

INSCAPE EDUCATION GROUP

Disability Policy

**V2022, U03, R01
2022/01/31**

Inscape Education Group is committed to acceptance, equality, inclusion, and empowerment of disabled individuals. INSCAPE EDUCATION GROUP endorses fully the United Nations Convention on the Rights of Persons with Disabilities signed into South African law in June 2007.

The purpose of this policy is to:

- outline the role of INSCAPE EDUCATION GROUP regarding disability best practice at our facilities
- clarify the rights of students and staff/employees

All Policy's & Procedures are reviewed and updated as necessary on a regular basis, and employees will be kept informed of these reviews/updates. It however remains the employee's responsibility to read Policy's & Procedures from time to time to remain up to date.

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1. DEFINITIONS

1.1 Terminology

- A 'Lecturer' is a person who instructs, provides tuition to students, and assesses their work
- 'Staff' refers to full time administrative and service staff
- 'Employee' is used interchangeably for Lecturer and staff
- 'Manager/ment' is the person an employee reports to, e.g. Associate Full-time Lecturer (AFL), Full-Time Lecturer (FTL), Chief Academic Officer (CAO), Campus Director (CD), Online Academic Manager (OAM), and Company and Department Managers, i.e. Chief executive Officer (CEO), Chief Information Officer (CIO), Chief Financial Officer (CFO), Head HR, OD/L&D, Human Resources Manager(HR) and Registrar.

1.2 Disability

INSCAPE EDUCATION GROUP recognises that disability policy is necessary as a result of, interaction of people with disabilities and their social and built environment, e.g., it is not the disability, nor the crutches that disables a person, but society's stigmatism and categorisation, as well as access into a building/premises.

1.3 Language

INSCAPE EDUCATION GROUP will endeavour to use and instil a culture of acceptance, equality, inclusion, and empowerment by using the preferred terminology for English¹

The disability rights movement of South Africa accepts the terms:

- "Disabled person" and "people with disabilities"
- "Uses a wheelchair"
- "Disability," "able bodied" and "people without disabilities"
- Some diseases by legal definition are considered disabilities e.g., "person with diabetes" or "people living with AIDS"
- The Deaf culture refer to themselves as "Deaf" with a capital "D"
- A person may be "born without arms" or "has a congenital disability"
- "Person with Down syndrome," "person with cerebral palsy," "person with epilepsy" or "person with a seizure disorder," "person with paraplegia/quadriplegia," etc.
- "Person with an intellectual disability" or "person with a psychiatric disability"

1.4 Discrimination based on disability – staff/employee or student

INSCAPE EDUCATION GROUP does not exclude any individual regardless of their disability and affords all equal and fair opportunity to make application for either employment or to study at any of the campuses. Qualification criteria for employment (position profile specifications) or to study (minimum requirements) is adhered to for any and all applicants, irrespective of being able-bodied or being a person with disabilities.

Reasonable adaptation & inclusion of disability – staff/employee and/or student INSCAPE EDUCATION GROUP will endeavour to make the necessary and appropriate modifications, changes, adjustments where needed in a particular case of staff/employee or students, without imposing a disparate or undue burden, to ensure those with disabilities can be incorporated, accepted and given equal opportunity thereby affording them the same inclusion and empowerment as their able-bodied counterparts.

2. REASONABLE ADAPTATION & INCLUSION OF DISABILITY REQUEST – STAFF/EMPLOYEE AND/OR STUDENT

INSCAPE EDUCATION GROUP recognises the right of staff and students with disabilities to request adaptation & inclusion of their disability to facilitate their acceptance, equal participation and inclusion in all programme offerings and facilities on our campuses.

2.1 Staff/employee or students with disabilities wishing to request reasonable adaptation & inclusion of their disability should do so in written format which must include the following:

- Name of student and course enrolled in
- Addressed to (name) of Campus Director/Associate Full-time Lecturer/Full-time Lecturer
- Date of request
- A concise statement detailing the nature of the request
- A medical certificate (physical and sensory disabilities) and/or clinical/educational psychologist or psychiatrist (cognitive and psychological disabilities) confirming the nature and severity of the disability

These written requests must be sent to the Campus Director's email address, or that of the Associate Full-time Lecturer/Full-time Lecturer.

While students with disabilities are welcomed, they are also not treated differently to able-bodied students, with little, to no concession being given that veers from our policy and procedures applicable to students. Students with disabilities will graduate with the requisite industry skills and competencies, as expected of able-bodied students.

Each reasonable adaptation and inclusion of disability application will be treated individually and on its own merits at the beginning of each year:

2.2 Student with disability meeting:

A meeting with the Campus Director, Associate Full-time Lecturer, Full-time Lecturer, parents and student will clarify what, if any concessions will be made, e.g., supplementing curricula, course work requirements, alternative but equivalent assessment modes, etc. The student is to initiate such a meeting by requesting a meeting.

The Campus Director/Associate Full-time Lecturer/Full-time Lecturer will then communicate same to the Lecturer(s) detailing what the specific disability is and how it can and should be managed or addressed in class. If it cannot be managed internally, external assistance would be required, and this/these options would be investigated.

2.3 Employee with disability meeting

A meeting with the Campus Director, Human Resource Manager and staff member/employee will clarify what, if any concessions can and will be made.

All disclosed information will be kept private and confidential if deemed so necessary, and is used to:

- monitor employment progress
- alert the lecturer to facilitate seamless integration into classes, adjustment to facilitation methods, assessment & monitoring of progress,
- comply with Employment Equity reporting and strategic planning

3. ACCESS TO THE BUILT ENVIRONMENT

Each campus or facility faces unique challenges with providing access to people with disabilities to the built environment.

Each campus will identify, and wherever possible, address barriers to all facilities and services on their site. Each campus will make budget provision for retrofitting access solutions, e.g., parking, ramps, toilet facilities, stair markers, signage, etc.

All relevant campus personnel will receive appropriate and obligatory training on the retrofitting as and when it is finalised.

With acknowledgement to Patricia Digh of Real Work Group sighted in DPSA (Disable People South Africa) "A Pocket Guide on Disability Equity

Annexures / Links / Legal Framework:

Annexures

Links

- Employment Equity Policy & Procedure

Legal Framework

- Employment Equity Act (Act 55 of 1998)
- Basic Conditions of Employment Act 1997 (Act No 75 of 1997)
- Labour Relations Act, (Act 66 of 1995)
- Occupational Health and Safety Act (Act 85 of 1993 + Regulations)

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Drivers of Policy	All department managers Associate Full-time Lecturers Campus Directors Full-Time Lecturers
Policy Stakeholders	All at Inscape
Ownership & Governance	INSCAPE EDUCATION GROUP: Mrs Helen Bührs