



EUSUHM
European Union for
School and University
Health and Medicine

**THE SPLIT DECLARATION
ON REASONABLE ADJUSTMENT FOR STUDENTS WITH
DISABILITIES IN SCHOOLS**

2nd OCTOBER 2022

The executive committee of the European Union for School and University Health and Medicine (EUSUHM) assembled in Split, Croatia, to participate in the 21st European Congress of EUSUHM where the following statements were proclaimed:

1. Students with disabilities have a right to quality and inclusive education

Student with disabilities is a student whose abilities in interacting with environmental factors limit his full, effective and equal participation in the educational process with other students, resulting from physical, mental, intellectual, or sensory impairments and disorders, or combinations of those impairments and disorders. According to UNESCO, 93 to 150 million of children live with a disability globally, whereas 20% of children and young people face exclusion from education on daily basis. Students with disabilities have a fundamental right to quality and inclusive education.

2. Inclusive education should meet the needs of all students

Inclusive education is “a process of identifying and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion in education”. Inclusive education should meet the needs of all students, and ensure access to quality education with equal opportunities, fair and equitable for all.

Quality and inclusive education enable students to maintain and acquire skills that enable them to participate fully in society, and manage successfully transitions in the labor market. Quality and inclusive education should enable development of

individual's potential for personal development, to adapt to the challenges of life, and their chances of securing employment.

3. Reasonable adjustment is needed

In order to ensure a student with disabilities a fully participation in educational process on the same basis as other students, reasonable adjustment is required.

An adjustment is reasonable if it balances the interests of all parties affected, including the learning needs of student with disabilities, as well as interest of education provider, staff and other students. Reasonable adjustments should be regularly evaluated and modified to meet the changing needs of students. In order to provide appropriate forms of support for students with disabilities, it is necessary to monitor their overall development (physical, cognitive, language, speech, communication, socio-emotional) continuously and systematically, and to identify developmental and environmental risks early and in a timely manner.

4. Prerequisites for successful provision of inclusive education

Prerequisites for successful provision of inclusive education are the adequate practices in governance and finance; curricula, textbooks and assessments; education of teachers, assistants, and other school staff; school infrastructure; and relations with students, parents and communities.

Collaboration of different systems/ministries (educational system, health system, social system, etc.) is required in identification of needs, exchanging information, and designing inclusion programs which will enable all students maximal benefit of inclusive education.

Central governments need to ensure human and financial support for local governments to carry out clearly defined inclusive education mandates, as well as legislative support.

To ensure quality inclusive education, personal, material, and financial recourses are needed. Personal resources include reducing class size in regular classroom, additional teachers, special education teachers, assistants or other personal, and training programs for teachers, and others enabling them to work with students having disabilities in inclusive education.

Material resources include various types of aids and support for different types of difficulties, modifications or adaptations to the classroom and school, specialized teaching materials, etc. Financial support includes separate fund of money for inclusive education, within the regular budget allocation, payments made in support of inclusive education, and the cost of personnel and material resources.

Regular evaluation of inclusive education is needed, as well as evidence-based researches on impact and outcome of inclusive education among students with disabilities, their peers in regular classroom, teachers and other staff, in order to meet the changing needs of all participants in inclusive education, and to address possible challenges.

All children deserve optimal chances to become young adults who fully participate in society.

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