



1. INTRODUCTION

At EFIA, we recognize early identification and support for students at educational risk are essential to ensure academic continuity, emotional wellbeing, and long-term success. This policy defines EFIA's systematic approach to identifying, supporting, monitoring, and evaluating students who are at risk of academic or educational underperformance.

2. PURPOSE

- To establish a structured process to identify and support students at educational risk.
- To define clear mechanisms for developing and implementing interventions using a tiered model of support.
- To promote collaboration among teachers, parents, and specialists to minimize learning barriers.
- Strengthen accountability by monitoring the progress and outcomes of students identified as being at risk.

3. IDENTIFICATION PROCESS

We follow a proactive, multi-source approach to identify students who may be at educational risk. Identification is conducted through:

- Academic performance monitoring
- Attendance analysis
- Teacher observations and referrals for learning or behavioral concerns.
- Counselor or parent referrals highlighting emotional, social, or family issues.
- Health or learning assessments submitted by parents or conducted internally.

4. TIERED MODEL OF SUPPORT

EFIA adopts a **three-tiered intervention model**, ensuring support is scalable, flexible, and responsive to student needs.

Tier 1: Universal Support

- Quality, inclusive classroom teaching for all students.
- Differentiated instruction and continuous formative feedback.
- Regular communication with parents regarding student progress.

Tier 2: Targeted Support

- For students identified with mild to moderate challenges or inconsistent performance.
- Small-group interventions focusing on specific learning or behavioral needs.
- Short-term support plans created in collaboration with the Grade Coordinator.



Tier 3: Intensive and Individualized Support

- For students requiring long-term, specialized interventions.
- Development of a Documented Learning Plan (DLP) or Individual Education Plan (IEP) in collaboration with the Head of Inclusion.
- One-on-one support from counselors, inclusion specialists
- Regular review meetings with parents and staff to track improvement.

Tiered Model of Support



5. INTERVENTION FRAMEWORK

Each intervention plan at EFIA includes the following steps:

1. **Identification:** Based on data and teacher/counselor observation.
2. **Referral:** Student referred to the Educational Risk Team.
3. **Assessment:** Baseline data collected to determine risk level.
4. **Planning:** Creation of a DLP outlining goals, strategies, and timelines.
5. **Implementation:** Targeted support delivered by teachers/counselors.
6. **Monitoring:** Regular evaluation and adjustment of strategies.
7. **Feedback:** Constructive feedback provided throughout the intervention process
8. **Review:** Formal review after each term to evaluate effectiveness.



6. EDUCATIONAL RISK TEAM

To ensure accountability and coordination, EFIA maintains an Educational Risk Team composed of:

- Principal
- Vice Principal
- Head of Inclusion
- School Counselor
- Grade Coordinator
- Subject Teachers
- Parent Representative

Role / Designation	Name of In-Charge
PRINCIPAL (CHAIRPERSON)	Mr. SAJI OOMMEN
VICE PRINCIPAL (DEPUTY CHAIRPERSON)	Ms. RAUFIA SALAM
HEAD OF INCLUSION (HI)	Ms. INNA JAFRY
GRADE COORDINATOR – KG	Ms. PRIYA ARUN
GRADE COORDINATOR – GRADES 1 TO 2	Ms. NADIRA HALEEM
GRADE COORDINATOR – GRADES 3 TO 4	Ms. SREEPRIYA REMESH
GRADE COORDINATOR – GRADES 5 TO 8	Ms. SAJITHA AJITH
GRADE COORDINATOR – GRADES 9 TO 12	Ms. PRIYA VIJEESH
LIAISON OFFICER	Ms. JANCY METTILDA
DATA MANAGEMENT OFFICER	Ms. ANNA SHARON

7. MONITORING AND EVALUATION

- The Educational Risk Team meets quarterly to review identified cases and intervention effectiveness.
- Term-end reports are compiled and reviewed by the School Counselor and Head of Inclusion.
- Periodic evaluation of interventions by stakeholders for effectiveness.
- A confidential digital record of all interventions and reviews is maintained by the Inclusion Department.
- Parents are informed at every stage of identification, intervention, and review.



8. CONCLUSION

EFIA is committed to ensuring that every student regardless of ability, background, or circumstance receives the support needed to achieve academic success and personal growth. Through this Educational Risk Policy, EFIA reinforces its dedication to early intervention, inclusive education, and a culture of care where no learner is left behind.

9. POLICY REVIEW & APPROVAL

This Policy is subject to changes as per the school and UAE law and revised version will be submitted for approval as per the process

Saji Oommen
Principal

Date of Next Review: 10/04/2028

