

## **Accessible Facilities for Disabled Students**

The provision of education for all regardless of their age, size, ability or disabilities depends on a wide range of factors, including school policies, curriculum planning, teaching strategies, and the school environment. Well-designed universities allow all students to participate fully and independently. This frees their teachers to focus on educational goals. Students with disabilities should be able to get around the university along with their peers. They need to be able to navigate through the school building, use standard classroom equipment, and use their own assistive technologies with ease.

Khazar University management team is striving to improve the accessibility of universities buildings over time. Improving the accessibility of university and Dunya School branches will be key in maximising the social inclusion of all young people in our society.

The Center for Students with Disabilities (CSD) works towards removing the cultural, physical and psychological barriers that can prevent disabled students from participating fully in university life.

CSD is educated to ensuring that students with disabilities have the tools, support services, and resources that allow equal access and reasonable accommodations to be successful at Khazar University.

### **Our guiding principles**

- All students provide a valuable contribution to the diversity of Khazar University.
- All students must be treated with dignity and respect.
- All students have the right to self-determination and to be fully informed of their options

Center for Students with Disabilities provides the following accessible facilities:

- Accessible on-campus classrooms, labs, libraries, cafeterias, housing, and transportation
- Support facilities for Specific Learning Disabilities SLD
- Disability-related accommodations, such as sign language interpreters, note takers, readers, alternative formats, quiet space for testing, etc.
- Access and use assistive technology, adaptive equipment or software.
- Adaptive sports, recreation, and other on-campus activities.

The physical environment of the most of university's branches generally did not fit the guidelines, and they did not provide an appropriate environment for students because of inconvenient utilization and lack of management, even though they were equipped. University branches should make a greater effort to improve and expand the accommodations to establish a consumer-centered higher-education environment. This can be done by

universal design and enhancing the fidelity for an advanced higher-education environment and students with disabilities.

### **Be more wheelchair-friendly**

A major problem for disabled students who use wheelchairs is that it's not always possible for them to access the classroom – or, even worse, the university building – without assistance.

Not only does this create a barrier between them and their education, but it can impact on their confidence. All students are trying to become more independent throughout their university years. Poor access makes this much more difficult for children using wheelchairs.

The Center takes action to ensure appropriate access ramps and lifts are installed so the entire university and its branches is wheelchair accessible

### **Supporting Students with Visual Impairments**

Students with visual impairments may need specific adaptations to get the most out of university. CDS developed some suggestions for changes any university can make learning more inclusive for students with visual impairments:

- Large print and braille worksheets.
- Encourage multi-sensory learning – present information in audio formats and offer hands-on demonstrations wherever possible.
- Improve lighting in classrooms.
- Create spacious classrooms – then keep them clear and tidy to avoid trip hazards

### **Supporting Students with Learning Disabilities**

Learning disabilities can affect a student experience in many different ways. A student with Dyslexia will require adjustments to support their reading and writing. Whereas another student may have difficulties with organisation, attention, and memory.

To make a university more accessible for students with learning disabilities, CDS needs to consider the individual needs of the students. Here are some examples of things that CDS recommend:

- Quiet rooms – some students may concentrate better on tasks in a quiet room free from distraction.
- Don't rely solely on written work – many students benefit from giving verbal answers or drawing diagrams instead.

- Sensory rooms – providing sensory stimulation can help students to improve skills e.g. coordination. Time in sensory rooms can also help students to better engage with other aspects of the university day.
- Adequate wheelchair access and making adjustments to support students with physical and learning disabilities are steps all university's branches should be taking to improve their accessibility.