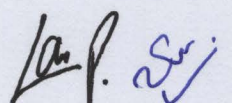


DISABLED STUDENT POLICY**DISABLED STUDENT POLICY****1. Title**

This policy may be called the Disabled Student Policy, 2023.

2. Definition

- Disability shall be defined as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.
- Disability covers a wide range of physical and mental impairments that may co-occur and may or may not be visible. This includes, but is not limited to, physical or sensory impairments; mental health conditions; specific learning difficulties including dyslexia; autism spectrum disorders; chronic medical conditions like diabetes or multiple sclerosis; severe disfigurement; progressive conditions; HIV infection; or cancer.
- Long-term is considered as having lasted for at least 12 months, or it is likely to last at least 12 months, or it is likely to last for the rest of the life of the person.
- Furthermore, this policy also covers individuals who have experienced disabilities in the past, which may be particularly relevant for people with fluctuating and/or reoccurring impairments.



3. Scope

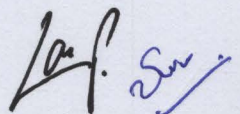
The University will:

- Ensure its environmental, social, and institutional practices and attitudes are inclusive of students with disabilities and long-term health conditions.
- Not discriminate against disabled students by subjecting them to less favorable treatment, unjustified unfavorable treatment, victimization, or harassment.
- Focus on supporting the effects of a disability, rather than the disability or condition itself.
- Proactively make reasonable adjustments and take proportionate steps to overcome barriers that potentially impede or disadvantage people with disabilities.
- Encourage full disclosure of disabilities, as greater disclosure will help the University improve support for disabled students.

This policy applies to any disabled student who reasonably requires adjustments and support to assist with their studies, regardless of whether they are a Thai or international student, or whether they are studying full-time, part-time, or through distance learning. Personal care needs of a student are not provided by the University or covered by this policy, e.g., wheelchairs, carers, etc.

4. Responsibilities

- The University's Equality, Diversity, and Inclusion Committee is tasked with ensuring that the University complies with equality and diversity legislation. It monitors the implementation and effectiveness of this policy and its related procedures and recommends necessary changes.
- Members of the University's senior administration, heads of colleges and departments, and managers at all levels must ensure that all staff are informed about this policy and are supported in developing and maintaining best practices.



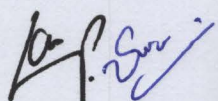
- All staff are expected to contribute to supporting disabled students. Human Resources, Disability Services, and the Learning and Teaching Enhancement Unit will provide advice, support, and training to fulfill these responsibilities.
- Human Resources is responsible for providing all staff with mandatory Disability Awareness training during induction and ensuring opportunities for all staff to participate in annual inclusive practice training.
- Everyone at the University, including staff, students, and visitors, is obligated to adhere to this policy and treat others with dignity and respect at all times.

5. Admissions

The University welcomes applications from individuals with disabilities or long-term health conditions. The University considers all applicants on an equal basis, ensuring that admission to any course is based on the academic judgment that the applicant can reasonably be expected to meet the competence standards and, where applicable, the requirements of professional bodies. A competence standard is an academic, medical, or other requirement used to determine whether a person possesses a particular level of competence or ability. While reasonable adjustments can be made to teaching and assessment methods, the competence standards themselves remain unchanged. In cases where competence standards are closely linked with assessment methods, making adjustments to those assessment methods may not be feasible.

6. Disclosure

Applicants are strongly encouraged to disclose their disability to the University early in the application process to ensure that appropriate support and accommodations can be arranged before starting the course. However, disclosure is welcomed at any point during the course, recognizing that health conditions may fluctuate and accommodation needs



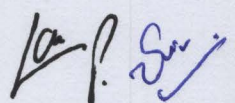
may change over the course of a student's studies. The University typically requires evidence of the disability from a relevant expert to accurately assess and implement required adjustments. If a student does not provide this information upon request, the University may be unable to determine necessary accommodations or implement them. Consequently, entry to the program may be deferred until the necessary information is provided.

7. Confidentiality

Applicants and students have the right to confidentiality regarding their disability. They may request that information about their disability be kept entirely confidential or shared on a limited basis. It is important to note, however, that when absolute or limited confidentiality is requested, the University might not be able to provide adjustments that would otherwise be considered reasonable. This is particularly true for hidden and complex disabilities or when needs are highly specific to the individual. Despite these challenges, the University is committed to respecting the confidentiality preferences of all students and applicants while striving to offer the best possible support within these parameters.

8. Assessment of Need

Students typically undergo a Study Needs Assessment, which informs the requirements for reasonable adjustments. Applicants may also be invited to visit the University to discuss their support needs. In cases where a disabled student has complex needs, the University may organize a University Disability Decision Panel (UDDP) to determine whether the University's environment is suitable for the student and if appropriate reasonable adjustments can be made.



9. Reasonable Adjustments

Adjustments for an individual will be made based on appropriate evidence of the disability's impact, provided that:

- The adjustments are likely to significantly reduce or prevent the substantial disadvantage faced by a student with a disability, while maintaining the integrity of relevant standards.
- The adjustments are financially feasible, taking into account the University's resources, and are practicable to implement.
- The adjustments do not endanger the health and safety of the person with a disability or others.
- The adjustments do not significantly disadvantage other students or individuals.

10. Funding

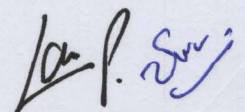
The University offers advice and information on the types of funding available to students. Students are encouraged to apply for the Disabled Students' Allowance (DSA). When funding, aids, or services are accessible from external sources, the University is not required to cover the costs of adjustments.

11. Accommodation

The University offers a number of specially adapted rooms on campus for disabled students. Extra consideration will be given to students who, due to a disability or medical condition, require on-campus living accommodations.

11.1 Determining Reasonable Accommodations

Upon receipt of disability documentation by the Disability Support Office, a thorough, individualized assessment is conducted. The University is committed to



making reasonable accommodations for those who meet the participation standards and provide documentation of their disability and associated limitations.

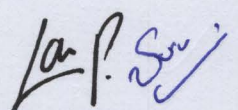
While many students self-identify to the Disability Support Office before classes begin, others may choose to do so later, once the need for accommodations becomes apparent. There is no deadline for disclosing a disability; however, adequate notice is required to arrange accommodations and verify disability documentation.

The criteria used to determine reasonable accommodations include:

- Assessing the student's limitations and capabilities
- Understanding the course requirements and program standards
- Aiming to maintain as much independence as possible for the student
- Considering the simplicity and logistics of implementing accommodations

11.2 Arranging for Accommodations

1. Disabled students requiring accommodations should contact the Disability Support Office in a timely manner, ideally before classes start or as soon as a disability is identified.
2. Students must provide acceptable documentation of their disability and its impact on their participation in university courses, programs, services, employment, activities, and facilities.
3. The Disability Support Office will maintain official documentation of the disability, including details about its manifestations.
4. The Disability Support Office will discuss with the student how the disability interacts with the academic environment. In new, complex, or sensitive situations, consultations with faculty, staff, and university authorities about essential requirements and reasonable accommodations will take place.
5. The Disability Support Office will explain the process for providing reasonable accommodations to the student, both verbally and in writing.





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6. The office will provide the student with letters for faculty members, certifying the student's disability and outlining the determined reasonable accommodations.
7. The student is responsible for presenting these letters to faculty and discussing the necessary accommodations. If accommodations are not effectively or promptly implemented, the student should contact the Disability Support Office.
8. The Disability Support Office will assist in resolving any disagreements between university personnel and disabled students over recommended accommodations.
9. Specific cases may be reviewed, as needed, by a committee comprising representatives from the Dean of Students, Academic Advising, Divisional Dean, and other relevant university personnel.

12. Monitoring and Review

- Human Resources will keep records of staff who disclose a disability and may gather data on employment applications to monitor the policy's effectiveness across all employment sectors.
- Disability Services will maintain records of all students and prospective students who disclose a disability, including data on the support provided to them.
- The University will encourage participation from individuals with disabilities, both from within the University and external agencies, to review the policy's implementation and effectiveness.
- To uphold best practices, the University will maintain communication with specialist advisory bodies and groups focused on disability issues, including Disability Services.



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- The University commits to broad consultation and the adoption of best practices to offer optimal support to individuals with disabilities. This includes leveraging resources like Access to Work Schemes and allowances for disabled students.
- The Equality, Diversity, and Inclusion Committee will regularly monitor and review this policy to assess its effectiveness and ensure it meets legislative requirements and the University's equality objectives. This review process will include consultations with key stakeholders within the University.

13. Approving Authority

The Disability Support Office shall be the approving authority for implementing actions related to protecting disabled students on campus.

Signature

(Dr. Fuangfa Ampornstira)

On behalf of the President of Shinawatra University

Date: August, 1 2023

