

## **Policy on Students with Special Needs Faculty of Applied Sciences**

### **Purpose**

To Provide support and assistance to students having difficulties accessing the curriculum due to disabilities, disorders and/or syndromes

### **Definition**

This policy includes students with total or partial loss of the person's bodily or mental functions; total or partial loss of a part of the body; students with the disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour; and includes a disability language disorders, sensory impairments; and students living in difficult circumstances.

### **Rationale**

- Some students have special needs as a result of disabilities, disorders, syndromes, under circumstances.
- These students will require support and assistance to realize their potential
- Staff, students, and family need to be aware of strategies to identify and respond on an individual needs basis
- Meet Department requirements

### **Aims**

- To establish a mentoring program to establish a long term support person for a student with special needs.
- To improve the learning environment and learning outcomes for students with special needs
- To implement and maintain a holistic approach to address the specific needs of students with disabilities, disorders, syndromes
- To implement and maintain an active and confidential list of Students with Special Needs.
- To advise at the beginning of each year of students with special needs that they will be teaching
- To empower students to be proactive in problem-solving associated with problems they may encounter such as bullying
- To provide skills and strategies and a support network to enhance learning, social and emotional outcomes for students with special needs.

### **Responsible parties for identification of students with special needs**

- Mentoring committees
- Student counsellors
- Professional counsellors
- AR/SAR/DR, FAS

The above bodies are responsible for the students with special needs and they should

- Identify the students with special needs
- Initial assessment of the students
- Inform the University Medical Centers
- Maintain confidentiality information (AR/SAR/DR, FAS)
- Share confidential information with the relevant parties
- Follow-up procedure
- Evaluate the progress of students

## **Procedure**

### **1. Identification of the students**

- It is important to conduct early and ongoing identification of the learning abilities and needs of these students.
- During the orientation programme, the new entrants can be administered with special questions to identify the students with special needs
- The student counsellors, mentoring committee members, the AR/SAR/DR can be informed by the students themselves, or via an academic staff member, fellow student, or family
- The medical centre of the university or an outside doctor can inform the faculty AR/SAR/DR, the Dean, or the mentoring committee members on students' special needs.

### **2. Initial assessments**

The initial assessment is important to

- Understand what the student's condition and the support they require.
- Whether students are aware of their condition
- Identify, whether the students' sincerely require special attention
- Obtain student's consent to share their information with parties for the benefit Heads of the Departments; AR/SAR/DR, FAS; and wardens.
- Identify the severity of the condition
- Come up with individual plans.

### **3. Inform the Medical Center**

- The initial assessment of the students should be conducted by the Medical Center to assess their condition.
- Collect appropriate documentation to support their special needs or medical conditions from psychologist, psychiatrist, or a medical specialist
- No one will have immediate access to student's files except authorized staff.

- The Medical Center should share the information with the AR/SAR/DB, FAS; professional counsellors; and the relevant Head of the Department with the consent of the students.
- Maintain confidentiality reports of the students.
- The student's disability file is separate from the student's educational record. If a student wishes to have information about his/her disability shared with others outside the institution.

#### **4. Maintain confidentiality information**

- The Medical Center shall keep confidential any record maintained of students with a disability, protecting the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.
- The district keeps confidential any record maintained on a student with a disability, protecting the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.
- Maintenance of information shall benefit the student by the provision of information to them or other required parties
- Faculty shall benefit by having a record of support provided to the student

#### **5. Sharing the information**

With the consent of the student, the documentation records can be shared with appropriate officials given below

- Doctors; Phycologists; Counselors and other health care providers to provide support with wellbeing.
- Family members, or community providers when a student may be at risk of harm to self or others
- The Dean, FAS; Heads of the Departments, and subject coordinators to provide appropriate support during the teaching and learning proves
- AR/SAR/DR, Applied Sciences; and AR/SAR/DR, Examination to provide required support during examination matters
- Wardens and Sub-Wardens to provide suitable accommodation.
- Welfare providers; in the case of special financial needs.

#### **6. Monitoring**

- Students should be monitor once a week with their condition by the mentoring committee members, or professional counsellors.
- During temporarily disable conditions, if the support is no longer required, the supporting and monitoring can be terminated.

## **7. Progress**

- Progress of the intervention can be monitor via obtaining feedback.

## **Services Offered for the Students with Special Needs**

### **Academic Support**

- The HoDs, Coordinators, and other relevant academic members shall provide extra support to the students to enhance their academic skills. In these one-on-one weekly sessions, the students can be helped with, organization, study techniques, test-taking strategies, test anxiety, and more.
- Lecture hall arrangements such as benches for sitting both left & right-handed, chairs (if required only).
- Front row reserved for students with visual, hearing impairments, and reduced mobility.
- Permission to record lectures or use of computers, if writing ability is impaired.
- If required permission to consume medicine during the lectures or laboratory classes.
- Use of approved mobility equipment in the lecture halls.
- Avoid using colour schemes if colour blind students are present.
- Priority use of microscope during laboratory classes.
- Colourblind students shall be guided by laboratory assistants for colour detections at the titrations in the chemistry laborites.
- Students with special needs should be excused from the field classes.
- The time limits should not be considered and wait times should be allowed during presentations for students with speech impairments.
- Medical leave should be granted if required.

### **Examination Support**

- Examination halls shall be accessible for the students with special needs (located on the ground floor).
- Seating for students with injuries/physical disabilities shall be arranged nearest a door, in the front row, or with a wheelchair-accessible desk.
- Examination hall arrangements such as benches for sitting both left & right-handed, chairs (if required) only
- Large print papers shall be given to students with visual impairment.
- Students with writing impairments shall be provided recording facilities (if writing is impaired) or else extended writing time (if writing ability is partially impaired).
- Pre-arranged or frequent breaks (if required)
- Medical leave if required.

## **Accommodation Support**

- Accommodation on the ground floor should be provided.

## **Accommodating Students with Special Needs following the B.Sc. Honours in Sports Science and Management Programme**

### **Academic Support**

- In case of temporary injuries, practical sessions of sports subjects shall be rescheduled so that the students can participate in the practical sessions after they are recovered.
- Students with injuries/disabilities shall be allowed to observe the regular practical sessions without actively participating in them.
- Flexible attendance requirement: Students shall be excused for absences due to doctors appointments/medical treatments/rehabilitation.

### **Examination Support**

- In case of temporary injuries/disabilities, practical examinations of sports subjects shall be rescheduled, so that the injured students can take the examinations after completely recovering.