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# PROFILE OF THE PRIMARY LANGUAGE SCHOOL “VALODIŅA”



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## **OBJECTIVE(S) AND METHODS**

The presentation is dedicated to the creation and analysis of a primary school profile. The main focus is on the composition of students and the conclusions of referrals.

The main method is case analysis. School documents, speech therapist reports and other materials are used.



## SHORT INTRODUCTION

The school is primarily attended by children with certain language development disorders of varying severity, which may also be combined with other developmental disorders.





## RESULTS

As a result, data were obtained, which are offered for illustration and a small analysis is performed.

In the 2025/26 academic year, 177 students study at the school, of which 36 are girls and 141 are boys. A similar proportion is also in other school years, which allows us to conclude that language disorders are mostly (at least 4x more) in boys.

The severity of the students' language disorder requires intensive speech therapy assistance practically every day and also during school hours, which is not possible in general educational institutions.

69 students have moderate language impairments, 62 students have severe language impairments.

15 students have a cochlear implant, one is hard of hearing and uses a hearing aid; 10 students have ASD, 13 have learning disabilities, and 18 students have been diagnosed with ADHD.

Some students also have other diagnoses determined by doctors, related to metabolic and other diseases of the body. This requires teachers to have additional knowledge, close cooperation with parents and the school nurse. During dynamic observation, other problems are also discovered that were not noticed in time, requiring additional diagnostics and doctor consultations.



The school collects data on school graduates, what their most likely educational paths are after graduating from grade 4.

In the 2023/24 academic year 36 students graduated from school; 30 students continue their studies in grade 5 of general education schools; two in the program for students with language development disorders; three for students with learning disabilities, one student continues his studies in a special school for children with intellectual disabilities.

In the 2024/25 school year, 29 students graduated the 4th grade. 27 continue their studies in general education institutions in the 5th grade, two in the program for students with learning disabilities.





## **CONCLUSIONS**

The profile of the primary language school from the perspective of students has been created, listing the diversity of students despite the fact that it is a language school and the contingent could be more uniform.

Data on school graduates shows that the main goal has been achieved - the majority of students continue their studies in general education institutions.

In the next study it would be necessary to supplement this profile with an analysis of teachers and speech therapists.

\*The children's photographs used in the e-poster presentation have parental permission and also have permission from the school headmaster to mention the school's name.