

Special Education Accessibility Policy for Broadwood Central School Faisalabad

SCOPE OF THE POLICY.

1.1 This policy is applicable to all students with disabilities/ require special needs at, including enrolled students, prospective students and students that acquire disabilities during their studies. Furthermore, this extends to the teachers employed and other school staff.

1.2. For the purposes of this policy, the term “disability” shall mean any long-term physical or sensory impairments which may hinder a student’s ability to effectively participate in normal day-to-day activities on an equal basis with others. “Special Education” shall mean special education, also called special needs education, the education of children who differ socially, mentally, or physically from the average to such an extent that they require modifications of usual school practices.

OBJECTIVES:

This Policy aims to create an enabling environment for inclusive education and facilitate the participation of students with disabilities in all academic and extra-curricular aspects.

- The policy recognizes that disability covers a wide range of impairments and different disabilities can have varying impacts on study, work, and other aspects of life.
- This policy affirms that persons with disabilities are valuable members of society and BCS has an obligation to undertake all reasonable actions to enable persons with disabilities to avail the opportunities.
- Through this policy, BCS endeavors to eliminate regulatory, physical, organizational, academic and social obstacles that might hamper the academic and career pursuits of persons with disabilities and provide people with disabilities with equal educational opportunities, recognition of their inherent dignity, and protection of their rights.

CONSIDERATIONS

- (a) It is important to emphasize that there shall not be any adverse impact on the application of a prospective student.
- (b) The application of disabled person/in need of special education will be processed in the same manner as other applications, without any discrimination on the basis of any problem disclosed.
- (c) Applicants will be made aware that if they disclose their disability or need of special education, the information provided on their application will, subject to applicable legislation, be retained on the BCS's confidential records and made available to relevant individuals involved in the admissions/recruitment process.
- (d) Applicants who have declared a disability on their application form will be consulted about their needs and given advice on how BCS will accommodate their needs.
- (e) As per the Policy, BCS shall not discriminate prospective student based on race, gender or disability. All members of staff safeguard and protect the welfare of students while they are in school against all bullying and in particular where this is accentuated by sexual or racial factors, disability or special education needs.
- (f) Admission application forms will include a section where students can convey information on their disability/need of special education.
- (g) The admission application form shall also include a questionnaire for students with disabilities to explain their need for accommodations related to any entrance exams.
- (h) Upon admission, students with disabilities will be offered an opportunity to provide additional information and documentation about their accessibility needs.
- (i) All students will be informed about options to request reasonable accommodations commensurate with their need during the orientation session. Students with disabilities will be offered an assessment of their study and support needs at the earliest opportunity. As evidence of their disability for the purposes of this assessment, the school may rely on a medical certificate from a registered medical practitioner, documenting the disability/ need for special education and the need for any accommodations.
- (j) It is important to note that in making its assessment, the school will strive to understand and recommend reasonable accommodations specifically focusing on the needs of the individual student rather than recommending generic accommodations that may apply to a certain category a disability

