



**TOMORI PÁL COLLEGE**

## **EQUAL OPPORTUNITIES POLICY FOR STUDENTS WITH DISABILITIES**

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Responsible person: Vice-rector for Education

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<sup>1</sup> This Policy supersedes the "Rules for Equal Opportunities for Persons with Disabilities" v5, adopted by Senate Resolution 12/2/2024 and entered into force on 22/05/2024.



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The regulations of Tomori Pál College (hereinafter: College) promoting equal opportunities for students with disabilities are set out below.

## **I. General provisions**

### **§ 1 List of relevant legislation**

- (1) Act XXVI of 1998 on the Rights of Persons with Disabilities and Ensuring Their Equal Opportunities (Effect: 01.07.2007-)
- (2) Act CCIV of 2011 on National Higher Education
- (3) Government Decree 87/2015 (IV.9.) on the implementation of certain provisions of Act CCIV of 2011 on National Higher Education;
- (4) Articles 63 and 64(1) of Government Decree 87/2015 (IV.9.) on the implementation of certain provisions of Act CCIV of 2011 on National Higher Education have been amended with effect from 23 December 2017
- (5) Government Decree No 407/2017 of 15 December 2017 amending the regulation of higher education and certain related government decrees
- (6) Government Decree No 423/2012 of 29 December 2012 on higher education admission procedures, point 8 (Ensuring equal opportunities)
- (7) Act CXXV of 2003 on Equal Treatment and the Promotion of Equal Opportunities

### **§ 2 Scope of the Regulations**

(8) The Code shall apply to:

- a) persons having student status with the College,
- b) only if expressly provided for – in accordance with Section 41 (c) of Act CCIV of 2011 on National Higher Education on National Higher Education – to persons applying for admission to colleges.

### **§ 3 Rules of preference terminal**

- (1) A student with a disability (hereinafter: student with a disability) is a person who, pursuant to Section 1(a) of Act LXII of 2013 on the Rights of Persons with Disabilities and on Ensuring Their Equal Opportunities, permanently or lifelong has sensory, communicational, physical, intellectual and psychosocial impairment – or any accumulation thereof – which, in interaction with environmental, social and other significant obstacles hinders or limits the effective and equal participation in society;"
- (2) Furthermore, a student with a disability is someone who has a disability as defined in Section 47 of Act CXC of 2011 on National Public Education, e.g.: (7) A student with a mild intellectual disability, speech disability or a psychological developmental disorder shall be considered as



two children, and a child or pupil with musculoskeletal, sensory (visual, hearing), moderate intellectual disability, autism spectrum disorder or multiple disabilities shall be considered as three children when calculating the number of kindergarten groups, school classes, dormitory groups, if their education takes place together with other children and students.

## **II. Provisions ensuring equal opportunities for students with disabilities**

**Act on Equal Opportunities:** XXVI of 1998: (1) 'Persons with disabilities shall have equal access to public services, taking into account the different special needs of different groups of disabilities.'

### **§ 4 Procedure for determining and certifying disability**

(9) The type and extent of the disability of the student with disabilities and its permanent or temporary nature shall be certified by an expert opinion.

They shall be entitled to issue an opinion contained in Section 63 of Government Decree 87/2015 (IV.9.), amended by 23 December 2017. (Section 38) Section 63 (1) and (2) of Government Decree 87/2015 (IV.9.) shall be replaced by the following: (1) The type of disability of the student (applicant) with disabilities shall be certified by an expert opinion issued by the body specified in paragraph (2) or (3). If the student's (applicant's) disability or special educational needs already existed during secondary education, the disability or special educational need is subject to an expert opinion issued by county (capital) pedagogical service institutions or their member institutions acting as county or national expert committees, as well as by the expert and rehabilitation committees assessing learning ability and the national expert and rehabilitation committees from among their legal predecessors can be verified, except for studies conducted in adult education on a non-part-time schedule, in which case the disability and special educational needs can be justified by the expert opinion of the ELTE National Pedagogical Service and its legal predecessor, the Eötvös Loránd University Practitioner Special Education and Speech Therapy Service, the Expert and Rehabilitation Committee and the Special Education Professional Service Institution.")

### **§ 5 Requesting conditions ensuring equal opportunities**

(10) Students with disabilities may, given their disability, apply for the permission of the institution to establish requirements that differ in whole or in part from the requirements of the curriculum and to provide assistance during examinations, based on the expert opinion certifying it. Preference shall be granted only concerning the circumstance giving rise to such preference and shall not lead to a waiver of the basic educational requirements for obtaining the professional qualification attested by the diploma at bachelor's or master's level or from the professional qualification attested by the certificate in higher vocational training.

(11) Applicants with disabilities shall be entitled to the same benefits during the admission procedure as those granted under the legislation on public education and shall continue to enjoy them during their studies. Persons and bodies competent in disability matters

(12) The coordinator shall :

(13) The coordinator shall be the person who manages the assistance of students with disabilities on the institutional side.



(14) The tasks of the coordinator shall be performed by the disability coordinator.

(15) The tasks of the coordinator shall be:

- a) participation in the work of the committee responsible for examining applications for exemption submitted by students with disabilities,
- b) maintaining contact with students with disabilities, their personal assistants and students of higher education institutions,
- c) providing assistance opportunities for students with disabilities during their studies and examinations, and organizing consultation opportunities required by students with disabilities during their school hours,
- d) continuously recording the number of students with disabilities in compliance with data protection provisions and ensuring the use of data for statistical purposes,
- e) reporting statistical data of students with disabilities to the Registrar's Office within 30 days of enrolment.

(16) Students with disabilities shall review the work of the coordinator annually.

### **§ 6 Evaluation and authorisation of the application**

(17) The request for exemption and assistance of students with disabilities shall be evaluated by the Committee Evaluating the Application of Students with Disabilities (hereinafter: CEASD)).

(18) The CEASD shall make its decision within 20 days of the submission of the application, of which the student shall be notified within 5 days of the decision.

(19) The teachers concerned shall also be notified so that they can provide the requested assistance and benefits during the examination.

(20) Students with disabilities may appeal against the decision of the CEASD in accordance with the College's Rules of Organization and Operation.

### **§ 7 Academic, technical and personal assistance provided by the institution**

(21) Depending on the type and degree of disability, the College shall endeavor to provide students with disabilities with all benefits during the educational process available to students under the Act on Higher Education.

(22) In the case of a student with reduced mobility, 87/2015 of 9 December 2015 § 62) provides:

- a) partial or total exemption from compliance with practical requirements or other form thereof;
- b) replacing the written test with an oral examination and the oral examination with a written one,



- c) exemption from the language exam or part or level thereof,
- d) exemption from tasks requiring manual skills, with theoretical knowledge being required,
- e) *enabling the use* of special tools and furnishings necessary for solving written tasks,
- f) ensuring longer preparation time than the preparation time set for students without disabilities,
- g) providing personal assistance to the student during his/her studies.

(23) In the case of a student with hearing impairment (deafness, hard of hearing), the (87/2015 (IV.9.) § 62) provides:

- a) partial or total exemption from compliance with practical requirements or other form thereof;
- b) replacing the oral examination with a written one, providing a sign language or oral interpreter during oral examinations – if requested by students,
- c) exemption from the language exam or part or level thereof,
- d) from the point of view of comprehensibility and comprehension, simultaneous presentation of what has been said at lectures and examinations to the student in writing,
- e) the provision of aids and visual illustration during each examination,
- f) ensuring longer preparation time than the preparation time set for students without disabilities,
- g) providing personal assistants, note-taking interpreters and sign language interpreters during the student's studies.

(24) In the case of visually impaired (blind, partially sighted) students, the (87/2015 (IV.9.) § 62)

- a) partial or total exemption from compliance with practical requirements or other form thereof;
- b) the use of oral tests instead of written examinations or, in the case of written tests, the use of special technical means,
- c) exemption from the language exam or part or level thereof,
- d) exemption from manual tasks requiring visual skills, but theoretical knowledge may be required,
- e) during lectures, exercises and examinations, the accessibility of questions and items on audio media, digitally, in point writing or magnification,
- f) ensuring longer preparation time than the preparation time set for students without disabilities,
- g) providing personal assistance to the student during his/her studies.

(25) Discounts applicable to students with speech disabilities (dysphasia, dyslalia, dysphonia, stuttering, jabber, aphasia, nasal vowel speech, dysarthria, mutism, severe speech perception and understanding disorder, central puffiness, delayed speech development):

- a) written examinations instead of oral examinations and, in the case of examinations, the use of special technical means,
- b) exemption from the language exam or part or level thereof,
- c) ensuring longer preparation time than the preparation time set for students without disabilities,
- d) providing the student with a personal assistant during his/her studies.



(26) Discounts applicable to students with psychological developmental disorders:

- a)* for a dyslexia-dysgraphic-dysortography student:
  - aa)* an oral examination instead of a written test or a written test instead of an oral test,
  - ab)* in the case of written tests, longer preparation time than the preparation time set for non-disabled students,
  - ac)* providing the necessary aids during the examination (computer, typewriter, spelling dictionary, interpretative dictionary, thesaurus in particular),
  - ad)* exemption from the language exam or part or level thereof;
- b)* for the dyscalculia student:
  - ba)* exemption from calculation tasks, but theoretical knowledge may be required,
  - bb)* the use during exams of all aids with which the student has previously worked during his studies (in particular spreadsheets, calculator, configuration, mechanical and manipulative devices) and providing longer preparation time;
- c)* in the case of a hyperactive student with attention deficit disorder:
  - ca)* an oral examination instead of a written test or a written test instead of an oral test,
  - cb)* ensuring longer preparation time than the preparation time set for students without disabilities,
  - cc)* minimising the waiting time for exams,
  - cd)* the use of special tools and fixtures necessary for solving written tasks,
  - ce)* holding the exam of longer duration in several installments, or allowing breaks or physical activity without leaving the exam room, tolerating emotional manifestations,
  - cf)* separate examination separately from other students,
  - cg)* depending on individual characteristics, during the oral examination - if requested by students - writing down or repeating the questions several times, breaking down complex questions into sub-parts, helping to clarify expectations and questions,
  - ch)* digitally accessible questions and items on audio media during lectures, exercises and exams,
  - ci)* providing personal assistance to the student during his/her studies;
- d)* to students with behavioral regulation disorder (disorders of socio-adaptive processes, different development of emotional control, aggression towards oneself or others, anxiety, behavioral characteristics showing weakness of self-regulation, adaptability, goal-directed behavior, self-organization and metacognition):
  - da)* replacing the written test with an oral examination and the oral test with a written one,
  - db)* holding a longer-term exam in several installments or allowing breaks, tolerating individual urges and emotional manifestations,
  - dc)* separate examination from other students,
  - dd)* during the oral examination, if requested by students, describing the questions, clarifying expectations and questions, simplifying and clarifying the formulation of questions and instructions,
  - de)* preparation time longer than the preparation time set for students without disabilities,
  - df)* providing a personal assistant during the student's studies.

(27) In the case of an autistic student, based on the expert opinion and his/her request, the benefits specified in paragraphs (2) to (5) may be applied in accordance with (Decree 87/2015 of 9 December 2015). § 62) provides:

- a)* adapting the circumstances of the examination to the special needs of the student, replacing the written examination with an oral examination or an oral examination,





- b) providing assistance in clarifying expectations and questions during examinations, displaying questions and instructions in writing during oral examinations, simplifying their formulation,
- c) preparation time longer than the preparation time set for students who are not disabled,
- d) the use of special tools (primarily voice recording devices, computers, interpretative dictionaries, other supportive and info-communication technologies) both during courses and examinations,
- e) exemption from the language exam or part or level thereof,
- f) exemption from certain practical requirements due to difficulties arising from developmental disabilities or their replacement by appropriate non-practical tasks,
- g) providing personal assistance to the student during his/her studies.

(28) The longer preparation time provided for in paragraphs 22 to 27 shall not be extended by more than 30% compared to the duration established for students without disabilities.

### **§ 8 Services authorised but requiring the assistance of other institutions**

(29) The College shall provide services that are only required in exceptional cases (speech therapist, sign interpreter, wheelchair, walker, special computer, telescope glasses, etc.) for students with disabilities with the help of other institutions (hospital, nursing home).

(30) The coordinator shall contact the other institution and request the appropriate service as necessary.

### **§ 9 Special provision of textbooks and notes**

(31) Students with disabilities – taking into account the degree of disability – shall receive textbook support when purchasing special textbooks and notes.

(32) When awarding a textbook, the competent expert shall be consulted. The coordinator shall be responsible for seeking the opinion.

(33) Note support may be up to 50% of the purchase cost.

(34) For visually impaired students, the College's self-published notes may be issued in electronic form, provided that the student has the means to process them.

## **III. Miscellaneous**

### **§ 10 Entry into force**

(1) These Rules shall enter into force with the approval of the Senate.

a) Decision No: 9/2/2025

b) Date of decision: 20.05.2025

c) Entry into force: 21.05.2025.



(2) The **Vice-Rector for Education** shall be responsible for the preparation, and updating of the Regulations in accordance with the provisions of law and for the annual review.