



MODEL UPPER SECONDARY SCHOOL OF AGIOI ANARGYROI



Access and Inclusion Policy

Model Upper Secondary School of Agioi Anargyroi fosters the comprehensive, harmonious, and balanced development of our students' intellectual and psychosomatic skills so that, regardless of gender and national origin, they all have the opportunity to evolve into well-rounded personalities and live a creative and meaningful life.

“The International Baccalaureate 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 organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

Model Upper Secondary School of Agioi Anargyroi is required to comply with the *Greek Law 3699/2008*, as amended by the *Greek Law 4823/2021* and the *Ministerial Decision Φ.251/22806/A5/2021*, for testing students with special educational needs. It also complies with the standards and practices of the International Baccalaureate Organization (IBO) for the IB Diploma Programme students as specified in the *Access and Inclusion Policy (IBO 2022)*, in the *Diploma Programme Assessment Procedures (IBO 2022)*, in the *Meeting Student Learning Diversity in the Classroom (IBO 2019)*, in the *Universal Design for Learning (IBO 2016)*, and in the *Learning diversity and inclusion in IB programmes (2019)*.

According to Greek laws (*Law 3699/2008 and Ministerial Decision Φ.253/155439/B6/2009 - Government Gazette 2544/B/30-12-2009*), students with disabilities and/or special educational needs must be supported during all stages of their academic life and the Greek state is committed to ensuring that all citizens with disabilities and verified special educational needs are provided equal opportunities for full participation and contribution in society, independent living, financial self-sufficiency, and autonomy, with full protection of their rights to education and to social and professional integration.

Our inclusion policy is fully aligned with the school's admissions policy. We welcome all students who meet academic entry criteria and are committed to making reasonable accommodations to support their success. This philosophy reflects the school's mission to foster the full development of every learner and the IB's vision of inclusion.

Based on the above, our school is committed to supporting IB students through the following procedures:

1. Students with learning support requirements must produce official documentation of their condition (as per Law 3699/2008, Article 4).
2. The IB DP coordinator notifies and consults with all teachers concerned so that all requirements during teaching and learning are in place.
3. The school follows all the appropriate procedures with the IB so that approval for inclusive arrangements is given early enough for the student to learn to use them efficiently during classroom activities and examinations. Inclusive arrangements that require authorization from the IB Assessment centre are described in detail (*Access and Inclusion policy, 2022, 4. List of inclusive access arrangements*) and include (but are not limited to) the following which may be necessary during teaching, assessment and final examinations:
 - a. modified papers
 - b. additional time
 - c. reader and/or scribe
 - d. use of assistive technology
 - e. separate or supervised rooms
4. The inclusive assessment arrangements that are requested should be a candidate's usual way of working; the coordinator must ensure that a candidate is, or becomes, familiar with those arrangements. The candidate must be familiar with any assistive equipment, including a computer and any software authorized for use in an examination. If support from a scribe, reader, prompter, practical assistant/aide or communicator is required, the candidate must practice with the person acting in this capacity in advance of the examination. If required, special training of the school staff will be provided.
5. The inclusive arrangements approved are presented in a meeting to all parties involved (parents/legal guardians, student, teachers) and agreed upon. If needed, and always with the consent of parents/legal guardians and the student, the whole school community is notified about the implementation of specific arrangements for a student.
6. The inclusive arrangements are evaluated, monitored, and modified, if necessary, based on each student's current individual needs.
7. All staff members receive yearly training on the inclusion policy and their roles in applying inclusive practices. The policy is reviewed during faculty meetings, shared with families via the school website and newsletters, and incorporated into student orientation. This method encourages shared responsibility and understanding across the school community.