



APPROVED BY
Directive no 162
of the Head of School
of Miina Härma Gümnaasium
15. August 2022

MHG Inclusion Policy

Purpose

The Educational System in Estonia is based on the principle of inclusive education. The objective of the school is to support each individual student. The current document highlights the principles of Miina Härma Gümnaasium (MHG) in implementing support systems and teaching students with special education needs.

The principles of the Inclusion Policy are guided by the following documents and regulations:

- Basic School and Gymnasium Act (ch 3, part 4, § 46-54),
- IBO documentation:
 - Access and Inclusion (2018);
 - Standards and Practices (2020)
 - Candidates with assessment access requirements (2017)
- IBO learner profile
- Mission and vision of Miina Härma Gümnaasium
- Admission Policy of Miina Härma Gümnaasium (2022)
- Assessment Policy of Miina Härma Gümnaasium (2020)

MHG Inclusion Policy is reviewed regularly and updated by the Senior Management Team, Educational Counsellors, Student Council, Parent Advisory Board and Teachers' Committee. The document is approved by the directive of the Head of School.

MHG mission and vision

MHG prepares the next generation who will make the world a better place.

MHG is a student-centred school, which helps to develop a broad range of knowledge and skills through contemporary approaches to learning and opens up opportunities to make further choices both in the field of education and employment. MHG provides students with the confidence and agency to contribute to the development of Estonia and the world.



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Miina Härma Gümnaasium is an educational institution that is contemporary, safe, and open to the world, where the learning environment, the curriculum, and professional teachers provide each student with the opportunity to reach their developmental potential.

Schools Educational Support Services

Miina Härma Gümnaasium is a school that aims to provide inclusive education where students are supported based on their personal and educational needs.

The school's Educational Counsellors support students, parents and teachers. The aim of our work is to prevent and resolve obstacles in learning and behaviour. In collaboration with families and teachers, we find the best possible support method for the student.

MHG Educational Counsellors include:

- Social Pedagogues prevent and resolve social and communication problems at school and support the development and well-being of the child by involving the support network as needed.
- Special Education Coordinator (HEVKO) is responsible for organising teamwork within the school to support the education and development of the students and participate in the network outside the school.
- School Psychologist who supports the development of the students in collaboration with parents and educational staff by including external specialists as needed. They also assist students in case of behavioural, emotional or psychological problems.

The contact information of Educational Counsellors can be found on the school's [website](#).

Confidentiality and Communication

The Educational Counsellors follow the rules of professional ethics and ensure the confidentiality and privacy of the student, parent and teacher. Confidential information is shared by the Educational Counsellors only with those parties that are directly connected with the incident to the extent needed to provide the best possible assistance and support.



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Students with Special Educational Needs

Students with special educational needs may include:

- Gifted students that need additional challenges in one or more areas of study exceed the curriculum expectation. In addition, gifted students may need social and emotional support. The principles of work with gifted students are described in the document “Noticing and supporting gifted students”, available on our website in Estonian: <https://miinaharma.ee/andekate-markamine-ja-toetamine/>.
- International students with a home language other than the language of instruction.
- Athletes who are training and competing on a professional level and whose schedules require them to be away from school.
- Students with permanent or temporary learning difficulties.
- Students with emotional or behavioural challenges.
- Students who are away from school for a longer period of time.

Activities for Supporting Students

PREVENTION

- **KiVa anti-bullying programme in I and II school level**

KiVa programme is a scientifically proven anti-bullying programme to prevent and resolve bullying incidents effectively. The programme is based on scientific research done for decades to identify the mechanisms of bullying. KiVa principles stand on three pillars: prevention, intervention and observation. Information in English about the programme is available here: <https://europeanschools.kivaprogram.net/>.

- **Social Skills Lessons and Discussion Panels**

Lessons for explicitly developing the students’ social skills occur regularly in I and II school levels (grades 1-6) and III school levels (grades 7-9) when necessary. The aim of these lessons is to develop the students’ social skills with the help of different methods and by creating a positive and supportive learning environment following the learner profile attributes.

- **Thematic Homeroom Lessons**

Handling different topics when needed during the weekly homeroom lessons.



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RECOGNIZING

- Testing (for example, psychological evaluation kit for school psychologists)
- Observations from subject teachers, homeroom teachers and Educational Counsellors.
- Observations from parents and students.
- Adaptation and satisfaction survey for grade 10 students to notice students that need support and receive suggestions from students to better support their adaptation and improve school life.

MAPPING

- Conversation with the child
- Gathering information from teachers
- Exchanging information with parents
- Observations in lessons and during recess
- Mapping behaviour occurring outside school time by the parent
- Pedagogical-psychological evaluation: teacher's evaluation or character reference; assessment from Educational Counsellors
- Evaluation from a healthcare specialist
- Filling in the card of observing individual development
- Analysing the environmental factors influencing the child
- Round-table conversation (assessing information gathered during the round-table)
- Collaboration with the external support network

INTERVENTION

- Additional supervision and motivation in subject lessons
- Cooperation with the family
- Individualising learning (re-taking assignments and assisting in making agreements; adjusting learning materials; using support materials; pre-learning; intensive learning)
- Creating an individual curriculum with which the school has the possibility to make amendments to the student's learning plan, content, process or environment (PGS, 2010).
- Temporary individual supervision
- Counselling services



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- Offering additional learning opportunities for developing social skills
- Counselling in questions regarding career choices, conducting thematic lessons and organising career counselling lessons.
- Class-based intervention (e.g. agreements, class discussions, implementing specific methodology)
- Offering extended answering opportunities on a needs basis
- Offering isolated rooms and/or extended exam time in the event of basic school graduation exams (see [Erivajadustega õpilaste eritingimused eksamineerimine](#))
- Subject teachers' consultations and learning assistance
- The possibility of an extended study period after the end of the school year
- The possibility to retake a grade level under special circumstances in secondary school
- Including external support network

In supporting the students, we follow the principles of inclusive education where every student is approached individually and based on their personal needs, including supporting students with special educational needs.

Supporting Students' Individual Development

Homeroom teachers support students' individual development as well as the whole-class interaction. The activities are established in the job description of the Homeroom Teacher.

The subject teachers ensure the accomplishment of the learning objectives of their subject area. The activities are established in the job description of the Subject Teacher.

The Homeroom Teacher organises a development evaluation conference with the students at least once a year to support the student's personal development. During the conference, the student analyses his/her progress, supporting hobbies and social relationships in the school environment. The Homeroom teacher directs the conversation and helios to make agreements regarding further studies and developmental goals. More specific principles can be found in the document "Organisation and conditions of student development evaluation conferences".



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Learning support and re-taking assessments

The school ensures a student with a temporary lag in expected study results receives additional pedagogical supervision outside school lessons. The schedule for learning support is published on the school's website and on the bulletin board in the entrance hall. More information about the organisation of the additional learning support and re-taking assessment can be found in the assessment policies:

- [PYP Assessment Policy](#)
- [MYP Assessment Policy](#)
- [DP Assessment Policy](#)
- [Assessment Policy in Estonian](#) (secondary school, National Curriculum)

Examinations

With the unified organisation of the Estonian basic school graduation examinations (for Estonian students only), the Head of School has the right to allocate one or more special conditions for students with special educational needs.¹ The most common special conditions implemented are additional time up to 15 minutes for one academic hour and the possibility to take the exam in a separate room.

For the Estonian national exams of the secondary school, it is allowed to offer one or more special conditions for students with special educational needs in case of a justified decision made by the Head of School and consent from the institution organising the exam.² The most common special conditions implemented are additional time up to 15 minutes for one academic hour and the possibility to take the exam in a separate room.

¹ The conditions and procedure for the preparation and execution of level assignments and the final exams of elementary school and upper secondary school, as well as the preparation, evaluation and storage of exam papers, as well as the conditions and procedure for analysing the results of level assignments, unified elementary school final exams and state exams, §16, <https://www.riigiteataja.ee/akt/118122015012>

² Same source, §34



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IB Diploma Programme (IB DP) Examinations

During the IB Diploma Programme final examinations, special conditions are provided when a student has suffered from an injury or other medical/psychological problem that may hinder his/her ability to take the exam under regular conditions within three months preceding the exam. In this case, the special conditions implemented may include:

- additional time up to 25% from the duration of the exam;
- the use of a word processor software, scribe or reader;
- supervised rest breaks;
- separate room for taking the exam;

The use of special conditions must be requested by the parent or legal guardian with a written application to the IB DP Coordinator by 1st May on the year of taking the exam. After receiving the application, the school will send medical documents received by a doctor/psychologist to IBO for making the final decision. More information about using special conditions at an exam can be found in the [IB Adverse circumstances policy](#).

Directed e-learning

Directed e-learning is usually implemented during emergency situations when being present at school may threaten the health or safety of the people. When the whole class is on distance learning, the learning takes place through online lessons. When only some of the students are on distance learning, the teachers decide the most suitable form and content of the learning material. The teacher finds the most effective methods and tools to engage all students in the learning process (for example, detailed instructions in Studium, learning engagements in Google Classroom, participation in an online lesson etc.). During the directed e-learning period, longer deadlines for submitting assignments are implemented to consider the fact that not all students may have equal access to computers or the internet. More detailed information can be found in the document [“Directed e-learning at MHG”](#).