



## **DIE AFRIKAANSE PROTESTANTSE AKADEMIE NPC**

Registration number: 2002/031756/08

Registered with the Department of Higher Education and Training as a private higher education institution under the Higher Education Act, 1997

**Registration Certificate No. 1999/HE08/001**

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**INSTITUTIONAL POLICY**  
**ON**  
**STUDENTS WITH DISABILITIES**

Policy Owner	Board of The APA
Responsibility	Quality Commissioner and Quality Committee
Status	Approved
Dates of amendments	15 March 2012
Review date	2016

## INTRODUCTION

According to communique 12/3/19/5 dated the 11<sup>th</sup> of October 2012, the Department of Higher Education and Training (DHET) instructed PHEI's (Private Higher Education Institutions), to develop a policy that address the needs of students with disabilities.

Justly, not only the DHET but also PHEI's, should uphold section 9(4) of the Constitution which stipulates that no person may be unfairly discriminate against on grounds of disability.

## DISABILITY

For the purpose of Higher Education, disability refers to maximum inclusive education. We also define inclusive education and training in line with the educational white paper nr. 6 of July 2001 as:

- Acknowledging that all children and youth can learn and that all children and youth need support.
- Enabling education structures, systems and learning methodologies to meet the needs of all learners.
- Acknowledging and respecting differences in learners, whether due to age, gender, ethnicity, language, class, disability, HIV or other infectious diseases.
- Broader than formal schooling and acknowledging that learning also occurs in the home and community, and within formal and informal settings and structures.
- Changing attitudes, behaviour, teaching methods, curricula and environment to meet the needs of all learners.
- Maximising the participation of all learners in the culture and the curriculum of educational institutions and uncovering and minimising barriers to learning.

**The APA acknowledge that a broad range of learning needs exists among the learner population at any point in time, and that where these are not met, learners may fail to learn effectively or be excluded from the learning system. In this regard, different learning needs arise from a range of factors including physical, mental, sensory, neurological and**

**developmental impairments, psycho-social disturbances, differences in intellectual ability, particular life experiences or socio-economic deprivation.**

Different learning needs may also arise because of:

- Negative attitudes to and stereotyping of difference.
- An inflexible curriculum.
- Inappropriate languages or language of learning and teaching.
- Inappropriate communication.
- Inaccessible and unsafe built environments.
- Inappropriate and inadequate support services.
- Inadequate policies and legislation.
- The non-recognition and non-involvement of parents.
- Inadequately and inappropriately trained education managers and educators.

## **EQUITY**

This policy stipulates that provision should not only be made for students, but also for staff where possible.

## **SUPPORT**

### a. Infra-structural

The Institution must be committed to make structural provision for people with disabilities. This does not only include accessibility, but also facilities for disabled people.

### b. Teaching and Learning

Teaching and Learning should make provision for people with disabilities. Lectures must be available electronically to make access easy for people with different sort of disabilities.

Library and library sources are also easily accesable for disabled persons.

### c. Other

Support systems for all students are in place. In case of disabled persons, they are encouraged to use all support systems and in matters that are still problematic or troublesome for disabled persons, the policy regarding disabled persons give them ground to take it up with management of the Institution for probe, help and support.