

3. Access and Inclusion Policy

School Mission Statement

The mission of the Music School of Thessaloniki is to foster 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.

Specifically, it helps students:

- a) To become free, responsible, democratic citizens, to defend the national independence, and territorial integrity of the country, as well as democracy. To be inspired by love for humanity, life, and nature, guided by faith in our country, and the principles of Christian Orthodox tradition. Their religious freedom is inviolable.
- b) To cultivate and develop their mind and body, inclinations, interests, and skills. To acquire, through their school education, a social identity and consciousness, understanding and recognizing the social value and equality of both intellectual and manual labour. To be informed and trained in the proper, beneficial and sustainable use of the modern world's resources, as well as the values of our folk tradition.
- c) To develop creative and critical thinking as well as a sense of collective effort and cooperation, so that they take initiatives and, with their responsible participation and integrity, contribute decisively to the progress of our country and society as a whole.
- d) To understand the importance of art, science, and technology, to respect human values, and to preserve and promote our country's cultural identity.
- e) To nurture a spirit of friendship and collaboration with all peoples worldwide, aspiring towards a just, peaceful, and better world.

International Baccalaureate Organization (IBO) 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 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."

Purpose of the Access and Inclusion Policy

The IB education is aligned with Universal Design for Learning¹ (UDL), a framework that aims to create flexible and accessible learning environments that support the diverse needs of all students, including those with disabilities and/or special educational needs, from varied cultural

and linguistic backgrounds. Inclusive arrangements are a key part of implementing UDL, as they apply its principles through strategies like differentiated instruction and varied assessments. These arrangements ensure all learners can engage meaningfully with the curriculum, helping educators create equitable and inclusive classrooms and are in complete alignment with the principles of IB education.

The purpose of this policy is to ensure that students, parents, teachers and administrators are aware of and understand the *IB Access and Inclusion Policy (2022)* for the IB Diploma Programme.

Music School of Thessaloniki 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)*.

Philosophy

The Music School of Thessaloniki recognizes that students come from a wide range of backgrounds and have diverse learning and assessment needs. Through our school programme, we seek to develop students who are inquirers, knowledgeable, caring, and active life-long learners who are compassionate and open-minded to the views of others. We believe that all students, regardless of having a diagnosed special educational need and/or disability, are entitled to an education that fits their individual needs. Through the International Baccalaureate Programme, our school strives to give every student the best possible chance to maximize his/her learning abilities. Accommodations and modifications will be provided to meet student needs in an individualized manner according to their official diagnosis, Greek law, and IB regulations.

Definition

As per the *Access and Inclusion Policy (IBO 2022)*, “**barriers** are all the obstacles that may prevent or disadvantage a student from participating or effectively engaging in their learning and teaching and assessment. While learners may experience any number of fleeting or transient barriers (see Appendix 1) that may disturb their learning for a few days (such as an emotional barrier due to an altercation with peers, or a medical issue), access and inclusion needs to be considered when it is observed that a learner is facing a long-term challenge (such as barriers in the areas of reading, hearing or mental health). For medical issues, an illness or condition that lasts for more

than 12 weeks is usually considered chronic and the school should consider access arrangements for learning, teaching and assessment where required. Access arrangements should remove or reduce barriers that impact the educational journey of a student.”

Responsibilities of the School

Students who require inclusive assessment arrangements may have learning support requirements due to one or more of the following¹:

- Autism spectrum/Asperger’s syndrome
- Learning disabilities
- Medical conditions
- Mental health issues
- Multiple disabilities
- Physical and/or sensory challenges
- Social, emotional and behavioral difficulties
- Specific learning difficulties
- Speech and/or communication difficulties

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.

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.*

¹ *Candidates with assessment access requirements (IBO 2009, updated 2014)*

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.

Alignment with Admissions Policy and Mission Statement

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.

Links to the Programme standards and practices (IBO 2018, updated 2024)

Standard: Environment - Student support (0202)

- **Student support 1: The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)**

Student support 1.5: The school uses programme documentation to inform the use and/or design of learning spaces which allow for flexibility and collaboration. (0202-01-0500)

DP 1: The school complies with IB assessment requirements with regards to the security administration of examination materials, and the provision and delivery of access arrangements. (0202-01-0531)

- **Student support 2: The school identifies and provides appropriate learning support. (0202-02)**

Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)

Student support 2.3: The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)

Student support 2.4: The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)

Standard: Culture (0301)

- **Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)**

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

Standard: Learning - Approaches to teaching (0403)

- **Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)**

Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100)

Approaches to teaching 5.3: Teachers use IB-mandated policies to support students. (0403-05-0300)

Standard: Learning - Approaches to assessment (0404)

- **Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)**

Approaches to assessment 3.2: The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)

Process for Review

The school is committed to ensuring that inclusive practices adhere to this policy. If school practices differ from the stated policy or if the relevant IB policies and/or Ministry of Education policies are updated, this document will be revised to accurately reflect the current situation. Reviews will also include feedback from teachers' practices to stay relevant and consistent.

This policy was put together by Alexandra Mauridou, Head of School and Gerasimoula Papandrikou, IBDP Coordinator.

This document was presented and discussed with the academic staff at a meeting in February 2026 and the final revised version will be posted on the School's website <https://msth.gr/>.

The revision process will begin again in February 2027.

Bibliography/Related documents

"Law 4823/2021 (Coded) - ΦΕΚ Α 136/03.08.2021." (Κωδικοποιημένος) - ΦΕΚ Α 136/03.08.2021, www.kodiko.gr/nomothesia/document/739038/nomos-4823-2021. Accessed 24 July 2025.

"Ministerial decision Φ.251/22806/Α5/2021." ΦΕΚ Β 897/08.03.2021, www.kodiko.gr/nomothesia/document/676340/yp.-apofasi-f.251-22806-a5-2021. Accessed 24 July 2025.

Access and Inclusion Policy (IBO 2022)

Diploma Programme Assessment Procedures (IBO 2022)

Learning diversity and inclusion in IB programmes (2019)

Meeting Student Learning Diversity in the Classroom (IBO 2019)

Programme standards and practices (IBO 2018, updated 2024)

Universal Design for Learning (IBO 2016)

Appendix 1 (Access and Inclusion Policy, IBO 2022)

Primary and secondary barriers and their associated sub-areas are as follows. This is not an exhaustive list and there may be barriers not included that IB World Schools will be able to communicate to the IB for requests for access arrangements.

<i>Primary or secondary barrier</i>	<i>Sub-area</i>
<i>Additional language (first or best language is not the language of instruction)</i>	<i>English/French/German/Japanese/Korean/Spanish (the IB response languages) as an additional language (first or best language is not the language of instruction)</i>
<i>Cultural variations</i>	<i>New or unfamiliar environmental contexts</i>
	<i>Socio-communication</i>
<i>Hearing</i>	<i>Mild or moderate hearing loss</i>
	<i>Severe or profound hearing loss</i>
<i>Intellectual exceptionalities</i>	<i>Cognitive delays</i>
	<i>Gifted and talented</i>
<i>Movement and coordination</i>	<i>Fine motor</i>
	<i>Neurological (cerebral palsy)</i>
	<i>Oral/verbal</i>
	<i>Physical/spatial</i>
<i>Medical</i>	<i>Asthma</i>
	<i>Cancer</i>
	<i>Crohn's disease/irritable bowel syndrome (IBS)</i>
	<i>Diabetes</i>
	<i>Epilepsy</i>
	<i>Muscular dystrophy</i>
<i>Mental health</i>	<i>Rheumatism</i>
	<i>Anxiety</i>
	<i>Depression</i>
	<i>Eating disorder</i>
	<i>Obsessive compulsive disorder</i>
	<i>Post-traumatic stress</i>
<i>Numeracy</i>	<i>Mathematical anxiety</i>
	<i>Numerical operations/Mathematical fluency</i>
<i>Processing</i>	<i>Attention and executive processing</i>
	<i>Auditory processing</i>
	<i>Information processing</i>
	<i>Language processing</i>
	<i>Long-term retrieval</i>

	Scotopic sensitivity (<i>Irlen syndrome</i>)
	Short-term memory
	Visual–motor
	Visual–spatial
	Working memory
<i>Reading</i>	Reading comprehension
	Reading fluency
	Seeing Blindness (total)
	Colour blindness
	Low or partial vision
	Nystagmus
<i>Social–emotional</i>	Emotional disturbances (depressive, stress, etc.)
	Gender identity related
	Neurodevelopmental (autism, Asperger’s, etc.)
	Sexuality related
	Withdrawal/isolation
<i>Speech and language</i>	Expressive language
	Receptive language
	Stammer/stutter
<i>Writing</i>	Handwriting/typing speed
	Spelling
	Written expression/fluency

2.4 The following table lists some examples of some primary barriers, their sub-areas and the associated secondary barriers.

	Primary barrier	Sub-area of primary barrier	Secondary barrier	Sub-area of secondary barrier
<i>Student 1</i>	<i>Processing</i>	<i>Language processing</i>	<i>Social–emotional</i>	<i>Withdrawal/isolation</i>
<i>Student 2</i>	<i>Reading</i>	<i>Reading comprehension</i>	<i>Processing</i>	<i>Working memory</i>
<i>Student 3</i>	<i>Reading</i>	<i>Reading fluency</i>	<i>Reading</i>	<i>Reading comprehension</i>
<i>Student 4</i>	<i>Social–emotional</i>	<i>Gender identity related</i>	<i>Mental health</i>	<i>Anxiety</i>
<i>Student 5</i>	<i>Cultural variations</i>	<i>Socio-communication</i>	<i>Social-emotional</i>	<i>Emotional disturbances</i>

<i>Student 6</i>	<i>Speech and language</i>	<i>Expressive language</i>	<i>Writing</i>	<i>Writing fluency</i>
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