implemented a policy to identify, respond to, and support the diverse needs of all students so that they can make appropriate attainment and progress set by the school through the following process:

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

1. Identification of Students at Educational Risk

- 1.1 Identification Process: GES carries 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 behaviour
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, GES initiate immediately follow protocols outlined in the *ADEK Student Protection Policy*.
- 1.3 Confidentiality: GES 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. GES 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, we shall decrease or increase student support following an evaluation of the effectiveness of any intervention.

2.2 Tiered Interventions: GES 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 (see Section 3.2.1).
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: GES 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/ behaviour.
 - 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 *ADEK In-School Specialist Services Policy* and the *ADEK 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 GES 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.