



Beaconhouse
AL AIN

Beaconhouse Private School Al Ain

School Educational Risk Policy

2025-2026

(Reviewed in August 2025)

Reviewed by:	SLT
Review Date:	August 2025
Next Review Date:	June 2026
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1. Introduction

This Educational Risk Policy sets out the school's framework for the early identification, support, and monitoring of students who may be at educational risk. The policy aims to ensure that all students are supported to maintain continuity of education, achieve promotion and graduation, and progress to appropriate post-school pathways.

This policy is fully aligned with the requirements of the ADEK_S_Educational Risk Policy_EN.pdf and is implemented in close connection with the school's assessment practices as outlined in the BPS Al Ain Assessment Policy.docx (1).pdf .

2. Purpose

The purpose of this policy is to:

- Establish a clear, consistent school-wide approach to identifying students at educational risk.
- Ensure timely, evidence-based interventions using a Tiered Model of Support.
- Monitor and evaluate the effectiveness of interventions through robust assessment and data analysis processes.
- Strengthen school-home partnerships to support student learning and wellbeing.

3. Scope

This policy applies to all students across all phases of the school, including EYFS, Primary, and Secondary. All staff who interact with students, including teachers, middle leaders, senior leaders, and support staff, are responsible for implementing this policy consistently.

4. Definitions

Key terms used in this policy, including *Educational Risk*, *Tiered Model of Support*, *Documented Learning Plans (DLPs)*, *Risk Factors*, and *Protective Factors*, are defined in line with ADEK terminology.

5. Policy Statement

The school is committed to inclusive education and personalised learning. All students identified as being, or potentially being, at educational risk will receive appropriate, timely, and proportionate support based on their needs, informed by assessment data and professional judgement.

6. Identification of Students at Educational Risk

6.1 Identification Process

The school conducts ongoing analysis to identify students at educational risk using multiple evidence sources, including:

- Attendance records
- Academic attainment and progress data
- Formative, summative, and diagnostic assessment results
- Student wellbeing and behaviour indicators
- Linguistic needs and additional learning needs
- Parent engagement and communication
- School transfer history
- Staff, parent, or student referrals

This process is embedded in the school's assessment cycle and student progress meetings outlined in the Assessment Policy.

6.2 Safeguarding and Confidentiality

Where concerns relate to student safety or wellbeing, procedures outlined in the ADEK Student Protection requirements are followed immediately. All educational risk data is treated confidentially and shared strictly on a need-to-know basis.

7. Development of Interventions

7.1 Tiered Model of Support

The school adopts a Tiered Model of Support:

- **Tier 1 (Universal):** High-quality, inclusive classroom teaching and adaptive strategies for all students.
 - **Tier 2 (Targeted):** Small-group or targeted interventions for students not making expected progress.
 - **Tier 3 (Intensive):** Individualised, intensive interventions, which may involve specialist or external support.
- Movement between tiers is fluid and based on continuous monitoring of student progress.

7.2 Intervention Planning

Interventions are:

- Informed by assessment data and diagnostic evidence
- Culturally and linguistically responsive
- Aligned with curriculum expectations
- Recorded using appropriate Documented Learning Plans (DLPs)

Parents and, where appropriate, students are actively involved in the planning and review process.

7.3 School-Based Intervention Team

A school-based intervention team supports the design and implementation of interventions. This includes senior leaders, inclusion staff, wellbeing staff, and data leads, ensuring a coordinated, whole-school approach.

8. Assessment and Use of Data

Assessment data is central to identifying risk, planning interventions, and monitoring impact. The school uses:

- Baseline assessments
- Ongoing formative assessment
- Termly and end-of-term summative assessments
- External and ADEK-mandated assessments

Data is analysed during scheduled student progress meetings to identify learning gaps, set targets, and evaluate the effectiveness of interventions, in line with the Assessment Policy.

9. Monitoring and Evaluation

The school monitors the effectiveness of this policy by:

- Reviewing student progress against intervention targets
- Updating DLPs and tiered support based on evidence
- Engaging parents through regular communication and reports
- Maintaining secure digital records for internal review and ADEK inspection purposes

Continuous evaluation ensures that support remains responsive and impactful.

10. Roles and Responsibilities

- **Senior Leadership Team:** Oversight, compliance, and resource allocation.
- **Middle Leaders:** Analysis of data and coordination of interventions.
- **Teachers:** Identification, classroom support, assessment, and progress tracking.
- **Inclusion and Wellbeing Teams:** Specialist guidance and intervention support.
- **Parents and Students:** Active participation in support plans.

11. Policy Review and Compliance

This policy is effective from AY 2024/25 and is fully compliant with ADEK requirements by AY 2025/26. The policy will be reviewed annually or earlier if required by regulatory updates. Non-compliance may result in accountability measures as outlined by ADEK.