

	Bayan College	
	Students with Special Needs Policy	
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Education plays an important role in addressing the issues that impede the education of children with special needs in most colleges and universities around the world. The overall goal of the Ministry of Education of Higher Education is to provide equal access to education to all learners irrespective of their physical or mental state in pursuit of the government’s commitment to provide accessibility to education.

Bayan College together with stakeholders and partners has developed a policy to govern procedures in addressing critical issues related to education for students with special needs.

Purpose

The purpose of this policy is to provide guidance to the teaching and non-teaching staff and other stakeholders in the provision of education regarding these students.

In accordance with its vision and mission, Bayan College recognizes that its stakeholders (student, staff and faculty) include people with a wide range of visible and invisible disabilities. The College affirms that people with disabilities bring a valuable source of diversity to its professional organization. This is in line with the Bayan College Core Values and graduate attributes that are expected to both student and staff to adhere and demonstrate wherever is possible.

Bayan College understands that the participation of educators, staff, and students with disabilities requires fully inclusive environments. Bayan College acknowledges the right of full inclusion for all members of society. Full inclusion for people with physical disabilities means moving beyond narrow conceptions of disability as a flaw, deficit, or a trait to be accommodated. At best, Bayan College provides provisions of accommodating people with physical disabilities; full inclusion, however, requires going beyond the minimum standards.

It aims at ensuring that learners with special needs fully participate and are treated equally in learning activities at all levels at Bayan College.

Specifically, it aims to:

1. provide guidance in dealing with students with special needs
2. respond to the needs and concerns of students with special needs
3. develop plans and activities for the students with special needs

4. create a learning atmosphere conducive to learning

Guidelines

1. Teaching staff should ensure that options for those with disabilities are built into physical and intellectual areas, rather than "added on" in ways that segregate and stigmatize those with disabilities.
2. Making writing classrooms and curricula inclusive and accessible to those with disabilities means employing flexibility and diverse approaches to the teaching and learning thereby ensuring pedagogical as well as physical access:
 - using multiple teaching and learning formats
 - welcoming students with disabilities in course syllabi, and
 - including discussion on disability issues or perspectives in course content and emphasis on faculty development workshops for those dealing with students with special needs.
3. Teaching staff should address ways of creating inclusive classrooms and topics that are sensitive to both students and teachers with disabilities.
4. Bayan College acknowledges the right of faculty members and scholars with disabilities to participate fully in the profession. This means supporting them in the recruitment, hiring, promotion, and tenure process. It also means actively working to provide graduate students, adjuncts, and part-time scholars with disabilities the support they need to fully participate.
5. Bayan College will work to make academic environment fully accessible, and will disseminate guidelines for inclusive practices to related local organizations and other institution for higher learning.