

SHAIKH KHALIFA BIN ZAYED BANGLADESH ISLAMIA SCHOOL

ABU DHABI EDUCATION COUNCIL
(Licence No. 109/1 Dated 1/10/1980)

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مدرسة الشيخ خليفة بن زايد البنغلاديشية الإسلامية

مجلس أبوظبي للتعليم
(ترخيص رقم ١٠٩/١ بتاريخ ١٠/١٠/١٩٨٠) (١٤٣٨/١٠/١)
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SHAIKH KHALIFA BIN ZAYED BANGLADESH ISLAMIA SCHOOL

EDUCATION RISK POLICY

2026

Introduction

Early identification and timely support for students at educational risk are essential to ensure their academic continuity, successful promotion, graduation, and preparedness for higher education or future career pathways. This policy outlines the requirements and procedures to support students at educational risk in compliance with ADEK policies and our school's commitment to student wellbeing and academic success.

Purpose

- To provide a structured policy for supporting students at educational risk.
- To outline a mechanism for identification, intervention, monitoring, and evaluation of students at risk.
- To implement a Tiered Model of Support when developing educational interventions.

Policy

1. School Policy on Educational Risk

1.1 Policy Requirements

The school shall ensure:

1. Identification of students at educational risk.
2. Development and implementation of interventions.
3. Monitoring and continuous evaluation of student progress.

1.2 Policy Awareness

The school conducts professional development sessions at the beginning of every academic year and each term to ensure that all staff are aware of this policy and their roles in supporting students at educational risk.

2. Identification of Students at Educational Risk

2.1 Identification Process

The school conducts ongoing analysis to identify students who may be at educational risk using evidence-based indicators including, but not limited to:

1. Attendance concerns
2. Wellbeing challenges
3. Behavioral concerns
4. Additional learning needs
5. Extenuating family or social circumstances
6. Educational, health, or welfare assessments (internal or external)
7. Academic underperformance
8. Language or communication difficulties
9. Parent engagement challenges
10. Frequent transfers between schools
11. Referrals from staff, parents, or students

2.2 Student Protection

If a student is identified as being at risk of harm or maltreatment, the school will immediately follow ADEK's Student Protection Policy protocols.

2.3 Confidentiality

All data collected through the risk identification process will remain confidential and shared only on a need-to-know basis to protect student privacy and wellbeing.

3. Developing Interventions

3.1 Tiered Model of Support

Tier 1 – Universal Support

High-quality, evidence-based teaching for all students, focusing on strong teacher-student relationships and a supportive learning environment. Students not responding to Tier 1 may move to Tier 2.

Tier 2 – Targeted Support

Targeted, small-group interventions for students who exhibit difficulty meeting academic or behavioral expectations. Progress is monitored regularly. Students not responding may move to Tier 3.

Tier 3 – Intensive Support

Highly individualized interventions designed to meet specific needs, possibly involving external specialists. Continuous progress monitoring is required.

3.1.2 Guiding Principles

- Tiers reflect **support needs**, not student labels.
- Support can increase or decrease based on ongoing evaluation and progress.

3.1.3 Criteria for Tiered Interventions

The school will design interventions based on:

1. Identifying underlying causes of risk
2. A whole-school and home-school partnership
3. Culturally and linguistically appropriate strategies
4. Inclusion and differentiated instruction
5. Data-driven decision making (screening, diagnostics, progress tracking)
6. Individualized learning plans
7. Positive behavior and social-emotional support frameworks
8. Collaborative intervention planning involving all relevant staff

4. Intervention Development and Implementation

4.1 School-Based Intervention Team

The school will activate a team responsible for guiding teachers and supporting students at educational risk.

Intervention Team Members – Shaikh Khalifa Bin Zayed Bangladesh Islamia School

Member	Role
Principal – Mrs. Bhawna Devi Jai Singh	Senior Leadership Representative
Vice Principal- Mrs Kiran Akhter	Oversight & Approval
Head of Inclusion-Mrs. Fatima Zohra	Implementation of interventions for students at risk
School Social Worker –Mrs Mahmuda	Student wellbeing & family liaison
Behavior Support Coordinator	Behaviour & wellbeing support
Data & Assessment Coordinator- Sugathan K	Data analysis & documentation
Class Teachers / Subject Teachers	Implementation support

Member	Role
Coordinator -Anita Saul	Guide and support teacher development to implement intervention.

Roles: Intervention Team Members

Member	Role
Principal – Mrs. Bhawna Devi Jai Singh	<ul style="list-style-type: none"> Provides overall leadership and ensures ADEK compliance. Approves intervention frameworks, resources, and final decisions. Ensures a whole-school approach to supporting students at risk.
Vice Principal – Mrs. Kiran Akhter	<ul style="list-style-type: none"> Direct oversight of intervention processes. Ensures timely implementation and staff accountability. Supports teachers through guidance, scheduling, and follow-ups. Reviews documentation before submitting to ADEK when required.
Head of Inclusion – Mrs. Fatima Zohra	<ul style="list-style-type: none"> Leads development of individualized interventions for students at educational risk. Coordinates ILPs, DLPs, and Tier-based supports. Provides training to teachers on differentiation and accommodations. Monitors intervention fidelity and progress of targeted students.
School Social Worker – Mrs. Mahmuda	<ul style="list-style-type: none"> Identifies family-related or social factors affecting student performance. Provides counselling and wellbeing support. Conducts home-school liaison to engage parents in the intervention process. Refers cases requiring external intervention as per ADEK policy.
Behavior Support Coordinator	<ul style="list-style-type: none"> Supports students with persistent behavioral or social-emotional challenges. Designs behavior intervention plans (BIPs). Collaborates with teachers to implement classroom strategies. Monitors student behavior data and provides recommendations.
Data & Assessment Coordinator – Sugathan K	<ul style="list-style-type: none"> Analyzes academic and non-academic data to identify students at risk. Tracks progress monitoring outcomes and prepares reports. Ensures accurate documentation of evidence used in

Member	Role
	interventions. • Supports teachers in understanding assessment trends.
Coordinator – Anita Saul	• Supports teachers with lesson planning and effective teaching strategies. • Guides teachers in applying differentiation and targeted instruction. • Provides coaching and professional development as needed. • Ensures consistent implementation across subjects and cycles.
Class Teachers / Subject Teachers	• Implement classroom-based interventions (Tier 1 and Tier 2). • Provide differentiated instruction and monitor daily progress. • Maintain accurate records of accommodations and modifications. • Communicate regularly with parents on student progress.

4. Planning and Implementation of Individualized Interventions

The school will ensure:

1. Collaboration with parents to enhance students' learning outcomes.
2. Allocation of resources to support individuals and small groups.
3. Referral to external specialists when required (in line with ADEK policies)
4. Teachers provide appropriate modifications to enable adaptive learning.
5. Coordination among teachers, specialists, and parents.

5. Monitoring and Evaluation

The school will continuously monitor the effectiveness of interventions through:

1. Regular assessments and data collection for progress monitoring.
2. Scheduled review meetings for each student at educational risk.
3. Updating Individualized Learning Plans (ILPs) or DLPs according to progress.
4. Sharing relevant updates with parents to keep them informed.
5. Maintaining secure digital records accessible to ADEK during inspections.

Reviewed Date: 5th Jan 2027

Principal

