

The 1st Primary School of Korydallos

A public School of Primary Special Education



The 1st P

Brochure

2012

HELLAS – GREECE

History of School



The 1st Primary School of Korydallos is a public school of Primary Special Education, which means that attendance is non chargeable. It first started its services with only two teachers, in 1988, then the number increased to four, and since 2002 there are six teachers with permanent positions.

Today, because of the large number of students attending, there are eight classes working, employing two more non-permanent teachers. The School is also staffed with all specialties provided for Special Education.

The School of Korydallos also houses a Special Education Kindergarten, which was founded in 2001.

Our School's first address was at 31Macedonia Avenue. As the number of the students and the teachers gradually increased, it moved into its own building at 189 Epirus Str and Karditsa Str. After a severe earthquake the building of the School was found inappropriate for use, so the School was temporarily hosted in the halls of the 4th & 7th Primary Schools of Korydallos.

Since 2006, the first Special Primary School and Kindergarten are housed in prefabricated constructions. These facilities are currently placed in a space given by the Municipality of Korydallos.

There is a pledged land at area Stamatopoulou in Korydallos, so that a new modern school will be built for the Primary School and Kindergarten.

Structure of School and educational programs

Ever since our School started its function, the aim of the teachers and the specialty educators has been to provide opportunities for students through specialised programs, activities and interventions, so that to support -using all appropriate means- both students and their families.

Pupils with special educational needs aged 6 to 14 years attend our School, while in the Special Kindergarten, which is working in the same building, students are aged from 4 to 6 years.

The 1st Primary School of Korydallos provides Special Education for children with special educational needs aiming to improve their abilities and dexterities, thus enabling their integration in the common school and the community, in the long term.

All of our students receive a systematic, scientific and planned support from the teaching, specialty and supporting staff.

This is achieved through the application of special training programs and teaching methods, and the use of special teaching and supervisory material.

After evaluating the special educational needs of our students, we offer the necessary educational and psychologi-

cal support, occupational therapy, speech therapy, and the appropriate programs to improve everyday skills.

The School has participated in programs of innovative actions (Environmental Education, Culture and Health Education). Also, starting in 2012, is taking part for 2 years in the COMENIUS European project, collaborating with schools in 6 countries.

Teaching and support staff

In our School they offer their services: eight (8) teachers, one (1) gymnast, one (1) psychologist, one (1) social worker, one (1) speech therapist, one (1) occupational therapist, two (2) Social Caretakers (supporting staff). Everyone have their expertise in special education.

We believe that all students of our School have unique abilities and skills. Our aim is to give them the right opportunities to exploit them.

SPECIAL EDUCATION TEACHERS

The special education teacher uses the evaluation process to record the abilities and needs of the students. Then, organizes and sets up personalized programs, in collaboration with the specialty educators and the supporting staff. The personalized program is implemented by applying modern teaching methods and techniques, so that learning can be achieved through a pleasant procedure. Every student's progress is constantly evaluated and recorded, so that the teacher can make the necessary adjustments in the curriculum, with the aim to promote children mentally, emotionally, socially, morally and aesthetically to the maximum extent their abilities allow. For this reason, the teacher informs parents on the intervention programs and works with them on the ways they can continue the program at home, with proposed activities, thus facilitating their work.



GYMNAST - SPECIAL PHYSICAL EDUCATION

The physical education in our School is a happy, positive experience that aims to help children develop values and attitudes that will enable them to integrate in the modern society and its requirements.

Exercise promotes students' development of basic skills, sense of space and time, of communication, coordination, self-motivation and self-image.

The sports games give the opportunity for team experiences and entertainment.

The School mingling in the local community and the experiential, practical knowledge becomes available with activities in the school yard, the football and basketball stadiums, the local indoor gym, through the swimming programs and finally with the participation of students in sports events.



PSYCHOLOGIST

Through discussion, drawing and educational play, the school psychologist attempts to map the strengths and weaknesses of each student, to set individual progress targets and design the ways to achieve these targets.

Some of the goals may be the improvement of abilities and dexterities, emotional balance or equal integration in the peer-group.

Collaboration with the teachers, the specialty educators and the supporting staff is necessary in this journey. Equally important and essential is the involvement and active participation of the family in every way and at every step.

SOCIAL WORKER

The Social Worker is the link between school and family for the benefit of the student.

The activities applied in the Special School are:

- Taking the social history from the parents
- Diagnosis of case
- Family counselling
- Individual or mini group intervention on the children
- Visits at the students' homes
- Communication with agencies and services
- Support of the weak families
- Operation of the "School for Parents" program
- Functioning the "Lending Library"
- Socialization of the students (through visits to the supermarket, bookstore, post office, municipality, etc.)
- Cooperation with the entire school staff
- Arranging lectures of several scientists
- Participation in educational events and programs



SPEECH THERAPY

Speech therapy is the science that studies the development, disorders and variations (deviations) of the human communication. The speech therapist, using specialised and scientific clinical services, assesses the dimensions of speech, discourse, cognitive – communicational abilities as well as the swallowing skills of children and adults. Forms diagnostic suggestions and organizes the most effective treatment program depending on the disorder.



OCCUPATIONAL THERAPY

The Occupational Therapist, through appropriately selected and target-oriented activities, aims to improve the productive activities in a broad sense. (American Occupational Therapy Association, 1981). The Paediatric occupational therapist has the ultimate purpose to improve functioning and promote the development of children through the use of play and targeted activities (AOTA, 1976). The paediatric occupational therapy finds application in restoring difficulties in the following areas:

- Sensory sector
- Kinetic sector
- Areas of everyday life skills
- Behaviour

- Cognitive and perceptual functions
- Socialization

The cooperation with the parents is considered necessary in order to inform them for the progress of their child and for the continuation of the programs at home.



SUPPORTING STAFF – SPECIAL HELP PERSONNEL

In our School, programs that are related to hygiene and care of children with special abilities are applied by the Special Help Personnel (Social Caretakers).

The program of personal hygiene includes:

- Washing hands and teeth
- Use toilet
- Feeding
- Clothing and footwear.

The care program is mainly intended to help children develop their skills in personal hygiene and care.

The aim and purpose of this program is the children being independent from parents or guardians and having self-reliance in this area of abilities.

Contact Us

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