



**THE BRITISH INTERNATIONAL SCHOOL
ABU DHABI**

A NORD ANGLIA EDUCATION SCHOOL

Educational Risk Policy

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Purpose

At The British International School Abu Dhabi (BISAD), we are committed to the early identification and proactive support of students at educational risk to ensure every learner achieves continuity, progression, and success. This policy outlines how we identify, support, and monitor students at educational risk through inclusive, personalised, and collaborative approaches. (Effective from Academic Year 2025/26)

Definition

Educational risk refers to any factor that may decrease a student's likelihood of academic success, promotion, equivalency, or graduation, including low attainment, poor attendance, wellbeing concerns, behaviour issues, or extenuating family circumstances.

1. Tiered Model of Support

We implement a three-tiered model to address the varying needs of students:

Tier 1: Universal Support

High-quality, adaptive teaching strategies used consistently across classrooms to meet the needs of all learners.

Tier 2: Targeted Support

Small-group or short-term interventions for students who require additional academic, behavioural, or emotional support beyond Tier 1.

Tier 3: Intensive Support

Highly personalised interventions designed for students with more significant needs. This may include external specialist input and the implementation of an Individual Learning Plan (ILP).

Tiers are fluid and based on need; students can move between tiers as interventions are reviewed, and progress is made.

2. Identification of Students at Educational Risk

2.1 Identification Process

At BISAD, the identification of students at educational risk is a continuous, collaborative, and data-informed process. A broad range of evidence is reviewed to ensure early and accurate identification.

These include:

- Academic performance: declining or consistently low attainment and lack of progress
- Attendance and punctuality: frequent or unexplained absences or lateness
- Wellbeing and behaviour: emotional concerns, social withdrawal, or persistent disruptive behaviour
- Emerging or unidentified learning needs
- Family or contextual issues: including bereavement, financial hardship, or transition challenges
- High frequency of school transfers: through admissions review
- Staff concerns: based on observations or safeguarding disclosures
- Student voice: including self-referral or peer concerns
- Our Pastoral Care Team — including Heads of Year, the Inclusion team, Counsellors, and Senior Leaders meet regularly to review data, identify patterns, and ensure swift and appropriate action. Where required, students are referred for further support or monitoring under the tiered model.

2.2 Confidentiality

All information relating to educational risk is handled confidentially. Access is restricted to relevant staff and shared with parents or external professionals only when appropriate.

3. Intervention Planning and Implementation

3.1 Individual Learning Plans (ILPs)

Students requiring targeted or intensive support have an ILP created in consultation with teachers, parents, and, where appropriate, the student. ILPs outline strategies, accommodations, progress targets, and responsibilities.

3.2 Intervention Approach

BISAD's interventions are:

- Based on root cause analysis
- Culturally and linguistically responsive
- Aligned with ADEK wellbeing policies
- Designed in collaboration with families and staff
- Supported by the Pastoral Care Team & Academic Team and reviewed regularly
- Reviewed through a review process, engaging student and parent views
- Adjusted according to progress and re-evaluation
- Where required, referrals to external agencies are made in line with ADEK policies, with parental consent.

4. Monitoring and Review

BISAD ensures that:

- Student progress is regularly tracked through academic and pastoral data
- Quality Assurance including observations and student work review
- ILPs are updated termly or more frequently if needed
- Parents are kept informed of progress and next steps
- All student data is securely stored and made available to ADEK if required
- Impact of interventions is reviewed regularly by the Pastoral Care Team

5. Staff Development and Responsibility

All BISAD staff receive annual professional development on inclusive practices, recognising risk indicators, and implementing this policy. Support systems, processes, and expectations are clearly communicated to all staff and embedded in our pastoral culture.

6. Compliance

This policy aligns with ADEK's requirements and is effective from Academic Year 2024/25. Full compliance is expected by Academic Year 2025/26. BISAD will continue to review and update this policy annually to reflect on the latest research and ADEK guidance.