



INTERNATIONAL
HELLENIC
UNIVERSITY



Plan for Equal Access for Persons with Disabilities and Persons with Special Educational Needs



1. Introduction – Purpose of the Plan

The Plan for equal access for Persons with Disabilities (PwD) and Persons with Special Educational Needs (SEN) of the International Hellenic University aims to ensure equal access to the Institution for students, teaching, administrative and other staff, as well as third-party visitors with disabilities and special educational needs.

The present Plan defines the objectives for equal access in accordance with the University's relevant policy, its scope of application, the main areas for action, the measures and actions for ensuring equal access and their implementation timeline, as well as the competent governing bodies and administrative units.

2. The Principal Objectives of the Equal Access Plan include:

- a.** physical accessibility of university premises and buildings,
- b.** access to the educational process and other educational activities,
- c.** digital accessibility,
- d.** support for integration into the labor market,
- e.** equal participation in all aspects of academic life.

3. Scope of Application

The present plan applies to the entire academic community (students, teaching, research and administrative staff), as well as third-party visitors to the University and it covers all of its services and facilities.

4. Measures and actions for equal access under each key strategic area – Implementation timeline

A. Needs Assessment

- 1.** Continuous identification of the characteristics and mapping of the needs of Students with Disabilities (SwD) and Students with Special Educational Needs (SEN) in each academic department, using appropriate tools (e.g., interviews, completion of recording forms, etc.), with the aim of matching needs with the specific characteristics of each study program.
- 2.** Continuous identification of the characteristics and mapping of the needs of PwD, using appropriate assessment tools.
- 3.** Submission of proposals and/or studies based on the needs assessment to the Institution's administration concerning the addressing of accessibility needs (physical and digital).

B. Physical Accessibility of University Premises and Buildings

- 1.** Buildings and surrounding areas are designed and adapted to facilitate the unhindered and safe use, stay, movement and mobility of persons with disabilities. Adaptation of building infrastructure through the installation and/or maintenance of ramps, inclined planes, handrails, lifts and platform lifts, as well as the appropriate configuration of common areas (classrooms, corridors) in accordance with the requirements of the applicable legislative framework. This also includes the maintenance and/or adaptation of accessible restroom facilities for PwD, and any other infrastructure necessary to facilitate the mobility of persons with physical and/or sensory disabilities.
- 2.** Signage of the University's facilities through the use of clear and easily identifiable signs and special signage (e.g. Braille signs), development of an accessibility map, and any other means of guided navigation for persons with physical and/or sensory disabilities.

3. Priority allocation of ground-floor spaces and spaces on floors of buildings equipped with lifts and platform lifts for teaching rooms and services intended to serve PwD.
4. Development of an emergency evacuation plan giving priority to PwD.
5. Provision of parking spaces for vehicles driven by or transporting PwD, as well as for their accompanying persons/ assistants.
6. Transportation services for SwD to and from the University.
7. Escort and mobility assistance services for SwD within the University premises.
8. Continuous monitoring and assurance of physical accessibility to administrative and public-facing services.

C. Accessibility to the Educational Process and Other Educational Activities

1. Implementation of an inclusive, student-centered, collaborative and experiential teaching and learning model.
2. Assessment of students' performance through methods adapted to the individual needs of each student with disabilities and/or special educational needs (oral and/or written examinations, option to participate in individual or group assignments, and alternative methods of examination and assessment).
3. Provision of assistive technology to SwD and SEN, as well as modifications, adaptations and/or individualized solutions that facilitate academic participation and engagement, according to the individual's disability and special educational needs.
4. Provision by the instructor of an accessible course outline and its key points in advance, allowing sufficient time for students to become familiar with relevant terminology and prepare questions and address any queries.

5. Accessibility of textbooks and all other forms of educational material, including mathematical expressions, images, diagrams and 3D objects, through the implementation of appropriate adaptations and the production of alternative formats of educational material (audio, tactile and audiovisual formats).
6. Provision of all types of educational material related to the same course through a common digital platform (e.g. a dedicated distance-learning platform or multimedia repository).
7. Provision of access, where required, to specially digitized textbooks through the AMELib service.
8. Training and support by specialist advisors (within the framework of a funded action) to Faculty Advisors for SwD, who in turn will act as the link between teaching staff, the Equal Access Unit, the SwD and SEN.
9. Integration of the disability dimension into all study programs and University policies.
10. Interpretation and remote interpretation services in Greek Sign Language.
11. Development of student volunteer support groups within each academic department to support the educational process.

D. Digital Accessibility

1. Accessibility of the University's websites in accordance with the applicable legislation and current international best practices, and evaluation of its accessibility through automated and observational methods.
2. Development and support of distance-learning methods for SwD.
3. Support for the digital accessibility of PwD to the Institution's administrative services.
4. Development and support of teleworking methods for PwD, in accordance with the applicable legislation.

E. Support for Integration into the Labor Market

- 1.** Measures for the specialized support of students with disabilities and special educational needs in matters relating to internships, career development, employment opportunities at the University, and participation in national and European programs.
- 2.** Support for the entrepreneurship of SwD and their transition to the labor market.
- 3.** Support for persons with disabilities and/or special educational needs in participating in research activities and projects/programs implemented through ELKE (Special Account for Research Funds).

F. Support for Equal and Active Participation in Academic Life

- 1.** Organization and implementation of group programs supporting autonomy, social inclusion and skills development.
- 2.** Psychoemotional support and guidance for PwD and SEN, in cooperation with the Counselling and Psychological Support Centre.
- 3.** Raising awareness among academic and administrative staff and students on equal access issues (fostering a culture of inclusion). Provision of opportunities for staff and students to receive training and professional development so that they can respond effectively to the learning and support needs of students and all PwD and SEN participating in University life.
- 4.** Systematic cooperation with local government authorities, social and other organizations, and the institutionalization of partnerships aimed at improving the quality of life, both within and outside the University, for members of the university community with disabilities and/or special educational needs.
- 5.** Development of volunteer support groups for SwD (e.g., assistance with navigation or mobility on University premises, etc.)

6. Promotion of equal and successful participation of members of the academic community with disabilities in the University's social networking and engagement activities (cultural organizations, clubs and student associations).

7. Use of inclusive language both within and outside the University by members of the International Hellenic University (IHU) (community events, conferences, printed materials and digital media.

8. Support for the accessibility of persons with disabilities to conferences and seminars, meetings of University bodies, student assemblies, artistic and sporting events, etc.

G. Information and Communication

1. Provision of information to SwD and the academic community as a whole through accessible informational material (printed or digital) regarding the "Accessibility and Support Services for Students and Staff with Disabilities".

2. Support for communication with the academic and administrative staff and fellow students.

3. Participation in decision-making and service-design bodies.

4. Personalized support and communication through individual meetings, video calls, telephone communication and email.

5. Confidentiality and protection of sensitive personal data relating to persons with disabilities and persons with special educational needs, while simultaneously encouraging and safeguarding their right to discuss matters that concern them, including teaching, assessment and the provision of services.

6. Continuous monitoring of the Equal Access Unit's website to ensure accurate and timely provision of information for PwD and SEN on matters concerning them.

7. Digital communication for the resolution of administrative matters concerning SwD and PwD.

5. Updating of the Plan

The Equal Access Unit collects proposals for possible improvements to the Plan from members and services of the academic community of the International Hellenic University, as well as from collaborating organizations, and forwards them to the Committee for Equal Access for Persons with Disabilities and Persons with Special Educational Needs. The Committee evaluates the above proposals, as well as proposals submitted by its own members, and decides on an annual basis whether to recommend updating the Equal Access Plan and to what extent the proposals should be incorporated into it.

The implementation timeline for the measures and actions of the Plan is set out below.

Table Legend

IMPLEMENTED
UNDER DEVELOPMENT
FUTURE IMPLEMENTATION

Timeline **2019** (establishment of IHU) – **2029** (end of the funded program)

		2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Equal Access Plan Actions												
A. Needs Assessment												
1	Continuous identification of the characteristics and mapping of the needs of PwD and SEN in each academic department											
2	Continuous identification of the characteristics and mapping of the needs of PwD, using appropriate assessment tools.											
3	Submission of proposals and/or studies based on the needs assessment to the Institution's administration concerning the addressing of accessibility needs (physical and digital)											
B. Physical Accessibility of University Premises and Buildings												
1	Adaptation of building infrastructure											
2	Special Signage of University Premises											
3	Priority allocation of accessible spaces for classrooms and services serving PwD											
4	Development of an emergency evacuation plan giving priority to PwD											
5	Provision of parking spaces for PwD											
6	Transportation services for SwD to and from the University.											
7	Escort and mobility assistance services for SwD within the University premises.											
8	Continuous monitoring and assurance of physical accessibility to administrative and public-facing services											
C. Accessibility to the Educational Process and Other Educational Activities												
1	Implementation of an inclusive, student-centered, collaborative and experiential teaching and learning model											

2	Implementation of alternative methods of examination and assessment												
3	Provision of assistive technology to SwD and SEN												
4	Provision of an accessible course outline in advance												
5	Accessibility of textbooks and all other forms of educational material, through the implementation of appropriate adaptations												
6	Provision of all types of educational material and announcements related to the same course through a common digital platform												
7	Provision of access, where required, to specially digitized textbooks through the AMELib service												
8	Counselling support for Faculty Advisors of SwD and SEN												
9	Integration of the disability dimension into all study programs and University policies												
10	Interpretation and remote interpretation services in Greek Sign Language												
11	Development of student volunteer support groups within each academic department to support the educational process												
D. Digital Accessibility													
1	Accessibility of the University's websites and its evaluation												
2	Development and support of distance-learning methods for SwD												
3	Support for the digital accessibility of PwD to the Institution's administrative services												
4	Development and support of teleworking methods for PwD, in accordance with the applicable legislation												
E. Support for Integration into the Labor Market													
1	Measures for the specialized support of students with disabilities and special educational needs in matters relating to internships, career development, employment opportunities at the University, and participation in national and European programs												
2	Support for the entrepreneurship of SwD and their transition to the labor market												
3	Support for persons with disabilities and/or special educational needs in participating in research activities and projects/programs implemented through ELKE (Special Account for Research Funds).												
F. Support for Equal and Active Participation in Academic Life													
1	Organization and implementation of group programs supporting autonomy, social inclusion and skills development												

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