



Does Allowing the Inclusion of Academic Accommodation for Disabled Students Ensure Fairness in Education?

Ambreen Pyarali*

Senior Assistant Nurse Manager, Bed Management Office, Aga Khan University Hospital, Pakistan



OPEN ACCESS

*Correspondence:

Ambreen Pyarali, Senior Assistant Nurse Manager, Bed Management Office, Aga Khan University Hospital, Pakistan,
E-mail: ambreen.pyarali@aku.edu

Received Date: 25 Jul 2026

Accepted Date: 03 Sep 2026

Published Date: 05 Sep 2026

Citation:

Ambreen Pyarali. Does Allowing the Inclusion of Academic Accommodation for Disabled Students Ensure Fairness in Education?. WebLog J Nurs. wjnr.2026.i0505. <https://doi.org/10.5281/zenodo.22652310>

Copyright© 2026 Ambreen Pyarali.

This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Education is a keystone of personal and professional development, enabling individuals to nurture critical thinking and specialized knowledge that shapes them into responsible and capable members of society. Access to education is a universally recognized human right, regardless of race, religion, culture, ethnicity, or disability. It plays a vital role not only in intellectual growth but also in empowering individuals to participate actively in their communities and contribute meaningfully to society. Despite this, Disabled Students usually face substantial obstacles to pursuing advanced learning, including material unapproachability, inadequate educational provision, and societal rejection [1]. Such limitations hinder their potential and prevent them from fully demonstrating their abilities. Therefore, I strongly agree that providing academic accommodations is crucial to ensure fairness in education, as it allows students with disabilities to reach their true academic potential while raising an inclusive and equitable learning environment.

Acquiring education early in life can profoundly transform the experiences of individuals with disabilities, opening doors to better employment opportunities and enhancing overall quality of life. Research indicates that individuals who have accomplished advanced learning have approximately dual chances of employment opportunities compared to those who do not [1]. This access to education equips them with practical knowledge and skills, enabling them to face daily challenges with resilience. Consequently, they develop self-reliance, confidence, adaptability, independence, and self-determination. Historical examples reinforce this point: Helen Keller, who was deaf and mute, became a renowned author and activist; John Nash, who lived with schizophrenia, received the Nobel Prize in Economic Sciences in 1994; and Temple Grandin, diagnosed with autism, earned a Ph. D and became a prominent speaker and author. These cases illustrate that fair educational opportunities through proper accommodations empower students with disabilities to succeed academically and professionally, demonstrating that education can be equitable when appropriately supported.

In addition to fostering independence and personal development, it's a basic human right that requires institutional support through public policy. Educational institutions are obligated to provide barrier-free environments, including accessible infrastructure, assistive technologies, and adaptive teaching methods, in alignment with the Higher Education Commission (HEC) of Pakistan and international standards such as Sustainable Development Goal 4 on excellence in learning and 10 on Inequalities Reduction. Mutanga [2] emphasizes that quality education should be understood in the context of South Africa's commitment to SDG 4, which seeks to deliver comprehensive and equitable education for all by 2030. For marginalized groups, including persons with disabilities, achieving this goal entails not only equal access but also enhanced educational quality to ensure academic success (United Nations, 2016). Implementing these measures ensures educational fairness by leveling the playing field and empowering students with disabilities to actively contribute to economic and social development.

Some researchers claim that inclusion without adequate specialized support may disadvantage students with disabilities rather than benefit them, as these students often face unique challenges in learning. Evidence shows that disabled students fulfill primary education significantly on decrease Proportion in comparison with non-disabled students (76% compared to 99%) and experience failure rates of up to 37% in certain contexts, indicating that inclusion without proper assistance can hinder their academic progress [3-5]. While all students, regardless of physical, emotional, social, or intellectual circumstances, are capable of learning, students with disabilities may require different pacing or approaches compared to their non-disabled peers. In response, inclusive education strategies have been proposed, emphasizing flexible teaching methods, accessible learning environments, and tailored materials such as Braille, sign language, and additional time for assessments. Brewer, Urwin, and Witham (2023) further highlight that disabled students

often face different obstacles in advanced learning, which involve social barriers, institutional constraints, and accessibility issues. However, when these students receive appropriate accommodations and support, they demonstrate improved academic engagement, confidence, and readiness for professional life, confirming that inclusive and supportive higher education environments are crucial for their personal and professional development. These measures help reduce bias in learning and ensure that students with disabilities are treated fairly alongside their peers. Therefore, while inclusion alone may be insufficient, targeted support ensures fairness and equity in education, allowing students with disabilities to participate effectively in the learning process. By providing this support, educational institutions can ensure that inclusion is not merely symbolic but genuinely equitable, thereby maintaining fairness in education while addressing particular concerns disabled students face.

In conclusion, providing academic accommodations for students with disabilities is vital to ensure fairness in education. These accommodation including accessible infrastructure, assistive technologies, and flexible teaching strategies, enable students to develop independence, resilience, and professional skills while fully participating in society. While challenges such as insufficient support exist, evidence shows that targeted interventions and inclusive policies efficiently address these hurdles, reinforcing that mere inclusion without support is insufficient. Collaboration among educators, policymakers, parents, and peers can close systemic gaps, foster equitable learning environments, and guarantee that disabled students get the same opportunities as non-disabled peers.

Furthermore, providing academic accommodations contributes to long-term societal benefits by preparing students with disabilities to enter the workforce confidently and independently, thereby contributing economically and socially. It reinforces the principle that education is a fundamental human right, not a privilege, so no one can suffer in any circumstances. Looking ahead, sustained investment in disability-friendly infrastructure, resources, and employment opportunities will not only reduce social inequalities but also strengthen economic growth and societal development. Looking ahead, sustained investment in disability-friendly resources, infrastructure, and employment opportunities will not only lessen social inequalities but also strengthen economic growth.

References

1. Gull M, Kaur N, Basha SE. A Systematic Review of Challenges Faced by Students with Disabilities in Higher Education. *Ann Neurosci*. 2025; 33(2): 247-258.
2. Mutanga O. Inclusion of Students with Disabilities in South African Higher Education. *Int J Disabil Development Educ*. 2018; 65(2): 229-242.
3. UNESCO. New UNESCO regional report reveals persistent gaps in inclusive education for students with disabilities in Latin America. 2025.
4. Brewer G, Urwin E, Witham B. Disabled students' experiences of higher education. *Studies in Higher Education*. 2023; 48(1): 108-127.
5. Makwelo S, Sibanda P, Dube H. Analyzing the Effect of Inclusive Education on the Academic Performance of University Students with Disabilities. *Int J Res Innovat Soc Sci*. 2025; 9(1): 1148-1156.