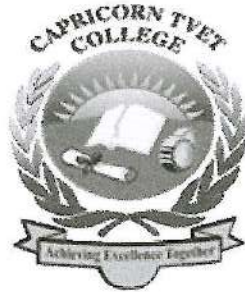



CAPRICORN TVET COLLEGE



ACADEMIC: STUDENT DISABILITY SUPPORT POLICY

CAMPUSES:
POLOKWANE
SESHEGO
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Policy Revised:	20/11/2021
Approved by Management:	03/12/2021
Approved by Academic Board:	15/02/2022
Ratified by Council:	17/03/2022
	
Next revision date:	November 2024

VISION OF CAPRICORN TVET COLLEGE



“A dynamic Technical Vocational Education and Training Institution of Excellence”

MISSION STATEMENT OF CAPRICORN TVET COLLEGE

Capricorn College is to offer responsive, flexible and quality programmes that are accessible to all learners through formal learning, skills development and learnerships. This is achieved by adhering to policies and procedures, making use of committed human capital and employing appropriate physical and fiscal resources.

Values

- **Respect:** We treat others as we would like to be treated ourselves. Abusive or disrespectful treatment is not tolerated. We will strive for fairness and equity.
- **Integrity:** We are committed to transparency, honesty and sincerity.
- **Communication:** We are committed to effective communication. We believe information is meant to move and that information moves people.
- **Excellence:** We are satisfied with nothing less than the best quality in everything we do.

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ACADEMIC SERVICES

STUDENT DISABILITY SUPPORT POLICY

1. INTRODUCTION

The Constitution of the Republic of South Africa guarantees every citizen the right to equality. It further identifies people with disabilities as one of the groups that were previously most disadvantaged across all spheres of life and therefore key to redress in the transformation of the country. This policy is intended to facilitate this process, and ensures that issues of disability are approached from a Human Rights perspective. Ultimately, the College as an institution of learning needs to be conducive to students with disabilities.

2. POLICY OBJECTIVES (Declaration of Intent)

- 2.1 The aim of this policy is to guide and facilitate the provision of integrated education to learners with disability.
- 2.2 To ensure positive and unprejudiced attitudes towards people with impairments
- 2.3 To facilitate the implementation of a programme for the provision of *reasonable accommodation* measures which include the provision of amenities and assistive devices to students with disabilities which will in turn enable such students to fully participate in the activities of the College.

3. SCOPE OF APPLICATION

This policy applies to all College Management, Staff Members and Students

4. MANDATING FRAMEWORKS

- 4.1 The Constitution of the Republic of South Africa, 1996;
- 4.2 The United Nations Convention on the Rights of Persons with Disabilities and its Optional Protocol signed and ratified without reservation in (UNCRPD) 2007;
- 4.3 The Promotion of Equality and Prevention of Unfair Discrimination Act (2000);
- 4.4 CET Act 16 of 2006.
- 4.5 Technical and Vocational and Training Colleges Student Support Annual Plan
- 4.6 White paper on the rights of person with disabilities
- 4.7 White Paper on Integrated National Disability Strategy, 1997;

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5. DEFINITIONS AND EXPLANATION OF TERMS

5.1 **Impairment** - refers to the limitations in a person's physical, mental (including psychological) or sensory functioning

5.2 **Disability** - refers to the loss or limitations of opportunities that prevents people who have impairments from taking part in the normal life of the community on an equal level with others due to physical or social barriers.

The UNCRPD (2007) recognizes disability as an evolving concept which results from the interaction between persons with impairments and attitudinal and environmental barriers. It recognizes persons with disabilities as those persons who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

5.3 **Handicap** - refers to a disadvantage for a given individual, resulting from an impairment of a disability, which limits or prevents the fulfilments of a role that is normally possible for that individual.

5.4 **Access** means or way to:

- a) easily and safely approach, reach, enter, use and benefit from a physical space, building, facility or service.
- b) locate, retrieve, understand and appropriately use information
- c) participate in economic, social, cultural and political activities
- d) enjoy and exercise rights and responsibilities

5.5 **Accessibility** - refers to the extent to which aspects of society can be equally, easily, safely, and appropriately used or reached by people with special needs or impairments. These aspects include buildings, facilities, constructed spaces, transport, information, equipment, services, activities, resources, utilities, language, communication and technology.

5.6 **Adaptive Behaviour** refers to the collection of conceptual, social, and practical skills that are learned and performed by people in their everyday lives.

Conceptual skills - language and literacy; money, time, and number concepts; and self-direction.

Social skills - interpersonal skills, social responsibility, self-esteem, gullibility, naïveté (i.e., wariness), social problem solving, and the ability to follow rules/obey laws and to avoid being victimized.

Practical skills—activities of daily living (personal care), occupational skills, healthcare, travel/transportation, schedules/routines, safety, use of money, use of the telephone.

- 5.7 **Assistive devices and technologies** refers to any device designed, made or adapted to help a person perform a particular task.
- 5.8 **Barriers** refers to obstacles and impediments that prevent people from free movement, decision - making, association and participation. They may be environmental (physical) or created by attitudes and systems that limit functioning and create disability.
- 5.9 **Braille** refers to a system of writing for individuals with visual disabilities that uses letters, numbers and punctuation marks made up of raised dot patterns. It was the first digital form of writing.
- 5.10 **Communication** refers to verbal and non-verbal means of conveying information. The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) (2007) defines communication as inclusive of languages, display of text, Braille, tactile communication, large print, accessible multimedia as well as written, audio, plain-language, human-reader and augmentative and alternative modes, means and formats of communication as well as accessible information and communication technology.
- 5.11 **Disabled People’s Organizations** are Organizations constituted to lobby for the protection of human rights for people with disabilities. The membership comprises of predominantly people with disabilities and their families.
- 5.12 **Disclosure of disability** is a voluntary notification by a student that has a disability. Disclosure is sometimes an issue for people who have a non-evident disability. These disabilities may range from a minor sensory impairment, to epilepsy and diabetes, including cognitive disabilities such as dyslexia as well as psychiatric disabilities.
- 5.13 **Disability Discrimination** refers to any distinction, exclusion or restriction of persons on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, on all human rights and fundamental freedoms in the political, economic, social, cultural, civil, or any other field. It encompasses all forms of unfair discrimination, whether direct or indirect, including denial of reasonable accommodation
- 5.14 **Exclusion** means to be prevented by social systems from participating or benefiting; being shut out or left out because society is unable to accommodate different or special needs.
- 5.15 **Impairment** - the term impairment involves an anomaly, a defect, loss or a significant deviation in body structure or functioning. The impairment may be permanent or temporary, progressive or

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regressive. It can be physiological, intellectual, psychosocial, psychological or sensory in nature. An impairment which is associated with a cause does not imply illness or a disorder.

5.16 **Intellectual disability** is a disability characterized by significant limitations in both intellectual functioning and in adaptive behaviour, which covers many everyday social and practical skills. This disability originates before the age of 18.

5.17 **Intellectual Functioning** also called intelligence - refers to general mental capacity, such as learning, reasoning, problem solving, and so on.

5.18 **Mandatory** - Compulsory; must be done; commanded or ordered to act.

5.19 **Reasonable Accommodation** refers to necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms (UNCRPD).

5.20 **Universal Design** - the UNCRPD defines universal design as the design of products, environments, programmes and services to be usable by all persons to the greatest extent possible without the need for adaptation or specialized design, including assistive devices and technologies for particular groups of persons with disabilities where these are needed.

6. PRINCIPLES

6.1 Non-discrimination;

6.2 Full and effective participation and inclusion in society;

6.3 Equality of opportunity;

6.4 Accessibility; and

6.5 Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity.

7. BUDGETING AND RESOURCE ALLOCATION

The College is required to budget for reasonable accommodation and other measures for students with disabilities. External private funding or any means of raising funds can be options.

8. ROLE AND RESPONSIBILITIES

8.1 The College shall;

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- 8.1.1 Ensure reasonable accommodation without unjustifiable hardship for students with disability.
- 8.1.2 Provide reasons for not providing support where there is a possibility of unjustifiable hardship.
- 8.1.3 Develop an application guideline with criteria for the application for an assistive device by the students with a disability.
- 8.1.4 Maintain an updated database of successful and unsuccessful applicants for assistive devices.
- 8.1.5 Facilitate a service contract for the different suppliers.
- 8.1.6 Provide professional assessment, in the instance where the person with disability does not know his/her exact requirements for an assistive device, or on specific request, by suitably trained staff in the relevant field.
- 8.1.7 Assist with information, with regard to the assistive device, maintain and update the database of suppliers of assistive devices.
- 8.1.8 Work in collaboration with disabled people's organizations to improve service delivery and access to assistive devices, including employment opportunities for employees with disabilities.
- 8.1.9 Overseeing all matters related to disability, including ensuring the successful implementation of the policy, budget allocation, appointments of caregivers/personal assistants and procurement of assistive devices based on merits and need.

8.2 The student shall:

- 8.2.1 Apply for an assistive device through the line manager; and
- 8.2.2 Undertake to care for the assistive device, and use it for the purpose for which it is intended.

9. ACCESSIBILITY

- 9.1 Learners with disabilities must be afforded the principles of full inclusion, equality and participation in the college.
- 9.2 Visually impaired and blind learners must be provided with study material in large print, Braille or audio format. Computer laboratories must be equipped with Jaws, e-mail and internet access. Printing of Braille and text scanning must also be available. Screen enhancing software must be installed and a Merlin Desktop reader and text enlarging facilities.
- 9.3 Students with hard of hearing must be provided with hearing aids.
- 9.4 As far as humanly possible, students with disabilities or impairments must be given access to all college buildings, sport and recreational needs and counselling.

10. SUPPORT SYSTEM

- 10.1 The family is the most important support system for the students with disabilities.

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10.2 Other support systems include organisations for the disabled, social workers, medical and psychological health practitioners, lecturers and NGO's.

11. SELF RESPECT AND SELF SUFFICIENCY

It is important that all assistance and support provided to students with disabilities is done with their full consent and inclusion. All projects and activities must promote independence.

12. ADVOCACY

The college must advocate disability through workshops, presentations and liaising with different departments.

13. ORIENTATION AND MOBILITY

The college must provide orientation and mobility training to new students to familiarise them with the surroundings and encourage free and independent movement.

14. TESTS AND EXAM VENUES

The college must arrange suitable venues for the tests and examinations for the students with disabilities.

The college must apply for concessions and Scribes for exams according to student needs

15. TRAINING AND WORKSHOPS

The college must offer training and workshops to the lecturers and administrative staff in issues pertaining to disabilities and lecturing methods including modifying of question papers.

16. AMENDMENTS AND IMPLEMENTATION

16.1 No amendments shall be effected to this policy document unless is approved by the College Council.

16.2 This policy will be implemented the day on which it has been approved by the College Council

16.3 This policy will be reviewed every three years or as and when need arise by College management to ensure its relevance.

16.4 Any recommended changes to this policy should be presented to the College Academic Board and Council for approval and ratification.

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