



For an Open Mind

UNIVERSAL TECHNOLOGY AND MANAGEMENT UNIVERSITY

UTAMU

**UTAMU DISABILITY AND SPECIAL
NEEDS POLICY, 2026.**

Table of Contents

1.0 INTRODUCTION	6
1.1 Background	6
1.2 Vision	7
1.3 Mission	7
1.4 Core Values	7
2.0 PREAMBLE	8
3.0 PURPOSE OF THE POLICY	9
4.0 SCOPE	11
5.0 DEFINITIONS	12
5.1 Disability	12
5.2 Special Needs	13
5.3 Reasonable Accommodation	14
5.4 Assistive Technology	14
5.5 Inclusive Education	15
5.6 Accessibility	15
5.7 Disability Support Services	15
6.0 GUIDING PRINCIPLES	16
6.1 Equality and Non-Discrimination	16
6.2 Inclusion and Participation	16
6.3 Accessibility	16

6.4 Reasonable Accommodation	17
6.5 Respect for Human Dignity	17
6.6 Equal Opportunity	17
6.7 Institutional Responsibility	17
6.8 Participation in Decision-Making	18
6.9 Confidentiality and Respect for Privacy	18
6.10 Continuous Improvement	18
7.0 TYPES OF DISABILITIES AND SPECIAL NEEDS COVERED	18
7.1 Physical Disabilities	18
7.2 Visual Impairments	19
7.3 Hearing Impairments	20
7.4 Learning Disabilities	20
7.5 Intellectual and Developmental Disabilities	20
7.6 Psychosocial or Mental Health Conditions	21
7.7 Chronic Medical Conditions	21
7.8 Temporary Disabilities or Injuries	21
7.9 Other Special Needs	22
8.0 ADMISSION AND ENROLLMENT	22
9.0 DISABILITY AND SPECIAL NEEDS SUPPORT UNIT	23
9.1 Functions of the Disability and Special Needs Support Unit	23
10.0 ACCESSIBLE LEARNING ENVIRONMENT	25

11.0 EXAMINATIONS AND ACADEMIC ASSESSMENT ACCOMMODATIONS.....	25
11.1 Eligibility for Examination Accommodations.....	26
11.2 Types of Examination Accommodations	27
11.3 Alternative Assessment Arrangements.....	28
11.4 Responsibilities of the Academic Registrar.....	29
11.5 Responsibilities of Invigilators and Examination Staff.....	29
11.6 Confidentiality and Respect.....	29
12.0 ACCESSIBILITY OF PHYSICAL INFRASTRUCTURE.....	29
13.0 ASSISTIVE TECHNOLOGY AND SUPPORT SERVICES.....	30
14.0 INCLUSIVE ICT AND E-LEARNING.....	30
15.0 RESPONSIBILITIES OF THE UNIVERSITY.....	31
16.0 RESPONSIBILITIES OF STAFF	31
17.0 RESPONSIBILITIES OF STUDENTS.....	32
18.0 AWARENESS AND SENSITIZATION	32
19.0 EMERGENCY EVACUATION AND SAFETY	33
19.1 Accessible Emergency Preparedness Planning.....	33
19.2 Accessible Evacuation Routes.....	33
19.3 Designated Assistance Personnel.....	34
19.4 Accessible Emergency Communication Systems.....	34
19.5 Emergency Awareness and Training	35

20.0 IMPLEMENTATION FRAMEWORK AND RESPONSIBLE UNITS ..	35
20.1 Directorate for Students' Affairs	35
20.2 Academic Registrar	36
20.3 Academic Units	36
20.4 Department of ICT Services	37
20.5 Estates and Facilities Unit	37
20.6 University Management	37
20.7 Students and Staff	38
21.0 MONITORING AND EVALUATION	38
22.0 POLICY REVIEW	39

1.0 INTRODUCTION

1.1 Background

Universal Technology and Management University (UTAMU) was granted a provisional license by the National Council for Higher Education (NCHE) on 11th March 2013 (License No. UIPL022), and its name and particulars were published in the Uganda Gazette Vol. CVI No. 14 of 22nd March 2013 under Legal Notice No. 4 of 2013.

The University was established to make a difference in the training of Technology and Management Professionals across the globe. Thus, the University has positioned itself as a high-quality education and research global institution. Furthermore, the University has positioned itself to undertake consultancy, knowledge and technology transfer partnerships and business incubation.

Universal Technology and Management University (UTAMU) is committed to the provision of quality, relevant, inclusive, and innovative teaching and learning that responds to the needs of learners, industry, society, and national development priorities. This Teaching and Learning Policy establish a coherent institutional framework to guide teaching and learning practices across all academic programmes and modes of delivery at UTAMU.

This Policy is aligned with the requirements of the National Council for Higher Education (NCHE) and UTAMU's strategic direction.

1.2 Vision

The Vision of UTAMU is A global educational institution of excellence in management, science, technology and innovation.

1.3 Mission

The mission of UTAMU is to provide global quality education, research and innovation critical to economic and human development.

1.4 Core Values

The Core values of UTAMU are:

- a) **Professionalism:** making sure that staff and students conduct themselves with the highest ethical standards and taking responsibility for all their actions
- b) **Creativity:** committing to stimulating the culture of scientific and technological advancement, innovation and practical enrichment to UTAMU's stakeholders through a rich and flexible educational experience
- c) **Integrity:** adhering to ethical and moral principles in all the educational, research and innovation processes
- d) **Transparency:** seeking to provide accountability and value for money to UTAMU's stakeholders
- e) **Empowerment:** offering unsurpassed practical opportunities to UTAMU's stakeholders through industry-oriented collaborations, research engagements and incubation clusters in order to transform the educational environment
- f) **Community Engagement:** working with the community to solve the real-world problems as a focal point towards economic development

2.0 PREAMBLE

Universal Technology and Management University (UTAMU) is committed to providing an inclusive, equitable, and accessible environment that supports the participation and success of all members of the University community, including persons with disabilities and special needs.

The University recognizes that disability is part of human diversity and that individuals with disabilities have the right to equal access to education, services, and opportunities without discrimination.

UTAMU therefore undertakes to eliminate barriers that may hinder full participation of persons with disabilities and those with special needs in academic, social, and professional activities within the University.

This policy establishes the framework through which UTAMU shall promote inclusive education, accessibility, equal opportunity, and support services for persons with disabilities.

3.0 PURPOSE OF THE POLICY

The purpose of this policy is to establish a comprehensive institutional framework that promotes the inclusion, participation, and equal opportunity of persons with disabilities and individuals with special needs at Universal Technology and Management University (UTAMU). The policy seeks to ensure that all members of the University community are able to access education, services, and facilities without discrimination and with the necessary support required for their success.

Specifically, the policy aims to:

a) Promote Equal Access to Education and University Services

To ensure that persons with disabilities and individuals with special needs have equitable access to academic programmes, learning resources, University services, and extracurricular activities. The University shall remove barriers that may prevent such individuals from fully participating in University life.

b) Establish Institutional Mechanisms to Support Students and Staff with Disabilities and Special Needs

To create appropriate institutional structures, support systems, and administrative procedures that address the needs of persons with disabilities and individuals requiring special educational support.

c) Ensure Reasonable Accommodation in Teaching, Learning, and Assessment

To provide appropriate academic adjustments, flexible learning arrangements, and accessible assessment methods that enable students with disabilities and special needs to participate effectively in academic programmes.

d) Eliminate Discrimination, Stigma, and Exclusion

To promote a University culture that respects diversity and actively prevents discrimination, stigma, marginalization, or exclusion of persons with disabilities and individuals with special needs.

e) Promote Accessibility of Physical Infrastructure, Information, and Communication Systems

To ensure that University infrastructure, learning environments, information systems, and communication platforms are accessible and inclusive for persons with disabilities and special needs.

f) Strengthen Institutional Commitment to Inclusive Education

To integrate inclusive education principles into the University's academic, administrative, and strategic planning processes, ensuring that diversity and accessibility are core institutional values.

g) Guide the Provision of Support Services and Assistive Technologies

To establish guidelines for the provision of support services including assistive technologies, learning aids, academic support services, and counseling services necessary for students and staff with disabilities and special needs.

h) Promote Awareness and Capacity Building

To promote awareness and understanding of disability and special needs within the University community through training, sensitization programmes, and advocacy initiatives.

i) Align Institutional Practices with National and International Standards

To ensure that UTAMU's disability and special needs practices align with national legislation and international frameworks including the Persons with Disabilities Act (2020) and the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).

4.0 SCOPE

This policy applies to all members of Universal Technology and Management University (UTAMU) community and governs all activities related to the inclusion and support of persons with disabilities and individuals with special needs.

The policy applies to the following categories:

a) Students with Disabilities and Special Needs

All registered students with disabilities and those requiring special educational support in undergraduate, postgraduate, diploma, certificate, and short course programmes shall be covered by this policy and shall be entitled to reasonable accommodations and support services.

b) Staff Members with Disabilities and Special Needs

This policy applies to academic, administrative, and support staff members with disabilities or special needs, ensuring equal access to employment opportunities, reasonable workplace accommodations, and supportive working environments.

c) Applicants with Disabilities and Special Needs Seeking Admission

The University shall ensure that admission processes are accessible and non-discriminatory for applicants with disabilities and special needs, and that appropriate accommodations are provided during the admission process where necessary.

d) Visitors with Disabilities and Special Needs

Visitors with disabilities or special needs accessing UTAMU facilities shall be provided with reasonable support to ensure safe and equitable access to University services and facilities.

e) University Academic, Administrative, Support and Service Units

All academic, administrative and support units, as well as service units shall comply with the provisions of this policy and shall ensure that their programmes, services, and facilities are accessible and inclusive.

f) University Activities and Programmes

This policy shall apply to all University activities including:

- i. teaching and learning
- ii. examinations and academic assessments
- iii. research activities
- iv. student support services
- v. sports and recreational activities
- vi. conferences, seminars, and University events.

All University programmes and activities shall be designed and implemented in a manner that promotes inclusion and accessibility for persons with disabilities and individuals with special needs.

5.0 DEFINITIONS

For the purposes of this policy, the following terms shall have the meanings assigned to them below:

5.1 Disability

Disability refers to a long-term physical, mental, intellectual, or sensory impairment which, in interaction with environmental, attitudinal, or institutional barriers, may hinder the full and effective participation of an individual in society on an equal basis with others.

Disabilities may include, but are not limited to:

- a) physical impairments affecting mobility
- b) visual impairments such as blindness or low vision
- c) hearing impairments including deafness or partial hearing loss
- d) intellectual disabilities
- e) learning disabilities
- f) psychosocial or mental health conditions
- g) speech and communication impairments.

5.2 Special Needs

Special needs refer to specific learning, physical, medical, psychological, or social support requirements that enable individuals to effectively participate in educational, professional, or social environments.

Special needs may arise from:

- a) disabilities
- b) temporary injuries or medical conditions
- c) learning difficulties
- d) mental health conditions
- e) pregnancy-related conditions
- f) chronic illnesses
- g) other circumstances requiring additional support.

Individuals with special needs may require academic accommodations, assistive technologies, or specialized support services to facilitate equal participation in University activities.

5.3 Reasonable Accommodation

Reasonable accommodation refers to necessary and appropriate modifications or adjustments that enable persons with disabilities or special needs to access education, services, facilities, and employment opportunities on an equal basis with others.

Examples of reasonable accommodation may include:

- a) extended examination time
- b) provision of assistive technologies
- c) accessible learning materials
- d) sign language interpretation
- e) flexible learning arrangements
- f) accessible physical facilities.

Such accommodations shall not impose an undue or disproportionate burden on the institution.

5.4 Assistive Technology

Assistive technology refers to any device, equipment, software, or system designed to enhance the functional capabilities of individuals with disabilities or special needs.

Examples include:

- a) screen reading software
- b) speech-to-text applications
- c) Braille displays and printers
- d) hearing aids and amplification devices
- e) adaptive computer keyboards
- f) mobility aids such as wheelchairs and walkers.

Assistive technologies facilitate access to education, communication, and participation in academic activities.

5.5 Inclusive Education

Inclusive education refers to an educational approach that ensures all learners, including those with disabilities and special needs, have equal opportunities to participate fully in learning activities.

5.6 Accessibility

Accessibility refers to the design and provision of physical environments, information systems, communication platforms, and services in a manner that enables persons with disabilities and special needs to access and use them independently and effectively.

Accessibility may include:

- a) ramps and accessible walkways
- b) accessible toilets and parking spaces
- c) accessible digital platforms
- d) alternative formats of information such as Braille, large print, or audio.

5.7 Disability Support Services

Disability support services refer to institutional services provided to support the academic, social, and physical needs of persons with disabilities and special needs within the University.

Such services may include:

- a) academic accommodations

- b) assistive technologies
- c) counseling and advisory services
- d) examination accommodations
- e) mobility and accessibility support.

6.0 GUIDING PRINCIPLES

Implementation of this policy shall be guided by the following principles:

6.1 Equality and Non-Discrimination

UTAMU shall ensure that persons with disabilities and individuals with special needs are treated with dignity, fairness, and respect. The University shall prohibit all forms of discrimination based on disability or special needs in admission, teaching and learning, employment, participation in activities, and access to services.

6.2 Inclusion and Participation

The University shall promote full and effective participation of persons with disabilities and individuals with special needs in all academic, social, and institutional activities. UTAMU shall ensure that students and staff with disabilities and special needs are fully integrated into the University community.

6.3 Accessibility

UTAMU shall ensure that its physical infrastructure, learning environments, digital systems, and communication platforms are accessible to persons with disabilities

and individuals with special needs. The University shall progressively remove barriers that hinder access to facilities and services.

6.4 Reasonable Accommodation

The University shall provide reasonable accommodation to persons with disabilities and individuals with special needs to enable them to participate effectively in academic and institutional activities. Such accommodations shall ensure fairness while maintaining academic standards.

6.5 Respect for Human Dignity

UTAMU shall uphold the dignity, autonomy, and rights of persons with disabilities and individuals with special needs. All members of the University community shall treat persons with disabilities with respect and sensitivity.

6.6 Equal Opportunity

The University shall ensure equal opportunities for persons with disabilities and individuals with special needs in admission, employment, academic participation, leadership roles, and extracurricular activities.

6.7 Institutional Responsibility

UTAMU recognizes that creating an inclusive environment is a collective institutional responsibility. All departments, units, and staff members shall work together to ensure that policies, services, and programmes support persons with disabilities and special needs.

6.8 Participation in Decision-Making

Persons with disabilities and individuals with special needs shall be involved, where appropriate, in decisions and processes that affect their learning, welfare, and participation in University activities.

6.9 Confidentiality and Respect for Privacy

Information relating to the disability or special needs of any student or staff member shall be treated with confidentiality and shall only be disclosed where necessary and with the consent of the individual concerned.

6.10 Continuous Improvement

UTAMU shall continuously review and improve its policies, infrastructure, and services to ensure that the needs of persons with disabilities and special needs are effectively addressed.

7.0 TYPES OF DISABILITIES AND SPECIAL NEEDS COVERED

The following categories of disabilities and special needs shall be covered under this policy. The list is not exhaustive, and the University may provide support for other conditions where appropriate.

7.1 Physical Disabilities

Physical disabilities refer to conditions that affect a person's mobility, coordination, or physical functioning. Individuals with physical disabilities may experience difficulty moving, standing, walking, or performing certain physical tasks.

Examples include:

- a) mobility impairments
- b) paralysis
- c) limb loss
- d) muscular disorders
- e) spinal cord injuries
- f) conditions requiring the use of mobility aids such as wheelchairs, crutches, or walkers.

UTAMU shall provide accessible facilities, pathways, and physical environments to support individuals with physical disabilities.

7.2 Visual Impairments

Visual impairments include conditions that affect a person's ability to see clearly or perceive visual information.

Examples include:

- a) blindness
- b) partial sight
- c) low vision
- d) visual processing disorders.

Students with visual impairments may require support such as:

- a) Braille learning materials
- b) large-print documents
- c) screen reader software
- d) audio learning materials.

7.3 Hearing Impairments

Hearing impairments refer to conditions that affect an individual's ability to hear or interpret sound.

Support for individuals with hearing impairments may include:

- a) sign language interpretation
- b) captioned video content
- c) assistive listening devices
- d) written communication alternatives.

7.4 Learning Disabilities

Learning disabilities refer to neurological conditions that affect the ability to process information, understand instructions, or perform academic tasks.

Examples include:

- a) dyslexia
- b) dyscalculia
- c) dysgraphia
- d) attention-related learning difficulties.

Students with learning disabilities may require academic accommodations such as extended examination time, alternative assessment methods, or additional learning support.

7.5 Intellectual and Developmental Disabilities

Intellectual and developmental disabilities refer to conditions that affect intellectual functioning, learning ability, or adaptive behavior. UTAMU shall ensure appropriate support mechanisms to facilitate learning and participation where applicable.

7.6 Psychosocial or Mental Health Conditions

Psychosocial disabilities include mental health conditions that may affect a person's emotional wellbeing, concentration, or ability to cope with academic demands.

Examples include:

- a) depression
- b) anxiety disorders
- c) post-traumatic stress disorder
- d) bipolar disorder.

The University shall provide counseling and support services where appropriate.

7.7 Chronic Medical Conditions

Chronic medical conditions refer to long-term health conditions that may affect a person's ability to participate fully in academic or work activities.

Examples include:

- a) epilepsy
- b) diabetes
- c) asthma
- d) sickle cell disease
- e) other chronic illnesses requiring medical support.

Students with chronic medical conditions may require flexible learning arrangements or medical accommodations.

7.8 Temporary Disabilities or Injuries

Temporary disabilities may arise from injuries, illnesses, or medical procedures that temporarily limit an individual's ability to perform academic or physical tasks.

Examples include:

- a) fractures
- b) temporary mobility limitations
- c) post-surgery recovery conditions.

The University may provide temporary accommodations where necessary.

7.9 Other Special Needs

Special needs may also arise from circumstances requiring additional support even when the individual may not have a permanent disability.

These may include:

- a) pregnancy-related conditions
- b) temporary medical conditions
- c) learning support requirements
- d) other circumstances requiring reasonable accommodation.

UTAMU shall consider such needs on a case-by-case basis and provide appropriate support where possible.

8.0 ADMISSION AND ENROLLMENT

UTAMU shall ensure that applicants with disabilities and special needs have equal opportunities to access admission to academic programmes.

The University shall:

- a) provide accessible admission procedures
- b) allow reasonable accommodations during admission assessments
- c) provide guidance and counseling to applicants with special needs.

No qualified applicant shall be denied admission solely on the basis of disability.

9.0 DISABILITY AND SPECIAL NEEDS SUPPORT UNIT

Universal Technology and Management University (UTAMU) shall establish a **Disability and Special Needs Support Unit** under the Directorate for Students' Affairs to coordinate services and provide institutional support for students and staff with disabilities and special needs.

The Unit shall serve as the primary institutional unit responsible for promoting inclusive education, facilitating accessibility, and ensuring that individuals with disabilities and special needs receive appropriate support services to enable them to participate fully in academic and University life.

The Disability and Special Needs Support Unit shall work closely with academic departments, administrative units, and relevant University offices to ensure that policies and services addressing disability and special needs are effectively implemented.

9.1 Functions of the Disability and Special Needs Support Unit

The Unit shall perform the following functions:

a) Coordination of Academic Accommodations

Coordinate and facilitate reasonable academic accommodations for students with disabilities and special needs, including adjustments in teaching, learning, and assessment methods in order to ensure equitable access to education.

b) Provision of Disability and Special Needs Support Services

Provide guidance, support, and advisory services to students and staff with disabilities and special needs, including academic support, counseling referrals, and coordination of necessary accommodations.

c) Maintenance of Confidential Records

Maintain confidential records and documentation relating to students and staff with disabilities and special needs who require support services, ensuring that such information is handled with sensitivity and in accordance with University confidentiality policies.

d) Guidance on Assistive Technologies

Provide advice and support regarding the use of assistive technologies and learning aids that facilitate access to education for persons with disabilities and special needs. This may include technologies that support mobility, communication, reading, writing, and learning.

e) Disability and Special Needs Awareness Programmes

Organize awareness campaigns, training programmes, and sensitization workshops to promote understanding, inclusion, and respect for persons with disabilities and individuals with special needs within the University community.

f) Coordination of Examination Accommodations

Work in collaboration with the Academic Registrar and relevant academic departments to ensure that students with disabilities and special needs receive appropriate examination accommodations such as extended time, alternative formats, assistive technologies, or other approved arrangements.

g) Advisory Role on Accessibility

Advise the University on improving accessibility of infrastructure, facilities, learning materials, and digital systems to ensure that the campus environment is inclusive and accessible for persons with disabilities and special needs.

h) Liaison with External Support Organizations

Collaborate with relevant government agencies, disability support organizations, and community partners to enhance the support services available to students and staff with disabilities and special needs.

10.0 ACCESSIBLE LEARNING ENVIRONMENT

UTAMU shall promote an inclusive and accessible learning environment that enables students with disabilities and special needs to fully participate in academic programmes and University activities.

The University recognizes that inclusive education requires the removal of barriers in teaching, learning, assessment, and access to educational resources.

To support inclusive learning, the University shall implement measures that ensure accessibility of learning environments and teaching practices.

- a) accessible classrooms
- b) accessible online learning platforms
- c) provision of assistive technologies
- d) inclusive teaching methodologies.

Academic staff shall adopt teaching methods that accommodate diverse learning needs.

11.0 EXAMINATIONS AND ACADEMIC ASSESSMENT ACCOMMODATIONS

Universal Technology and Management University (UTAMU) is committed to ensuring that students with disabilities and special needs are provided with fair and equitable opportunities to demonstrate their academic knowledge and abilities during examinations and other forms of academic assessment.

The University recognizes that certain disabilities and special needs may affect a student's ability to participate in standard examination conditions. UTAMU shall therefore provide reasonable accommodations to ensure that such students are not disadvantaged during assessments while maintaining the integrity and standards of the University's academic programmes.

All examination accommodations shall be implemented in accordance with University academic regulations and shall be coordinated by the Academic Registrar's Office in collaboration with the Disability and Special Needs Support Unit.

11.1 Eligibility for Examination Accommodations

Students with disabilities and special needs who require examination accommodations shall notify the Disability and Special Needs Support Unit and provide appropriate documentation supporting their needs.

The Unit shall assess the request and recommend appropriate accommodations based on the nature of the disability or special need.

Eligible students may include those with:

- a) physical disabilities
- b) visual impairments
- c) hearing impairments
- d) learning disabilities
- e) psychosocial or mental health conditions
- f) chronic medical conditions
- g) temporary disabilities or injuries
- h) other special needs that affect academic assessment.

11.2 Types of Examination Accommodations

Depending on the nature of the disability or special need, the University may provide one or more of the following accommodations:

a) Additional Examination Time

Students with disabilities or special needs may be granted additional time during examinations where the nature of the condition affects reading speed, writing ability, concentration, or physical endurance.

b) Separate Examination Rooms

Students requiring a quiet or controlled environment may be allowed to sit examinations in separate rooms where necessary.

c) Use of Scribes or Readers

Students who have difficulty writing or reading due to disability may be permitted to use trained scribes or readers during examinations, subject to University examination regulations.

d) Alternative Examination Formats

Examination papers may be provided in alternative formats such as:

- i. Braille
- ii. large print
- iii. digital formats compatible with assistive technologies
- iv. audio formats where appropriate.

e) Use of Assistive Technologies

Students may be allowed to use approved assistive devices and technologies during examinations, including:

- i. screen reader software
- ii. speech-to-text applications

- iii. magnification devices
- iv. adapted keyboards.

f) Rest Breaks During Examinations

Students with certain medical conditions or disabilities may be allowed supervised rest breaks during examinations.

g) Flexible Seating Arrangements

Students with mobility challenges or other special needs may be provided with appropriate seating arrangements to ensure comfort and accessibility.

h) Sign Language Interpretation

Where appropriate, sign language interpretation may be provided to students with hearing impairments during oral examinations or assessment instructions.

11.3 Alternative Assessment Arrangements

In certain circumstances, students with disabilities or special needs may require alternative assessment methods where the standard mode of examination is not appropriate.

Such alternatives may include:

- a) oral examinations
- b) take-home assessments
- c) project-based assessments
- d) extended coursework deadlines.

Alternative assessment arrangements shall be approved by the relevant academic authorities while ensuring that academic standards are maintained.

11.4 Responsibilities of the Academic Registrar

The Academic Registrar shall:

- a) coordinate examination accommodations for eligible students
- b) ensure examination arrangements are implemented fairly and confidentially
- c) communicate approved accommodations to examination officers and invigilators
- d) ensure compliance with University examination regulations.

11.5 Responsibilities of Invigilators and Examination Staff

Examination officers and invigilators shall:

- a) ensure that approved accommodations are provided to students with disabilities and special needs
- b) maintain confidentiality regarding disability information
- c) provide appropriate supervision during examinations
- d) ensure that examination conditions remain fair and secure.

11.6 Confidentiality and Respect

All information regarding a student's disability or special needs shall be treated with strict confidentiality. Such information shall only be shared with relevant University officials where necessary to facilitate academic accommodations.

The University shall ensure that students receiving examination accommodations are treated with dignity, respect, and fairness.

12.0 ACCESSIBILITY OF PHYSICAL INFRASTRUCTURE

UTAMU shall ensure accessibility of University facilities including:

- a) ramps and accessible walkways
- b) accessible toilets
- c) lifts or elevators where possible
- d) accessible classrooms and offices
- e) designated parking spaces for persons with disabilities.

New buildings and renovations shall comply with universal accessibility standards.

13.0 ASSISTIVE TECHNOLOGY AND SUPPORT SERVICES

The University shall promote the use of assistive technologies to support persons with disabilities and special needs.

These may include:

- a) screen reading software
- b) magnification software
- c) Braille materials
- d) hearing assistive devices
- e) adaptive computer equipment.

14.0 INCLUSIVE ICT AND E-LEARNING

UTAMU shall ensure that digital systems and online learning platforms are accessible to persons with disabilities and special needs.

Measures shall include:

- a) accessible Learning Management Systems
- b) captioned educational videos where possible
- c) compatibility with screen readers
- d) accessible digital documents.

15.0 RESPONSIBILITIES OF THE UNIVERSITY

The University shall:

- a) implement policies and procedures that promote inclusion and accessibility
- b) ensure accessibility of University infrastructure and facilities
- c) allocate resources to support disability and special needs services
- d) promote inclusive teaching and learning practices
- e) provide reasonable academic accommodations where necessary
- f) conduct training and awareness programmes on disability inclusion
- g) promote equal opportunity and non-discrimination within the University.

16.0 RESPONSIBILITIES OF STAFF

Academic and administrative staff play a critical role in supporting students and colleagues with disabilities and special needs.

Staff members shall:

- a) respect the rights, dignity, and confidentiality of persons with disabilities and special needs
- b) support inclusive teaching and learning practices
- c) cooperate in implementing reasonable academic accommodations
- d) avoid discriminatory attitudes and practices
- e) work with the Disability and Special Needs Support Unit to address the needs of students requiring support.

Academic staff shall particularly ensure that teaching methods and assessment approaches promote equal participation of all students.

17.0 RESPONSIBILITIES OF STUDENTS

Students with disabilities and special needs shall be encouraged to actively participate in their academic programmes and University activities.

Students requiring support shall:

- a) inform the University of their disability or special needs where accommodations are required
- b) provide appropriate documentation where necessary
- c) cooperate with the Disability and Special Needs Support Unit in implementing accommodations
- d) comply with University rules and regulations.

Students without disabilities are encouraged to promote a culture of respect, inclusion, and support for their peers with disabilities and special needs.

18.0 AWARENESS AND SENSITIZATION

UTAMU shall promote awareness and understanding of disability and special needs within the University community.

The University shall organize:

- a) disability awareness campaigns
- b) staff training programmes on inclusive education
- c) student orientation sessions on disability inclusion
- d) community outreach initiatives promoting accessibility and inclusion.

These activities shall promote respect, reduce stigma, and foster an inclusive University environment.

19.0 EMERGENCY EVACUATION AND SAFETY

The University recognizes that emergencies such as fires, earthquakes, medical emergencies, or other safety incidents may present additional risks to individuals with disabilities or special needs. UTAMU shall therefore implement measures to ensure that such individuals are able to evacuate safely and receive appropriate assistance during emergencies.

19.1 Accessible Emergency Preparedness Planning

The University shall integrate disability and special needs considerations into all campus emergency preparedness plans. Emergency procedures shall be designed to ensure that persons with disabilities and special needs are able to respond effectively during emergency situations.

Emergency preparedness planning shall include consultation with relevant University departments, including the Disability and Special Needs Support Unit, security services, and the Directorate responsible for safety and infrastructure.

19.2 Accessible Evacuation Routes

UTAMU shall ensure that emergency evacuation routes are accessible and safe for persons with disabilities and special needs.

Measures may include:

- a) clearly marked and accessible evacuation routes
- b) ramps and accessible pathways where feasible
- c) unobstructed corridors and emergency exits
- d) accessible assembly points.

The University shall ensure that evacuation routes remain clear and accessible at all times.

19.3 Designated Assistance Personnel

The University shall designate trained personnel who can assist persons with disabilities and special needs during emergency situations.

Such personnel may include:

- a) trained safety officers
- b) security personnel
- c) building wardens
- d) designated staff members responsible for assisting individuals with disabilities.

Training programmes shall be conducted periodically to ensure that staff are able to assist persons with disabilities appropriately during emergencies.

19.4 Accessible Emergency Communication Systems

UTAMU shall ensure that emergency communication systems are accessible to persons with disabilities and special needs.

Emergency communication measures may include:

- a) visual alarms and emergency lighting systems
- b) audible alarms with clear signals
- c) emergency notification messages through multiple communication channels
- d) clear signage and instructions that support individuals with sensory impairments.

Where possible, emergency instructions shall be communicated through accessible formats to ensure that all members of the University community are able to respond appropriately.

19.5 Emergency Awareness and Training

The University shall conduct periodic safety drills and emergency awareness programmes that include provisions for persons with disabilities and special needs. These activities shall ensure that students and staff are familiar with emergency procedures and understand how to assist individuals who may require additional support during evacuation or emergency response.

20.0 IMPLEMENTATION FRAMEWORK AND RESPONSIBLE UNITS

The successful implementation of this Disability and Special Needs Policy shall require coordinated efforts from various units and departments within Universal Technology and Management University (UTAMU).

The University shall adopt an institutional approach in which all relevant offices share responsibility for promoting inclusion and accessibility for persons with disabilities and individuals with special needs.

20.1 Directorate for Students' Affairs

The Directorate for Students' Affairs shall serve as the primary coordinating unit responsible for overseeing the implementation of this policy.

Its responsibilities shall include:

- a) coordinating disability and special needs support services
- b) supervising the operations of the Disability and Special Needs Support Unit
- c) facilitating awareness and sensitization programmes on disability inclusion
- d) supporting student welfare and participation in University activities

- e) monitoring implementation of policy provisions affecting students with disabilities and special needs.

20.2 Academic Registrar

The Academic Registrar shall be responsible for ensuring that academic policies and procedures support inclusive education.

Responsibilities shall include:

- a) coordinating academic accommodations for students with disabilities and special needs
- b) ensuring accessible admission procedures
- c) coordinating examination accommodations and special assessment arrangements
- d) ensuring compliance with academic regulations relating to disability inclusion.

20.3 Academic Units

Academic units including schools and departments shall support the implementation of this policy by promoting inclusive teaching and learning practices.

Responsibilities shall include:

- a) adopting inclusive teaching methods
- b) providing accessible learning materials
- c) supporting reasonable academic accommodations
- d) collaborating with the Disability and Special Needs Support Unit to address student needs.

20.4 Department of ICT Services

The Department of ICT Services shall ensure that University digital systems and online learning platforms are accessible to persons with disabilities and special needs.

Responsibilities shall include:

- a) ensuring accessibility of the Learning Management System (LMS)
- b) supporting assistive technologies used by students and staff
- c) ensuring accessibility of digital communication systems and University websites.

20.5 Estates and Facilities Unit

The Estates and Facilities Unit responsible for infrastructure and facilities shall ensure that University buildings and physical environments are accessible.

Responsibilities shall include:

- a) ensuring accessibility of buildings and facilities
- b) incorporating universal design principles in new construction and renovations
- c) maintaining accessible pathways, ramps, and sanitary facilities
- d) supporting accessibility improvements across campus.

20.6 University Management

University Management shall provide overall leadership and institutional support for the implementation of this policy.

Responsibilities shall include:

- a) allocating resources for disability and special needs support programmes
- b) ensuring compliance with national laws and University regulations

- c) supporting initiatives that promote inclusion and accessibility within the University.

20.7 Students and Staff

All members of the University community including students and staff shall support the implementation of this policy by:

- a) respecting the rights and dignity of persons with disabilities and special needs
- b) promoting inclusive practices within the University environment
- c) cooperating with institutional efforts to create an accessible and supportive campus.

21.0 MONITORING AND EVALUATION

The Directorate of Students' Affairs shall oversee implementation of this policy. It shall carry out periodic monitoring and evaluation of this policy.

Monitoring shall include:

- a) number of students receiving disability support
- b) accessibility improvements
- c) effectiveness of accommodations.

Annual Monitoring and Evaluation reports shall be submitted to University Management to guide continuous improvement of the services provided to persons with disabilities or special needs.

22.0 POLICY REVIEW

This Policy shall be reviewed every five (5) years or earlier as may be required by the University Council or relevant regulatory bodies.

Signed this on day27th.....ofMarch..... 2026.

By:

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Chairperson, University Council

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Vice Chancellor