



REPUBLIKA HRVATSKA

XV. GIMNAZIJA

Program međunarodne mature
International Baccalaureate Department
Zagreb, Jordanovac 8, Croatia



INCLUSION POLICY

for MYP and DP

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XV. gimnazija, as an IB World School since 1991, promotes high academic standards in both IB programmes: Middle Years and Diploma, as expressed in the IB mission statement and the IB learner profile, as well as in the XV. gimnazija mission statement.

1. IB mission statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

2. XV. gimnazija mission statement

Our school aims to develop knowledgeable, principled and open-minded young people who will help create a better world, showing compassion and understanding for all the people in the world.

Our curriculum encourages students to become independent and critical thinkers, more inquisitive, risk-taking young people who will have to make responsible and educated choices and will apply the skills and knowledge they have learned in our school in their future lives.

Furthermore, we try to provide our students with opportunities that will enable them to develop and challenge their own personal values fostering open and effective communication.

Since we believe learning is a process, we hope all our students will become lifelong learners with a capacity for compassion and empathy, as well as strong international-mindedness.

3. IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help create a better and more peaceful world.

IB learners strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

4. Standards and Practices

The school supports access for students to the IB programme(s) and the IB philosophy and provides support for students with learning difficulties and/or special educational needs.

This policy is developed in line with the requirements of the Croatian Ministry of Education Policy for Children with special needs presented in the document *Regulations on the Procedure of Determining a Child's or Student's Psychophysical Condition and the Composition of Expert Teams*, Official Gazette 63/20 (Pravilnik o postupku utvrđivanja psihofizičkog stanja djeteta, učenika te sastavu stručnih povjerenstava - Narodne novine 63/20), Croatian legal proceedings as stated in the *Act on Education in Primary and Secondary Schools*, OG 87/08, (Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi - NN 156/23), *Regulations on the Education of Students with Developmental Disabilities in Primary and Secondary Schools*, OG 24/15 (Pravilnik o osnovnoškolskom i srednjoškolskom odgoju i obrazovanju učenika s teškoćama u razvoju, NN 24/15) and IBO guidelines.

XV. gimnazija, a selective school, provides access to the full range of the curriculum for all students, including those with special educational needs (SEN), and encourages full and active participation in all areas of school life. We firmly believe that all children have the right to achieve their full potential, regardless of their gender, race, culture, language, physical ability, special educational needs or socioeconomic background. All students, irrespective of their ability, are encouraged to develop an awareness of and respect for individual differences.

5. Educational context of XV. gimnazija

XV. gimnazija is a large, selective state secondary school of about 1,050 students. As such, we maintain high academic standards and a demanding curriculum. Admission procedures are designed to ensure that students possess the academic foundation required to engage successfully with and benefit from the educational opportunities provided by the school. At the same time, we are committed to supporting diverse learning profiles and promoting inclusive educational practices. Our school aims to ensure curriculum breadth, balance, relevance and differentiation for all enrolled students. Our mission is to develop a more diverse and inclusive IB by enabling access to an IB education.

SEN candidates should apply to City of Zagreb Office for Education, Sport and Youth ("Gradski ured za obrazovanje, sport i mlade") providing all the necessary documents. They are assured direct enrolment, in case they meet the minimum of points requested by the school at the entrance, but have to take placement exams from English, Math and interview (similar to Entrance exams), earlier than other candidates. Results of entrance and placement exams are published on www.mioc.hr and Final candidates list on www.upisi.hr, the state platform

for high school enrolment. Since the Ministry of Education approves the quota of 40 students to be enrolled into Year 1 of the International Programme (which is equivalent to MYP4 in XV. gimnazija), the maximum number of SEN students in every generation is 4 (2 per class), which equals to 10 % of the total number of students (who are divided into two classes).

Candidates with special educational needs are placed on a separate list, all based on the total number of points determined during the evaluation process. These students have a possibility to undergo professional orientation within the Croatian Employment Service where experts recommend those educational programs which are the most adequate for their abilities.

Within the school, we offer professional support, which includes access to counselling sessions, if needed, to help our students with emotional, social or mental health difficulties. For students with more serious difficulties parents will be advised to seek further professional help out of school.

Provision for students with SEN is planned, monitored and reviewed by the SEN team.

Members of the SEN TEAM are:

- Head of School
- MYP and DP Coordinator
- School Psychologists
- School Pedagogues
- Homeroom teachers

SEN team meetings, attended by the Head of School, MYP Coordinator, DP Coordinator, the School Psychologists and Pedagogues, are held at the beginning of each academic year and throughout the year when necessary. Subject teachers report student concerns at regular staff meeting and through emails to the SEN team prior to the SEN meeting. All SEN team members have the counselling role to all students according to their knowledge and students are recommended to visit a specific SEN team member depending on their case or needs.

6. Definition of Special Needs

Students have special education needs (for ex. a learning difficulty, a mental health difficulty, social and emotional difficulty, is also gifted, or with a combination of several issues) that calls for special education provision, i.e. inclusive access arrangement to be made for them. Students have a learning difficulty if they have a significantly greater difficulty in learning than the majority of students of the same age and/or a disability which either prevents or hinders them from making use of educational facilities for students of the same age.

SEN could imply that a student has:

- sensory or physical needs (e.g. hearing or visual impairment, locomotor impairment);
- learning difficulties in particular areas;

- medical or health conditions;
- emotional, behavioural and/or social difficulties;
- speech difficulties;
- autistic spectre difficulties;
- intellectual difficulties.

Inclusion Policy also refers to “**students with an individualized approach**”. These students are enrolled through a regular enrolment procedure but require an individualized approach in teaching and learning. Their status is acknowledged by the City Department after the parents submit all the necessary medical and professional documentation. Parents first address the school psychologist who reports the case to the Teachers Council after which a school medical doctor is contacted to provide all the necessary medical documentation. The status is communicated to the school based on which every teacher makes an Individualised Development Plan which addresses the student’s learning goals, support/intervention needed, implementation and teaching and learning strategies to be applied in class. All subject teachers are responsible for meeting the needs of students with such status, and for providing a suitable environment in the classroom. Regular contact is made with parents through e-mail, meetings and phone calls in addition to the standard reporting procedures.

7. Strategies used in XV. gimnazija for addressing the needs of SEN students:

- Identifying and assessing of individual needs
- Designing individual learning programs
- Advising and collaborating with colleagues and external support services
- Communicating with parents
- Keeping in mind welfare and self-esteem of students

The identification of SEN students is built into the process of monitoring the progress and development of all students. Our intervention is designed to help students become independent learners. Therefore, XV. gimnazija incorporates this into its policy by providing an individual approach for SEN students that might have a range of different problems.

Students with SEN are entitled to inclusive access arrangements. The purpose of inclusive access arrangements is to deal with challenges that students may face in teaching, learning and assessment. The access arrangements for a student must be used for learning and teaching; this means that they must be used during classroom instruction, classwork and related activities and tests. Inclusive access arrangements must also be continuously monitored to ensure that they remain the optimal support for that student as much as possible. Inclusive access arrangements allow SEN students to access the assessment without changing the demands of the assessment (all SEN students are exposed to the same programme but are assessed in a specific way, depending on their ability; for ex. students could be given extended time to do an assignment) thus enabling some students, who have the aptitude to meet all curriculum and assessment requirements, to reach their potential in learning and assessment. Not all students who have inclusive access requirements will need learning support.

The IB believes that all candidates should be allowed to take their examinations under conditions that are as fair as possible. Where standard examination conditions and assessment procedures would put candidates at a disadvantage, and would prevent them from being able to demonstrate their skills and knowledge adequately, appropriate forms of access arrangements may be authorized.

Candidates may need access arrangements due to learning support requirements such as:

- learning disabilities
- specific learning difficulties
- communication and speech difficulties
- autism spectrum disorders
- social, emotional and behavioural difficulties
- physical and sensory challenges
- medical and mental health difficulties, including temporary medical conditions (with onset or occurrence up to three months before IB examinations offered in May/November)

Inclusive access arrangements approved by XV. gimnazija, that do not require special authorization and are permitted in DP examinations at the discretion of the coordinator (or Head of School), without prior authorization from the IB:

- A candidate is permitted to take an examination in a separate room if it is in the best interests of the candidate or other candidates in the group.
- The coordinator may arrange for appropriate seating to meet the needs of individual candidates.
- A care assistant, or if necessary a nurse, may be in attendance if this is required for the welfare or safety of a candidate. The assistant must not be another candidate or a relative of the candidate.
- A candidate who normally uses an aid (such as a coloured overlay, coloured filter lenses, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a visual aid or a magnifying aid) is allowed to use the aid in examinations.
- For a candidate with hearing challenges, a communicator may be used to convey the coordinator's or invigilator's oral instructions without authorization from the IB.
- If a candidate has difficulties in reading or attention, examination directions may be clarified by the invigilator or a designated reader.
- For a candidate who has colour blindness, a designated person is permitted to name colours in an examination.
- A candidate may be permitted rest breaks if required to do so due to medical, physical, psychological or other conditions.
- A candidate may be permitted the use of a prompter due to attention issues, psychological or neurological conditions. A prompter may be used to help the student return their attention to the task.

8. Responsibilities of the school and the coordinator

An application for inclusive access arrangements must be submitted on behalf of a candidate by the DP coordinator using the online request form on IBIS.

All requests for inclusive access arrangements submitted by a DP coordinator must have the support of the Head of School. Before submitting appropriate documentation to the IB, the school must obtain consent from the candidate if he or she is at the age of consent in his or her country, or from the candidate's parent(s) or legal guardian(s). If a student has difficulties meeting any non-assessment requirements of a programme, the IB must be contacted to plan for inclusive access arrangements.

If needed, the school will make reasonable adjustments for disabled students to help alleviate any substantial disadvantage they experience because of their disability, and will not discriminate against them. Student and their parent will be involved in the decisions that affect them.

We treat all information about a candidate as confidential and processed in accordance with applicable data protection legislation and school procedures. Access to such information is limited to staff members who require the information in order to provide appropriate educational support to students with inclusive status.

The school is responsible for making all arrangements for approving and appointing individuals required to support an access arrangement (such as a prompter or reader).

Requests for inclusive access arrangements must be submitted six months prior to a DP examination session. All requests for inclusive access arrangements must be submitted on IBIS and must specify exactly which arrangements are being requested.

To submit requests for inclusive access arrangements the following two forms of supporting documentation are required to be uploaded:

- 1) a psychological/psycho-educational/medical report which should not be older than three years and
- 2) educational evidence from the school.

The school may suggest a list of professionals who parents may contact for further assessment and help.

Furthermore, the school organizes workshops and presentations related to mental health issues including procrastination, time management issues, alcohol and drug related problems, eating disorders, bullying and similar, during the course of the school year.

The school needs to make certain that all teachers and staff, but also parents and students, are familiar with the Inclusion Policy.

It is of great importance that all teachers and staff are aware of the needs of students with special educational needs; for this reason, the first staff meeting at the beginning of every school year is focused on informing the staff about specific SEN students; in specific cases, the school must provide training for teachers and staff to support them.

The school must ensure that there are arrangements for teaching and assessment that comply with the Inclusion Policy of the XV. gimnazija and with national laws and IB regulations.

The school must ensure that national laws and IB regulations regarding students with special educational needs are implemented. Inclusive assessment arrangements will be planned for students according to the conclusions from the meeting between the adequate SEN team members and parents, including the submission of supporting medical documentation.

The IB coordinator must talk to parents, teachers, and students at an early stage in order to ensure that the individual student's needs are provided by the school and the teachers.

The IB coordinator needs to make sure that the student has enough time to become familiar with individual arrangements.

9. Responsibilities of the teachers

All members of the teaching staff have a responsibility to ensure that each student is given as many opportunities as possible to fulfil their potential within the standard classroom environment. They are expected to address the learning support needs of the students in their lessons, and to recognize if and when a greater degree of intervention is appropriate to enable students to learn effectively. Subject teachers, when planning the curriculum, unit plans and assessment policy, take into consideration the SEN students' possibilities and their various learning abilities, so that differentiation strategies and flexibility of timing and approach are adjusted to their needs. Scaffolding is often used as a strategy for students to accomplish highest levels of achievement such as graphic organizers, visual aids, small groups, individual work or use of mother language, if possible and when necessary.

When planning the range of new learning strategies, previous learning experiences or prior knowledge is also taken into consideration as well as students' individual needs and goals. This also implies the learner is encouraged to take a more active and responsible role in the planning, carrying out and reviewing of what is learned.

The homeroom teacher and whole teaching staff are also required to monitor and review the progress of students towards their individual targets. Teachers are expected to do the following:

- Teachers must be aware of national laws and IB regulations regarding students with special educational needs and comply with them,
- Teachers have to be aware of the Inclusion Policy of the XV. gimnazija,
- Teachers should participate in workshops on special educational needs, when possible,

- Teachers need to identify students with special educational needs, show students that their needs are taken seriously, and support them during lessons using differentiated teaching methods,
- Subject teachers must inform the SEN team, the staff, home-room teacher and/or the IB coordinator about the progress of students with special educational needs.

10. Responsibilities of parents and students

Parents have a vital role in the identification of and support for SEN students. Efforts are made to work in partnership with parents throughout the screening process, formal assessment, and during the measurements of progress and reviews.

- Parents are encouraged to show interest in their child`s education and to communicate and collaborate with teachers and SEN team members in full confidence,
- Parents should inform the IB coordinator during the enrolment process in both the MYP and DP, and teachers about their child`s special educational needs; they need to hand in any kind of documentation regarding their child`s special educational needs and communicate if there are any changes concerning these needs,
- Parents should discuss with the SEN team member(s) possible inclusive access arrangements and provide the documentation needed for the request,
- Students should communicate their educational needs openly to parents, teachers, or the SEN member(s) with full awareness that their needs are taken seriously,
- Students and parents should be aware of the fact that professional advice is available within the school,
- If inclusive access arrangements are administered, the candidate must be familiar with any assistive equipment and any software that is requested as an inclusive arrangement.

11. Action plan for inclusion of students with Special Educational Needs

The recommendations outlined below are intended solely as general guidance and suggested strategies for supporting students with special educational needs. They should not be interpreted as prescriptive or universally applicable measures.

The specific educational approach, arrangements, and support provided to each student must be determined on an individual basis, taking into account the nature and extent of the student's needs, impairment, strengths, abilities, and learning profile. Professional judgment, ongoing assessment, and the student's individual circumstances should guide all decisions regarding appropriate support and intervention.

Accordingly, the implementation of any recommended strategy remains subject to individual evaluation and may be adapted, modified, or replaced as necessary to ensure that the support provided is both appropriate and effective for the particular student.

Attention Deficit Disorders

After parents submit medical documentation, SEN team members and subject teachers discuss what measures have to be taken in order to integrate the student and enable them to achieve the goals set for each subject. The first step is always asking for the recommendations and tips in a written form provided by experts (psychologist, speech therapist, doctor, medical staff, etc.). Teachers are recommended to use the following teaching strategies:

- Allow students longer time periods for writing essays, tests, quizzes, etc.
- A student with attention deficit should be seated in the first row of the classroom
- Break a task into smaller activities to allow students to do it partially
- Occupy the student with an activity when he/she starts to be restless and not focused anymore (erasing the white board, going for a short walk, bringing something from the library, etc.)
- Structure instructions into smaller sections, divide them into smaller parts
- Ask the student to repeat the instructions to be certain that he/she understood them
- Read out test directions to a student with attention deficits
- Alternative modes of demonstrating learning may be considered
- Encourage the student whenever possible
- The focus should be on the content, not on spelling, grammar or handwriting
- Allow student to have the math formulas and use calculator
- Highlight keywords in word problems
- Provide hand-outs of lectures

Dysgraphia, Dyslexia, Dyscalculia

Learners with the abovementioned disorders may benefit from specific arrangements that take their difficulties into account. Teachers are recommended to use the following teaching strategies:

- Allow extended time for tests, exams and assignments
- Allow breaks during tests and exams
- Provide a quiet or separate testing area so there are fewer distractions and less noise
- Use a computer instead of writing exams and assignments in hand
- Modify test papers by enlarging font size, using specific font type
- Use accessible materials and assistive technology, such as word prediction, speech to-text and text-to-speech software.
- Teach with visuals, stories, and hands-on activities
- Avoid asking student to read aloud in class
- Break information into smaller steps and allow extra time to process
- Allow verbal responses, allow the student to verbally express how to solve the problems
- Allow student to have the math formulas and use calculator
- Allow the student to use graph paper to assist in organization of numbers

- Ensure that the student has mastered previous skills.
- Break down assignments into sections
- Highlight keywords in word problems.
- Offer examples of completed projects.
- Allow students to dictate work to a scribe and allow them to correct later.
- Do not grade on neatness of written work.
- Stress quality over quantity.

Hearing Impaired Students

Teachers are recommended to use the following teaching strategies:

- A student with hearing problems, ear implants etc. is always seated in the first row of the classroom
- A candidate who normally uses an aid (such as a coloured overlay, coloured filter lenses, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a visual aid or a magnifying aid) is allowed to use the aid in examinations
- Keep instructions brief and uncomplicated as much as possible. When repeating instructions, repeat exactly without paraphrasing
- Present lecture information in a visual format (e.g., chalkboard, overheads, PowerPoint slides, handouts, etc.)
- Use more than one way to demonstrate or explain information
- Repeat the comments and questions of other students, especially those from the back rows. Acknowledge who has made the comment so students who are deaf or hard of hearing can focus on the speaker
- If possible, provide transcripts of audio information
- Face the class while speaking
- People who are deaf or hard of hearing often use vision as a primary means of receiving information. Captioned videos, overheads, diagrams, and other visual aids are useful instructional tools for students with hearing impairments
- Be flexible: allow a student who is deaf to work with audio-visual material independently and for a longer period of time
- Provide hand-outs (preferably electronically) in advance of lectures
- Encourage the use of spell-check and grammar-assistive devices when appropriate to the course
- Break information into small steps while instructing on new tasks
- When in doubt about how to assist the student, ask him or her as privately as possible without drawing attention to the student or the disability
- Using visual aids and materials during your instruction is beneficial for those with a hearing loss, as vision is their primary means of receiving information

Vision Impaired Students

Teachers are recommended to use the following teaching strategies:

- A candidate with visual challenges can be allowed to use a hand-held magnifier
- A candidate who normally uses an aid (such as a coloured overlay, coloured filter lenses, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a visual aid or a magnifying aid) is allowed to use the aid in class and examinations
- For a candidate who has colour blindness, a designated person is permitted to name colours in an examination
- Lighting may be a particular consideration for a candidate with a visual challenge
- Keep instructions brief and uncomplicated as much as possible. When repeating instructions, repeat exactly without paraphrasing, use more than one way to demonstrate or explain information
- When teaching, state objectives, review previous lessons and summarize periodically
- Provide vision-impaired students with materials in alternative formats at the same time the materials are given to the rest of the class. The student must specify the preferred format, such as enlarged font
- Repeat aloud what is written on the board or presented on overheads and in handouts
- Keep a front row seat open for a student with vision impairment
- Be flexible with deadlines if assignments are held up by the document conversion process
- Provide hand-outs (preferably electronically) in advance of lectures and seminars, and allow audio-taping where possible to assist review of notes. Some students may need handouts and tests on coloured paper to reduce glare
- Be aware of the effect of lighting and reflections on white-boards
- Convert exam papers in their usual format (e.g., Braille, modified layout, large print)

Students with Autistic Spectrum Disorders

Teachers are recommended to use the following teaching strategies:

- An examination room with an echo may be difficult for a student with autism, they should be provided a silent room
- Structured assignments and task analyses should be used. Explicit directions and procedures provide students with the tools, guidelines, and supports for completing tasks and assignments

Visuals as educational tools should be used to assist individuals with ASD to organize information for processing and recall understand how concepts relate

- Providing access to material and letting students know what will happen during an activity in advance through priming
- Explicit directions and procedures provide students with the tools, guidelines, and supports for completing tasks and assignments
- Offer students choice in general, and especially choice using a high-interest topic or on how to present learned information to the class (e.g., photo essay, visual map, written test) since this can highly motivating and increase the likelihood of task completion

Social, emotional and behavioural difficulties

Students with social, emotional and behavioural difficulties are each treated individually, depending on their specific situation. They should bring professional documentation and written instructions and recommendations provided by experts if they already have it and parents are strongly recommended to share this with the school. If the SEN team member(s) deem it necessary, such students will be advised to seek further professional help outside of school. The school will provide counselling to them, as additional support, and arrange certain accommodations with subject teachers if and when necessary.

Students with other medical issues

Students with various medical issues (diabetes, colitis, etc.) which can influence their learning abilities must bring medical documentation and written instructions and recommendations provided by experts. Teachers are recommended to use the following teaching strategies:

- A candidate may be permitted rest breaks if required to do so due to medical, physical, psychological or other conditions,
- A candidate with a complex medical challenge needs a care assistant throughout the day,
- A candidate with diabetes may be provided rest breaks to check blood sugar levels and take medication or eat,
- A candidate with medical condition may be provided rest breaks to take medication or go to a toilet.

12. Gifted and talented students school policy

Integration of the International Baccalaureate (IB) Framework and the Croatian National Regulations (NN 71/2025)

Purpose and status

This policy establishes the school-wide framework of XV. gimnazija for identifying, supporting, developing and monitoring gifted students. It is designed to operate across the school's national programme and IB programmes and to align school practice with the Croatian *Regulations on the Education of Gifted Children and Students* (OG 71/2025), the IB framework and the school's own governing documents.

The policy is built on three complementary pillars: (1) the International Baccalaureate framework and relevant IB policies; (2) Croatian legislation and regulations, especially OG 71/2025; and (3) XV. gimnazija's school documents governing work with gifted students, including the school's *Regulations on Working with Gifted Students* and, where applicable, the School Curriculum and annual planning documents. The school website currently provides a dedicated section for gifted students containing the school's rulebook and a historical overview

of work with gifted students.

Guiding Principles

- Giftedness is understood as a multidimensional profile involving exceptionally high general and/or specific abilities, creativity and motivation, expressed through outstanding achievement or products in one or more educational areas.
- Giftedness is defined in accordance with Article 2 of the *Regulations on the Education of Gifted Children and Students (Pravilnik o odgoju i obrazovanju darovite djece i učenika)*.
- Identification is a continuous, evidence-informed process and is not based on a single test, grade or competition result.
- Support is individualized and may include differentiation, enrichment, mentoring, project work, competition preparation, collaboration with external experts, and—where legally and educationally appropriate—acceleration.
- The school supports both academic development and the student's social-emotional well-being.
- For IB students, gifted-student support is coordinated with programme requirements and does not replace the procedures governing IB assessment access arrangements.

Governance: Gifted Team (Tim za darovite)

In accordance with Article 5 of OG 71/2025 the Head of School appoints the Gifted Team and its professional coordinator by an official appointment decision. The policy should become operational only after this appointment has been made.

Members

- **Head of School** – institutional oversight and decision-making.
- **Professional Coordinator for Gifted Students/Team leader** (*stručni koordinator/voditelj Tima*) – coordinates identification, documentation, individualized curricula, communication and annual reporting.
- **School Psychologist and School Pedagogue** – professional assessment, counselling, monitoring, support and maintaining systematic annual documentation (student lists, mentors, institutions, project titles, and completion status).
- **Subject Teachers/Class Teachers** – observation, nomination, differentiated teaching, mentoring and monitoring.
- **IB Programme Coordinator(s)**, as applicable – coordination with MYP/DP requirements and programme documentation.
- **Other school professionals**, as needed – e.g. librarian or other relevant staff.
- **External experts and mentors** – university lecturers, researchers, former students and other specialists may participate where their expertise supports a student's development.

Core Responsibilities

- Plan, coordinate and conduct the identification process.
- Collect and consider relevant evidence from teachers, parents, students and other professionals.
- Prepare the Team's professional opinion and proposal regarding identified giftedness and appropriate forms of support.

- Develop, implement, monitor and periodically revise the Individualized Curriculum for gifted students. (This can be documented as a separate document or recorded/tracked directly in e-dnevnik under educational adjustments, utilizing a standardized simple checklist form to monitor goals and educational tasks).
- Prepare progress reports and provide professional support to students, teachers and parents.
- Coordinate school-based and external mentoring, projects, enrichment programmes and competitions.
- Support professional development of teachers in the field of gifted education.
- Maintain documentation (managed by the pedagogical team / pedagoška služba, including annual lists with student names, mentors, institutions, project titles, and status) and, where required, ensure appropriate entries in e-matica and/or the student's gifted-student file/e-portfolio.
- Report relevant developments to the Teachers' Council and school leadership.

Identification and Decision-Making

Identification follows the continuous process prescribed by OG 71/2025 and combines multiple sources of evidence.

Stage	School practice	IB integration
1. Observation	Ongoing teacher and professional observation; review of achievement, creativity, motivation, interests and learning behaviour.	Use formative assessment, inquiry behaviours, Approaches to Learning and Learner Profile evidence as complementary sources.
2. Professional assessment	Use appropriate psychological/ educational instruments, interviews, rating scales and achievement evidence, as determined by the Gifted Team.	Interpret results holistically and in programme context; do not equate IB achievement alone with giftedness.
3. Team opinion and proposal	The Gifted Team determines the relevant area(s) of giftedness and proposes appropriate support.	Map proposed support to MYP/DP learning and assessment requirements. Ensure programme specific implementation is documented.
4. Implementation decision	The Head of School (based on Gifted Team's proposal) issues a formal decision/record on identified giftedness and the Gifted Team	Ensure alignment with IB policy and record-keeping standards.

	specifies the applicable form(s) of educational support and inclusion in the programme.	
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Educational Support and Individualized Curriculum

Following the formal decision/record, the Gifted Team develops an Individualized Curriculum in accordance with OG 71/2025. The curriculum is part of the School Curriculum and is developed with the teacher/mentor. It may modify learning outcomes, learning and teaching approaches, products, pace and learning environment. Implementation can be documented directly in e-dnevnik or via a standardized checklist.

- Content enrichment and extension, including advanced literature, complex problems and interdisciplinary inquiry.
- Curriculum compacting where appropriate, allowing a student who has demonstrated mastery to devote time to higher-order work.
- Individual work and work with a mentor.
- Work in educational groups, where appropriate.
- Elective and/or optional subjects and extracurricular activities.
- Access to specialized sources of knowledge and opportunities for career and academic guidance.

Mentoring, University Collaboration and Projects

A key feature of XV. gimnazija's established practice is collaboration with universities, research institutions and external mentors. The school maintains and further develops this pathway as a regular component of support for gifted students.

- Projects may be organized in collaboration with faculties and research institutions, according to student interests and available mentors.
- External mentors may include university teachers, researchers, professionals and former high-achieving students.
- Where appropriate, projects may connect with MYP Personal Project and DP Extended Essay work, while respecting the formal requirements of those programmes.
- The school may cooperate with institutions such as PMF (*Faculty of Science, University of Zagreb*), FER (*Faculty of Electrical Engineering and Computing, University of Zagreb*), the *Institute of Physics* and other relevant partners. The school's published historical documentation records established collaboration with these and other institutions.
- External collaboration must be coordinated by the Gifted Team and documented systematically by the pedagogical team (*pedagoška služba*). The pedagogical service maintains annual lists containing student names, mentors, collaborating institutions, project titles, and completion status (completed/ongoing), in compliance with school rules, safeguarding requirements, and data-protection obligations.

Competitions and Programmes of Excellence

Competition preparation and participation are recognized as one form of educational support for gifted and highly interested students. The school's current School Curriculum describes

competition preparation as a distinctive part of its educational practice and identifies both internal subject mentors and external mentors, including former XV. gimnazija competitors.

- Organized preparation for national and international competitions and showcases.
- Subject-specific mentoring and advanced preparation beyond the compulsory curriculum.
- Participation in school, national and international competitions, conferences, research projects, summer/winter schools, camps and other programmes of excellence.
- Evaluation of participation and outcomes as one source of evidence for planning further support.

Acceleration

Acceleration is an educational option for a gifted student when differentiated instruction and enrichment are insufficient and the student's academic, psychological, social and emotional readiness supports progression at an accelerated pace. Under Article 12 of OG 71/2025, the procedure may be initiated by a class or subject teacher, the student's mentor, the Gifted Team or a parent.

- The Gifted Team gathers relevant evidence and coordinates the professional assessment.
- The assessment considers psychological findings, the student's and parent's views, teacher and professional-associate opinions, and the student's educational status.
- The Gifted Team informs the Teachers' Council and provides its professional recommendation.
- For IB students, the IB Coordinator maps the proposed acceleration against programme requirements and assessment timelines.
- The final decision is taken through the procedure prescribed by applicable Croatian regulations and school acts.

Inclusive Support and Well-Being

Gifted students may also have disabilities or other learning needs. Support should therefore be planned individually and may require coordination between gifted education and inclusion procedures. IB access arrangements are governed by the applicable IB policy and authorization procedures; giftedness alone should not be treated as automatic grounds for an IB assessment accommodation.

- Counselling and support for perfectionism, academic anxiety, workload management, motivation and social-emotional development, when needed.
- Coordination with parents and relevant professionals.
- For twice-exceptional students, coordinated planning of giftedness support and appropriate inclusion measures.

Documentation, Monitoring and Review

- The Gifted Team and pedagogical service maintain the documentation required by OG 71/2025 and applicable school procedures, including annual project/mentorship logs and the gifted-student file/e-portfolio where applicable.
- The Individualized Curriculum is reviewed at least annually and updated when student needs or circumstances change, utilizing simplified evaluation forms/checklists or e-dnevnik entries.

- The Team reports on implementation and student progress to the school leadership and Teachers' Council as appropriate.
- The policy and the school's *Regulations on Working with Gifted Students* should be reviewed together so that the school-level rulebook reflects OG 71/2025 and current XV. gimnazija practice.
- As a secondary school, XV. gimnazija is legally required to request the student's e-Portfolio and all relevant documentation concerning the student's gifted status from the primary school they previously attended. This information supports the continuity of appropriate educational planning and provision.

13. Implementation Priorities and Action Plan for XV. gimnazija

This action plan serves as an internal implementation roadmap and guidance for organizing gifted education within the school:

- Issue an official Head of School's decision appointing the Gifted Team and its professional coordinator.
- Review and update the school's *Regulations on Working with Gifted Students* so that it is explicitly aligned with OG 71/2025 and this policy.
- Maintain a clear record of the Team's membership, responsibilities, annual activities and contact point for an IB evaluation or audit.
- Formalize the pathway for collaboration with universities, research institutions and external mentors, with central records kept by the pedagogical service.
- Develop a simplified evaluation checklist/form and integrate tracking into e-dnevnik.
- Ensure that competition preparation, project work and other programmes of excellence are connected to the Individualized Curriculum where appropriate.
- Publish the current approved school-level documents in the appropriate section of the school website.

14. Review process

The SEN Policy will be reviewed regularly by the SEN team and subject teachers as part of the curriculum review cycle and as part of the whole school improvement plan. This policy is available to stakeholders on the school website.

15. References

International Baccalaureate Organization. Applicable current policies and programme requirements concerning inclusion, assessment and MYP/DP implementation:

- International Baccalaureate Organization. *Programme Standards and Practices*. 2020.
- International Baccalaureate Organization. *Access and Inclusion Policy*. 2022.
- International Baccalaureate Organization. *Learning Diversity and Inclusion in IB Programmes*. 2016.
- International Baccalaureate Organization. *The IB Guide to Inclusive Education: A Resource for Whole School Development*. 2015.
- International Baccalaureate Organization. *Candidates with Assessment Access Requirements*. 2017.
- Republic of Croatia, Ministry of Science, Education and Youth. *Regulations on the Procedure of Determining a Child's or Student's Psychophysical Condition and the Composition of Expert Teams*, Official Gazette 63/20 (Pravilnik o postupku utvrđivanja psihofizičkog stanja djeteta, učenika te sastavu stručnih povjerenstava - Narodne novine 63/20),
- Republic of Croatia, Ministry of Science, Education and Youth. *Act on Education in Primary and Secondary Schools*, OG 87/08, (Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi - NN 156/23)
- Republic of Croatia, Ministry of Science, Education and Youth. *Regulations on the Education of Students with Developmental Disabilities in Primary and Secondary Schools*, OG 24/15 (Pravilnik o osnovnoškolskom i srednjoškolskom odgoju i obrazovanju učenika s teškoćama u razvoju, NN 24/15)
- Republic of Croatia, Ministry of Science, Education and Youth. (2025). *Regulations on the Education of Gifted Children and Students*. Official Gazette (Narodne novine), No. 71/2025.
- XV. gimnazija. *Regulations on Working with Gifted Students* (school document; updated to reflect Official Gazette No. 71/2025).
- XV. gimnazija. *Historical Overview of Work with Gifted Students*.
- XV. gimnazija. *School Curriculum* (applicable for the current school year, including the section on the preparation for knowledge competitions).
- XV. gimnazija. *Annual Work Plan and Programme* (applicable for the current school year).