



Jelgava City Council

## JELGAVA SPIDOLA STATE GYMNASIUM

Reg. Nr.2819903270, Sarmas street 2, Jelgava, LV-3001, telephone 63029212, e-mail [svg@izglitiba.jelgava.lv](mailto:svg@izglitiba.jelgava.lv)  
Jelgava

20.04.2021.

No. 4/ 2021

### JELGAVA SPIDOLA STATE GYMNASIUM INCLUSION/SPECIAL EDUCATIONAL NEEDS POLICY

*Issued in accordance with Section 53, Paragraph one of the General Education Law, Cabinet of Ministers Regulation No. 556 "Requirements for General Education Institutions in order to admit students with special needs into the educational programmes implemented by them"*

1. Jelgava city government education institution "Jelgava Spidola State Gymnasium"(hereinafter – educational institution) procedures for the determination of the special needs of students and for the development and implementation of individual learning plans for the acquisition of an educational programme (hereinafter - Procedures) shall prescribe a uniform approach in the educational institution for the determination of the special needs of students and for the development and implementation of individual learning plans for the acquisition of an educational programme.
2. The purpose of the procedures is to encourage the timely identification of the special needs of students and the provision of necessary support in the educational institution.
3. The procedure determines:
  - 3.1. the action of educators, support staff, student's legal representatives, if development or learning difficulties have been detected for the student;
  - 3.2. the development, implementation and evaluation of individual learning plans for the acquisition of an educational programme
4. In order to provide individual support necessary for students in the educational institution, a support group shall be established, the composition of which shall be approved annually by the order of the Director by an order. The head of the support team shall be appointed by the Director.
5. **The head of the support team** shall accept applications/notifications by students, class teachers, subject teachers, and support staff, and evaluate the necessity of the individual plan and delegate responsibility for the development and monitoring of the implementation of the plan:
  - 5.1. for students with special needs after changing a programme, evaluate the differences between programs, provide support consultations, in cooperation with subject / teachers

and class teachers develop a study subject / course acquisition plan, follow its implementation;

5.2. for students with identified developmental and/or learning difficulties:

- 5.2.1. accept notifications/applications by class teachers regarding a student's identified developmental and/or learning difficulties, compile information regarding the student's results, behaviour, and absences;
- 5.2.2. compile information about students who have the professional opinion of a psychologist and/or expert recommendations;
- 5.2.3. inform class and subject teachers about students who have identified special needs;
- 5.2.4. plan and organize educator meetings and work groups to evaluate the special needs of students and for the preparation and evaluation of individual educational program acquisition plans;
- 5.2.5. supervise the preparation, implementation and evaluation of individual educational program acquisition plans;
- 5.2.6. organise individual discussions with the students' legal representatives, support staff, class teachers and subject teachers;
- 5.2.7. plan and organise support group meetings, coordinate the work of support staff for the performance of pedagogical and psychological assessment of students;
- 5.2.8. ensure the non-disclosure of information obtained about the student to parties not involved in the support process.

**6. Subject teachers:**

- 6.1. inform class teachers about students' developmental or learning difficulties that have been observed;
- 6.2. participate in the assessment of students' individual abilities and needs;
- 6.3. prepare an individual educational program acquisition plan for students with special needs in their subject, ensuring its implementation and evaluation;
- 6.4. cooperate with the support staff of the institution (teaching assistant, school psychologist, social worker, career counsellor);
- 6.5. provide support measures in the learning process according to the special needs of the learner (individual approach, reminders, extended work time, reading the instructions of tasks, additional explanations, dynamic breaks during the lesson, etc.) and follow the recommendations of specialists in pedagogical activities;
- 6.6. organise individual consultations outside of the study process for learners with special needs in accordance with the schedule of individual lessons approved by the educational institution;

- 6.7. participate in individual discussions with the support group of the institution and the legal representatives of the learner about the developmental and learning difficulties identified for the learner, the support measures taken, and the developmental dynamic;
- 6.8. ensure the non-disclosure of information obtained about the student to parties not involved in the support process.

**7. Class teachers:**

- 7.1. cooperate with the support group, collect information about the student's developmental or learning difficulties, preparing reports to the support group;
- 7.2. compile information about students in the class with special needs and the recommendations of experts;
- 7.3. cooperate with subject teachers, provide information about students with special needs and the support measures prescribed for them and recommendations of specialists regarding the learning process;
- 7.4. participate in individual discussions with the support group of the institution and the legal representatives of the learner regarding developmental disabilities and learning difficulties identified for the learner;
- 7.5. if necessary, prepare information regarding the study work and behaviour of a student for the municipal or state pedagogical medical commission or other institutions upon a written request;
- 7.6. ensure the non-disclosure of information obtained about the student to parties not involved in the support process.

**8. Support staff:**

- 8.1. participate in support group meetings, individual discussions with the student's legal representatives, class teachers, subject teachers about the identified developmental disorders and learning difficulties of the student;
  - 8.2. on the basis of application by the legal representatives of the student, perform pedagogical or psychological evaluation of the student and provides an opinion;
  - 8.3. provides individual consultations for students with special needs;
  - 8.4. provides individual consultations to subject teachers, class teachers and legal representatives of students;
  - 8.5. ensure the non-disclosure of information obtained about the student to parties not involved in the support process.
9. Proposals for amendments to the procedure may be submitted by subject teachers, class teachers, support staff, legal representatives of learners, they shall be considered by the support group and submitted to the director of the educational institution.

10. The procedure enters into force in the year 2021 on the 10th of April.

Director

I.Vilkarse

# APPENDICES

**Appendix 1: Discussion sheet** (*used for cases of inappropriate behaviour and low academic performance*)



## JELGAVA SPIDOLA STATE GYMNASIUM DISCUSSION WITH THE SCHOOL ADMINISTRATION

Student's name: \_\_\_\_\_ Form: \_\_\_\_\_

<b>Date:</b> <b>Participants:</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<b>Discussed problem:</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<b>Solution:</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>Term:</b>
<b>Resolution:</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>Term:</b>
<b>Signatures:</b>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

**Appendix 2: Attendance report form** *(used to record the punctuality of the students who are systematically late for lessons)*

Full name \_\_\_\_\_ Form \_\_\_\_\_

Day (week A/B)	Subject	Arrived	Missed	Behaviour	Signature
<b>Monday</b> ( )					
<b>Tuesday</b> ( )					
<b>Wednesday</b> ( )					
<b>Thursday</b> ( )					
<b>Friday</b> ( )					
	<b>Reporting with support</b>				

**Appendix 3: Individual learning plan** (*intended for students who have long-term unsettled academic responsibilities, reported by the subject teachers to the support staff*)

Subject	Date	Notes	Teacher's signature

*I hereby confirm my resolution to attend all planned subject consultations in order to improve my academic performance.*

Signature: \_\_\_\_\_ (Name: \_\_\_\_\_)

Date: \_\_\_\_\_

**Appendix 4: Referral form** (*for teachers to easily report students who require support*)

Form available at

<https://docs.google.com/forms/d/e/1FAIpQLSe3QaT6BmQHRwCRaEewEWCxCoqKpiqz0kSB62kgX9GFdxvIWA/viewform>

**Submitter's full name:**

**Student's full name, form:**

**Problem's description:**

**Observations (behaviour, marks):**

**Previous taken action:**

**Observed changes after discussions/action:**

**Requested support's aid:**