

## Occupational Therapy

Occupational Therapy promotes the health and well-being of students through their engagement in simple and complex activities of daily life, work, education, play, entertainment, and social participation. These goals are achieved through individual or group interventions using methods such as sensory integration, Bobath, sensory-motor therapy, assistive technology, specialized aids, adaptations, counseling, and more.



## Music Therapy

Music Therapy is provided to all students on an individual or group basis. Among the goals of Music Therapy is to activate students, support them when external stimuli cause stress, cultivate a better connection with their immediate environment, facilitate communication, support active and independent participation, empower self-image, and encourage their creativity. Often, it is part of a holistic approach for more effective achievement of individual goals. Additionally, Music Therapy aims to achieve social inclusion and integration by creating a suitable framework for coexistence both within and outside the school unit.

## Pre-Vocational Education

Within the framework of Pre-Vocational Education and Training Programs, students have the opportunity to participate, depending on their level, abilities, and interests, in the following activities: gardening, operating a cafeteria, car washing, grocery shopping, paper, plastic, and aluminum recycling, work experience in a supermarket, messenger duties within the school unit, creative activities/constructions using various materials such as wood, paper, wax, recyclable materials, and more.



## Additional Programs

Supplementary to the programs mentioned above, additional programs are included to cater to the specific needs, abilities, and interests of the students. These programs may encompass Social Visits, Environmental Programs, Integration Programs with schools within our community, Theater Workshops, Music Workshops, Special Olympics, and more. Additionally, our school promotes joint activities with other schools, participation in competitions, and involvement in activities planned by other organizations. The school also participates in European Erasmus+ and E-twinning programs, collaborates with public and private universities and participates in ecological or environmental education, referred to as "eco-schools."



Physical  
Speech  
Therapy



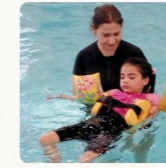
Adapted Physical  
Education



Hydrotherapy  
Adaptive  
Swimming



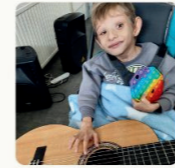
Special  
Olympics



Hippotherapy  
Therapeutic  
Riding



Occupational  
Therapy



Music Group  
Music  
Therapy

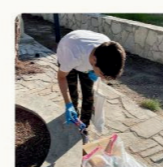


Special  
Integration  
Program

Creative  
Activities





Pre-Vocational  
Program  
Environmental




# ΕΙΔΙΚΟ ΣΧΟΛΕΙΟ "ΕΥΑΓΓΕΛΙΣΜΟΣ" "EVANGELISMOS" SPECIAL SCHOOL



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## Mission Statement

At the Special School "Evangelismos," the administration, staff and parents collaborate in setting common goals and embracing acceptance and respect for the uniqueness and diversity of each student. The educational and therapeutic programs provided in the school unit, promote the holistic and functional development of each student's personality and skills within their possibilities and needs, aiming for safety, learning, active participation, well-being, improved quality of life, autonomy, social inclusion/adaptation, and access to community services.



## Special Education

Special Education aims to provide personalized education tailored to the needs, abilities, and interests of each student, at both individual and group levels. An IEP (Individualized Education Program) is developed for each student by the educational team in collaboration with therapists. The goals include not only academic subjects, but also the following areas: social skills, social adaptation, multisensory education, personal care and hygiene, autonomy, pre-vocational training, use of assistive technologies and more. For the students with hearing impairments, a teacher for the deaf is also part of their educational support team.

## Physical Therapy

The provision of Physical Therapy is essential for the students of the school. Physical therapy is provided to students with cerebral palsy, genetic syndromes, neuromuscular and musculoskeletal disorders. Following a comprehensive assessment, the students receive individualized therapies aimed at restoring, developing, and maintaining their mobility.



## Hydrotherapy- Adaptive Swimming

Hydrotherapy is part of the students' rehabilitation program and is closely associated with the Physical Therapy program. The benefits of hydrotherapy are muscle relaxation, reduction of muscle tone and pain, and improvement in mobility. Adaptive Swimming, through the aquatic environment, offers the students a combination of sensory integration, entertainment, functionality, and exercise. Hydrotherapy and Adaptive Swimming Programs take place in an accessible therapy pool, which is fully equipped.

## Therapeutic Horse Riding and Hippotherapy

The Therapeutic Horse Riding and Hippotherapy program takes place at a specialized horse riding centre, and it is part of the school's therapeutic programs. The horse, and more specifically the horse's back, serves as a highly sensory means of rehabilitation, combining multiple stimuli. The benefits of this program are multifaceted, such as activating motor control, visual field, proprioceptive system, tactile stimuli, and more. It is a sensory-rich experience that awakens the senses and provides unique moments of joy and entertainment.



## Adapted Physical Education

The Adapted Physical Education class, primarily contributes to the physical and motor development of the students, their mental and cognitive growth, the development of their personality, the enhancement of self-esteem, mutual acceptance, harmonious coexistence, and socialization. Additionally, it promotes their overall health by teaching them daily routine activities for a healthier lifestyle.



## Speech Therapy

Speech Therapy emphasizes on the prevention, assessment, diagnosis, and improvement of speech, language, social, and cognitive communication issues, as well as feeding/swallowing disorders in students, through various intervention methods. Additionally, it promotes the use of augmentative and alternative communication systems in students with severe expressive and/or language disorders.

