



SAINT LOUIS UNIVERSITY

Academic Excellence & Missionary Spirit

10

SUSTAINABLE DEVELOPMENT GOAL:

**REDUCED
INEQUALITIES**



10TH SUSTAINABLE DEVELOPMENT GOAL
REDUCED INEQUALITIES



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SDG 10.6.10

DISABILITY ACCOMMODATION POLICY



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INSTITUTIONAL POLICY FRAMEWORK

Saint Louis University (SLU) in Baguio City continues to stand as a beacon of inclusive Catholic education in Northern Luzon. Grounded in its mission of “Christian excellence in education”, SLU extends its commitment beyond academic quality to embody compassion, respect, and inclusivity for all learners including persons with disabilities (PWDs). The university’s initiatives on reasonable accommodation, accessibility, and specialized support demonstrate a deep moral and institutional resolve to ensure that no learner is left behind.

While SLU does not have a publicly titled “Reasonable Accommodation Policy,” its institutional practices, facilities, and programmatic interventions align strongly with the principles of Republic Act No. 7277 (the Magna Carta for Persons with Disability) and Republic Act No. 10524 (mandating equal opportunity for PWDs).

SLU’s Integrity and Sustainability Policy explicitly rejects all forms of discrimination and exclusion. Complementing this, the Code of Discipline and Student Affairs guidelines include directives ensuring that learners who require physical, psychological, or pedagogical support are given appropriate assistance to pursue their studies with dignity and equity.

The essence of SLU’s reasonable accommodation strategy is found in the creation of enabling environments not only through policies, but through concrete structures, trained personnel, and adaptive teaching systems that make education both accessible and meaningful for learners with diverse abilities.

PHYSICAL AND LEARNING ACCESSIBILITY



The SLU campus is equipped with wheelchair-accessible ramps, elevators, and inclusive restrooms, ensuring that mobility-impaired students can navigate the academic spaces safely and independently.

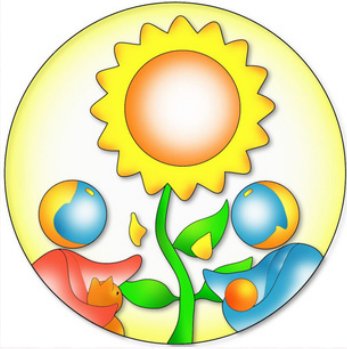
Parking slots and signage dedicated to persons with disabilities reinforce the university’s physical accessibility commitment.

Beyond infrastructure, SLU’s learning spaces have also been adapted for digital accessibility and flexible learning delivery. The university’s online learning platforms incorporate accessible design features, allowing learners with sensory or cognitive impairments to fully participate in academic activities. Faculty members are guided to employ differentiated instruction and flexible assessment strategies to accommodate diverse learning needs.



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DEDICATED SUPPORT CENTERS AND PROGRAMS



At the heart of SLU's inclusive education initiatives lies the Sunflower Pedagogical and Development Center (PDC) and the Sunflower Child and Youth Wellness Center (SCYWC). These two institutions widely recognized within and beyond SLU are pillars of the university's advocacy for learners.



In July 2025, SLU's SCYWC conducted a landmark training entitled "Equipping Educators to Support Learners with Special Needs", which brought together teachers, specialists, and administrators from across Northern Luzon. The program emphasized multi-tiered systems of support, early intervention, and assistive technology integration, marking a major stride in SLU's academic-year 2024–2025 inclusivity agenda.



Meanwhile, the Sunflower PDC continues to provide diagnostic, therapeutic, and instructional support services to children and youth with developmental or learning disabilities — many of whom are integrated into mainstream SLU classrooms with the aid of adaptive learning strategies.



FUNDING AND INSTITUTIONAL SUPPORT

SLU's commitment to inclusivity is reflected in its continuous investment in accessible facilities, learning technologies, and staff development. Though public documents do not detail an itemized budget for disability services, the ongoing physical upgrades, specialized centers, and faculty training programs indicate consistent institutional funding support. The sustained operation of the Sunflower Centers, both resource-intensive and staffed by specialists, serves as living proof of SLU's allocation of adequate resources toward disability-inclusive education.

Moreover, SLU has cultivated partnerships with government and private organizations to sustain the financial and technical viability of these programs. Grants and collaborations have supported faculty workshops, therapy resources, and community-based outreach for children with special needs, extending the impact of SLU's reasonable accommodation initiatives beyond the campus.

