



NCG111/4: Regulations on Support for Students with Disabilities and other Special Educational Needs

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PROPOSAL FOR REGULATIONS ON SUPPORT FOR STUDENTS WITH DISABILITIES AND OTHER SPECIAL EDUCATIONAL NEEDS

(Report issued by the UGR Regulations Committee in its session of 6 September 2016)

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PREAMBLE

The University of Granada hereby approves these Regulations in line with the 24th Additional Provision of the Law on Universities 6/2001, of 21 December, drafted in accordance with Organic Law 4/2007, of 12 April, by virtue of which universities must guarantee equal opportunities for students and other members of the university community with disabilities, prohibiting any form of discrimination related to access, admissions, academic progress, or the use of academic degrees and other qualifications they have been awarded. The purpose of these Regulations is also to establish positive action measures aimed at ensuring the full and effective participation of these individuals in the university environment, fostering actions so that they have the necessary means, support and resources to attain real and effective equal opportunities in relation to the other members of the university community.

Meanwhile, the University Student Statutes, approved by Royal Decree 1791/2010, of 30 December, establish in article 4 that "all university students, regardless of their origin, have the right not to be discriminated against on the basis of birth, racial or ethnic background, sex, religion, beliefs or opinions, age, disability, nationality, illness, sexual orientation and gender identity, socio-economic situation, language background, political and trade union affiliation, or on the basis of their appearance, obesity or being overweight, or any other personal or social condition or circumstance, and are subject to the requirement of acceptance of democratic norms and respect for citizens, which represents the constitutional basis of Spanish society".

Likewise, article 12 b) of the aforementioned Statutes establishes that "the necessary resources and accommodations will be established so that students with disabilities can exercise their rights under the same conditions as other students, without this entailing a lowering of the required academic level". Moreover, clause 6 of article 65 establishes that "each university will promote the creation of support services for the university community with disabilities through the establishment of a structure that makes the provision of the services required by this group feasible".

The Revised Text of the Andalusian Law on Universities approved by Legislative Decree 1/2013, of 8 January, also establishes the obligation of the University to guarantee student rights recognised in accordance with the principles of equal opportunities. In particular, the Eighth Additional Provision expressly refers to support for members of the university community with disabilities under the same terms specified in State legislation.

The University of Granada Statutes approved by Decree 231/2011, of 12 July, recognise the need to support and protect the rights of members of the university community with disabilities and with special needs. Thus, article 3 d) establishes "permanent support for people with special needs" as a commitment. Among the principles of action and institutional duties that pertain to all faculties, schools and bodies, article 28.2 e) includes "promoting permanent support for people with special needs". And, among the rights of the members of the university community, article 10 f) recognises the right to "obtain the benefits deriving from the positive action measures that are promoted by the University of Granada, according to their availability, thereby ensuring the full and effective participation of people with special needs".

These regulations must be applied in accordance with the principles and concepts embodied in the international Convention on the Rights of Persons with Disabilities (CRPD), approved on 13 December 2006 by the United Nations (UN) General Assembly, which entered into force in Spain on 3 May 2008. Specifically, article 24 on inclusive education should be taken into consideration, as well as the regulations included in the Revised Text of the General Law on the Rights of Persons with Disabilities and their Social Inclusion (TRLGDPD) approved by Royal Legislative Decree, of 20 November 2013, in which article 18 establishes that "People with disabilities have the right to inclusive, quality and free education, on equal terms with others" and that "it is the responsibility of education authorities to ensure an inclusive education system at all levels, as well as lifelong learning (...) paying special attention to the diversity of educational needs of students with disabilities, by establishing reasonable support and adjustments for those who require special support in relation to learning or inclusion...". Moreover, in order to guarantee the right to inclusive education for people with disabilities, without prejudice to the measures provided for in the regulations on education, as an additional guarantee it is established that "people studying at university whose disability makes it very difficult for them to adapt to the general system of assessment sessions may apply for additional sessions to compensate for these difficulties, without this entailing a lowering of the required academic level. Universities must grant these sessions in accordance with the provisions of their continuance regulations which, in any case, must take into account the situation of people with disabilities studying at university. Assessment exercises must be adapted, where appropriate, to the characteristics of the disability presented by the person concerned" (Article 20, c).

In addition to educational needs linked to disability, and in order to comply with the general principles of non-discrimination and equal opportunities, the University of Granada will ensure that other educational support needs are met. In accordance with Organic Law 2/2006, of 3 May, on Education (LOE), amended by Organic Law 8/2013, of 9 December, on Improving the Quality of Education, university education, which is part of the Spanish education system (Article 3, clause 2, j) "shall be adapted to the student body with special educational needs. These adaptations will guarantee access, continuance, and progress of this student body in the education system" (Article 3, clause 8).

Therefore, although university education is regulated by its own specific rules, given that it is part of the education system it must cover all students accessing this level of education, responding to the general principle of equity, among others, so that "it guarantees equal opportunities for the comprehensive development of personality through education, educational inclusion, equal rights, opportunities that help overcome any form of discrimination, and universal access to education, acting as a compensatory mechanism for personal, cultural, economic and social inequalities, especially those resulting from any type of disability" (Article 1. b).

Article 71, which regulates the concept of "students with special educational needs", establishes that "it is the responsibility of education authorities to guarantee the necessary resources so that students who require non-standard educational support — due to special educational needs; special learning difficulties; ADHD (attention deficit hyperactivity disorder); intellectual giftedness; late entry into the education system; and personal or school-related issues — are able

to achieve the maximum possible development of their personal abilities and, in any case, the general objectives established for all students".

Thus, the University of Granada must guarantee the right to education for students with special educational support needs who have gained access to the education system, in accordance with the legally established procedures.

Therefore, the purpose of these regulations is to develop the obligations to which the University of Granada is bound by law, to establish the rules to promote, protect and safeguard the right to education of students with disabilities and other specific educational support needs, under conditions of equal opportunity, as well as to ensure the elimination of obstacles to their inclusion in university life.

These regulations respond to the commitment of the University of Granada to ensure the effective inclusion of people with disabilities at our University. They also respond to the unwavering commitment to ensure that all actions carried out by the University of Granada are aimed at achieving respect for and recognition of the principles guaranteeing the dignity of individuals and their independence, including the freedom to make their own decisions, as well as personal independence, guaranteeing non-discrimination, full and effective participation and inclusion in university life and in society, equal opportunities, and universal accessibility.

These regulations have been drawn up with the consensus of the relevant stakeholders at the University of Granada.

TITLE I: GENERAL PROVISIONS

Article 1. Purpose.

The purpose of these regulations is to establish support actions for students with disabilities and other special educational needs so that they can achieve full and effective inclusion in the university community, especially with regard to training, research and services. These regulations thereby aim to guarantee their right to inclusive education, in accordance with the principles of non-discrimination, equal opportunities and universal accessibility, so that they can achieve the maximum possible development of their personal abilities and, in any case, the objectives established in general for all students.

These actions will be guaranteed by the University of Granada, subject to budget availability.

Article 2. Scope of application.

1. These regulations apply to all students enrolled at the UGR, as well as to national and international mobility students who voluntarily request educational support.

2. For the purposes of these regulations, and in accordance with the definition of "persons with disabilities" established in article 4 of the General Law on the Rights of Persons with Disabilities and their Social Inclusion (TRLGDPD), students with disabilities are defined as those who have physical, mental, intellectual or sensory impairments which are foreseeably permanent which, by coming into contact with various barriers, may prevent their

full and effective participation in society on equal terms with others. In addition, and for all intents and purposes, those students who have been assessed by the competent public body as having a degree of disability equal to or greater than 33 per cent shall be considered students with disabilities.

3. For the purposes of these regulations, and in accordance with article 71 of the Organic Law on Education (LOE), "students with special educational needs" are understood as those who require non-standard educational support due to disability; serious behavioural disorders; specific learning difficulties; attention deficit hyperactivity disorder (ADHD); intellectual giftedness; late entry into the education system; and personal or school-related issues.

Article 3. Support structure.

Actions to assist students with disabilities and other special educational needs will be carried out via the support structure made up of the following bodies, units and persons:

- 1. Secretariat for Inclusion and Diversity of the Vice-Rectorate in charge of this area.*

The secretariat shall coordinate the actions established in the protocol provided for in article 5 of these regulations, and its services shall be available to teaching and research staff, governing bodies of faculties and schools, administrative and support staff, and students, with the aim of facilitating the technical advice, assistance and training that they request in relation to disabilities and specific educational support needs.

- 2. Student Support Service (SAE) of the University of Granada.*

The Student Support Service (SAE) shall handle requests from students and will assume the functions related to providing information, assessment, and guidance, as well as proposals for granting support, resources, curricular adaptations, and financial aid, where appropriate.

- 3. Educational Psychology Office (GPP) of the University of Granada.*

The Educational Psychology Office (GPP) will perform the functions related to providing psychological counselling and academic guidance.

- 4. International Relations Office.*

The International Relations Office shall be responsible for disseminating the protocol and measures offered by the University of Granada for students with disabilities and special educational needs among partner universities via the website and relevant document sharing platforms. The Office shall also be responsible for providing information on the protocols and support measures available at host universities.

- 5. UGR Psychology Clinic (CP-UGR).*

The UGR Psychology Clinic (CP-UGR) shall perform diagnostic and counselling functions.

- 6. Health Guidance Office (CEJOS) of the University of Granada.*

The Health Guidance Office (CEJOS) shall provide support through counselling on

issues within its areas of expertise, such as affective-sex education and gender education, as well as the promotion of healthy lifestyle habits.

7. Special educational needs (SEN) coordinators at faculties and schools.

Special educational needs (SEN) coordinators shall be appointed by the dean or director of the faculty or school from among the members of the governing team. They will assume the task of coordinating all the actions at their faculty or school with the departments, administrative and support staff (PAS), and teaching and research staff (PDI), as well as with the Secretariat for Inclusion and Diversity.

The Director of the International School for Postgraduate Studies (EIP) of the University of Granada may appoint a person from their team to act as the coordinator for postgraduate students.

The SEN coordinator shall perform the following actions:

- a) Advise the teaching and research staff (PDI) and the department directors on the curricular adaptations to which the student is entitled, in line with the assistance that has been approved for them. They shall always have access to assistance, training and technical support from the Secretariat for Inclusion and Diversity.
- b) Take part in the selection of student helpers who will perform the academic support functions for students with disabilities or special educational needs.
- c) Inform students with disabilities or special educational needs of the resources provided for in these regulations and refer them to the Student Support Service (SAE).
- d) Mediate in the difficulties or conflicts that the student may have with other students, teaching staff, or administrative and support staff, due to their disability or special educational needs.

8. Support tutors.

At each faculty or school of the University of Granada, the dean or director may assign one or more lecturers the following functions as support tutors for students with disabilities and special educational needs:

- a) To assist the student in undertaking the curriculum.
- b) To liaise between the student, teaching staff, and administrative and support staff.
- c) To advise the student on the preparation, organisation and development of assignments and learning materials.
- d) To coordinate with the student helper and monitor the development of the support actions.

The Secretariat for Inclusion and Diversity, in coordination with the Quality Unit, shall provide the necessary mechanisms for the training of SEN coordinators and support tutors.

9. Student helper.

The student helper, who must be a student enrolled at the University of Granada, will offer to perform support functions in relation to academic and university life, based on the student's disability or special educational needs, thereby facilitating their full and effective integration in the classroom and in the university environment in general. The student helper will:

- a) Help in class, providing the student with notes that they are unable to take.
- b) Share the contents/materials explained by teaching staff.
- c) Liaise between the student and teaching staff in order to improve the student's progress in class.
- d) Accompany the student, especially at the beginning of the academic year, to the University's offices, buildings, and services (libraries, secretary's office, tutorials, general university services).

In order to carry out these functions as a student helper, grants will be awarded annually by the relevant Vice-Rectorate.

10. *Support person.*

Any member of the University of Granada can become a support person if they voluntarily make this request to the Student Support Service (SAE). They will be provided with an official document so that they can access all the centres and facilities of the University of Granada, carrying out the personal assistance functions required by the student.

This role can be supported by University volunteer or alumni programmes.

11. *Teaching and research staff involved in academic, curricular and extracurricular activities in which the student participates.*

Teaching and research staff (PDI) must adopt the established measures and support, and may at any time seek help, training and technical support from the special educational needs coordinators at their faculty or school, as well as from the Secretariat for Inclusion and Diversity.

12. *Administrative and support staff (PAS).*

Administrative and support staff (PAS) must adopt the established measures and support, and may at any time seek help, training and technical support from the special educational needs coordinators at their faculty or school, as well as from the Secretariat for Inclusion and Diversity.

Article 4. Data protection.

All personal data provided by students with disabilities and other special educational needs will be incorporated into the "University Community with Disabilities" database and will be processed in accordance with the provisions of Organic Law 15/1999, of 13 December, on the Protection of Personal Data, and Royal Decree 1720/2007, of 21 December, implementing the aforementioned Law. The processing of such data will be done confidentially in order to guarantee the anonymity of the person, ensuring, likewise, that it will not be disseminated to the public or to persons other than those involved in the interventions previously agreed upon with the student.

At any time, the data subject may exercise their rights of rectification, cancellation and objection before the University of Granada Secretary's Office.

TITLE II. PROCEDURE FOR SUPPORTING STUDENTS WITH DISABILITIES AND OTHER SPECIAL EDUCATIONAL NEEDS

Article 5. Protocol at the Student Support Service (SAE).

1. The established protocol shall guarantee universal accessibility and provide the necessary support to the person throughout the application process.

2. This process will be initiated at the request of any student enrolled at the University of Granada, who may choose between the following options:

- a) During registration: students will have the option to indicate their disability or specific educational support need in the registration form, which will specify that this information will only be recorded for purposes related to support needs. The form will then generate an appointment request for a personal interview with a social worker from the Student Support Service (SAE), via the CIGES Appointment and Queue Management System of the University of Granada.
- b) At any time during the academic year, through the standard application form addressed to the Student Support Service (SAE), which will process the request and arrange an appointment.

The student will be notified of the date, time and place of the interview.

3. In the interview with the social worker, the following points must be taken into account:

3.1. The student must provide the following documents:

- a) Accreditation of the special educational support need. The disability will be certified in accordance with article 4, clauses 2, 3 and 4 of the General Law on the Rights of Persons with Disabilities and their Social Inclusion (TRLGDPC), in cases where the degree of disability is equal to or greater than 33%. If the accreditation of the degree of disability is still pending approval, the person concerned must attach a copy of the application that they submitted to the relevant body. If the degree of disability is less than 33% or is not certified, or in the case of other causes of special educational needs, the application must be accompanied by the necessary medical or professional reports that justify the request for support measures.
- b) Psychopedagogical assessment issued by a guidance counsellor from the student's previous educational institution, in the case of new students enrolling at the University of Granada.
- c) Certificate indicating previous curricular adaptations.

3.2. The student will be informed about the resources, support and financial aid available at the University of Granada.

3.3. Their educational support needs for the academic year will be assessed.

3.4. It may be agreed with the student to request an interview with the Educational Psychology Office (GPP), UGR Psychology Clinic, or the Health Guidance Office (CEJOS) of the University of Granada, who will indicate the measures to be adopted.

4. The social worker may request information from the faculties, schools and departments where the student will be studying.

5. After examining the documentation provided and the required reports, the Student Support Service (SAE) will submit a justified proposal for the granting of support, resources and financial aid, if applicable, to the competent Vice-Rector, providing a copy to the Secretariat for Inclusion and Diversity.

6. Once a resolution has been issued by the Vice-Rector regarding the application for support, which may be appealed before the Rector, the Student Support Service (SAE) will forward the resolution, indicating the resources and support available to the applicant. The resolution will also be communicated to the following bodies and persons:

- a) Educational Psychology Office, if applicable.
- b) UGR Psychology Clinic, if applicable.
- c) Health Guidance Office, if applicable.
- d) Secretariat for Inclusion and Diversity, which will incorporate the data into the corresponding files for monitoring and census purposes.
- e) SEN coordinator of the relevant faculty or school, who will inform the tutor and department directors, where applicable, that the tutoring described in the following article must be initiated.

7. Applications will be processed as soon as possible and always within a maximum period of 30 days from the submission of all the required documentation.

Article 6. Protocols at faculties and schools.

Upon receipt of the resolution from the Vice-Rector for Student Services and Employability:

1. The SEN coordinator, in compliance with the functions described in article 3 of these regulations, will inform the tutor and relevant department directors, where applicable, that the tutoring described in the following article must be initiated.

2. Tutors will:

- a) Organise an appointment and interview with the student, preferably before the start of the academic year, although this may be arranged at any time.
- b) Plan and monitor actions at the faculty or school in line with the established framework.
- c) Submit a report at the end of the academic year to the Student Support Service (SAE) and the Secretariat for Inclusion and Diversity.
- d) Request the collaboration of a support person, if applicable, from the Student Support Service (SAE).
- e) Inform the Student Support Service (SAE) of any issues regarding the resources provided.

Article 7. Duration of the provision of support services.

Students shall be entitled to use the service throughout the academic and assessment periods in accordance with the official academic calendar for each year.

Students who wish to continue receiving support during subsequent academic years must notify the Student Support Service (SAE) before July, or when requested to do so, stating any changes that may require the modification of the adopted measures, as well as any issues related to the functioning of technical resources.

Article 8. List of support services and resources.

The University will make an inventory of specific support resources available, updating and reusing them once the needs of the person to whom they were initially allocated change.

Article 9. Reasonable adjustments.

In any case, the Director of the Secretariat for Inclusion and Diversity may be requested to manage and ensure the adoption of reasonable adjustments at any time. These are understood as necessary modifications and accommodations that are appropriate to the specific needs of people with disabilities. If requested in a practical and efficient manner for specific individuals, these accommodations should not entail a disproportionate or undue burden, and should facilitate accessibility and participation of people with disabilities, guaranteeing their enjoyment of all the rights recognised in the University of Granada Statutes, on an equal basis with others.

TITLE III. MOBILITY STUDENTS

Article 10. Students pursuing studies at the UGR via national or international mobility programmes.

The International Relations Office of the University of Granada shall refer international mobility students who have reported a disability or special educational need to the Student Support Service (SAE), before their arrival. These students will thereby receive adequate advice on accessibility and will be informed of the resources and support to which they will have access, before joining the UGR.

Students who wish to access these services must request an appointment through the CIGES Appointment and Queue Management System, with a view to organising an interview and submitting the relevant reports and documents, translated into Spanish.

Thereafter, the procedure provided for in article 5 of these regulations shall be followed.

Article 11. UGR students participating in national or international mobility programmes.

UGR students with disabilities or special educational needs who will be completing a mobility period at another university may request a detailed report from the Student Support Service (SAE). This report will indicate the adaptations and support that have been available to them at the UGR so that they may request the necessary assistance at the host university. In this way, they will be able to complete their mobility programme effectively.

TITLE IV. SUPPORT MEASURES AND SERVICES FOR STUDENTS WITH DISABILITIES AND OTHER SPECIAL EDUCATIONAL NEEDS

Article 12. Fee exemptions.

In accordance with section 6 of the 24th Additional Provision of Organic Law 6/2001, of 21 December, on Universities, students with a degree of disability equal to or greater than 33% shall be entitled to the total exemption of fees for studies leading to the award of a university degree.

Article 13. Reservation of places.

In accordance with the provisions of article 26, "Places reserved for students with disabilities", of Royal Decree 412/2014, of 6 June, establishing the basic regulations for admission to official undergraduate programmes, 5% of places on each degree programme shall be reserved for students with a recognised degree of disability that is equal to or greater than 33%, as well as for students with permanent special educational needs associated with personal circumstances of disability and who, during their previous schooling, have required resources and support for their full integration into education.

Article 14. Personalised services.

The Student Support Service (SAE) and the Secretariat for Inclusion and Diversity offer personalised advice, both in the initial admissions process and standard periods of study at the UGR. Students may request this service at any time.

Article 15. Guidance for the university community.

The University of Granada will share with all members of the university community the guidelines on the requirements and actions to be followed with students with disabilities and other special educational needs, as well as information on the resources that are available to them.

Article 16. Physical accessibility on university premises.

In order to promote accessibility with the highest degree of student autonomy possible, the following resources shall be guaranteed, provided that budgetary availability and the characteristics of the facilities and/or services allow:

- a) Physical accessibility in spaces and buildings, establishing at least one accessible access point and route in which there are no barriers or in which there are ramps, lifts or platforms, as well as an internal route to all the accessible premises and at least one accessible toilet for public use so that it can be used by anyone.
- b) University residences that are accessible to all.
- c) Accessible transport to campuses for all persons, either via public transport or the University's adapted transport service.
- d) Reservation of accessible parking spaces.
- e) Sports facilities that are accessible to all.

Article 17. Accessibility of technology and information.

In order to promote universal accessibility and remove barriers to communication, the following resources shall be guaranteed, as long as the budgetary availability and the characteristics of the facilities and services allow:

- a) Resources providing access to online information through published content that meets accessibility requirements.
- b) Accessible libraries.
- c) Documentation Support Service for People with Disabilities (SADDIS).
- d) Adaptation of hardware/software to facilitate access to information in common spaces.
- e) Spanish sign language interpreting service.
- f) Installation of audio induction loops at faculties and schools.
- g) Frequency modulation (FM) systems.
- h) Subtitling and audio description of teaching material at the request of the student.

Article 18. Adapted teaching and assessment.

Adaptations may be made to the methodology, activities, types of assessment, and teaching-learning strategies used in courses, without altering the competences, objectives and basic course contents, in order to accommodate disabilities and other special educational support needs.

These adaptations will be indicated in the resolution granting special support. The coordinators of the faculties and schools will communicate these accommodations to the department directors and the teachers responsible for the courses concerned, and will also provide advice and support on how to implement them.

TITLE V. MONITORING, SUPERVISION AND GUARANTEES

Article 19. Monitoring.

The Secretariat for Inclusion and Diversity shall liaise with the faculties, schools, and the Vice-Rectorate for Students to monitor the adopted measures and support their implementation.

Article 20. Preparation of the annual census.

The University of Granada shall prepare a census of students with disabilities and special educational needs, which will include data on their age, gender, type and degree of disability, degree programme, and the support required. This census will be updated annually and will provide the necessary data to plan and manage resources and support in an organised manner.

Article 21. Obligations of the student body.

1. To cooperate with the members of the support structure, facilitating the periodic monitoring of the established support and resources in order to ensure the effective development of their academic activities.
2. To make appropriate use of all the services and support the University of Granada has made available to them.

3. To respect the dignity and integrity of the people providing these services and support.
4. To take care of all equipment, devices and other material resources made available to them by the University.

Article 22. Non-compliance.

1. The student may at any time inform the Secretariat for Inclusion and Diversity of total or partial non-compliance by the University of Granada with the adopted measures in order to initiate the corresponding actions and bring it to the attention of the Services Inspector, when appropriate.
2. Any of the bodies of the University may at any time inform the Secretariat for Inclusion and Diversity of total or partial non-compliance by the student with their obligations, which will entail the modification or withdrawal of the support measures, informing the Services Inspector, where appropriate.
3. Regardless of the provisions contained in the preceding paragraphs, the system of infringements and penalties in relation to equal opportunities, non-discrimination and universal accessibility for people with disabilities shall be applicable, as well as the regional regulations, where appropriate.

ADDITIONAL PROVISION. References to gender.

All the terms contained in these regulations in which the generic masculine form is used shall be understood to apply to persons of both sexes.*

FINAL PROVISION. Entry into force.

These regulations will enter into force on the day following their publication in the UGR Official Gazette (BOUGR).

* This provision is only applicable to the Spanish version of this document.