



Jelgava State City Council
JELGAVA SPIDOLA STATE GYMNASIUM

Reg. No 2819903270, Sarmaš iela 2, Jelgava, LV 3001, tel. 63029212, e-mail sgim@izglitiba.jelgava.lv
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Inclusion Policy

JELGAVA SPIDOLA STATE GYMNASIUM

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. (taken from the International Baccalaureate Organization, 2017)

Following the IB philosophy, the teaching staff of the Jelgavas Spidolas State gymnasium (JSVG) all strive to promote the following attributes in our students:

IB Learner Profile

1. Inquirers - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

2. Knowledgeable - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

3. Thinkers - We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, critical decisions.

4. Communicators - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

5. Principled - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

6. Open-minded - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

7. Caring - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

8. Risk-takers - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

9. Balanced - We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

10. Reflective - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development. (taken from the International Baccalaureate Organization, 2017)

Objectives of the Inclusion Policy

This policy outlines the approach of JSVG to inclusive education within the International Baccalaureate Diploma Programme (IB DP).

JSVG recognizes among our students various individual talents, interests, cultural backgrounds as well as needs which may include, but are not limited to specific learning disabilities, communication and speech difficulties, cultural, social, emotional and behavioural difficulties, physical or medical challenges. And in this policy we reflect our commitment to meeting the diverse needs of all students and creating an educational environment where each learner can achieve their full potential.

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 to guarantee equal access to learning opportunities and achievements of students full potential.

This **policy applies** to all students, teachers, staff, state and local institutions and parents involved in IB DP.

National obligations.

As educational institution is state school, there are national obligations on inclusion/SEN that has to be met. ¹

National requirements for teachers.

National ministry of education designed special workshops² for teachers to get better understanding how to support students with special educational needs as well as special methodological materials are available to improve teacher's performance in such cases.³

¹ <https://likumi.lv/ta/id/310939-prasibas-visparejas-izglitibas-iestadem-lai-to-istenotajas-izglitibas-programmas-uznemtu-izglitojamos-ar-specialam>

² For example, <https://www.panakumuuniversitate.lv/lat/jaunumi/240>

³ For example, <https://www.visc.gov.lv/lv/media/2368/download>

Consistency with IB philosophy and practice.

Inclusion policy guarantees consistency with such IB principles as *holistic education* (commitment to address the academic, social, emotional, spiritual needs of all students), *international mindedness and intercultural understanding/ respect* (promoting inclusivity and understanding of diverse learning needs helps grow empathy and respect) and is closely connected to *learner profile attributes* as well.

The IB has moved away from the use of deficit labels to identify students and instead considers the **areas of challenge** that a student may experience: reading; writing; mathematics; social and emotional learning and behaviour; mental health and psychological well-being; speech, language and communication; vision; hearing; giftedness; physical; and medical/illness.⁴

The IB supports the following principles of an **inclusive education** where:

- education for all is considered a human right
- education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for every student
- every educator is an educator of all students
- learning is considered from a strength-based perspective
- learning diversity is valued as a rich resource for building inclusive communities
- all learners belong and experience equal opportunities to participate and engage in quality learning
- full potential is unlocked through connecting with, and building on, previous knowledge
 - assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated
- multilingualism is recognized as a fact, a right and a resource
- all students in the school community fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens

⁴ Meeting student learning diversity in the classroom (2013).

- all students in the school community have a voice and are listened to so that their input and insights are taken into account
- all students in the school community develop the IB learner profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect
- diversity is understood to include all members of a community
- all students experience success as a key component of learning⁵

Available learning support

1. The procedure determines:
 - the action of educators, support staff, student's legal representatives, if development or learning difficulties have been detected for the student;
 - the development, implementation and evaluation of individual learning plans for the acquisition of an educational program.
2. In order to provide individual support necessary for students in the educational institution, an educational support group is established. The support staff includes: school psychologist, school social worker, career counsellor, teacher assistants. The coordinator of the support team is appointed by the Head of the school.
3. **The coordinator of support team** shall accept applications/notifications by students, class teachers, subject teachers, and support staff, parents and evaluate the necessity of the individual plan and delegate responsibility for the development and monitoring of the implementation of the plan:
 - 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;
 - for students with identified developmental and/or learning difficulties:
 - ✓ accept specialist opinions on the necessary support regarding a student's identified developmental and/or learning difficulties, assign the echo measures specified in the experts' opinions;

⁵ Learning diversity and inclusion in IB programmes. Removing barriers to learning.

- ✓ compile information about students who have the professional opinion of a psychologist and/or expert recommendations;
- ✓ inform class and subject teachers about students who have identified special needs;
- ✓ 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;
- ✓ supervise the preparation, implementation and evaluation of individual educational program acquisition plans;
- ✓ organize individual discussions with the students' legal representatives, support staff, class teachers and subject teachers;
- ✓ plan and organize support group meetings, coordinate the work of support staff for the performance of pedagogical and psychological assessment of students;
- ✓ ensure the non-disclosure of information obtained about the student to parties not involved in the support process.

4. Subject teachers:

- inform class teachers about students' developmental or learning difficulties that have been observed;
- participate in the assessment of students' individual abilities and needs;
- prepare an individual educational program acquisition plan for students with special needs in their subject, ensuring its implementation and evaluation;
- cooperate with the support staff of the institution (teaching assistant, school psychologist, social worker, career counsellor);
- 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;
- organize 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;
- 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;

- ensure the non-disclosure of information obtained about the student to parties not involved in the support process.

5. Class teachers:

- cooperate with the support group, collect information about the student's developmental or learning difficulties, preparing reports to the support group;
- compile information about students in the class with special needs and the recommendations of experts;
- 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;
- 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;
- 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;
- ensure the non-disclosure of information obtained about the student to parties not involved in the support process.

6. Support staff:

- 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;
- on the basis of application by the legal representatives of the student, perform pedagogical or psychological evaluation of the student and provides an opinion;
- provides individual consultations for students with special needs;
- provides individual consultations to subject teachers, class teachers and legal representatives of students;
- ensure the non-disclosure of information obtained about the student to parties not involved in the support process.

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.

Professional Development

As it is seen from information above, the professional development, support and action plan has been developed, to ensure that educators are well-prepared to foster an environment that values diversity and promotes equitable learning opportunities for all students. This plan is equally obligatory not just for IB teachers, but also for all school staff, thereby emphasizing that the inclusion policy is a core principle of the institution and is not confined to any specific program or class. This holistic approach underscores the JSVG commitment to fostering inclusivity across all areas of education.

All additional professional education for teachers are strongly governed by State education quality institutions (like Latvijas Izglītības ministrija, Valsts izglītības satura centrs, Valsts izglītības attīstības aģentūra, Jelgavas Izglītības pārvalde⁶) to ensure that scientific and evidence-based teaching methodologies are used. Additionally, professional development includes practical workshops and collaborative sessions, enabling teachers to exchange best practices and to guarantee that teachers are fully equipped to address emotional and social factors affecting student engagement and learning outcomes and to support every student in reaching their full potential.

Confidentiality Procedures

Confidentiality is a key component of our inclusion policy, especially when it comes to handling information about students who have difficulties in learning. The policy emphasizes that all sensitive information related to these students must be treated with the discretion to protect their privacy and dignity.

Main aspects of confidentiality are:

- **Restricted Access** ensures that only those who need the information to provide support have access to it.
- **Need-to-Know Basis** means that disclosure of student information is limited and that data is shared only when it is essential for the student's educational support. This is done to protect the student's rights and maintain a safe learning environment.
- **Informed Consent** means that school obtain consent from students (when appropriate) and their parents or guardians before sharing information with staff members.

⁶ <https://www.izm.gov.lv/lv>, <https://www.viaa.gov.lv/lv>, <https://www.visc.gov.lv/lv>, <https://www.jelgava.lv/jip/sakumlapa/>

- **Data Security:** JSVG has procedures **secure student records** and protect them from unauthorized access. This includes digital security measures as well as physical security for paper-based records.

Additionally, staff will receive ongoing training on confidentiality procedures to ensure compliance with both local regulations and best practices in student data protection. This aligns with the school's mission to provide a respectful, inclusive, and secure educational experience for all students and helps maintain trust with families while fostering a safe and supportive learning environment.

Individual Educational Plans (IEPs)

IEPs will be developed for students identified with specific learning needs. The IEP outlines the individualized goals, support measures, and evaluation processes for the student. These plans will be developed collaboratively with input from teachers, support staff, parents, and the student where appropriate. IEPs will be reviewed twice a year to ensure they remain relevant to the student's progress.

In alignment with the inclusive education philosophy of Jelgavas Spīdolas Valsts ģimnāzija and the IB program's commitment to personalized learning, **Individual Educational Plans (IEPs)** will be designed for students with specific learning needs. These IEPs will provide a clear framework outlining tailored learning goals, support measures, and evaluation methods to help each student achieve their full potential.

The development of IEPs will be a collaborative process involving teachers, support staff, parents, and, where appropriate, the students themselves. This ensures that all relevant perspectives are taken into account, fostering a holistic approach to student support. The IEPs will include personalized learning objectives, targeted interventions, and specific accommodations to address the unique needs of each student.

To maintain their effectiveness, IEPs will be reviewed regularly, with periodic assessments to evaluate progress and make necessary adjustments. This iterative process ensures that the plans remain aligned with the student's development, adapting to their changing needs and promoting continuous growth. The goal is to provide a supportive, flexible, and responsive educational environment, ensuring every student is empowered to succeed.

Inclusion policy Review Process

Inclusion Policy undergoes an annual review to strengthen the policy and to ensure it remains relevant and effective. The goal of this procedure is to create a dynamic policy that evolves in response to new challenges and the diverse needs of the school community.

This review process will be led by the school's leadership team in collaboration with the inclusion support staff, ensuring that the policy is continuously updated to align with best practices and the needs of the school community. Review mainly will be based on students, parents and teachers feedbacks.

JSVG already has the practice to get feedbacks from all stakeholders, to fosters a culture of transparency and shared responsibility in supporting every student's learning journey. The feedbacks are vital for identifying areas of improvement and making necessary adjustments that reflect the evolving needs of the students.

The procedure enters into force in the year 2024 on the 12th of November.

Policy review process

This policy was last reviewed and revised in November 2024. The policy will again be reviewed during the second semester of 2024/2025, when lessons learned can be incorporated. Please submit any feedback to the IB DP coordinator. Students may submit feedback to any other teacher, if so preferred.

Head of the School

I.Vilkarse