



BRADFORD UNIVERSITY COLLEGE (BUC, SWAZILAND)

"Inspiring Solutions for Unlocking Efficiency"

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SPECIAL NEEDS AND INCLUSION POLICY

For Learners and Staff

1. Policy Statement

Bradford University College is committed to fostering an inclusive, accessible, and equitable learning and working environment where all individuals—regardless of ability, disability, health condition, or learning difference—are valued, respected, and supported to achieve their full potential.

The College recognizes diversity as a core institutional strength and affirms that inclusion is a shared responsibility across governance, management, staff, students, and external partners. Discrimination, exclusion, and systemic barriers are inconsistent with the values and mission of the institution.

2. Policy Objectives

This policy seeks to:

- Ensure equal access to education, employment, facilities, and services
- Prevent and eliminate discrimination, stigma, and systemic barriers
- Provide reasonable accommodations for individuals with physical, sensory, cognitive, psychological, neurological, or chronic health needs
- Promote a culture of dignity, empathy, respect, and participation
- Ensure compliance with international, national, and institutional legal obligations
- Integrate inclusion principles into teaching, assessment, employment, and decision-making

3. Scope of the Policy

This policy applies to:

- All registered learners (full-time, part-time, blended, and online)
- All staff (academic, administrative, technical, and support)
- Contractors, visiting lecturers, volunteers, and interns
- All College premises, programmes, digital platforms, and activities

4. Legal and Regulatory Framework

This policy is guided by and aligned with:

- **UN Convention on the Rights of Persons with Disabilities (CRPD)**
- **Individuals with Disabilities Education Act (IDEA)** (where applicable)
- **National Education and Training Acts**
- **Labour and Employment Laws**
- **Human Rights and Anti-Discrimination Legislation**
- **ESHEC Quality Assurance Standards**
- **Institutional Code of Ethics and HR Policies**

5. Inclusion for Learners

5.1 Identification and Support

- Learners are encouraged to voluntarily and confidentially disclose special needs to the Inclusion / Student Support Office.
- Individual needs assessments will be conducted by qualified personnel such as:
 - Educational psychologists
 - Counsellors
 - Disability or inclusion officers
- Support plans will be individualized, documented, and reviewed periodically.

5.2 Reasonable Accommodations for Learners

Accommodations may include, but are not limited to:

- Alternative learning materials (Braille, large print, audio, digital formats)
- Assistive technologies (screen readers, speech-to-text, captioning)
- Modified assessments (extra time, alternative formats, separate venues)
- Flexible deadlines and adaptive learning pathways
- Note-takers, personal aides, or sign language interpreters
- Sensory-friendly classrooms, quiet rooms, or rest spaces
- Adjusted teaching practice or internship arrangements

Accommodations will not compromise academic standards, but rather ensure equitable access to learning.

5.3 Inclusive Teaching and Learning Environment

- All programmes shall adopt Universal Design for Learning (UDL) principles.
- Lecturers will:
 - Use diverse teaching strategies
 - Recognize neurodiversity and learning differences
 - Respond appropriately to mental health and trauma-related needs
- Online and blended learning environments shall be accessible and inclusive.

6. Inclusion for Staff

6.1 Recruitment, Selection, and Onboarding

- Equal opportunity statements shall appear in all job advertisements.
- Recruitment processes will be:
 - Accessible

- Bias-aware
- Reasonably adjustable where needed
- Staff with disclosed special needs will receive tailored onboarding support.

6.2 Reasonable Workplace Accommodations

Workplace accommodations may include:

- Flexible or adjusted working hours
- Remote or hybrid work arrangements
- Modified duties or workloads during periods of disability
- Ergonomic furniture and adaptive equipment
- Assistive technologies and accessibility tools
- Interpreters, readers, or transcription services

6.3 Career Development and Staff Support

- Equal access to:
 - Training and professional development
 - Leadership opportunities
 - Promotion and performance reviews
- Supervisors and managers will be trained in:
 - Inclusive leadership
 - Adaptive supervision
 - Supportive performance management

7. Training and Awareness

The College shall provide regular training for staff and faculty on:

- Disability awareness and inclusive etiquette

- Inclusive teaching, assessment, and supervision
- Mental health first aid and trauma-informed care
- Legal obligations, ethical responsibilities, and confidentiality

Annual inclusion workshops, awareness campaigns, and stakeholder forums shall be conducted.

8. Physical and Digital Accessibility

8.1 Physical Accessibility

- Campuses shall comply with universal design standards, including:
 - Ramps and elevators
 - Accessible restrooms
 - Clear signage
 - Safe and inclusive evacuation routes

8.2 Digital Accessibility

- All learning management systems, websites, and digital services shall meet WCAG 2.1 accessibility standards.
- Accessibility audits shall be conducted periodically by the ICT Unit.

9. Disclosure, Privacy, and Confidentiality

- Disclosure of special needs is voluntary.
- All information will be treated as confidential and stored securely.
- Information will only be used to facilitate support and accommodations.
- Disclosure shall not affect academic progression, employment status, or promotion.
- Individuals may amend or withdraw disclosures at any time.

10. Complaints and Appeals Process

- Learners or staff who experience discrimination, exclusion, or inadequate support may lodge a formal complaint.
- Complaints will be:
 - Handled impartially
 - Investigated promptly
 - Resolved confidentially
- Appeals may be escalated according to institutional grievance procedures.
- Support persons, advocates, or translators will be made available where required.

11. Monitoring, Evaluation, and Review

- An **Inclusion Committee** comprising management, staff, learners, and inclusion officers shall:
 - Meet quarterly
 - Review implementation and resource allocation
 - Monitor accommodation effectiveness
- Annual inclusion audits and reports shall be submitted to Management and Council.
- This policy shall be reviewed every three (3) years or earlier if required.

12. Institutional Responsibilities

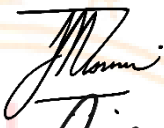



Stakeholder	Responsibilities
Governing Body / Council	Endorse, resource, and enforce the policy
Executive Management	Ensure implementation and accountability
Inclusion / Disability Officers	Coordinate assessments, accommodations, and training
HR & Academic Departments	Embed inclusive practices in all operations
Facilities & ICT Units	Ensure physical and digital accessibility
Lecturers & Supervisors	Apply inclusive teaching and supervision

Students & Staff	Respect diversity and contribute to an inclusive culture
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13. Policy Endorsement and Authorization

This policy is formally approved and adopted by Bradford University College.

Endorsements

Role	Signature	Date
Vice-Chancellor / Principal		12 April 2026
Chairperson, Governing Council		12 April 2026
Dean of Students (Student Welfare)		12 April 2026
Director of Human Resources		12 April 2026
Student Representative Council President	S.Sibeko	12 April 2026

Document Control

- **Policy Title:** Special Needs and Inclusion Policy
- **Institution:** Bradford University College
- **Version:** 1.0
- **Effective Date:** 12 April 2026
- **Next Review Date:** 13 April 2027
- **Approved By:** Governing Council