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SPES BONA

Office for
Inclusivity
& Change

BRAILLE

UCT DISABILITY SERVICE

SUPPORT OFFERED TO STUDENTS WITH DISABILITIES

I am proud
of being Deaf.
You can do it!
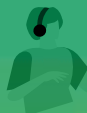
Support Offered to Students with Disabilities

The University of Cape Town's (UCT) Disability Service (DS) situated in the Office for Inclusivity and Change (OIC), is geared towards removing all physical, policy, information and attitudinal barriers that may prevent students and staff with disabilities from fulfilling their potential. Whether this means improving building access, arranging for extra time during examinations or employing South African Sign-Language interpreters, the Disability Service is there to provide support.

We are dedicated to the creation of a discrimination-free and inclusive environment in which students and staff with disabilities are able to enjoy full, independent and effective participation in all aspects of university life.

The Disability Service strives to create an enabling learning and occupational environment for students and staff with disabilities where their learning experience and career aspirations are equal with their abilities and where their talents are nurtured and developed. This entails providing innovative support and time-sensitive solutions for students and staff with a wide variety of disabilities and complex medical conditions.

The work of the Disability Service includes:
- Disability advocacy and sensitisation
- Improving access to inaccessible venues and allocating accessible parking bays according to UCT's Traffic Policy
- Providing accessible transport within residences and lecture theatres
- Specific mobility orientation for staff and students with disabilities
- Providing accessible residence accommodation
- Providing lecture and study materials in an accessible format for persons with sensory impairments
- Student support, psychological education and assessment for mental health concerns and specific
- Learning disorders
- Facilitating extra time applications and/or other accommodations concerning examinations and test-taking
- Supporting the development of academics to ensure accessible education.

Registering with the University of Cape Town's Disability Service

[See addendum 1]

To access the support and services of the Disability Service, registered UCT students with disabilities and UCT staff members with disabilities need to register with the DS by completing the UCT DS registration form and emailing it to disabilityservice@uct.ac.za.

Extra Time Applications for Specific Learning Disorders

[See addendum 2]

The Clinical Psychologist at the Disability Service addresses the assessment and case management needs of students who wish to apply for extra time and other concessions (such as the use of a computer and access to a secluded writing space) during tests and examinations. Many of these applications are supported by previously documented diagnoses of Specific Learning Disabilities (SpLD) and Attention Deficit Disorder (ADD).

In an interview with the student, the Clinical Psychologist provides information and guidance on how the student can manage the impact of their disability within the UCT context. In the cases of students who have previous assessment reports, the Clinical Psychologist checks that these meet UCT's requirements before recommending the application to the Deferred Exam committee.

A large number of students who meet with the Clinical Psychologist have no prior diagnosis of a disability, no documentation to support an application for exam concessions, and are commonly unaware of mental health accommodations. These accommodations are put in place for tests, examinations and term time. It sometimes happens that students who experience academic

difficulties resulting from a wide range of factors, often unrelated to disability, make appointments to apply for extra time in the hope that this will improve their chances of passing. In these cases, the Clinical Psychologist starts with a clinical interview to try to determine the possible reasons that the student is struggling academically, to assess whether "invisible" disability-related factors are perhaps at play. Hence, much of what gets covered in appointments, which are ostensibly made for extra time applications, is not directly relevant to the administrative process of the extra time application itself but addresses the broader needs of the students.

The challenge is to identify those students who may have good grounds for applying for the extra time concession or some other accommodation, and arrange for the administration of the required assessment. For the remainder of the students, it is important that their concerns have been heard and that a reflective space was provided in which alternative ways to address their difficulties were identified and appropriate referrals made.

Students' requests to be granted extra time for tests and examinations often mask or are co-morbid with serious mental health concerns. These students are referred to the Student Wellness Service or to Medical Practitioners and Psychologists in private practice.

Students with complex disabilities may require referral to faculties for consideration of curriculum concessions such as:
• A lighter curriculum load over a longer period/ an extended degree program

Support for Students with Mental Health Concerns

The role of the Clinical Psychologist is to assess for academic accommodations and refer to support services for students diagnosed with mental health disabilities or disorders. As is the case with students with physical, sensory and chronic medical conditions, students with mental health disabilities will be entitled to the provision of reasonable accommodations in terms of the UCT Mental Health Policy 2018. A "reasonable accommodation" involves:
• the provision of necessary and appropriate modifications and adjustments;

• which do not impose a disproportionate or undue burden;
• when needed in a particular case.

These accommodations are provided in order to ensure that staff and students with disabilities can exercise and enjoy all human rights and fundamental freedoms on an equal basis with others. United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) (Article 5)

The concept of reasonable accommodation does not mean that a student is exempt from meeting course or degree requirements. Reasonable accommodation should aim to remove barriers to completion of the course or degree requirements due to a mental health disability.
The form of reasonable accommodations is unique to each student depending on their specific needs and may include:
• **Term time concessions such as:**
  Flexible assignment or thesis deadlines
  Use of equivalent/ make-up assignments
  Adjustments to lecture and tutorial attendance requirements
  Use of lecture recordings to facilitate access to missed lectures
  Adjustments to group work requirements
  Allowing students to sit for deferred class tests

• **Exam/ Test concessions such as:**
  Access to a secluded writing venue for examinations

The forms of accommodation are subject to course administration deadlines such as faculty or university deadlines for example, submitting coursework marks.

In the case of students with mental health disabilities, the role of the Clinical Psychologist in the Disability Service is to:
• Assess applications for registration with the Disability Service on the grounds of a mental health disability
• Obtain required supporting documentation from the student's mental health practitioner
• Discuss options and make recommendations or reasonable accommodation
• Provide written confirmation of the student's eligibility for reasonable accommodation in the form of a Verified Accommodation Letter
• When requested, offer advice and guidance to university staff about supporting students who are registered with the Disability Service with mental health disabilities
• Include topics related to mental health in the Disability Service's programme of presentations and events geared towards raising awareness about disability-related issues

The Clinical Psychologist will introduce these student(s) to the Direct Services Specialist for assistive software, secluded venue use, to the psychometrist for internal assessment for eligible students, as well as to the in-house daytime Carer to assist if needed with practical help such as navigating aspects of the UCT environment or practical support. For example, the in-house Carer may accompany a student with cerebral palsy to an appointment with a neurologist.

Which stakeholders do you work with?

Within UCT
- Student Wellness Service Faculty Psychologists
- The Deputy Registrar
- Student Records
- The Deferred Exam Committee for extra time applications
- The staff dealing with the administration of the NBT's
- IAPO
- Lecturers in a variety of departments in relation to the needs of specific students

Outside UCT
Psychologists and other Medical Practitioners in private and public practice and Parents of current and prospective students

Which University policies inform/guide your work?
UCT's Disability Policy, Mental Health Policy, Admissions Policy and the Examinations Policy.

The Clinical Psychologist must also adhere to the guidelines of the professional body for Psychologists, the Health Professional Council of South Africa.

Disability Service Psychometric Assessments

Psychometric assessments are provided to students who do not have the financial means to be assessed by a private Psychologist. These assessments are done to highlight and confirm difficulties that the student is experiencing and to identify a Specific Learning Disability (SpLD). The assessment report is a key requirement in the application process in order to qualify for extra time during tests and examinations.

The following range of assessments are administered:
- Cognitive
- Word reading
- Reading Comprehension
- Writing

The administration of these assessments generally takes between 6 to 8 hours (over a course of a few sessions) – time measurement can, however, be unpredictable. The assessment process is lengthy. One factor that contributes to the length of time it takes to complete an assessment is that in some assessments a student can take more than double (sometimes triple) the

amount of time to complete than the prescribed time. The student must be allowed this time for diagnostic purposes. A range of supplementary and screening assessments are also provided. These assessments take place when a student supplies an assessment report from a private Psychologist which is incomplete (i.e. 1 or 2 assessments may not have been administered).

UCT's requirements to qualify for extra time are very specific and specific assessments need to be completed and included in the assessment report. To save the student stress and the expense of having to book an appointment with their private Psychologist, the Disability Service's Clinical Psychologist will introduce the student to the Psychometrist to complete the necessary outstanding assessments. This saves time and speeds up the application process for the student applying for extra time. It is faster to complete the supplementary assessments in-house (it generally takes 30 minutes to an hour) rather than having the student book another appointment with their private Psychologist.

Concessions other than extra time are also offered by the Disability Service. For example, the Disability Service offers the use of computers to students and staff who have handwriting difficulties.

The Disability Service Clinical Psychologist cannot grant the use of a computer without confirming handwriting difficulties. A writing and typing assessment are administered (and if spelling difficulties are reported then a spelling assessment is administered as well).

Once the assessments have been completed, they are scored, the scoring is checked, and a report is written. It can take approximately four to five hours to write a report. The Psychometrist is responsible for the submission of all extra time applications to the Student Records Office. Extra time applications consist of long-term extra time applications as well, therefore submissions are for international students (fulltime or for those spending a semester abroad).

Students who are registered at the Disability Service with mental health conditions are supported through practical support tailored to the student's specific diagnosis, in line with the clinical intervention prescriptions and under the supervision of the Clinical Psychologist. This is done by liaising with faculties to ensure the implementation of accommodations, as well as liaising with families and other stakeholders to facilitate psychological assessments with Clinical Psychologist.

This is done to promote access to higher education for students with disabilities, as well as to promote academic throughput through academic and emotional support of students with disabilities.

Which stakeholders do you work at UCT?

- Student Records Office
- Student Wellness Services
- Various faculties and departments

Which University policies inform/guide the work of the Psychometrist?

UCT Disability Policy
- Extra time application requirements based on a specific learning disability are outlined in this policy Psychometric testing assessments are completed in accordance with UCT regulations stipulated within this policy.
- Required supporting documentation (which is kept confidential) is listed within this policy UCT.

Mental Health Policy
As a unit, we need to adhere to this policy.

The Psychometrist also needs to adhere to the professional guidelines set out by the Health Professions Council of South Africa. The four main professional guideline factors are outlined below:
- **Best interest of the student is kept in mind (non-maleficence)**
  - Do not assess student(s) if they are tired or not feeling well.
  - Be thorough and take care in scoring and report writing.

- **Patient confidentiality must be adhered to**
  - All records including student files, reports, and assessment results must be kept strictly confidential.

- **Be objective and unbiased.**

- **Maintain test security.**

Assistance

24h ?! ....

Support

Disability Service Direct Services Support and Innovations

[See addendum 4.1, 4.2 & 4.3]

The Disability Service Direct Services Specialist strives to maintain and introduce relevant and effective interventions for students with disabilities. If a support protocol is not already activated for a particular disability, methods will be put in place to introduce new approaches or re-introduce previous effective methods. Our current methods of intervention are outlined below.

Real-time text transcribing is offered to assist Deaf students with capturing the lecture content and allow them to understand and participate in class discussions. Peer transcribers are sourced from the class attended by the Deaf student and are selected after passing a Text Transcribing Test for speed and accuracy. Google Drive and Google Docs are used as the vehicle for capturing and reading the content.

South African Sign Language Interpreters are assigned to assist Deaf students

during their lectures. The Disability Service works closely with the Post Graduate Diploma in Disability Studies course.

Scanning and/or proofreading of material for visually impaired students are undertaken by Disability Service volunteers. Electronic documents are also text converted to accessible formats if needed. An assigned Disability Service staff member is able to operate the latest Duxbury Translating Software and Braille Box Embosser in order to accommodate braille printing requests. However, the more common request is for documents to be placed into an accessible format for reading through screen reading software. Information is also provided to departments on Universal Design for Learning strategies to ensure access and inclusion.

Proofreading of audio transcripts for YouTube lectures are carried out by Disability Service volunteers in the Deaf student's class.

Read and Write Literacy Software is used in combination with Dragon Naturally Speaking Software or Office 365 Dictate to provide a text to audio and/or speech to text facility for students with dyslexia.

Dragon Naturally Speaking software or Office 365 Dictate is also used by students with hand mobility difficulties. Information on the Ease of Access Centre in Office 365 is also distributed.

Free Assistive Software information is researched and distributed to all students registered with the Disability Service, and to academic departments.

The Apple iPad voiceover facility is used by students with a stutter to do oral presentations at UCT and while abroad. For example, the software was used by a UCT exchange student in the USA while on a Carnegie Fellowship.

Apple Mac PCs are available for use in the Disability Service's Computer Lab as they have excellent built-in accessibility software which do not require any licenses to run.

Notetakers, scribes and practical lab assistants are sourced to assist students with a variety of handwriting difficulties. For Deaf students – notetakers are sourced from the individual's classes, while scribes and practical assistants are sourced from the pool of postgraduate students.

Volunteers have the opportunity to be part of Student Support Teams for students with sensory or mental health concerns, as well as to be part of Advocacy or Barrier Free projects. Training is provided.

Podiums and kneeling chairs provide assistive furniture support to students with back injuries.

Test and examination writing support for students with a wide variety of disabilities is offered at the Disability Service on an ongoing basis. Test and exam specialised accommodations
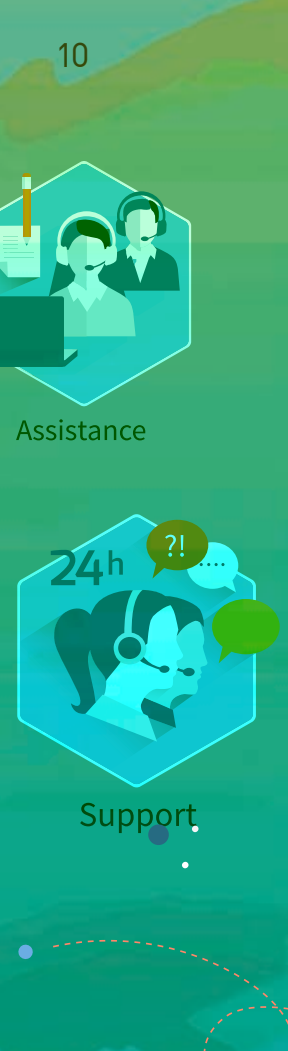
(for exams conducted physically on campus) are provided for students with disabilities referred by the Disability Service Psychologist or by Student Wellness Medical Practitioners and include:

- Wheelchair users are provided with accessible examination/test writing spaces.
- Use of computers with assistive software (Jaws, ZoomText, Dragon Naturally Speaking, Texthelp Read and Write Literacy software) is on offer to accommodate a range of disabilities.
- Scribing assistance is offered to students with handwriting disabilities and to Deaf students who prefer to answer their exam questions in Sign Language to an interpreter who then scribes for them.
- Assistive furniture such as podiums, beds and/or kneeling chairs are available on request.
- Students with epilepsy are granted a secluded writing space within the Disability Service with CPS and ER24 on stand-by.
- Students recovering from surgery and those with temporary injuries (for example those with broken leg(s) or arm(s)) are granted assistive devices or specialised support in line with their needs.
- Students with disabilities such as Tourette's Syndrome (where verbalisation must occur in a space away from the other students) are offered secluded writing spaces to accommodate their disability. Students with mental health concerns are supported as outlined on page 2 to 3 under "Extra Time accommodations and Support for Mental Health Concerns".

The range of disabilities accommodated by the Disability Service is outlined below:

- CHRON (Chronic)
- HRIMP (Hearing Impaired)
- MTIMP (Motor Impaired)
- MTIMP (Hand)
- PSYCH (Psychological)
- SLD (Specific Learning Disability)
- TEMP (Temporary)
- VSIMP (Visual Impaired)
- WHACC (wheelchair user)

Barrier-Free Access at UCT

[See addendum 5]

Annual Academic Registration:
At the start of an academic year, all UCT students register at specified registration venues, however, the registration venues are not always accessible. The Barrier-Free Access Specialist liaises with the Faculty Officers to arrange for students with disabilities to either register at an accessible venue or to register at the Faculty Office. The Barrier-Free Access Specialist contacts students with disabilities as well as Course Convenors to schedule appointments for these students to register at the Faculty Office on the same day.

Orientation and Mobility Training:
The Barrier-Free Access Specialist provides two types of orientation and mobility training to students and staff who are blind/visually impaired and to students and staff with mobility impairments. Wheelchair users are an example of students and staff with mobility impairments.

- **General UCT Landscape:** During the initial engagement with students and staff with disabilities, the Barrier-Free Access Specialist provides general UCT landscape orientation and mobility training to familiarise students and/or staff members about the layout of UCT campuses.

Specific UCT Route:
Once a student has received their semester or yearly timetable, the Barrier-Free Access Specialist conducts specific UCT

accessible route orientation and mobility training. This includes specific lecture theatres, tutorial venues, accessible toilets in various buildings, Jammie Shuttle stops, cafeteria, allocations of lifts in various buildings, accessible routes to main library and Disability Service study space in the library and accessible routes and links which are efficient for the student.

The specific UCT accessible route orientation and mobility training require a number of sessions as it deals with various accessible routes relevant to the student. This training is vital as it assists students with time management strategies for commuting to their lectures and tutorials and navigating the UCT physical environment.

Accessible Lecture and Tutorial Venues:

Once students receive their semester or yearly timetables, they are required to submit a copy of their timetable to the Barrier-Free Access Specialist. The Barrier-Free Access Specialist conducts an access audit to determine the accessibility of the lecture theatres and tutorial venues for students with various types of disabilities. The audits focus of the following:

- Accessible entrance and exit for persons with all types of disabilities
- Access to the lecture theatre via lift or ramp
- Access for wheelchair users
- Access for students with mobility impairments
- Access for students who are blind
- Functional induction loop system for hard of hearing persons who make use of T-coil fitted hearing aids
- Location of disability accessible toilets in proximity

If a lecture theatre or tutorial venue is not accessible for a student with a disability, the Barrier-Free Access Specialist liaises with Faculty Office and the Course Convenors and informs them of alternate accessible venues available as per UCT Venue Booking Systems. This can be a challenging process and the Barrier-Free Access Specialist must ensure that during the change of venue, no other student with a disability will be impacted negatively.

Accessible Buildings:

Most buildings at UCT are equipped with lifts to enable vertical access to different floors which assists students, staff, and visitors with mobility impairments, including wheelchair users, to gain access to various floors in the buildings. At times the lifts are faulty and during power outages, the lifts are not functional. This creates an absolute barrier for wheelchair users as they are then unable to access certain floors in a building which in turn hinders their attendance of lectures and tutorials. When students are unable to attend lectures or tutorials

due to a faulty lift, the Barrier-Free Access Specialist reports the matter to the Course Convenor, lecturer and/or tutor.

The Barrier-Free Access Specialist immediately reports a faulty lift to UCT Maintenance. Due to the impact that faulty lifts have on staff and students with disabilities, UCT Maintenance staff attends to faulty lift queries immediately.

In the event of a scheduled power outage, the Disability Service communicates with students with disabilities and staff advising them not to use the lifts in earmarked outage areas. The communication is sent via the social media platform, WhatsApp, for real-time communication to all students and staff members with mobility impairments.

Assistive Devices:

The Barrier-Free Access Specialist provides assistive devices to students and staff who are Deaf or hard of hearing. These assistive devices include Neck Loop System, Frequency Modulation (FM) System, Portable Loop System, vibrating alarm clocks and smoke detection systems which work with vibrating alarm systems. These assistive devices are provided to students and staff on loan. The Barrier-Free Access Specialist provides basic training on how to operate these assistive devices.

Health and Safety:

- The Barrier-Free Access Specialist assists with the safe evacuation of persons with disabilities.

Accessible University Events:

The Barrier-Free Access Specialist is responsible for:

- Ensuring that venues for any UCT event are equipped with an Induction Loop System
- Liaising with Traffic Services for accessible parking for disabled students, staff and visitors
- Ensuring accessible entrance and exit routes for disabled students, staff and visitors at UCT events
- Ushering students, staff and visitors with disabilities to the reserved seating areas
- Assisting with securing a South African Sign Language Interpreter for UCT events
- Operational requirements at Graduation ceremonies include:
  - Conducting a dry run of the capping ceremony with the graduands with disabilities
  - Liaising with Sound Engineers to ensure that the Induction Loop system is functional at every graduation ceremony
  - Liaising with Student Records regarding seating for graduands with disabilities
  - Liaising with the Registrar regarding reasonable accommodation for graduands with disabilities
  - Collection of graduation tickets and graduation regalia for graduands with disabilities

- Brief graduands with disabilities on the Health and Safety Protocol for graduation ceremonies
- Securing South African Sign Language Interpreters for graduation ceremonies
- Arrange seating for South African Sign Language Interpreters on the platform
- Escort graduands with disabilities to the platform during capping
- Arrange with Photographers to take photographs of graduands with disabilities at the end of the graduation ceremony

Accessible Transport:
- The Accessible Transport Service was introduced at UCT to cater for the transport needs of staff and students with temporary and permanent physical disabilities as well as visually impaired and blind students.
- A registration form must be completed before a user can make use of the Accessible Transport Service.
- The vehicles are fitted with an accessible hoist to accommodate wheelchair users. The Disability Service currently has 3 vehicles (2 disability accessible and 1 standard).
- In order to accommodate all users, the service runs on a 3-shift schedule compiled on a weekly basis by the Administrative Assistant.
- The service is delivered by Mobility Assistants.
- The weekly schedule is compiled on Thursdays.
- All users are required to email their upcoming schedules or special requests before 12:00 on Wednesday afternoons.
- Communication with users is carried out via email disabilityservice@uct.ac.za.
- The Accessible Transport Operators are equipped with basic First Aid, Health and Safety and Epilepsy training to assist bus users in the event of an emergency.
- The Accessible Transport Service operates within a maximum radius of 10 kilometres, concurrently with the Jammie Shuttle service.

Disabled Parking

[See addendum 6]

- The disabled parking request is governed by the Disability Parking Policy and UCT Traffic Policy.
- The service was introduced to accommodate staff and students with temporary and permanent physical disabilities.
- All UCT disabled parking bays are allocated to staff and students on a rotational basis.
- The following forms and documents are required before an application can be sent to the Disability Service Manager for approval:
    - A Disability Service Registration Form
    - An Application Form for Parking
    - A Medical Report from a specialist
- Once approved by the Disability Service Manager, the Administrative Assistant informs Traffic Services and the user about the approval via email
- The email to Traffic Services includesthe following information:
    - Details of applicant
    - The requested allocated area for the disabled parking bay
    - Commencement and Expiry Dates
- Parking applicant: Please remember to submit your TA03/TA01 (attached) to Traffic Services.
- All UCT student and staff parking bays are paid parking bays and applicants are required to obtain their disabled parking disc from UCT Traffic Services once payment has been made by the applicant.
- When applicants with disabilities are unable to physically obtain their disabled parking discs from UCT Traffic Services, the Disability Service will assist with the collection of the disc once payment has been processed or approved.
- Traffic Services and the Disability Service's Administrative Assistant keeps detailed records of all disabled bays allocated to applicants.

Solution

Responsibility

Disability Advocacy at UCT

Disability Sensitisation Training for Staff and Students at UCT:

[See addendum 7]

The purpose of Disability Sensitisation is to equip UCT staff and students to engage effectively with each other in a language and manner that is inclusive and non-derogatory. The focus is to create a space and place of inclusion and steer away from prejudice and stigma against persons with disabilities.

Disability Sensitisation Training is provided to all faculties and departments at UCT. Disability Sensitisation training is also provided to:

• House Committees at UCT residences
Disability Sensitisation Training is provided to Wardens, Assistant Wardens, Sub-wardens and general members of the of UCT House Committees at residences. The training sessions are scheduled as per the request of the Director of Student Housing and filtered down to Wardens at the start of each year. Wardens contact the Disability Service to arrange the training according to availability of the Disability Advocacy Specialist.

• The focal point of these training sessions is designed to empower House Committees with the ability to effectively and efficiently advocate and support students with disabilities living in residences.

• **Student Societies in UCT residences**
Disability Sensitisation Training is uniquely designed to engage all students in a manner where they are equipped to support, advocate and include students with disabilities in all res events and activities. This allows students with disabilities to experience the full residence life such as peer engagement and friendship development.

• **UCT Faculties and Departments**
Disability Sensitisation Training is provided on a quarterly basis to UCT faculties and departments. Training materials are designed to focus on areas such as inclusive language, disability access, online accessibility, sensitivity to mental health concerns, extra time applications and curricula adaptation for an inclusive teaching and learning practice – all which forms part of reasonable accommodation for students with disabilities.

• **New Academic Practitioners' Programme (NAPP)**
The key focus for NAPP is to capacitate academic staff in accessible educational settings through disability awareness and sensitisation training. The aim is to encourage them to create a disability-inclusive teaching and learning environment and to adapt the curricula to include students who have mental health concerns, who struggle with specific learning disabilities, and those who are blind or Deaf to name a few categories of disabilities. The training also urges academic staff to consider the challenges students with mobility impairments encounter due to the physical landscape of the campuses and possible limitations that arise from complex medical conditions.

• **Recruitment of Students with Disabilities**
Every year UCT hosts an Open Day aimed at high school learners in Grades 10, 11 and 12 which presents an ideal opportunity for prospective students to explore the vast range of study options UCT has to offer. The Disability Service has built a strong network of special and inclusive schools which it engages with on an annual basis via an invitation to the Open Day events. The aim is to give prospective students with disabilities, their families and their educators the opportunity to have face-to-face contact with the Disability Service staff regarding the services offered to students who register with the Disability Service.

On Open Day, the Disability Service has a stall at the plaza where prospective students can enquire about the services provided and are afforded the opportunity to visit and tour the Disability Service with their families and peruse all the specialised equipment, accessible

devices and software. The visitors are able to engage in detailed discussions with the Clinical Psychologist regarding mental health concerns, specific learning disabilities and extra time applications.

Wheelchair users and students with mobility impairments are provided with the opportunity to be transported in the accessible vehicles from the Disability Service stall to the Disability Service unit for viewing.

- **Orientation Talks**
  Every year UCT faculties host orientation programmes for incoming UCT students and the Disability Service is provided a slot in all faculty programmes. The Disability Service team use these slots to raise disability awareness and share information on the services provided at the Disability Service. Students with disabilities are encouraged to register with the Disability Service and students without disabilities are equipped with the knowledge of the Disability Service so that should they experience a temporary disability during their course of study at UCT, they will know where to seek support.

Temporary disabilities include, but are not limited to, hand and arm injuries, foot and leg injuries and temporary medical conditions. Full support is provided to students with temporary disabilities until they provide a certificate of clearance from a medical practitioner.

- **Student Support and Guidance**
  In striving toward academic excellence, students encounter challenges which may leave them feeling despondent. During these times, students who are registered with the Disability Service are encouraged to consult with the Disability Advocacy Specialist who will then refer them to the relevant portfolio. In cases where students request guidance with a challenge between themselves and their lecturer/supervisor, the Disability Advocacy Specialist and the Disability Service Manager facilitate a discussion between the two parties where a

Memorandum of Understanding can be reached. Should these discussions not be successful, the matter is referred to the Office for Inclusivity and Change for formal mediation.

- **Advocacy for Students with Complex Medical Concerns**
  At the start of each year, students with disabilities inform the Disability Service of their complex medical conditions for which support is required. This support needed often requires the collaboration of all Disability Service portfolios. In such cases, a round table discussion is arranged which consists of ALL staff members of the Disability Service as well as external critical departments such as representatives from UCT Health and Safety Department, Campus Protection Services, Student Wellness Services, Faculty Managers, the parents of the student as well as the student concerned. These meetings result in the creation of an emergency protocol which stipulates the steps and measures which should be taken in case a student finds themselves in an emergency related to their medical condition.

- **Financial Aid**
  Students with Disabilities who apply to UCT are always advised to apply for the National Students' Financial Aid Scheme (NSFAS). Students whose applications are deemed successful receive funding for tuition, res accommodation, books, meal and transport allowances. Should they require assistive equipment related to their disability, NSFAS also provides a capped amount to subsidise the equipment as well as Human Support which includes carers and South African Sign Language Interpreters. NSFAS, however, only provides for undergraduate students who fall within a certain income bracket. The Disability Service has identified students who fall within the gap not provided for by NSFAS and approaches external funders for assistance.

- **Placement of Students with Disabilities in Accessible Residences**
Accommodation for students with disabilities can be a stressing factor for the students if their disability requirements are not adequately catered for. Once students receive admission letters from the Department of Student Housing and Resident Life, the Disability Advocacy Specialist engages with the students to enquire about the required suitable accommodation. Upon identification of a suitable residence, the Advocacy Specialist together with the Barrier-free Access Specialist embarks on a site visit to ensure that the physical space is indeed suitable for each student. The process is then concluded with the Department of Student Housing and Resident Life.

- **Disability Special Events**
In line with the Department of Higher Education and Training's (DHET) Calendar of Special Events, the Disability Service strives to host events which are inclusive to all students, including those with disabilities.

Over and above the DHET's calendar the Disability Service hosts BUZA (talk) events, volunteer functions and parasport activities which are open to the UCT community.

South African Sign Language Interpreting Services

The Disability Service strives to bridge the gap between the Deaf and hearing people by breaking down the communication barrier through the Sign Language interpreting services.

- **Sign Language Interpreter Student Support**
The role of the Sign Language Interpreter is to convey the content of the communication occurring within the setting. It must be noted that interpreters stay true to the message, which means to interpret verbatim what the lecturer delivers and what the student communicates.

The interpreter's responsibility is not restricted to the classroom. To provide optimal support, the interpreter must endeavour to become familiar with the course materials studied by the student. As such, research plays a vital role in the process of interpreting as the interpreter needs to remain current with the signs of the topic, the related words and the phrases of the course. This may require the interpreter to develop new signs along with the Deaf student for technical phrases which otherwise have not yet been developed in Sign Language.

- **Sign Language Interpreting Support for staff**
  The Disability Service provides Sign Language interpreting services for UCT departments which are staffed by Deaf staff member(s). These departments are responsible for informing the Disability Service in order for them to receive the South African Sign Language interpreting services. The interpreter must be booked a week in advance and full details on the nature of the assignment that interpreting is needed for should be provided. In cases of emergencies, the Disability Service may provide an interpreter depending on availability.

Settings where services are provided by the Sign Language Interpreters include staff meetings, training workshops, team buildings, medical consultations, and other UCT related events.

- **University Events**
  The services of the Sign Language Interpreter expand to the broader UCT community to promote inclusivity at UCT events. Graduation ceremonies are one of the events where interpreting is provided so that Deaf graduands, Deaf parents and Deaf guests are able to gain access to all the ceremonies. The Disability Service requires Deaf persons attending the graduation ceremonies or other UCT l events to notify the Disability Service three days in advance in order to secure the availability of the interpreter.

Other events where the services of a South African Sign Language Interpreter have been provided are:
- Parent Orientation
- Institutional Reconciliation and Transformation Committee
- Human Resources Related Events
- UCT Leadership Events

Below are some of the ways in which an interpreter can deliver the best possible results (these can also be considered as reasonable accommodations for Deaf students):
- Share course materials and teaching aids.
  - Prior to the first-class share course outline, textbook, handouts, PowerPoint presentations etc.
- Online access to updates: Include the interpreter on your email and online discussion groups.
- Choosing a good sightline: Allow the student and interpreter to choose the seat that provides the best visual vantage point.
- Speak at a natural or reasonable pace: Too slow of a pace is as difficult to interpret as too fast of a pace.
- Lecturer/ facilitator should check that all videos/films are captioned: many new videos/ films are already captioned. However, speakers/ facilitators should always check to make sure that they are indeed captioned.
- Always ask everyone to raise their hands and be recognised before speaking.
- Plan breaks: Visual learning is physically challenging and can cause eye fatigue. The task of interpreting is cognitively and physically challenging. The allowance of breaks is especially important when there is only one interpreter.

Talk in first-person: When talking to a Deaf person look directly at them and not at the interpreter. Use "I" and "you" rather than third-person statements such as "ask her" or "tell him".

Addendums

ADDENDUM 1: Registering with the University of Cape Town's Disability Service

Registration Form

CONFIDENTIAL PROVISIONAL REGISTRATION FORM 20__

Full registration with the Disability Service will be confirmed after a meeting with a Disability Service staff member has taken place.

1. STUDENT INFORMATION – Where applicable tick relevant blocks.						
Have you registered with the Disability Service before?					Yes	No
Are you a Semester Abroad international student					Yes	No
Are you a full-time international student					Yes	No
Student ID		Surname				
First Name/s		Preferred 1ST Name				
Gender		Home language				
South African Citizenship		Yes	No	Other (specify		
Race	African	Coloured	Indian	White		Other (specify)
Faculty		Name of degree				
Level	Undergrad.	Postgrad.	ID/ Passport number			
1st year of registration at UCT		20_____	High School attended			
2. STUDENT'S CONTACT DETAILS						
Address while at UCT						
Cell Number			Landline			
Email addresses	1.		2.			
3. PARENTAL/GUARDIAN/FAMILY CONTACT DETAILS						
Name of Contact						

Relationship	Mother	Father	Other:

Home Address	

Home Landline		Parental/family cell	

4.   LOCAL CONTACT PERSON TO CALL IN THE EVENT OF AN EMERGENCY

Name	

Contact Number		Relationship	

5.   DISABILITIES or DIFFICULTIES DECLARED – Tick relevant block or blocks

5.1   Is the condition permanent/chronic, or temporary/short term, or are you unsure which?

Permanent/chronic	Temporary/ short term	Unsure which

5.2   CHRONIC ILLNESS & NEUROLOGICAL DISORDERS (Code – 10)

Arthritis	Cancer	Chronic Fatigue	Diabetes
Epilepsy	Fibromyalgia	Head injury	Heart condition
Lung condition - asthma	Lung condition - other	Other:	

5.3   SENSORY IMPAIRMENT

Auditory	Deaf (Code 03)	deaf (Code 04)	Hearing impaired and hard of hearing (Code – 05)
Visual	Blind (Code 01)	Partially sighted (Code 02)	

5.4   PHYSICAL DISABILITY - resulting in use of crutches, wheelchair, other mobility apparatus (Code – 09)

Loss of limb, or loss of use of limb	Wheelchair user	Cerebral palsy	Other:

5.5   PSYCHOLOGICAL, PSYCHIATRIC or MENTAL HEALTH CONCERNS (Code – 08)

Anxiety related condition	Generalised anxiety	Panic disorder	OCD
Mood disorder	Depression	Bi-polar	
Psychotic disorder		Other:	

5.6   NEURODEVELOPMENTAL DISORDERS (Code 07)

SPECIFIC LEARNING DISORDER e.g. difficulties with -

Reading	Written expression	Spelling
AUTISTIC SPECTRUM DISORDER		ATTENTION DEFICIT DISORDER
COMMUNICATION/SPEECH DISORDER	Other:	

5.7   OTHER

Difficulties with the fine motor aspect of writing, resulting in slow writing speed or illegible writing
Other:

6.   HOW DOES YOUR DISABILITY AFFECT YOU? To be completed in the case of both permanent/ chronic and temporary/short term disabilities or difficulties.

7.   TERM TIME ACCOMMODATIONS REQUESTED WITH REGARD TO DISABILITY

Parking	Accessible bus	Wheelchair access	Campus orientation
Special equipment	Scanning – for text to audio	Assistive software	Note takers
Text enlargement	Other :		

8.   EXAMINATION ACCOMMODATIONS REQUESTED – Note that not all the accommodations listed below will necessarily be offered.

*Extra time	Long term	Short term	Unsure
Use of computer	Other special equipment	Special furniture	Reader
Scribe	Secluded writing space/Alternative exam venue		Other:

*NB Applications for extra time are submitted on a separate form obtained from the Disability Service. The Disability Service does not itself grant extra time.

9.   DISABILITY SERVICE RESOURCE CENTRE – Books and journals available on all aspects of disability

Would you like to become a member of the Disability Service Resource Centre?	Yes	No

Please read the POPIA Declaration below: All information provided in this form, including supporting documentation from medical practitioners (as well as formal and informal conversation), relating to necessary accommodations, will be treated as confidential as per the POPIA Act (Protection of Personal Information Act 1 July 2021). In as much as the University and the Department of Labour require statistics on disability this will be reported in such a way as individuals cannot be identified. However, should you wish the nature of your disability and the accommodations it requires to be made known to UCT Disability Service colleagues and other UCT Faculty and departmental representatives, you need to grant us permission to do so. Our policy requires medical documentation regarding your disability for our mutual protection, but also to ensure that scarce services are available to those that really need them. As the University requires us to provide statistics about the numbers of students we support we therefore need you to renew your registration with us at the beginning of every year. This gives you an opportunity to update us on your requirements and give us feedback.

Agreement and Signature

I agree that the information provided in this form is accurate. I give permission for Disability Service staff to provide information regarding my disability and accommodation requests to third parties as needed to facilitate reasonable accommodation requests.

Name (Please print)	
Signature		Date	

APPLYING FOR TEST AND EXAMINATION CONCESSIONS

Step 1:
Student registers at Disability Service using Disability Service Registration Form. Deadline for First semester registration is 20 March, and Second semester is 20 August.
* If the student is applying on the grounds of a chronic/medical/physical condition, and are only requiring extra time, they are directed to meet with a doctor at Student Wellness. A doctor at Student Wellness does a clinical assessment, makes their recommendation, and sends it to Student Records.
* Should the student require extra time as well as additional accommodations (scribe, secluded writing space, special furniture), the student registers with Disability Service, and is directed to make an appointment with a doctor at Student Wellness. Once the student receives a recommendation from the doctor at Student Wellness, they then return to the Disability Service to meet with the Direct Services Specialist. The psychometrist then submits the student's application for extra time.

Step2:
The student is given an Information Pack. The student is instructed to read all information in the Information Pack with regards to applying for extra time. The student is instructed to complete the Background History Questionnaire, which is found at the back of the Information Pack, and to bring that to their meeting with the psychologist. If the student has any additional supporting documentation (psychometric assessment report) they are told to bring that with them to their meeting with the psychologist.

Step 3:
The student schedules a meeting with the psychologist.

Step 4:
Psychometrist opens a file for the student, makes a copy of the student's Registration Form for filing, prints student's transcript and gets students NBT results off PeopleSoft, and enters information from the Registration Form on to PeopleSoft.

Step 5:
Student meets with Disability Service psychologist. Psychologist does clinical screening for specific learning disorders and or psychiatric diagnosis. Student signs UCT Long Term Extra Time Application Form (Section A). The student hands in any supporting documentation (psychometric assessment report) that they have.

If the student does not have a psychometric report, it is at this stage it is determined whether the student can obtain an external assessment or if an internal assessment is required.
If the latter, the psychologist determines which tests are needed for a particular student. In exceptional cases some tests may only be done by a psychologist, for example if it involves a psychiatric condition.
The Direct Services Specialist may be advised by the psychologist of Assistive training and/or other accommodation needs of the student. Other referrals to DS or UCT staff may be made regarding financial aid, counselling, careers services, SWS, curriculum advisors, etcetera.

Step 6:
Student completes a psychometric test from an external practitioner and gives the completed assessment report to the Disability Service psychologist/psychometrist. Psychometric testing is done at the Disability Service for students that do not have the financial means to be assessed privately.

Step 7:
The Disability Service psychologist checks tests and reports and co-signs the psychometrist's report. The psychologist then makes accommodation recommendations to the Deferred Exam Committee using UCT's Long Term Extra Time application form (Section C).

The Direct Service Specialist completes Section B of the Long erm Extra Time application form and notes if any additional accommodations are needed. (eg. Secluded writing space)

Step 8:
Psychometrist scans UCT Long Term Extra Time Application Form, student's Academic Transcript, and all supporting documentation to Student Records (SR) in Registrar's Office. These include long term extra time applications, applications for international students (semester abroad students), and applications received via Student Wellness.

PSYCHOMETRIC REPORT SUBMISSION DEADLINE to Disability Service is 23 April (for semester 1) and 23 September (for semester 2)
DEADLINE to Deferred Exam Committee (DEC) is 23 April (until 7 May at discretion of DEC) and 23 September (until 7 October at discretion of DEC).

Step 9:
Student Records forwards applications to the Deferred Exam Committee for review.

Step 10:
The Deferred Exam Committee decides outcome (approved/not approved, and the amount of time awarded). The outcome is then conveyed back to Student Records.

Step 11:
Student Records sends official outcome letters to:
1) Faculty manager(s)
2) Course convenors/lecturers
3) Disability Service (the psychologist, the psychometrist, and the Direct Service Specialist)
4) Student
* The student is advised at the Disability Service, and in their official outcome letter from Student Records, that they are responsible to double check receipt of the letter with lecturers.

ADDENDUM 3: Support for Students with Mental Health Concerns

APPLYING FOR TERM TIME CONCESSIONS BASED ON MENTAL HEALTH

Step 1:
Student registers at Disability Service using Disability Service Registration Form. There is no official deadline for this.

Step2:
The student schedules a meeting with the Disability Service psychologist. If the student has any additional supporting documentation (letter form an external psychologist/psychiatrist) they are told to bring that with them to their meeting with the Disability Service psychologist.

*If the student does not have a private psychologist/psychiatrist and has no formal diagnosis, but is experiencing difficulties and believes it may be based on mental health, they are given the Background History Questionnaire, and instructed to complete it and bring it with them to their meeting with the Disability Service psychologist.

Step 3:
Psychometrist opens a file for the student, makes a copy of the student's Registration Form for filing, prints student's transcript and gets students NBT results off PeopleSoft, and enters information from the Registration Form on to PeopleSoft.

Step 4:
Disability Service psychologist does clinical screening when meeting with the student.

Step 5:
The Disability Service psychologist advises the Direct Services Specialist of assistive software training and other accommodation needs of the student.
*The Direct Services Specialist will then provide assistive software training to the student and will then issue a letter of introduction to Faculties, if needed (that is, if the student has both learning and mental health disabilities).

Step 6:
The Disability Service requests the Confidential Verification Form from UCT Student Wellness or private mental health practitioner(s), who make recommendations on accommodations.

Step 7:
Once received, the Disability Service psychologist checks the Confidential Verification Form.

Step 8:
The Disability Service psychologist liaises with course convenors (as needed). Accommodations are then approved, and the Verified Accommodations Letter is created. Once the Verified Accommodations letter

has been created and signed by the Disability Service psychologist, the psychometrist then issues this letter to relevant UCT staff members.

The Verified Accommodations letter is issued to:
• Faculty Managers
• Course convenors/Lecturers
• Tutors
• Student
(The student is advised at the Disability Service that they are responsible to double check receipt of this letter with their course convenors/lecturers/tutors)

Term time accommodations include:
• Access to secluded writing space
• Flexible assignment deadlines
• Adjustments to lecture and tutorial attendance requirements
• The use of lecture recordings
• The student may be requested to complete an agreement regarding the use of recorded lectures
• Permission to sit for deferred class tests

Step 9:
Disability Service receives confirmation of receipt of the Verified Accommodations letter from the relevant staff members.

ADDENDUM 4.1: Disability Service Direct Services Support and Innovations

ASSISTIVE TECHNOLOGY SUPPORT APPLICATION

• On campus the Disability Service Assistive Technology Lab is available to support students with disabilities using JAWS, Zoomtext, Texthelp Read&Write, and Dragon Naturally Speaking software.

• Magnifying devices as well as assistive furniture are available on site.

• During Remote Online Teaching the TextHelp Read&Write software is available for free download to staff and students from the UCT ICTS Downloads page. In addition, some Free Open-Source Software is available for download for home use. Office 365 contains the Dictation feature in Word and the Ease of Access Centre provides useful support features.

• Any requests for Assistive Technology Support can be motivated for via the Direct Services Specialist who will forward to the Manager: Disability Service for consideration dependant on available funding.

An application for Assistive Technology support requires the following information.

Name of Student:...

Student ID: ....

Faculty and Degree: ....

Nature of the Disability:...

Motivation for applying for Assistive Technology: ....

....

....

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Please send this application form to Denise Oldham, Direct Services Specialist
Denise.Oldham@uct.ac.za

ADDENDUM 4.2: Disability Service Direct Services Support and Innovations

HUMAN SUPPORT APPLICATION

1. On campus Peer Notetakers can be arranged to support students with physical handwriting disabilities or Deaf students working with South African Sign Language Interpreters.
2. During Emergency Remote Online Teaching transcriptions are mostly being provided by lecturers which may negate the need for Notetakers.
3. Approval for the appointment of Notetakers or Scribes is made via the Direct Services Specialist to the Manager: Disability Service and is dependent on available funding.
4. Scribing support can be arranged for students with physical handwriting disabilities to provide support for tests and exams where necessary.
5. An application for Notetaking or Scribing support requires the following information.

Name of Student:...

Student ID: ....

Faculty and Degree: ....

Nature of the Disability:...

Motivation for applying for Human Support:: ....

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Please provide the following information for each course
Notetaker or Scribe requested?

Course Code	
Course name	
Days and times	
Lecturer's name	

Course Code	
Course name	
Days and times	
Lecturer's name	

Course Code	
Course name	
Days and times	
Lecturer's name	

Course Code	
Course name	
Days and times	
Lecturer's name	

Please send this application form to Denise Oldham, Direct Services Specialist
Denise.Oldham@uct.ac.za

ADDENDUM 4.3: Disability Service Direct Services Support and Innovations
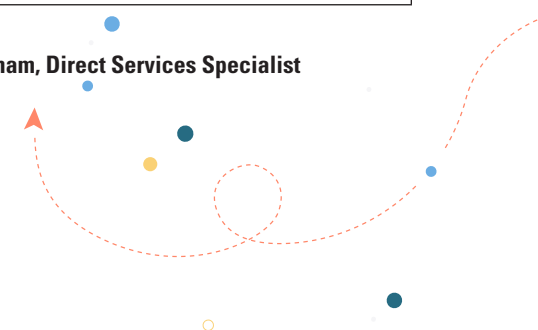
Disability Service Volunteer Application Form

Kindly complete and email this form to Denise Oldham, Denise.Oldham@uct.ac.za
Please note that only successful candidates will be contacted.

Please complete all sections of this form.

PERSONAL DETAILS

Name:...

Surname:..

Age: .... Date of Birth: ....

Student Number: .... Preferred Gender: ....

Faculty:...

Degree: .... Current Year of Study: ....

Nationality: .... Intended period of study at UCT: ....

UCT Term-Time Contact Details

Residential Address: ....

Cell phone: ....

E-mail address:...

Vacation-Time Contact Details

Residential Address:..

Cell phone: ....

E-mail: ....

Best method of contact whilst on vacation: ....

Interest in joining the Disability Service Volunteer programme:

In not more than 30 lines, please

a) Motivate why you would like to take part in the Disability Service Volunteer programme?

Start writing overleaf (Max 30 lines):

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b) Do you have any experience of disability?

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c) What approach would you have working with persons with disabilities, which could include persons with mental health concerns?

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d) Indicate which area of volunteering you are interested in. You may tick more than one option.

Outreach Volunteer		Assist with Disability Service Advocacy Projects, Transformation and Disability Awareness Projects
Barrier-Free Access Volunteers		Assist in creating an obstacle-free campus through monitoring lifts, handrails and assisting with accessible route orientations
Team-Work Support		Provide specialised support to a specific student with disabilities. This could include: 1. text conversion for blind and visually impaired students; 2. students with mental health and learning disorders; 3. scribing and library research assistance for students with handwriting difficulties.

Can you suggest any other type of volunteering support?

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....

e) What is your understanding of disability inclusion?

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....

f) Do you have suggestions on how Disability Inclusion and Universal Design Principles would be incorporated more at UCT? Start writing here (Max 20lines)

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General questions about availability (Please tick the option that best suits you)

1. Would you be available to assist with orientation activities in January/February?

Yes : [   ]   No: [   ]

2. How many hours a week would you be available to assist as a Disability Service Volunteer?

....

Thank you for completing this form.
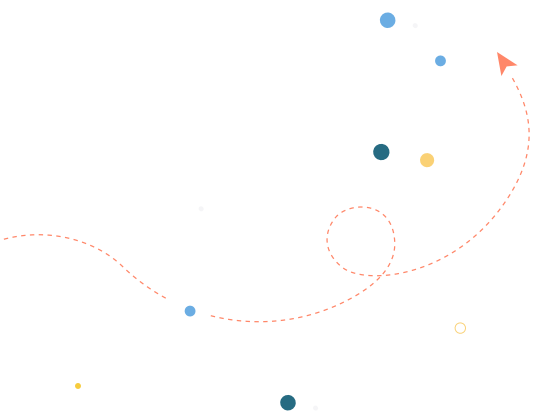
ACCESSIBLE ROUTE ORIENTATION: MOBILITY ORIENTATION FORM

The Barrier-Free Access Specialist conducts mobility training to familiarise students with mobility impairments – including wheelchair users and students that are blind – with the campus, as well as to advise students on the accessible routes on campus.

The Barrier-Free Access Specialist conducts two types of mobility training;
1.   specialised orientation: this caters to the specific needs of the student and incorporates their lecture and tutorial venues, and
2.   general mobility orientation: this focuses on familiarising students with the accessible routes on campus.

Please fill in your details below:

PERSONAL INFORMATION

Name: ....

Surname: ....

Student No: ....

Campus: ....

Faculty: ....

Degree:..

Year of Study: ....

Nature of Disability: ....

APPOINTMENT INFORMATION

Date: ....

Time: ....

Type of orientation: ....

Please submit your form with a copy of your timetable to:
noluthando.ticha-ntsimango@uct.ac.za

DISABLED PARKING APPLICATION & RENEWAL FORM

Date: ....

Student/ Staff No:...

Full Name and Surname: ....

Faculty / Department: ....

Physical Address: ....

.... Postal Code: ....

Tel: (Home): .... Work:...

Cell: ....

Next of Kin: ....

Name:..

Tel: (Home): .... Work:...

Cell: ....

Vehicle Registration:..

....

Make: .... Colour ....

Do you require permanent ☐ or temporary parking? (For how long ☐)

Do you require parking on more than one campus? Yes ☐ No ☐ If yes, state which?

Which buildings do you use most? ....

Medical reason for applying for disabled parking:...

Do you use a wheelchair, crutches, etc? ....

I hereby confirm that I am the driver of the above-mentioned car. I declare that the above information is true and correct.

Signature:..

FOR OFFICE USE ONLY:

Remarks: ....

....

....

DISABILITY AWARENESS & SENSITIVITY TRAINING

COURSE OVERVIEW:

This programme is designed to empower and equip UCT staff with the knowledge, skills, attitudes and values required to promote disability inclusion within the UCT environment.

The focus of this course is to assist participants to enhance their interpersonal skills by understanding their own manner of relating to persons with disabilities, identifying own needs for improvement and developing techniques for creating an inclusive environment.

OUTCOMES
• Understanding Disability
• Gaining Knowledge on the types of Disabilities: Visible and Invisible disabilities
• Understanding the importance of Disability Disclosure and Confidentiality
• Understanding the importance of Disability inclusion
• Understanding the concept of Reasonable Accommodation
• Creating an inclusive environment

WHO SHOULD ATTEND?
Deans, Head of Departments, Course Convenors, Lecturers and PASS Staff.

DATES: eleased annually.

TIMES: 9h00-15h00

VENUE: Cambria House

BOOKING AND FURTHER INFORMATION
For any queries or to make a booking, please contact lesego.modutle@uct.ac.za

CONTACTS

DISABILITY SERVICE	disabilityservice@uct.ac.za
DISABILITY SERVICE PSYCHOLOGIST	psychologist.disabilityservice@uct.ac.za
DISABILITY SERVICE MANAGER	021 650 5089
ADMINISTRATOR	021 650 2427
DISABILITY ADVOCACY SPECIALIST	021 650 5088
BARRIER-FREE ACCESS SPECIALIST	021 650 5090
DIRECT SERVICES SPECIALIST	021 650 2737
DISABILITY SERVICE PSYCHOLOGIST	021 650 3616
DISABILITY SERVICE PSYCHOMETRIST	021 650 5301

Notes