



Universidad
del País Vasco

Euskal Herriko
Unibertsitatea

GUIDE OF SUPPORT FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

**ACADEMIC YEAR
2019-2020**

www.ehu.es





Academic year 2019-2020

This guide is aimed at new students with disabilities or special educational needs in general. The aim is to provide support and advice during their university career.

Available at www.ehu.eus/discapacidad



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1. MISSION

The mission of the Disabled People's Service is to guarantee the principle of equal opportunities for students with disabilities and with special educational needs in general, so that they can benefit from services and participate fully in the university.



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Sustainable Development Goal 4



2. REGULATORY FRAMEWORK

This section includes references to the documents and regulations that frame and guide the work of the service. You can access them through the Service's website.

STATUTES OF THE UPV/EHU

Decree 17/2011 of 15th February 2011, approving the Statutes of the University of the Basque Country / Euskal Herriko Unibertsitatea (UPV/EHU)

These include a mandate to guarantee equal opportunities for students with disabilities and special educational needs, and the measures to achieve this.

Title I. On the nature and purposes of the UPV/EHU

Art 4.-

2.- The UPV/EHU:

b) Will foster the integration of people with special needs into the university community

3.- The UPV/EHU will guarantee equality between the women and men who make up the university community and take the necessary measures to prevent or eliminate any discrimination on grounds of birth, ethnicity, sex, religion, opinion, language or any other personal or social condition or circumstances. To this end, the UPV/EHU will take into account the principles of equal opportunities with regard to diversity and difference, inclusion of a gender perspective, affirmative action, elimination of gender roles and stereotypes and balanced representation.



Title II. On the university community

Chapter V: On people with special needs

Art 67.-

The UPV/EHU will organise steps to help all members of the university community with special needs have the means, information, support and resources to assure real, effective equal opportunities in relation to the other people in the university community.

Art 68.-

- 1.- The UPV/EHU will guarantee equal opportunities for students and other members of the university community with disabilities, by prohibiting discrimination in any form and establishing affirmative action policies aimed at assuring their full, effective participation in the university sphere.
- 2.- Students and other people with disabilities in the university community cannot be discriminated against for reasons of their disability, either directly or indirectly, in applications, admissions, while they are there and in the exercise of whatever academic and other qualifications they have recognised.
- 3.- Where the circumstances of students with disabilities so require, university departments and centres will make minor adaptations to the curriculum and arrange specific tutorial sessions to meet the needs of these students.
- 4.- The university environment at the UPV/EHU must be accessible in accordance with legally established conditions.
- 5.- The UPV/EHU must abide by regulatory stipulations governing reserved employment for people with disabilities, which will apply in personnel selection and recruitment processes.



REGULATIONS ON EQUAL OPPORTUNITIES IN THE ATTENTION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AT THE UPV/EHU

DECISION of 30th April 2015 by the senate of the UPV/EHU, approving the Regulations on Equal Opportunities in Attention for Students with Special Educational Needs

Its purpose is to regulate measures to attend for students at the UPV/EHU with disabilities and special educational needs in general, to facilitate their access to the university, following their courses and participating fully, guaranteeing the right to equal opportunities in education with other students during their time at the university.

It also contains:

- Rights and duties of students with special educational needs.
- Procedures for action by the Disabled People's Service.
- Resources to assure equal opportunities for students with special educational needs.
- Complaint procedure.
- Data protection.

[Link to the full document](#)



3. THE III INCLUSION PLAN OF THE UNIVERSITY OF THE BASQUE COUNTRY

Approved in the Governing Council of the University of The Basque Country (UPV/EHU) on 11th April 2019.

LINE 1: Ensuring information concerning social and educational inclusiveness so that prospective students will consider university studies as a real option and take decisions appropriate to their circumstances

- 1.1. Providing information on routes to entrance, the range of courses and measures and resources to support inclusiveness at the UPV/EHU.
- 1.2. To help students to make decisions by making them aware of their possibilities.

LINE 2: Ensuring equal opportunities in access to university studies

- 2.1. Guaranteeing accessible entrance tests for all students.
- 2.2. Facilitating the administrative processes for university entrance.
- 2.3. Running diversity-aware reception processes to help students to situate themselves in the university.

LINE 3: Encouraging inclusive university life

- 3.1. Helping people in vulnerable circumstances to follow university courses.
- 3.2. Fostering active participation by students in university life and promoting a sense of belonging to the UPV/EHU.
- 3.3. Spreading a culture of inclusiveness in the UPV/EHU university community and helping to raise awareness in society.
- 3.4. Fostering students' employability.

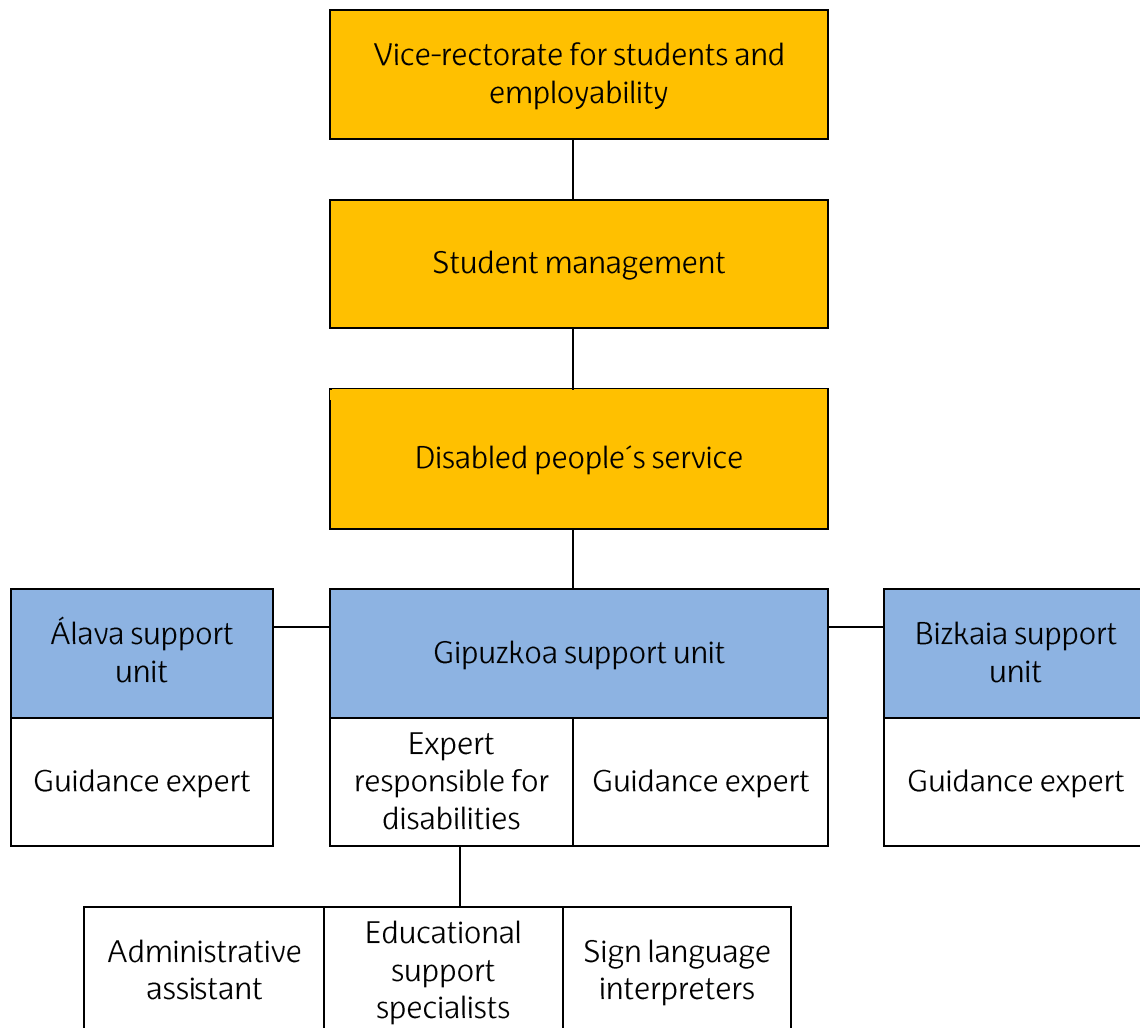
LINE 4: Aiding the transition to working life

- 4.1. Helping students to take decisions once they complete their university studies.
- 4.2. Strengthening presence in the media and networking to facilitate social inclusion for graduate students.

[Link to full document](#)



4. STAFF





5. TRENDS IN THE STUDENT POPULATION

	2010-2011			2011-2012			2012-2013			2013-2014			2014-2015		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
VISUAL	17	16	33	13	12	25	15	10	25	18	10	28	15	10	25
AUDITORY	19	11	30	13	9	22	17	6	23	15	7	22	14	10	24
MOTOR	51	56	107	39	43	82	38	41	79	40	31	71	33	28	61
OTHERS**	95	67	162	86	57	143	82	69	151	76	70	146	72	79	151
TOTAL	181	151	332	151	121	272	152	126	278	149	118	267	134	127	261*

* In the academic year 2017-2018 out of 347 students registered, 34 have graduate and 49 have given up their studies. In the academic year 2018-2019, 133 new students were admitted.

** This category includes pathologies arising from long-term illnesses and/or special treatment, as well as mental disorders.



5.1. TRENDS IN NEW STUDENTS JOINING THE UNIVERSITY

	2010-2011			2011-2012			2012-2013			2013-2014			2014-2015		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
VISUAL	8	5	13	4	2	6	2	3	5	7	2	9	3	3	6
AUDITORY	10	3	13	4	3	7	3	6	9	4	2	6	6	4	10
MOTOR	8	11	19	9	11	20	11	9	20	12	11	23	7	10	17
OTHERS*	30	22	52	18	16	34	27	21	48	25	23	48	24	30	54
TOTAL	56	41	97	35	32	67	43	39	82	48	38	86	40	47	87

* This category includes pathologies arising from long-term illnesses and/or special treatment, as well as mental disorders.

Further information at "[Universidad y Discapacidad en Cifras](#)" on the website of the service.



6. VISITING STUDENTS

Students with disabilities and special educational needs in general interested in accessing studies at the UPV/EHU should contact the person responsible for mobility at the destination university centre and provide a psycho-educational report from their university of origin, showing their needs and the adaptations they require.

The Disabled People's Service will deal with orientation and provide whatever support it believes necessary when the student joins the university centre.

7. ORIENTATION PROGRAMME FOR NEWLY-ADMITTED STUDENTS

7.1. FEATURES OF THE STUDENT POPULATION

One of the features that most sets disabled people apart is their diversity.

Disabilities may be obvious or invisible, congenital or acquired, mild or severe, temporary or permanent.

Not all students with disabilities have special educational needs.

There are students who, while they do not have a recognised disability, have special educational needs that must be attended, for, such as those arising from specific learning difficulties and certain disorders or illnesses.

Personal and/or environmental needs are specific in each case. Both personal limitations and those of the environment need to be considered.

Special educational needs are classified in seven areas of action:

- Teaching
- Examinations
- Accessibility
- Guidance
- Human resources
- Technical resources
- Others



7.2. CLASSIFICATION OF STUDENTS' SPECIAL EDUCATIONAL NEEDS

TEACHING

- Help with note-taking
- Informing teaching staff about the disability
- Support in taking notes and producing work (technical devices for the blind, optical media, computer, etc.)
- Accessible texts (typeface and size, spaces, graphics, etc.)
- Extension of deadlines for producing work
- Adaptation of access to the curriculum
- Adaptation of audiovisual material
- Adaptations in external practicums
- Adaptation of the teacher assessment survey

EXAMINATIONS

- Extension of time
- Accessible texts (typeface and size, spaces, graphics, etc.)
- Technical resources (adapted software, technical devices for the blind, media, computer, etc.)
- Special furniture
- Examination with support personnel (sign language interpreter or support assistant)
- Informing teaching staff about the disability
- Transcription
- Accessible classroom
- Separate classroom
- Initial and/or final reading
- Reserved seat



ACCESSIBILITY

- Transport grant for students with reduced mobility
- Adaptation of spaces (entrances, classrooms, corridors, toilet, lift, etc.)
- Special furniture
- Reserve parking space
- Adapted halls of residence
- Special guidance for vision-impaired students
- Specific evacuation measures

ORIENTATION

- Orientation for new students
- Information for colleagues
- Help in planning studies
- Orientation for students on exchange programmes
- Employment orientation

HUMAN RESOURCES

- Educational support specialists (teaching, examinations and tutorials)
- Sign language interpreter (teaching, examinations and tutorials)
- Tutor
- Student volunteers

TECHNICAL RESOURCES

- Technical assistance and/or support products: adapted software (Zoom-text, Jaws, etc.), FM transmitter, etc.

OTHERS

- Alternative menu (food allergies and intolerances, high blood pressure, etc.)



8.- THE WEBSITE OF THE SERVICE: A USEFUL TOOL

On our website you can find useful information about the service and what we do.

- Assistance and resources (support products, grants, etc.)
- University and disability in figures
- Legislation and regulations
- Documents of interest related to the university and disability

Additionally:

- News
- Courses
- Internship scholarships
- Prizes and contests

Among the different sections on the website we would like to the following:

- IKUSMIRAN, experiences of and voices of students.
- Twitter Follow us!
- Coordinator of the centre: meet your centre's special educational needs.

You can access it at: www.ehu.eus/discapacidad



Internet - UPV/EHU

ehueus/en/web/discapacidad/home

UPV/EHU » Disabled People's Service

UPV/EHU » Disabled People's Service

Profes | Studies | Structure | Research | University access | Thematic areas | Services | Directory

Ministerio de Ciencia, Innovación y Universidades
Nazioarteko Nazioarteko Eguna
Araldunzerako libildia erakuskeia

Emakumeen Nazioarteko Eguna
Araldunzerako libildia erakuskeia

Praktikak egiteko beka desgasasuna
duten ikasleentzat
HEZKUNTZA ESPARUTIK LAN ARLORA
IGAROTZEKO BEKAK

Unibertsitate sartzeko probetan
egokitzapenak
2020

Praktikak

INKLUSIOA
Inklusioa UPV/EHU
Irakasleentzako Gida

III. Inklusio Plana (2019-2022)

Centre coordinators

Guides

University and disability in numbers

UPV/EHU Inclusive (Video)

Disabled People's Service

Introduction

Who are we?

Contact and location

Actions

Regulation

Additional Information

Suggestions and complaints

Follow us!

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News and Events

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9. GLOSSARY

INCLUSIVE EDUCATION: designing, organising and running education to allow access, progress and participation in studies on equal terms for all students regardless of their personal background or characteristics. It must be understood as a process of intervention in education able to adapt and be adapted to respond to diversity.

***EQUAL OPPORTUNITIES:** breaking down the barriers to learning that exist in educational processes so that all students, whatever their characteristics, can access a shared curriculum without any need for individual adaptations, so achieving education that is as inclusive as possible.

SPECIAL EDUCATIONAL NEEDS: Needs some students have in order to enter and follow their studies, due to disability, specific learning difficulties or other issues and/or illnesses. They include greater or lesser difficulties with entry and progress in relation to the learning options established in the educational context.

***UNIVERSAL DESIGN:** applying the principles of Universal Design (Mace, 1985; Preiser & Ostroff, 2001; Story, 2011) in an attempt to make the teaching and learning process that exists at different levels of school and university take as many students as possible into account, whatever their personal characteristics or situation.

***UDL=UNIVERSAL DESIGN FOR LEARNING:** UDL means a new curriculum framework to allow improvements to be made in access to education for all students, especially students with disabilities (Hitchcock, Meyer, Rose & Jackson, 2002). UDL takes into account diversity among students by providing flexibility in goals, content, materials and assessment. This allows education professionals to offer variability in the way they teach in their classrooms.

SDG, Sustainable Development Goals: SDG 4; to ensure inclusive and equitable quality education, and SDG 10; reducing inequality. EHU Sustainable Development Agenda 2030 (2019-2025) contributes to the SDGs.

**Ingrid Sala Bars, Sergio Sánchez Fuentes, Climent Giné Giné y Emiliano Díez Villoria. Análisis de los distintos enfoques del paradigma del diseño universal aplicado a la educación. Revista Latinoamericana de Educación Inclusiva. Vol. 8, nº1, pp. 143-152*



10. CONTACT AND FINDING US

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