



**COSTEAS-GEITONAS SCHOOL (CGS)
WHOLE SCHOOL INCLUSION POLICY 2022-2023**

IB Mission Statement

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 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.

School Mission Statement

At CGS we strive to provide an academic setting where every student's skills and character can flourish to the fullest by encouraging meaningful connections between classroom and real-life experiences. Our students work in an environment of ongoing inquiry, cooperation and mutual respect as they acquire a high caliber education and positive life attitudes to make a contribution to the world they live in.

Philosophy

CGS fully adheres to the International Baccalaureate Organization's belief in the importance of diversity and inclusion. We believe that each student enrolled at CGS should "receive meaningful and equitable access to the curriculum." (IBO, 2010) We strongly believe that all students should be provided with multi-perspective learning opportunities through collaborative and differentiated approaches to teaching and learning.

It is our aim to nourish a learning community that recognizes individual strengths and challenges, embraces the cultural backgrounds of each member while maintaining an academic environment of the highest standard. We are committed to providing an environment which fosters academic, social and emotional growth.

CGS thoroughly aligns with all national educational authorities' stipulations regarding specific procedures and documentation for students with special educational needs.

Purpose of the Inclusion Policy

The aim of the CGS Inclusion Policy is to present the framework, accommodations and services available to ensure that all students are offered the opportunity to fulfill their true potential academically, emotionally and socially. We strive to do the following things in our classrooms to make this possible:

- Create optimal learning environments that embrace the diversity of all learners
- Use technology that is accessible to all learners
- Develop collaborative learning activities that involve all members of the school community
- Encourage students to view learning as something that they do for themselves.

To support all learners, CGS has:

- a. a school culture that promotes open-mindedness and inclusion
- b. school policies that reflect inclusivity (are informed by access and inclusion requirements and

- corresponding arrangements)
- c. systems for early identification of learning, emotional and social needs
 - d. policies and procedures regarding student support
 - e. a concept-based curriculum that promotes inclusive practices and offers opportunities for differentiation.

Inclusive teaching and learning framework

Teaching to variability (Learning diversity and inclusion in IB programmes, updated 2020) involves developing a syllabus and providing teaching strategies and resources to cater for all learners' needs and offer accommodations so that learners can circumnavigate learning challenges.

The Universal Design for Learning (UDL) framework (Rose and Meyer 2011) is a framework that aims at providing all students with equal opportunities for learning.

By employing teaching strategies that facilitate collaboration, inquiry, use of a range of resources, flexibility in tasks and assessment, etc., students are offered the opportunity to learn and perform in varied ways.

Differentiated instruction is viewed as a framework fostering inclusion and facilitating learning for Special Educational Needs (SEN) students. It also constitutes an integral part of planning and teaching the curriculum informed by the IB Learner Profile and Approaches to Learning Skills (ATL).

Through differentiation of content, process, product and learning environment, students are offered the opportunity to explore different ways of learning, consider their own learning styles, understand their abilities and skills and become more autonomous learners. At the same time, it cultivates understanding and empathy, as it becomes evident to all students that different people learn in different ways, it helps students become more engaged, and develop learning skills.

Teachers, on the other hand, need to consider each student's Zone of Proximal Development (ZPD) in designing tasks and assessments that offer all students the opportunity to reach their educational potential.

Inclusive access accommodations

Some examples of accommodations are the following:

- encouraging students to have an active role in class, treated with discretion and empathy to facilitate academic, emotional and social development
- flexible seating arrangement
- seating arrangement conducive to monitoring and assisting the student
- utilizing technological means to assist in the learning process
- modified tasks and assignments (i.e., leveled texts, colour coding, graphic organizers and additional prompts, font size, layout, etc.)
- extended time for the completion of classroom tasks and formative and/or summative assessment tasks
- alternate testing environment
- reader

- prompter
- use of electronic devices for note-taking or completing an assignment
- alternate method of examination in term and final exams (teacher-student conference in support or instead of written examination).

Services

At CGS, the School Counseling Department (SCD) offers support and guidance to students, academic staff and families alike, constituting an important piece in the school community mosaic. They cover a wide spectrum of challenges, evaluate and provide supportive and advisory services to students having:

- learning challenges
- social, emotional and behavioral challenges
- medical conditions
- mobility limitations
- speech differences
- mild to moderate visual/aural impairments
- high ability

The SCD consists of School Psychologists, Speech Therapist, Occupational Therapist and Learning Support Teachers (LST).

Inclusion in the PYP

Student support

Learning challenges

Identification of needs and support

Teachers provide students with various learning opportunities that will allow them to access knowledge in a differentiated way.

Teachers observe, monitor and maintain records of students' learning, behaviour and progress. Based on these records, they plan differentiated activities that cater for every student's needs. These activities can be differentiated by: Task, Support, Assessment, Time.

In Early years teaching assistants work with individuals or groups of pupils to support their learning, directed by the homeroom teacher.

The SCD in collaboration with the Kindergarten Principal conducts screening tests to all students by the speech and the occupational therapists. If any needs are diagnosed, at the family's request, the student attends sessions on a weekly basis with the speech and/or occupational therapist after the end of mainstream classes in order to further support the student on specific areas for growth. (In Early Years)

Referral procedure for student support:

Referral to the School Counseling Department (SCD) is made following a request on the part of the PYP academic staff or the parents of a student. When the family of the student does not make the request, formal consent is required prior to the referral to the SCD.

Following consistent observation on the part of subject teachers and/or other members of the academic staff, if it is believed that a student may need additional support, the procedure for referral is as follows:

- A meeting is held between the teachers and a member of the SCD to discuss the student's overall involvement in the learning process in class (participation, attitude, attention span, mobility and learning style), as well as academic strengths and challenges following the study of samples of the student's work.
- A meeting with the student's family is held to establish a close collaboration by sharing information in order to agree on a suitable course of action. When needed the Primary Principal or the Kindergarten Principal and the teacher of the student takes part in the meeting.
- Observation is carried out by the school psychologists in the classroom and/or at break time in order to get a holistic picture of the student's learning and concentration needs.
- A follow-up communication is held between the parents and the SCD to discuss the findings of the observation and agree on the further steps that they may need to be taken.
- Based on the findings/information collection, a learning assessment is carried out either in-school by school psychologists on an individual basis, or the family are referred to a public body to carry out the assessment and receive an official evaluation of the children's needs.

- A follow-up meeting is held between the parents and the SCD to discuss the findings of the evaluation and agree on a suitable student support plan.
- A follow-up meeting is held between the student's teachers and the SCD to inform on the student's strengths and challenges, set individual educational goals, provide additional support in terms of teaching strategies and resources, so that the teachers are further equipped to support the student, and if necessary, develop an Individual Educational Plan (IEP).
- At the family's request, the student attends sessions on a weekly basis with members of the Learning Support Teachers Team (LST) during school days by being withdrawn from mainstream classes. The main focus of such "pull-out" sessions is to further support the student on specific areas for growth.
- Meetings between the SCD Coordinator and the LST Team are held on a weekly basis to monitor the student's progress.
- Case of students with severe learning challenges, who as a result of physical or mental health issues cannot attend the regular programme of courses at school for a long time, an alternative way of education may be offered. A 'Home-taught' status for a student is subject to approval by the Greek Ministry of Education and certain requirements regarding assessment are to be met.

Collaboration between family and school is established through frequent communication and conferences to discuss the student's progress and develop additional support strategies for parents.

Collaboration between subject teachers and LST team is consistent as it is the LST team's responsibility to prepare IEPs in collaboration with subject teachers, monitor the student's progress and offer guidance in implementing any accommodations proposed. Also, LST team members attend parent-teacher conferences, offer feedback on student's progress at the end of each term and at the end of the academic year, etc.

Social, emotional and behavioural challenges

Accommodations

In the Early Years, in cooperation with the Principal of Kindergarten a specific daily adjustment programme is divided. Parents are involved aiming at gradual detachment. Additionally, they consider each student's individual emotion and provide comfort appropriately. Specific guidelines are given to the teacher's and accordingly to the parents of the students to ensure that the procedure of adjustment will succeed.

Primary Prevention Programmes

Primary Prevention Programmes are designed to safeguard mutual respect, tolerance and inclusion for all members of the student body within and outside the school community.

Primary Prevention Programmes are conducted in the form of in-class workshops for all students aiming at developing and empowering social and emotional skills among them, in response to their developmental needs.

These include:

Kindergarden: Team building activities in the form of in-class workshops

Grade 1: Team Building Workshop: Let's get to know each other better, let's connect!

Grade 2: Awareness and Management of Emotions: The notebook of emotions

Grade 3: Notebook: Me and my body – Body cognition and protection – Training on setting boundaries

Grade 4: Team Building Workshop: Creation of a magic potion – Dancing around the potion | Which components are needed for an efficient team?

Grade 5: School Bullying and Conflict Resolution Process

Grade 6: Sex education: Biological, Emotional and Social Changes during the puberty period | Identity Formation | Prevention and Sexual Health Issues

Identification of needs and support in PYP

Referral to the SCD is made following a request on the part of the PYP administrative and/or academic staff or the parents of a student. When the family of the student does not make the request, formal consent is required prior to the referral to the SCD.

Following consistent observation on the part of subject teachers and/or other members of the academic staff, if it is believed that a student may be in need of psychological support, the procedure is as follows:

- The teacher/other member of academic staff informs the Grade Coordinator/Deputy Principal, Principal. More data is collected regarding the particular student.
- A meeting is held between the teachers, a member of Kindergarten/Primary School leadership team, and a member of the SCD to discuss the student's behavior and emotional state.
- A meeting with the student's family is held to establish a close collaboration by sharing information in order to agree on a suitable course of action i.e., in-school sessions to further explore the student's needs and provide support, in-school emotional assessment, counselling to parents/legal guardians, referral for a psychological evaluation.
- Following the psychological evaluation, or the in-school sessions, a follow-up meeting with the family is held to reassess the situation and agree on a suitable support plan such as in-school psycho-educational sessions or seeking counseling privately. Parents/legal guardians are given further guidance/counselling services.
- Meetings are held at regular intervals between the school psychologist and the teachers of the student to discuss the student's progress and provide additional support in terms of strategies and resources so that the teachers are better equipped to support the student.
- Regular meetings with the family are held to discuss the student's progress and provide counseling, if necessary.
- At the same time educational psychologists may collaborate with other special and competent authorities regarding the cases they monitor i.e., cooperation with public or private bodies, psychotherapists, child psychiatrists.

Teacher support

At CGS we raise faculty awareness of the academic as well as social and emotional needs of all students, and especially those who experience learning or social and emotional challenges and provide training to successfully implement and support student learning and well-being.



Teacher support is offered in the form of annual end-of-year meetings held between the PYP and the MYP administration and the SCD Coordinator to ensure a smooth transition of students from kindergarten to primary education and similarly from primary to secondary education. Information is communicated regarding special educational needs, emotional needs or other physical and/or mental challenges.

Moreover, teachers fill in forms about each student giving information to the next grade teachers. These forms contain information about the student's learning profile (cognition, participation, attention, attitude towards learning) and student's social and emotional profile.

Furthermore, at the beginning of the school year the SCD proceeds to a cooperation with teachers in order to inform about the academic, emotional and developmental needs of new enrollments based on the session that takes place during the enrolment procedure in cooperation with the Principal of Primary School.

Further support is available individually for members of the academic staff who wish to receive guidance and/or training as to how best to empower their students, adopt good practices in their classroom fostering inclusion, and encouraging all students to reach their full potential.

Resources and professional development opportunities are available to further support academic staff. For example, at the beginning of the school year, the School Psychologist Department conducts training, regarding the developmental milestones that we encounter in the students of Early Years, Grade 1 and Grade 2 of the Primary School, which relate to the growth of their academic and emotional needs.

Parent/legal guardian support

Parents/legal guardians have unique knowledge of their child. They have much to contribute to their child's learning, therefore, they should be included in the learning support plan. In order to provide the best possible support for students, the parents need to be supportive of the learning targets and actions to be taken by the school.

Apart from support offered to parents regarding matters of academic or emotional nature, the SCD may further support parents and legal guardians by offering workshops and presentations regarding social and emotional support, etc.

Pre-K3:

Workshop: Adjustment period | Detachment anxiety

Grade 1 and 2:

Webinar: How can I help my child to study by him/herself, Instead of me, as a parent, doing all the work?
| Cooperation of the Career Consultant of CGS for Student Success with the SCD Coordinator

Grade 1|2|3|4|5|6:

Webinar: The Protective Role of Boundaries: Facing Challenges | Building a safe relationship with our children

Grade 1|2|3|4|5|6|7:

Webinar: Empowerment of Self - Esteem in our children



Grade 1|2|3|4|5|6|7:

Webinar: Handling the Digital Identity of Children–In Cooperation with the Stem Coordinator

Grade 1|2|3|4|5|6|7:

Webinar: Socialization through Internet–In Cooperation with the Stem Coordinator and the Hellenic (ISC)2

All staff members of the SCD are available during Parent-Teacher conferences to provide feedback and/or counseling as necessary.

The IB PYP Coordinator:

- must be informed of students who may require inclusive assessment arrangements.
- works collaboratively with the SCD, the teachers and the School Principal.
- maintains discretion

INCLUSION IN MYP

Student support

Learning challenges

Identification of needs and support

Referral procedure:

Referral to the School Counseling Department (SCD) is made following a request on the part of the PYP administrative and/or academic staff or the parents of a student. When the family of the student does not make the request, formal consent is required prior to the referral to the SCD.

Following consistent observation on the part of subject teachers and/or other members of the academic staff, if it is believed that a student may need additional support, the procedure for referral is as follows:

- A meeting is held between the teachers and a member of the SCD to discuss the student's overall involvement in the learning process in class (participation, attitude, attention span, mobility and learning style), as well as academic strengths and challenges following the study of samples of the student's work
- A meeting with the student's family is held to establish a close collaboration by sharing information in order to agree on a suitable course of action
- A screening test is carried out either in-school by school psychologists on an individual basis, or the family is referred to a public body to carry out the test and receive an official evaluation
- A follow-up meeting is held between the parents and the SCD to discuss the findings of the evaluation and agree on a suitable student support plan
- A follow-up meeting is held between the student's tutor/teachers and the SCD to inform on the student's strengths and challenges, set individual educational goals, provide additional support in terms of teaching strategies and resources so that the teachers are further equipped to support the student, and if necessary, develop an IEP
- At the family's request, the student attends sessions on a weekly basis with members of the Learning Support Teachers (LST) Team during school days by being withdrawn from mainstream classes. The main focus of such "pull-out" sessions is to further support the student on specific areas for growth
- Meetings between the SCD Coordinator and the LST Team are held on a weekly basis to monitor the student's progress
- Cases of students with severe learning challenges, who as a result of physical or mental health issues cannot attend the regular programme of courses at school for a long time, an alternative way of education may be offered. A 'Home-taught' status for a student is subject to approval by the Greek Ministry of Education and certain requirements regarding assessment are to be met

Collaboration between family and school is established through frequent communication and conferences to discuss the student's progress and develop additional support strategies for parents.

Collaboration between subject teachers and LST team is consistent as it is the LST team's responsibility to prepare IEPs in collaboration with subject teachers, monitor the student's progress and offer guidance in implementing any accommodations proposed. Also, LST team members attend parent-teacher conferences, offer feedback on student's progress at the end of each term and at the end of the academic year.

Social, emotional and behavioural challenges

Accommodations

Primary Prevention Programmes

Primary Prevention Programmes are designed to safeguard mutual respect, tolerance and inclusion for all members of the student body within and outside the school community.

Primary Prevention Programmes are conducted in the form of in-class workshops for all students aiming at developing and empowering social and emotional skills among them, in response to the developmental needs in adolescence.

These include:

In MYP 2: Internet and Social Media: Cyberbullying /Cybergrooming / Benefits and Safety Issues.

In MYP 3: Recognizing Peer Pressure: Methods of Dealing with it.

In MYP 4: Introduction to School Vocational Guidance (Cooperation with CGS for Student Success), Cultivating Self-Awareness and Personality Growth: Creation of Personality Boxes - Demonstration of Personality Traits using Drama Therapy Technics (Cooperation with instructors of Visual Arts)

In MYP 5: School Vocational Guidance: Investigating the factors that affect decision making: Workshops exploring Personality / Values /Abilities (Cooperation with CGS for Student Success)

Identification of needs and support

Referral to the SCD is made following a request on the part of the MYP administrative and/or academic staff or the parents of a student. When the family of the student does not make the request, formal consent is required prior to the referral to the SCD.

Following consistent observation on the part of subject teachers and/or other members of the academic staff, if it is believed that a student may be in need of psychological support, the procedure is as follows:

- The teacher/tutor/other member of academic staff informs the Year advisor/deputy Principal, Principal. More data is collected regarding the particular student
- A meeting is held between the tutor/teachers, a member of Middle School leadership team, and a member of the SCD to discuss the student's behavior and emotional state

- A meeting with the student’s family is held to establish a close collaboration by sharing information in order to agree on a suitable course of action i.e., referral for a psychological evaluation, in-school sessions to further explore the student’s needs and provide support, counselling to parents/legal guardians.
- Following the psychological evaluation, or the in-school sessions, a follow-up meeting with the family is held to reassess the situation and agree on a suitable support plan such as in-school psycho-educational sessions or seeking counseling privately. Parents/legal guardians are given further guidance/counselling services, as required.
- Meetings are held at regular intervals between the school psychologist and the teachers of the student to discuss the student’s progress and provide additional support in terms of strategies and resources so that the teachers are better equipped to support the student
- Regular meetings with the family are held to discuss the student’s progress and provide counseling, if necessary
- At the same time educational psychologists may collaborate with other special and competent authorities regarding the cases they monitor i.e., cooperation with public or private bodies, psychotherapists, child psychiatrists.

Teacher support

At CGS we raise faculty awareness of the academic as well as social and emotional needs of all students, and especially those who experience learning or social and emotional challenges and provide training to successfully implement and support student learning and well-being.

Teacher support is offered in the form of annual end-of-year meetings held between the PYP, MYP administration and the SCD Coordinator to ensure a smooth transition of students from primary to secondary education. Information is communicated regarding special educational needs, emotional needs or other physical and/or mental challenges.

Further support is available individually for members of the academic staff who wish to receive guidance and/or training as to how best to empower their students, adopt good practices in their classroom fostering inclusion, and encouraging all students to reach their full potential.

Resources and professional development opportunities are available to further support academic staff.

Parent/legal guardian support

Parents/legal guardians have unique knowledge of their child. Therefore, parents have much to contribute to their child’s learning should s/he be included in the learning support plan. In order to provide the best possible support for students, the parents need to be supportive of the learning targets and actions to be taken by the school.

Apart from support offered to parents regarding matters of academic or emotional nature, the SCD may further support parents and legal guardians by offering workshops and presentations regarding social and

emotional support.

All staff members of the SCD are available during Parent-Teacher conferences to provide feedback and/or counseling as necessary.

Assessment_Inclusive access arrangements

Students with identified access requirements receive arrangements according to their needs, both in in-school exams or IB assessment procedures such as e-assessment, on-screen exams, etc. The access arrangements are subject to guidelines by the Greek Ministry of Education, as well as IB policies.

The IB MYP Coordinator:

- communicates documentation of learning differences to IBIS for MYP year 5 students as appropriate
- communicates the approved interventions and accommodations to all stakeholders
- ensures that the approved interventions and accommodations are implemented for IB MYP assessments.

CGS fully adheres to regulations stipulated by the Ministry of Education and accommodations proposed are made accordingly. These include among others:

- Students who are officially recognized as SEN students are provided with additional time during assessment tasks, and are complementarily examined orally
- Clear instructions, questions and explanations are provided as necessary
- Focus is placed on the content (ideas, information) communicated by the student rather than the structure and the use of the language used in the response.

INCLUSION IN DP

Identification of needs and support in DP

At the beginning of the school year all first year DP students and parents are informed about the school's Inclusion policy and subsequently informed by the school in writing on the IBO procedure regarding special arrangements.

If requested, meetings can also be arranged for students and parents with the SCD for an initial discussion to identify any difficulties that students may face. Parents are then instructed to provide formal medical or psychological supporting documents indicating the specific category and level of accommodation required. The request for Special Arrangements is then submitted electronically through IBIS along with the relevant documentation for approval.

In the interim, until formal approval is received, the school provides SEN students' accommodations including extra time, a reader and the use of a word processor, in special cases during internal school exams.

Once approval is received, teachers, parents and students are notified about the inclusive assessment arrangements. The specific accommodations are applied to their internal school exams as outlined in the IB acknowledgment. For example, additional time (10% , 25% or 50%) in written examinations, additional time (25%) in oral examinations , reader, breaks, use of word processor with or without spell checker , additional time (25%, 50%) for producing written responses in listening examinations, additional time for listening, use of a calculator, so that students are able to familiarize themselves with them. Subject teachers, personal tutors and the DP Leadership team are also informed and meet for discussion/feedback to make appropriate learning and assessment decisions.

All teachers and personal tutors are encouraged to refer any student they feel is facing learning challenges to the SCD, throughout the school year, as well.

Other Arrangements & Procedures

Prior to students' selection of their DP subjects and levels, parents and students meet with the DP Leadership team and SCD to discuss the most appropriate subject/level combination for the students, that allow them to demonstrate their strengths. In some cases, CGS can also consult directly with the IB Assessment Centre before finalizing or confirming a candidate's subjects.

Roles and Responsibilities

- The DP Coordinator is responsible for approving and submitting the request for special arrangements to the IBO and for ensuring that such arrangements are also applied to all formal internal school exams. The DP Coordinator is responsible to arrange for appropriate seating to meet the needs of SEN candidates in the exams.
- The DP Leadership Team is responsible to inform the teachers about students with special arrangements in their class and the nature of the student's needs.
- The teachers should be informed of the students with special arrangements who are in their class and

should work closely with the SCD and the DP Leadership Team on how to best teach and assess these students.

- The parents are responsible to inform the DP Coordinator prior to students' selection of their DP subjects, if there is a history of a difficulty that may lead to special arrangements requirements and provide adequate supporting documents.
- The students are encouraged to be fully aware of their inclusive access arrangements and collaborate with the school on the listed procedures.
- The SCD is responsible for establishing a close and ongoing collaboration with the student, their parents and personal tutor and to organize inclusion seminars for teachers and parents when needed.

Link to other CGS policies

Admissions

At CGS we admit students with learning challenges on condition that they can be supported within the learning support structures at CGS. Admissions decisions are made by the school principals and IB coordinators in consultation with the SCD personnel. Admissions decisions are based upon review of the student admissions documents, including the CGS admissions forms, an Individualized Educational Plan (IEP) or corresponding documentation, and other related documents.

Academic Integrity

The Academic Integrity Policy clearly states what the rights and responsibilities of all students are regarding produced work, offers guidelines for referencing work. In addition, presentations and workshops are held to support students in understanding and implementing appropriate academic integrity strategies.

Language Policy

Language support provided for students who are not proficient in the language of instruction includes students attending classes in Greek as an Additional Language. In collaboration with the librarian and the personal tutor/ homeroom teacher, who is responsible for the student, the school could provide educational support and guidance for the student, when needed. Additionally, students can choose (where possible and appropriate) to work from multilingual sources, including their mother tongues.

Assessment Policy

Students with identified access requirements receive arrangements according to their needs, both in in-school exams or IB assessment procedures such as e-assessment, on-screen exams, etc. The access arrangements are subject to guidelines by the Greek Ministry of Education, as well as IB policies.

Communication and review

The CGS IB Whole School Access and Inclusion Policy was compiled by a committee consisting of the IB PYP, MYP, DP Coordinator, the School Counseling Department Coordinator, the Learning Support Teachers

team, and other members of the academic staff.

The policy is reviewed regularly as part of the IB curriculum review cycle and the whole-school development plan in terms of student learning. It is informed by relevant research in the field and all relevant publications issued by the IBO. It is also informed by all relevant guidelines of the Greek Ministry of Education and is to be approved by the Bureau of Secondary Education.

The Access and Inclusion policy is regularly communicated to the body of students and their families as well as academic and administrative staff. It is also available on the school website.

The review process was completed in June 2022.

Resources

Access and Inclusion Policy (updated 2022)

The IB Guide to Inclusive Education: a resource for whole school development (2019)

Learning Diversity and Inclusion in IB programmes (updated 2020)

Meeting Student Learning Diversity in the Classroom (2019)

Using UDL in the IB classroom (2016)

UDL guidelines: udlguidelines.cast.org

Universal Design for Learning (UDL): www.cast.org