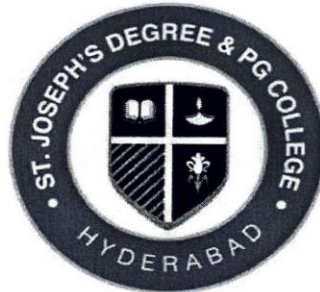


# ST. JOSEPH'S DEGREE & PG COLLEGE


(Autonomous), Affiliated to Osmania University  
Re-accredited by NAAC (3<sup>rd</sup> Cycle) with B<sup>++</sup>  
King Koti Road, Hyderabad



## POLICY FOR DISABLED

w.e.f: 2020-2021



  
**PRINCIPAL**  
Principal  
ST. JOSEPH'S DEGREE & P.G. COLLEGE  
King Koti Road, Hyderabad-500 029

## **POLICY FOR DISABLED**

St Joseph's Degree and PG College is strongly committed to equality of opportunity in our provision for all students. For the purposes of this policy, disability is understood in the broadest sense and includes mental health difficulties, specific learning differences and medical conditions which may have an impact on day-to-day activities.

This policy is designed to be read by prospective and current students as well as members of the College

### **Definition of Disability**

Under the Equality Act a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. People who have had a disability within the definition are protected from discrimination even if they have since recovered. Impairment covers physical or mental impairment which includes sensory impairment such as affecting sight or hearing.

### **Confidentiality**

In practice it is likely that some students will choose to disclose a disability informally to a personal tutor or other member of staff. It is important that all staff are aware of the action that they need to take if they become aware that a student or applicant is disabled. If a student discloses a disability to any member of staff in the department then by law, the College is deemed to know about that student's disability. Levels of confidentiality should be negotiated with the student, and they should be encouraged to explore reasonable adjustments, but the disclosure should be documented at the very least and department(s) should have a suitably confidential and robust process in place for bringing such information together. Students need to feel confident that any information they give will be treated with respect and only made available to others if they have specifically consented to such disclosure, or if there are exceptional circumstances that override confidentiality. Where written notes of contacts with students are maintained, students should be made aware of this in advance. Staff are responsible for ensuring that personal information about

any student is never inappropriately disclosed. In order to reduce the possibility of any inappropriate disclosure occurring, the following points should be observed:

- Explicit written consent should be obtained before personal information is shared and students should be made aware who will be receiving the information and what information will be communicated. Information should be shared on a strictly 'need to know' basis.
- Confidentiality may be breached when a student is deemed to be at risk to themselves or to others and should be clearly justified on a case by case basis.
- Ensure that any discussion about a student's mental health is conducted in private. Email communications should be kept to a minimum, anonymized if possible and marked as confidential.

It should also be made clear to the student that they can always disclose in the future.

### **Admissions**

The College is committed to the principle of equality of opportunity and seeks to apply this principle to all aspects of its admissions process.

Disabled students have the right to access and benefit from learning opportunities offered by the College. Disabled applicants will be evaluated for admission using the same academic criteria and where required, evidence of motivation and suitability for the intended study as all other applicants for the same course. Support requirements will be addressed separately.

No academically qualified applicant will be refused a place at the College on the grounds of disability alone. Every opportunity will be provided for full consideration of the specific support or facilities required for disabled applicants and all reasonable adjustments will be made.

### **Support services**

The College will aim to ensure that disabled students have equal access to all student support services. While it is recognized that some of these services are located in building which have access problems, the College will ensure that the service can be provided in such a way that the needs of disabled students are met.

The College will aim to provide a range of accessible IT equipment and software in all open access laboratories throughout the College.

**Support available to all students include,**

- Support from the Disability Office and Wellbeing Service
- Ability to record lectures and seminars
- Use of computer, reader or scribe in exams

### **Assessment**

The College is required to make reasonable adjustments when a disabled student may be placed at a substantial disadvantage in comparison with a person who is not disabled. Examples of reasonable adjustments for students include making appropriate arrangements in such activities as:

- teaching, including classes, lectures, seminars, practical sessions
- examinations and assessments
- field trips and outings

Adjustments may include specific examination arrangements, provision of additional support for learning, adjustments to assessment practices, Scribes etc.

Appropriate modes of examination and assessment will be determined following an assessment of needs, with a view to enabling students to demonstrate that they have met the criteria for progression or the conferment of an award. The purpose of any alternative arrangements shall be to level the playing field without compromising academic standards.

The College believes that assessment methods should, as well as being appropriate to the academic objectives of the course, minimize the impact of a student's disability on performance in assessment. This means that some students may require alternative arrangements for examinations or other assessments. Wherever possible, students who have a disability, learning difference or long-term medical condition should undertake the same assessments as others on their course. Where the nature of the disability, mental health difficulty learning difference or long-term medical condition makes it impossible for a certain form of assessment to be used, any alternative form of assessment must be of the same standard and present a comparable level of challenge.

Appropriate modes of examination and assessment will be determined after consultation with the student, relevant academic staff, the Disability Office/Wellbeing Service and the Registry, as necessary, to enable students to demonstrate that they have met the criteria for progression or the conferment of an award. The purpose of any specific arrangements shall be to compensate for any restriction imposed by the disability without compromising academic standards. It is essential that academic programs are regularly reviewed to ensure they are non-discriminatory and proportionate.

### **Examinations**

Many disabled students are substantially disadvantaged in a traditional written examination because of the stamina required to continue writing or concentrate for a sustained period of time. In addition, the examination paper may present a barrier because the language in which it is written may be easy to misinterpret (e.g. by a student whose first language is sign language or by a student who has dyslexia). Special examination arrangements can be approved for students who, as a result of a disability, are unable to sit formal university examinations under normal conditions. Such arrangements are designed to ensure that equitable examination conditions are provided and to allow students to demonstrate their knowledge and understanding. The College is strongly committed to equality of opportunity in its provision for all students and ongoing support with the focus being on providing accessible services and supporting students in completing their courses as independently as possible.

If a disability affects a student's ability to take examinations, appropriate arrangements can be made to take account of this. For example, students who have a learning difference may be given additional time in examinations and for students with a visual impairment questions can be brailled, produced in large print and/or presented on disk. If an amanuensis or the use of a personal computer is required, this too can be considered. All alternative exam arrangements have to be supported by appropriate and relevant evidence of need. It is the responsibility of the student to provide the Department with such professional evidence.

### **Students who become disabled**

The College will take all appropriate steps to ensure that a student who becomes disabled (or becomes aware of their disability) during their course has every opportunity to complete their course through the provision of the same level of adaptations and support as a comparable student who was disabled at the start of their course.



*[Handwritten signature in green ink]*

Principal

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