



INCLUSION POLICY

*"Schools should accommodate all children
regardless of their physical, intellectual, social, emotional, linguistic
or other conditions,"*

(UNESCO. The Salamanca Statement and Framework for Action on Special Needs Education. UNESCO, 1994)

***The policy is annually reviewed and revised by IBDP Coordinator, Group
Representatives and Faculty members - Current version September 2025***

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.”

Pierce - The American College of Greece Mission Statement

“The mission of Pierce is to provide a holistic education to form intellectually independent, morally responsible, socially engaged global citizens. “Non ministrari sed ministrare” (“Not to be served but to serve”) defines our institutional character and our aspiration for our students.

Pierce – Inclusion as a Fundamental Aspect of IB Practices Fostering a Culture of Dignity and Respect

The School regards inclusion as integral to the International Baccalaureate’s mission of developing internationally minded learners, defining it not as assimilation into fixed frameworks but as the systematic removal of barriers to full participation. It is founded on the conviction that every learner has unique potential and that equitable access is the shared responsibility of the whole school community. Inclusion is realised through differentiated pedagogy, affirmation of identity and voice, and a culture of dignity and respect. In alignment with IB standards, Pierce provides sustained professional development in inclusive practices and Universal Design for Learning (UDL), and fosters collaboration among educators, families, and students to design personalised strategies that promote well-being and ensure both academic success and personal growth.

VALUES

The Inclusion Policy affirms Pierce’s commitment to diversity, equity, and social justice, recognising learner variability as the norm and ensuring that all students —regardless of ability, language, culture, gender identity, or socio-economic background— have equitable access to high-quality education. Aligned with the International Baccalaureate mission, diversity is viewed as a strength that enriches the community and promotes intercultural understanding. Following *Learning Diversity and Inclusion in IB Programmes* (IBO, 2016) and *Meeting Student Learning Diversity in the Classroom* (IBO, 2019), inclusion is understood as an ongoing process of removing barriers and enabling participation through identity affirmation, recognition of prior knowledge, and appropriate challenge and support. At Pierce, these principles are enacted through Universal Design for Learning (UDL) and differentiated practice, ensuring fairness, transparency, empathy, and shared responsibility in empowering all learners to participate fully and achieve excellence.

PURPOSE

The purpose of this Inclusion Policy is to provide clear and consistent guidelines for inclusive practice across the School, providing a framework to identify and remove barriers to learning and to support students facing challenges. Informed by *Learning Diversity and Inclusion in IB Programmes* (IBO, 2016) and *Meeting Student Learning Diversity in the Classroom* (IBO, 2019), it affirms inclusion as a whole-school process that enhances teaching and learning for all. In assessment, it aligns with the *Diploma Programme Assessment Procedures* and the *Access and Inclusion Policy* (IBO, 2022), ensuring fairness, validity, and consistency between classroom accommodations and IB examinations, including authorisation of access arrangements. More broadly, it promotes a collaborative, school-wide approach in which all educators and leaders share responsibility for equitable access and inclusion, integrating IB standards with national legislation (Greek Law 3699/2008, as amended by Laws 4823/2021 and 897/2021).

PRINCIPLES

The principles of this Inclusion Policy align with the International Baccalaureate’s commitment to equitable access and the ethical standards of The American College of Greece. Inclusion is defined as a continuous process of expanding access and participation by removing barriers to learning (*Learning Diversity and Inclusion in IB Programmes*, IBO, 2016). It upholds every learner’s right to equitable opportunities to achieve their potential while maintaining high expectations and values diversity as a source of enrichment. These principles are implemented through Universal Design for Learning (UDL) and differentiated instruction, providing multiple means of engagement, representation, and expression (*Universal Design for Learning*, IBO, 2016; *Meeting Student Learning Diversity in the Classroom*, IBO, 2019). Inclusion is a shared responsibility across the school community, with student agency and voice central to shaping meaningful learning experiences.

IMPLEMENTATION

The implementation of this Inclusion Policy is based on systematic, sustainable practices that ensure equitable access to curriculum, teaching, and assessment, maintaining consistency between classroom accommodations and IB-authorized arrangements. In line with *Learning Diversity and Inclusion in IB Programmes* (IBO, 2016) and the *Access and Inclusion Policy* (IBO, 2022), inclusion is enacted through proactive measures that remove barriers and affirm student identity. Core strategies include differentiated instruction, scaffolded learning, flexible grouping, and the systematic application of Universal Design for Learning (UDL) to provide multiple pathways for engagement, representation, and expression. Barriers are identified early through teacher observation, formative assessment, and collaboration with families, leading to the development of Student Support Plans (SSPs) with clear, regularly reviewed targets. Faculty engage in ongoing professional development in inclusive practices, supported by external expertise, while assistive technologies and accessible resources enhance participation. Emphasizing well-being, resilience, and agency, the School upholds inclusion as a collective responsibility shared by educators, families, and students, integral to the IB mission of developing internationally minded lifelong learners.

A. Inclusion Policy – Conceptual Foundation

This Inclusion Policy articulates Pierce – The American College of Greece’s institutional commitment to providing equitable access, participation, and success for every learner. It outlines the philosophical foundations, procedures, and responsibilities that ensure inclusion is central to the school’s culture and practices. Grounded in the International Baccalaureate (IB) mission and aligned with Greek legislation, this policy frames inclusion as the systematic identification and removal of barriers to learning so that all students —regardless of ability, language, culture, gender identity, or socio-economic background— can thrive academically and personally. Furthermore, it establishes clear expectations for teachers, administrators, students, and families, it promotes professional development in inclusive pedagogy and Universal Design for Learning (UDL) and it guarantees that classroom arrangements are consistent with IB-authorized access accommodations. The Inclusion Policy also supports continuous review, evidence-based improvement, and transparent collaboration among all members of the school community. Through this framework, Pierce advances its mission to cultivate compassionate, independent, and globally minded citizens who uphold dignity, respect, and social responsibility in every aspect of learning and community life.

Inclusion

Inclusion is understood as an *ongoing process* that expands access and engagement for all learners by systematically identifying and removing barriers (IBO, 2016). It is rooted in human rights and educational equity, emphasizing that every learner possesses inherent dignity and the capacity for growth. Learning diversity is embraced as an enrichment of the community and a driver of innovation in pedagogy. Pierce operationalizes this philosophy through Universal Design for Learning (UDL) and differentiated instruction, ensuring multiple means of engagement, representation, and expression (CAST, 2018; IBO, 2016). Faculty collaborate with families, students, and specialists to design responsive environments that affirm identity, foster agency, and sustain well-being.

Definition: Students Facing Learning Challenges

In alignment with the International Baccalaureate’s *Access and Inclusion Policy* (IBO, 2022) and the school’s commitment to equity, dignity, and social justice, students facing learning challenges are defined as learners who encounter barriers —temporary or long-term— that hinder their access to, engagement in, or progress through learning. These barriers may be cognitive, physical, sensory, emotional, linguistic, socio-economic, or contextual in nature, and necessitate differentiated support to ensure equitable educational opportunity and personal growth (IBO, *Learning Diversity and Inclusion in IB Programmes*, 2016; *Meeting Student Learning Diversity in the Classroom*, 2019).

This terminology reflects the global shift from “Special Educational Needs (SEN)” to a more inclusive and human-centered perspective, recognizing that diversity is the norm and that learning differences are a natural expression of human variation (UNESCO, 2020). Within this framework, students are not defined by their diagnoses or difficulties, but by the educational responses and environmental adaptations required to remove barriers and enable them to thrive.

Categories of Students Facing Learning Challenges

Students with Specific Learning Differences: Learners with neurodevelopmental profiles such as dyslexia, dysgraphia, dyscalculia, dyspraxia, ADHD, or autism spectrum conditions. These students benefit from explicit instruction, metacognitive scaffolding, multi-sensory teaching, and structured routines that support attention and processing (IBO, 2016; Ritchhart et al., 2011).

Students with Physical or Sensory Impairments: Learners with physical disabilities, chronic medical conditions, or sensory differences (e.g., hearing or visual impairments) that require assistive technologies, adaptive equipment, or environmental modifications. Inclusive practice ensures their full participation in all school activities, in accordance with *Greek Law 3699/2008* (as amended by Laws 4823/2021 and 897/2021) and IB standards (IBO, *Access and Inclusion Policy*, 2022).

Students Experiencing Social, Emotional, or Mental Health Challenges (SEMH): Learners whose social or emotional well-being affects learning—such as those experiencing anxiety, depression, or trauma. Inclusive education addresses these needs through safe environments, individualized support, and a focus on well-being frameworks such as PERMA (Balica, 2022).

Students from Linguistically or Culturally Diverse Backgrounds: Learners acquiring the language of instruction or adapting to new cultural contexts. Strategies include translanguaging, visual scaffolds, and culturally responsive pedagogy that validates prior knowledge and fosters intercultural understanding (IBO, *Language and Learning in IB Programmes*, 2020).

Students Facing Socio-Economic or Environmental Barriers: Learners whose access to learning may be impacted by economic hardship, displacement, or unstable home conditions. Schools address these challenges through pastoral care, community engagement, and equitable access to materials and learning opportunities (IBO, 2019).

Charismatic, Gifted, or Talented Students: Learners who demonstrate exceptional intellectual, creative, or leadership potential. Often referred to as *charismatic students*, they may experience challenges related to under-stimulation, perfectionism, or socio-emotional imbalance. Inclusive practice provides differentiated enrichment, inquiry-based learning, mentorship, and social-emotional guidance to foster both excellence and empathy (Renzulli, 2016; VanTassel-Baska & Hubbard, 2016; Neihart et al., 2016).

Students Facing Temporary or Situational Barriers: Learners temporarily hindered by illness, injury, or family circumstances. Flexible assessment procedures, adjusted deadlines, and short-term access arrangements ensure continued engagement (IBO, 2022).

Foundations of Inclusion

Inclusion at Pierce is both a value system and an educational process that ensures every learner's dignity, agency, and potential are recognized and supported. It is guided by four interdependent pillars: equity, diversity, access, and participation.

Equity and Social Justice – Learning opportunities and resources are distributed fairly so that each student can achieve success according to their needs, not their circumstances.

Respect for Diversity – Differences in culture, language, ability, and identity are recognized as strengths that enrich collective understanding and global citizenship.

Access and Participation – Barriers to learning are proactively identified and removed through differentiated instruction, flexible assessment, and UDL principles that provide multiple pathways for engagement, representation, and expression.

Shared Responsibility – Inclusion is the collective duty of the entire school community —leaders, teachers, students, and families— working in partnership to promote belonging and well-being.

These principles align with *Learning Diversity and Inclusion in IB Programmes* (IBO, 2016) and *Meeting Student Learning Diversity in the Classroom* (IBO, 2019) affirming that inclusion is a continuous process of reflection and growth rather than a fixed goal.

Pierce’s inclusive culture rests on:

- A belief that diversity is the norm and an asset to learning.
- A commitment to fairness, transparency, and empathy in all academic and pastoral decisions.
- An insistence that expectations remain for all learners while support is individualized and responsive.
- An emphasis on professional learning that equips faculty to employ evidence-based inclusive strategies across curricula and assessments.

Through these foundations, the school ensures that inclusion is not limited to policy compliance but is lived daily —in classrooms, advisory relationships, and community engagement.

B. Implementation Framework

Practical Strategies

Inclusion is realized through a coordinated set of practices embedded in curriculum design, instruction, and assessment.

a. Differentiated Instruction and Assessment

Teachers adapt content, process, and product according to learner readiness, interest, and profile (Tomlinson, 2017). Assessment methods —formative and summative— are flexible and aligned with IB requirements to ensure fairness and validity.

b. Universal Design for Learning (UDL)

Classrooms follow UDL guidelines, offering varied means of participation, visual and auditory supports, and technology-enabled accessibility. This proactive approach minimizes the need for reactive accommodations.

c. Early Identification and Student Support Plans (SSPs)

Barriers to learning are identified through observation, dialogue, and formative data. Where necessary, the IB DP Coordinator and School Psychologist, in collaboration with teachers and parents, draft an SSP outlining specific strategies, access arrangements, and review timelines.

d. Professional Development

Faculty engage in continuous training in inclusive education, UDL, and culturally responsive pedagogy through certified workshops and IB programmes. Professional learning communities share practice and review student progress to maintain consistency across subjects.

e. Collaboration and Communication

Inclusion depends on open, respectful communication. Regular meetings between teachers, coordinators, and families ensure shared understanding of goals and adjustments. External experts may be consulted when specialized interventions are required.

f. Access Arrangements and Examination Consistency

Classroom accommodations —such as extra time, rest periods, use of assistive technology, readers, or scribes— mirror IB-approved access arrangements. The IB DP Coordinator ensures all requests to the IB are evidence-based, documented, and aligned with both national regulations and IB policies.

g. Student Agency and Well-Being

Students are encouraged to participate actively in setting learning goals and evaluating progress. Well-being frameworks, such as the PERMA model (Balica, 2022), support resilience and positive engagement.

h. Data Protection and Confidentiality

All records concerning students facing learning challenges are securely stored and managed in accordance with GDPR requirements and the school's data-protection policy.

Through these structures, Pierce ensures that inclusion is systemic, sustainable, and measurable. Inclusive practices are not limited to individual interventions but are embedded in every dimension of school life —curriculum planning, classroom interaction, assessment design, and community partnership.

C. Procedures for Identifying and Supporting Diverse Learning Needs

Pierce follows a structured, transparent, and compassionate process to ensure that every learner experiencing barriers to learning receives timely and effective support. These procedures comply with IB Access and Inclusion Policy (IBO, 2022) and Greek Law 3699/2008 (as amended by Laws 4823/2021 and 897/2021).

I. Students with Pre-Existing Diagnose

For students who enroll with officially recognized documentation of learning challenges (e.g., from K.E.D.A.S.Y. or another accredited diagnostic center), the following process applies:

1. **Submission of Documentation:** Parents/guardians submit the official diagnostic report to both the IB DP Coordinator and the School Psychologist at the time of enrollment or immediately thereafter. Reports must specify the type of learning challenge and recommended accommodations.
2. **Verification and Confidential Record:** The IB DP Coordinator and School Psychologist jointly review the report's validity, ensuring compliance with IB and national standards. Records are stored securely and handled according to GDPR and the school's data protection policy.
3. **Collaborative Review Meeting:** A meeting is convened involving the IB DP Coordinator, School Psychologist, Lyceum Director, relevant subject teachers, and parents to discuss the student's needs and plan appropriate accommodations. This collaborative review ensures coherence between academic and emotional support.
4. **Development of the Student Support Plan (SSP):** Under the joint coordination of the IB DP Coordinator and School Psychologist, an SSP is drafted. It outlines the student's strengths, identified barriers, recommended access arrangements, and teaching strategies. The plan is reviewed at least once per semester.
5. **Implementation in the Classroom:** Subject teachers apply the accommodations and differentiated strategies outlined in the SSP, following the principles of Universal Design for Learning (IBO, 2016). The IB DP Coordinator monitors consistency across subjects, while the School Psychologist provides guidance on emotional and behavioral aspects.
6. **IB Authorization of Access Arrangements:** The IB DP Coordinator is responsible for submitting official requests for access arrangements through IBIS, ensuring that practices in everyday teaching align with IB-approved accommodations.
7. **Ongoing Monitoring and Evaluation:** The IB DP Coordinator and School Psychologist jointly review progress based on teacher feedback and formative assessments. Adjustments to the SSP are made collaboratively as needed.

II. Students Without a Prior Diagnosis

For students who have not been diagnosed but demonstrate persistent barriers to learning, the School employs a proactive, multi-step process:

1. **Teacher Observation and Documentation:** Teachers record observed patterns of difficulty (e.g., concentration issues, written output challenges, comprehension delays) and trial initial classroom strategies.
2. **Initial Differentiation and Support:** Teachers implement differentiated instruction and low-level interventions to evaluate the student's responsiveness (IBO, *Meeting Student Learning Diversity in the Classroom*, 2019).
3. **Referral to the IB DP Coordinator and School Psychologist:** If challenges persist, the teacher communicates concerns to the Tutor and formally refers the case to the IB DP Coordinator, who collaborates with the School Psychologist to initiate the next steps.
4. **Preliminary Review and Parental Communication:** The IB DP Coordinator contacts the parents to discuss observations, explain the school's concern, and obtain consent for further assessment. The School Psychologist may conduct a screening or recommend an external evaluation.
5. **Interim Support Measures:** Pending official diagnosis, the IB DP Coordinator ensures that provisional accommodations are in place—such as additional time, oral assessments, or structured guidance—so that learning continues equitably.
6. **Formal Evaluation and SSP Creation:** Once a diagnostic report is received, the IB DP Coordinator and School Psychologist collaboratively create or update the SSP and communicate the plan to all teachers.
7. **Follow-up and Review:** The IB DP Coordinator monitors academic progress and assessment performance, while the School Psychologist tracks emotional and behavioral aspects. Both report findings in the semester review process.

III. Students Transferring from Other Schools Without Documentation

When students transfer from another school and there is no available record of learning challenges, the following procedure applies:

1. **Initial Observation and Screening:** During the first weeks, teachers observe classroom participation, task completion, and assessment performance. Any emerging concerns are communicated to the IB DP Coordinator.
2. **Preliminary Collaboration:** The IB DP Coordinator organizes an internal meeting with teachers and the School Psychologist to review initial evidence and determine whether further investigation is needed.
3. **Parental Communication:** The IB DP Coordinator contacts parents to discuss initial observations, request background information, and—if necessary—obtain consent for diagnostic assessment.

4. **Observation and Support Period:** The student is monitored for 4–6 weeks while teachers implement basic differentiated strategies. Observations are documented and reviewed jointly by the IB DP Coordinator and School Psychologist.
5. **Evaluation and Documentation:** If learning challenges are confirmed, the School Psychologist recommends external assessment. Once a report is obtained, the IB DP Coordinator ensures that an SSP is drafted and shared with all teachers.
6. **Continuity of Support:** The IB DP Coordinator oversees the implementation of interim accommodations to maintain learning continuity. The School Psychologist provides individualized emotional and behavioral guidance.

Types of Access Arrangements in the IB DP

Access arrangements are individualized, authorized through the IB DP Coordinator, and aligned with IB policy. Common arrangements include:

1. **Additional time:** May be authorized for written examinations and for certain activities connected to internal assessment. Usually 25% more time is allowed for the candidate.
2. **Rest periods:** A candidate may be allowed supervised rest time, during which the candidate is not allowed to work on the examination.
3. **Information and communication technology:** Candidates may be allowed to use a computer to respond to a written exam. Only technology allowed by the IB may be used in any one particular written exam.
4. **Scribes:** A scribe is a person who writes down the dictated response of a candidate for external and/or internal assessments/exams if the candidate is unable to provide a response by hand or by computer.
5. **Readers:** A reader may read the examination paper and the candidate's response out loud. The reader must not explain or help in responding to the question/exam.
6. **Communicators:** For hearing impaired students a communicator is able to convey information through the use of lip-speaking, finger-spelling or sign language and may be used during examinations.
7. **Prompters:** For candidates with neurological or cognitive disabilities resulting in a severe attention problem, prompters can ensure that a candidate is paying attention to the examination.
8. **Modifications to examination papers:** For candidates with visual or hearing issues, modifications can be made to examination papers (braille, special print etc.).

9. **Audio recordings of examination papers:** The IB may provide an examination paper on a CD but is a limited service and only for exams with no visual material (illustrations, diagrams, tables or sketch maps).
10. **Audio recordings of responses to examination papers:** If a candidate is unable to make a handwritten or word processed response to an exam question (and a scribe is not a viable alternative), a candidate may be allowed to give an audio recorded response to an exam question.
11. **Transcription:** Transcription is justified when a candidate with a specific learning issue, or a physical disability has very poor handwriting skills and cannot use a computer. Transcription is not available to candidates with poor handwriting for whom some form of special need cannot be diagnosed through educational and psychological evaluation. Alternative venues for examinations: The IB may authorize a candidate to take an exam at home or in hospital if the candidate is too ill to attend school, but only if medical advice supports this decision.
12. **Extensions to deadlines:** In cases of illness or accident that prevents a candidate from completing work in time for the coordinator to submit the work to the extended time may be authorized. Assistance with practical work: For candidates with a physical disability the IB may authorize the candidate to have assistance with practical work (often confined to the requirements of internal assessment).

D. Roles and Responsibilities

School Leadership

- Ensures compliance with national legislation and IB standards.
- Promotes a culture of dignity, equity, and continuous professional learning.
- Allocates resources and time for faculty training in inclusive pedagogy.

IB Diploma Programme Coordinator

- Oversees implementation of the Inclusion Policy and access arrangements.
- Applies to IBO for authorization of student accommodations.
- Coordinates the drafting and review of Student Support Plans.
- Upholds confidentiality and ensures coherence between teaching and assessment.

School Psychologist

- Provides expert guidance in diagnosis, intervention, and emotional support.
- Collaborates on SSPs and monitors student well-being.
- Facilitates communication between families, teachers, and external professionals.

Teachers

- Implement inclusive classroom strategies and accommodations detailed in SSPs.
- Engage in continuous professional development in differentiation and UDL.
- Observe and document learning progress, communicating concerns promptly.

Tutors

- Coordinate support within their cohort and maintain regular communication with families.
- Ensure consistency of strategies among subject teachers.

Parents and Guardians

- Provide the school with relevant documentation and updates on their child’s learning needs.
- Collaborate with teachers and coordinators to support learning at home.
- Participate in review meetings and acknowledge shared responsibility.

Students

- Take an active role in understanding their learning profile and support plan.
- Communicate needs respectfully and seek guidance when necessary.
- Uphold school values and contribute to a supportive learning environment.

E. Review and Accountability

The Inclusion Policy is reviewed annually through a structured cycle to ensure its relevance and effectiveness.

Period	Action	Participants
January–February	Internal review of policy and procedures	IB DP Coordinator, Lyceum Director, School Psychologist, Head of School
March–May	Consultation and feedback from IB DP Faculty	Faculty members, IB DP Coordinator
June–July	Finalization and approval of revisions	School Leadership Team
September	Implementation and communication to community	All faculty and students

The review ensures alignment with updated IB guidelines, legal frameworks, and best practices in inclusive education. Continuous evaluation of student outcomes and staff feedback informs policy refinement. Pierce’s leadership commits to transparency, collaboration, and innovation in fostering an inclusive learning community.

F. Legal and Policy Context

Pierce's Inclusion Policy is implemented in full compliance with Greek educational legislation and the International Baccalaureate Organization (IBO) framework for Access and Inclusion. The following summarizes key national requirements relevant to students facing learning challenges, particularly in the non-IB programme, and ensures coherence across all school divisions.

Greek Educational Law – Summary of Requirements

Oral Examinations

Students officially diagnosed with learning differences (e.g., dyslexia, dysgraphia, or significant challenges in reading, writing, or mathematics) are entitled to oral examinations when written assessments do not adequately reflect their knowledge or skills.

1. A medical report must be issued by the National Centers for Diagnosis and Support of Students with Learning Disabilities (K.E.D.A.S.Y.) or other accredited pedagogical–medical centers of the Hellenic Ministry of Education.
2. The report must specify the nature of the learning difficulty, recommend the oral examination format, and state the time allocation for future assessments.
3. Students may elect to complete written examinations if they prefer; grades are combined in accordance with national regulations.

Students on the Autism Spectrum

Students diagnosed with autism spectrum conditions may also be examined orally or in writing, depending on the recommendation in their diagnostic report from K.E.D.A.S.Y. or an accredited center.

Procedures and Oversight

1. Oral examinations are administered by a faculty committee appointed by the Lyceum Director, chaired by the Director or Deputy Director, and comprising two subject specialists.
2. Grades are averaged to determine the final mark.
3. Examinations may take place in an alternative setting and, if necessary, with extended duration.

Communication with the IB Diploma Programme

Each year, the Deputy Director provides the IB Coordinator with an updated list of students in Grade 10 (A' Lyceum) who have inclusive access arrangements. Documentation accompanies this list to ensure alignment between national accommodations and IB practices. For entrance and scholarship examinations, eligible students are provided with 25% extra time as per Greek law.

Integration of IB and National Requirements

The school ensures consistency between IB and Greek frameworks through the following measures:

1. All accommodations approved under Greek law are considered when preparing IB access arrangement requests.
2. Diagnostic and supporting documentation meet both national and IB standards for validity and confidentiality.
3. The IB DP Coordinator verifies that inclusive classroom practices correspond to those authorized in IB examinations.
4. Faculty are trained to apply accommodations fairly and consistently across all programmes.

This integrated approach reinforces coherence, transparency, and fairness for all learners, ensuring that inclusion is not divided by programme boundaries but shared across the entire school.

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Pierce – The American College of Greece reaffirms its unwavering commitment to inclusive, equitable, and high-quality education for all learners. This policy serves as a living document—evolving through reflection, collaboration, and continuous improvement—and stands as a testament to the school's dedication to the principles of dignity, diversity, and lifelong learning.