



CHAPTER 3

DEFINING PEOPLE WITH DISABILITIES

People with Disabilities Toolkit

September 2015



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FACT SHEETS

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CHAPTER 3

DEFINING PEOPLE WITH DISABILITIES

3.1 DEFINING PEOPLE WITH DISABILITIES

Approximately five million South Africans are disabled. This is around one in ten South Africans. Despite this, less than 1% of all people employed in this country are those with disabilities.

FACT STATEMENT 1 : Is the definition of Workplace Disability defined

According to the Employment Equity Act in South Africa, only people who satisfy all the criteria in the definition:

- (i) long-term or recurring;
 - (ii) having a physical or mental impairment;
 - (iii) which substantially limits,
- are considered as persons with disabilities.

Long-term or recurring

- Long-term means the impairment has lasted or is likely to persist for at least twelve months. A short-term or temporary illness or injury is not an impairment which gives rise to a disability.
- A recurring impairment is one that is likely to happen again and to be substantially limiting (see below). It includes a constant underlying condition, even if its effects on a person fluctuate.
- Progressive conditions are those that are likely to develop or change or recur. People living with progressive conditions or illnesses are considered as people with disabilities once the impairment starts to be substantially limiting. Progressive or recurring conditions which have no overt symptoms or which do not substantially limit a person are not disabilities.

Impairment

- An impairment may be physical or mental.
- ‘Physical’ impairment means a partial or total loss of a bodily function or part of the body. It includes sensory impairments such as being deaf, hearing impaired, or visually impaired and any combination of physical or mental impairments.

- ‘Mental’ impairment means a clinically recognised condition or illness that affects a person’s thought processes, judgment or emotions.

Substantially limiting

- An impairment is substantially limiting if, in the absence of reasonable accommodation by the employer, a person would be either totally unable to do a job or would be significantly limited in doing the job.
- Some impairments are so easily controlled, corrected or lessened, that they have no limiting effects. For example, a person who wears spectacles or contact lenses does not have a disability unless even with spectacles or contact lenses the person’s vision is substantially impaired.
- An assessment whether the effects of impairment are substantially limiting must consider if medical treatment or other devices would control or correct the impairment so that its adverse effects are prevented or removed.
- For reasons of public policy certain conditions or impairments may not be considered disabilities. These include but are not limited to:
 - sexual behaviour disorders that are against public policy;
 - self-imposed body adornments such as tattoos and body piercing;
 - compulsive gambling, tendency to steal or light fires;
 - disorders that affect a person’s mental or physical state if they are caused by current use of illegal drugs or alcohol,
 - unless the affected person is participating in a recognised programme of treatment;
 - normal deviations in height, weight and strength; and
 - conventional physical and mental characteristics and common personality traits.

FACT STATEMENT 2 : Are people with disabilities protected in the workplace

Yes.

The Employment Equity Act, No. 55 of 1998 protects people with disabilities against unfair discrimination and entitles them to affirmative action measures.

The three basic criteria in the Act, must all be met if a person is to be covered under the Act. The Technical Assistance Guidelines (TAG) provides the necessary guidelines to assist in the application of these concepts in practice.

3.1.1 The Three Criteria to Classify a Person with Disabilities

3.1.1.1 First, a person must have an impairment

An impairment may either be physical or mental or a combination of both.

- A physical impairment means "a partial or total loss of a bodily function or part of the body. It includes, but not limited to, sensory impairments such as being deaf, hearing impaired or visually impaired".
- A mental impairment is a clinically recognised condition or illness that affects a person's thought processes, judgement or emotions. This includes conditions such as intellectual, emotional and learning disabilities. For reasons of public policy, certain conditions or impairments may not be considered disabilities .

3.1.1.2 Secondly, the impairment must also be long-term or recurring

Long-term means the impairment has lasted or is likely to persist at least 12 months. Recurring means the impairment in one that is likely to happen again and to be substantially limiting. The condition can go away for a period of time and return again but it is never cured. It includes a constant chronic condition, even if its effects on a person fluctuate, such as some forms of multiple sclerosis.

Progressive conditions are those that are likely to develop or change or recur. People living with progressive conditions or illnesses are considered as people with disabilities once the impairment starts to be substantially limiting.

Progressive or recurring conditions which have no overt symptoms or which do not substantially limit a person with no disabilities - for example, a person with cancer, tuberculosis or HIV would not be covered under the Employment Equity Act until the symptoms are substantially limiting the person's ability to perform their job.

3.1.1.3 Thirdly, the impairment must be substantially limiting

An impairment is substantially limiting if its nature, duration or effects substantially limit a person's ability to perform essential functions of the job for which she/he is being considered. If the effects of the impairment are not substantially limiting, even if they are physical and/or mental, are long-term or recurring, then the person is not covered under the Act. Qualified experts may be used to assist the employer to determine whether a particular impairment is substantially limiting or an applicant or employee may be able to provide information sufficient to document this.

3.1.2 The Two Excluded Categories

3.1.2.1 First category of impairments excluded

The first category are impairments, which are so easily controlled, corrected or lessened, that they have no limiting effects. For example, a person who wears spectacles or contact lenses does not have a disability unless even with spectacles or contact lenses the person's vision is substantially impaired. An assessment to determine whether the effects of an impairment are substantially limiting, must consider if medical treatment or other devices would control or correct the impairment so that its adverse effects are prevented or removed.

3.1.2.2 Second category of impairments excluded

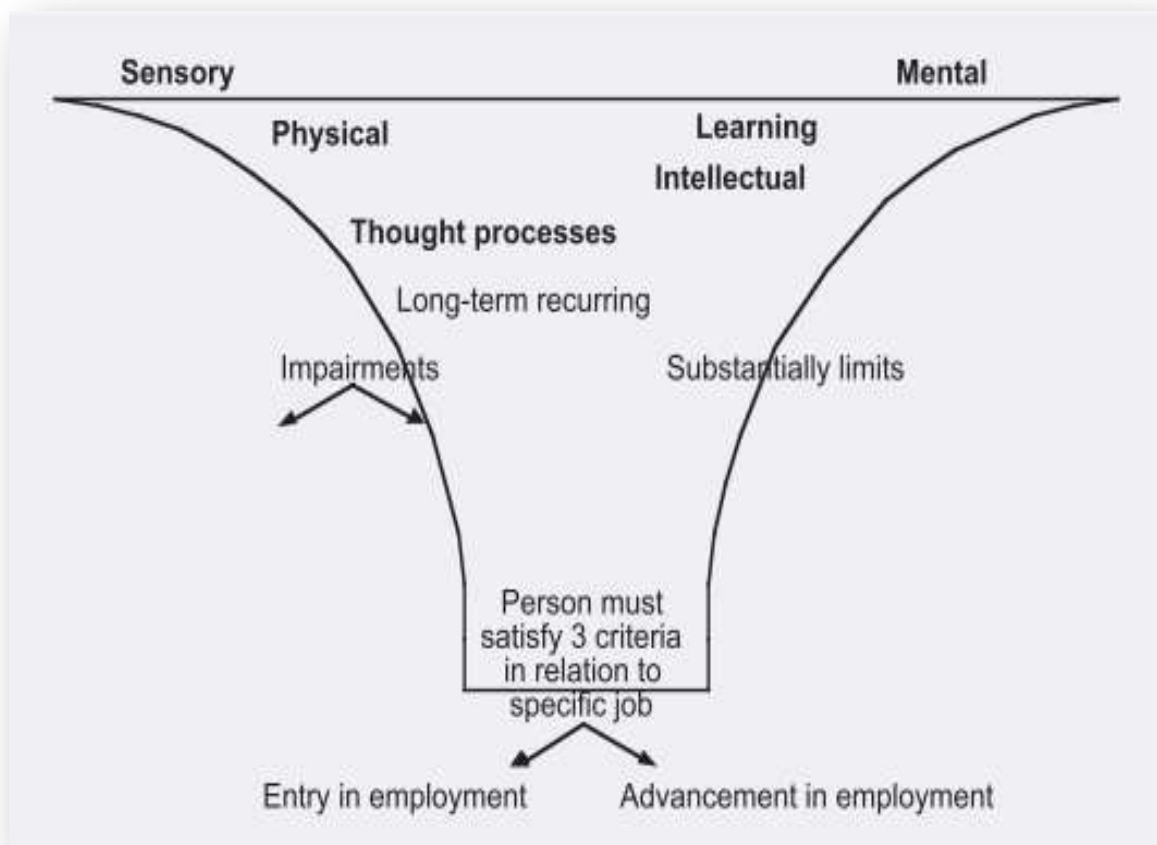
The second category refers to what are called public policy exclusions. This means that for reasons of public policy certain conditions or impairments may not be considered disabilities. These include but are not limited to:

- sexual behavior disorders that are against public policy
- self-imposed body adornments such as tattoos and body piercing
- compulsive gambling, tendency to steal or light fires
- disorders that affect a person's mental or physical state if they are caused by current use of illegal drugs or alcohol, unless the affected person is participating in a recognised programme of treatment
- normal deviations in height, weight and strength; and conventional physical and mental characteristics and common personality traits

3.1.3 Applying the three criteria in practice

if one considers the image of the funnel below, it includes anyone who initially believes that they are disabled and as the funnel draws narrower towards the end, it begins to eliminate those who do not meet all three of the qualifying criteria in the sequence as set out in the definition.

A practical way of determining this, is to ask and seek answers to targeted questions to decide between the employer and the applicant/employee if someone fits the definition.



3.1.3.1 Using a Checklist Format to Determine a Disability

Below are two examples using a checklist, which serves as a practical tool to determine the existence of a disability. This task should be conducted if it is obvious that the person has a disability or the person has indicated on his/her application form that she/he has a disability.

It can also be done if the person in your employ indicates that she/he has a disability for the purpose of seeking reasonable accommodation. The same approach can be taken should a person currently in employment, becomes incapacitated / disabled while on duty.

It is very important to remember, however, that one is not allowed to give this information to any third party such as medical aid schemes and insurance companies without the consent of the person affected.

Example one

This example involves a person who has cerebral palsy and also epilepsy.

Criteria	Question	Yes	No	Comments
Physical impairment	Do you have a physical impairment that may limit your ability to perform the essential functions of the job?	*		This includes sensory impairments.
Mental impairment	Do you have difficulty following standard written or verbal instructions?		*	If yes to either of these or similar mental or emotional conditions, has a professional identified this as a clinically recognised condition?
Long-term	Do you have difficulty performing when you feel extremely stressed?	*		Long-term is defined for the purpose of this exercise as 12 months or longer.
Recurring	Have you had this physical condition for more than 12 months? Is this impairment a once-off occurrence or does it fluctuate?	*		Recurring means that the impairment is likely to occur again and includes chronic conditions even if its effects on the person fluctuate.
Substantially limits	Can the effect of your disability be easily controlled with medication? Can this disability be easily corrected, e.g. with a device? Can the effect of the disability be reduced by, e.g. medical treatment?		*	

The above assessment determined that this person has a disability under the definition of the Act and Code

Example two

This example involves a person who has a broken ankle who uses crutches temporarily.

Criteria	Question	Yes	No	Comments
Physical impairment	Do you have a physical impairment that may limit your ability to perform the essential functions of the job?		*	This includes sensory impairments.
Mental impairment	Do you have difficulty following standard written or verbal instructions? Do you have difficulty performing when you feel extremely stressed?		*	If yes to either of these or similar mental or emotional conditions, has a professional identified this as a clinically recognised condition?
Long-term	Have you had this physical condition for more than 12 months?		*	Long-term is defined for the purpose of this exercise as 12 months or longer.
Recurring	Is this impairment a once-off occurrence or does it fluctuate?		*	Recurring means that the impairment is likely to occur again and includes chronic conditions even if its effects on the person fluctuate.
Substantially limits	Can the effect of your disability be easily controlled with medication? Can this disability be easily corrected, e.g. with a device? Can the effect of the disability be reduced by, e.g. medical treatment?	*		

The assessment above determined that this person does not have a disability under the definition of the Act and Code, but reasonable accommodation measures would have to be considered to enable the person to physically access the infrastructure to perform his/her job.

The above examples indicate that it is necessary to do a careful, case-by-case analysis to determine whether an impairment substantially limits a person's "prospects of entry into, or advancement in employment" as stated by the conditions of employment.

This analysis focuses on the person in question and analyses whether the impairment is conditions of employment. This analysis focuses on the person in question and analyses whether the impairment is substantially limiting for the job that the person is being considered for, or is currently doing.

3.1.3.2 Integrating it with your Job Profiles / Descriptions

One can use the above approach discussed in 3.1.3.1, to enhance the organisations current Job Profiles / Descriptions without changing the content of the current Job Profiles / Descriptions. The benefits are the following :

- provides a structured disability assessment format should a person with disabilities apply for the position.
- Provides a structured interface between the Job Profiles / Descriptions and the required Health and Safety Job and Facility risk assessments.

3.1.3.3 Integrating it with your Health and Safety System

If an employee is disabled / incapacitated, the disability assessment checklist can be used as input into the Health and Safety facility and job risk assessment to see what would be the risk should the employee request to remain in the current position or even move to another position.

If there are no obvious negative risks to the employee, job and work environment, one can still perform an “on the job” evaluation to see if there are any other possible risks that may relate to the employees disability.

This again provides a strong and objective interface between the Human Resources and Health and Safety departments.

FACT STATEMENT 3 : Does discrimination still exist in the workplace, despite legislation

Yes.

Unfortunately, lack of understanding with regards to compliance, fear and stereotypes can result in people with disabilities been unfairly discriminated against. As a result, people with disabilities experience high unemployment levels.

Unfair disability discrimination is perpetuated in many ways, and can include:

- Setting employment criteria that excludes disabled people (for example, stressing that an employee must own and drive a car).
- Keeping disabled employees in low status jobs, earning a lower than average remuneration.
- Inaccessible workplaces (lack of wheelchair access or ablution facilities for the disabled, for example).
- Lack of appropriate technical workplace support.
- Inappropriate or non-existent training for people with disabilities.
- Bias and stigma.

TABLE 1 – Acronyms

ABET	Adult Basic Education and Training
ALS	Amyotrophic Lateral Sclerosis
ALS	Assistive Listening Systems
ATR	Annual Training Report
B-BBEE	Broad-Based Black Economic Empowerment
BCEA	Basic Conditions of Employment Act of 1997
CCMA	Commission for Conciliation, Mediation and Arbitration
CEO	Chief Executive Officer
CSRI	Corporate Social Responsibility Initiatives
CSIR	Council for Scientific and Industrial Research
DTI	Department of Trade and Industry
EE	Employment Equity
EEA	Employment Equity Act of 1998
EEP	Employment Equity Plan
JAWS	Job Access With Speech
LL	Lifelong Learning
LRA	Labour Relations Act of 1995
MS	Multiple Sclerosis
NGO	Non-Governmental Organisation
NQF	National Qualifications Framework
NSDS	National Skills Development Strategy
OHSA	Occupational Health and Safety Act of 1993
PAYE	Pay-As-You-Earn
PEPUDA	Promotion of Equality and Prevention of Unfair Discrimination Act of 2000
PTSD	Post-Traumatic Stress Disorder
SARS	South African Revenue Service
SDL	Skills Development Levy

TABLE 2 – Definitions

Assistive Devices	An assistive device is any tool, device or ergonomic solution capable of reducing the impact or limitations of disability on an individual e.g. a hearing aid for people with hearing impairments or a wheelchair for a mobility impaired person.
Capacity Building	<p>This is the development of the capacity of people with disabilities to participate more effectively in:</p> <ul style="list-style-type: none"> • their communities, • the workplace, and • the society as a whole <p>Capacity building ensures the provision of opportunities for people with disabilities to obtain the highest possible educational and vocational qualifications.</p>
Commuting Area	The defined geographic area in which people live and from which they reasonably can be expected to travel to and from on a daily basis for employment purposes.
Decision Makers	Individuals responsible for making decisions in the workplace which include employers, employees, trade unions and government.
Disability	A disability is a condition or function judged to be significantly impaired compared to the usual standard of an individual or group.
Disabled People’s Organisations (DPOs)	<p>This are organisations that are run and managed by persons with disabilities. Disabled people’s organisations play a vital role in the human resource development of people with disabilities. DPOs have proven effective in getting people out of their homes and back rooms into social groups that often embark on informal income generation activities. This enables people to develop a sense of self-worth and equips them with a wide range of skills and experiences.</p> <p>Some examples of DPOs are Disabled People South Africa (DPSA), and Quadraplegic Association of South Africa (QASA)</p>
Disability Movement	A disability movement refers to an organised environment representing people with disabilities. The disability movement is a civil rights movement consisting of organisations of and for people with disabilities. The disability movement fights for the equal opportunities and human rights for people with disabilities.
Essential Job Function	A duty so fundamental to a position that an employee cannot do the job without being able to perform it. The manager or supervisor may consider a job function essential for any of several reasons, including, but not limited to:

- The position existing primarily for a function to be performed
- The function being specialised and the employee being hired for the ability to perform the function
- The function being required because work cannot be assigned to another employee.

Exclusion

Exclusion refers to situations where people with disabilities are left out from participating in society's mainstream and are subject to special organisations and means. Exclusion is further defined as all the situations where people with disabilities are excluded from "the ordinary" and put in special categories for which special rules and regulations are made. In short exclusion is the negation of inclusion. Exclusion also means that the systems prevent people from participating, these are deliberately separated or segregated from the rest of society into a special place such as a school.

Human Rights

Human rights refer to a set of basic rights that everyone must hold, must respect and work to fulfil. They are God-given, non-negotiable, and unconditional.

Impairment

Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitor-urinary, hemic and lymphatic, skin, and endocrine, or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness and specific learning disabilities.

Inclusion

Inclusion is when all perspectives relevant for persons with disabilities are considered within the relevant sphere of society. In the context of education, inclusion is about recognising and respecting the differences among all learners and building on the similarities. It is about supporting all learners, educators and the system as a whole so that the full range of learning needs can be met. The focus is on teaching and learning factors, with the emphasis on the development of good teaching strategies that will be of benefit to all learners. Inclusion focuses on overcoming barriers in the system that prevent it from meeting the full range of learning needs. The focus is on the adaptation of support systems and their availability in the learning environment.

Integration

Integration refers to a process that brings people with and without disabilities together in shared physical settings such as school or other social or community undertakings where meaningful social interactions can be fostered to ensure that people not only live in but are also members of their respective communities.

Lifelong Learning	Lifelong learning is the continuous building of skills and knowledge throughout the life of an individual. It occurs through experiences encountered in the course of a lifetime. These experiences could be formal training, counseling, tutoring, mentorship, apprenticeship, higher education or informal work or other learning experience.
People with Disabilities	<p>The most preferred term used in reference to people with disabilities.</p> <p>Other terms used include people living with disabilities, people who are differently abled, the disabled, etc. The disability activists favour the person as first language.</p> <p>“People with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others”</p> <p><i>(Technical Assistance Guidelines 2004).</i></p>
Person with a Disability	“An individual whose prospects of securing and retaining suitable employment are substantially reduced as a result of physical or mental impairment”. <i>(ILO Convention 159).</i>
Positive Action	Employees with disabilities should be given the right to take part in continuous development programmes, be included in training programmes on new technologies, and to be allowed training on paid educational leave on an equitable basis.
Personnel Training	The training of personnel in order to create awareness of disability so that they may understand disability and its implications in the workplace.
Protective or Sheltered Employment	<p>Protective or sheltered employment includes: sheltered or protective workshops, and protected work environments within ordinary places of work. Employment opportunities within a sheltered environment should be available to people who, because of their disability, are unable to obtain or keep an ordinary job, whether supported or not. A distinction should be drawn between vocational training centres and sheltered employment. Sheltered employment should always aim to prepare workers, as far as possible, for work in the open labour market. Subsidies should be linked to mechanisms that will ensure:</p> <ol style="list-style-type: none">1. Appropriate placement,2. The legal status of workers, types of work, working hours and wages,3. The availability of medical, social and psychological assistance to workers,

4. Special training and checks on workers' progress with a view to their possible settlement in an ordinary working environment. Whatever the nature of the protected or sheltered workshop, all reasonable measures must be taken to ensure that:

Workers with disabilities receive satisfactory remuneration in relation to the type of work performed and that this remuneration compares well with wages in open sector.

Reasonable Accommodation

The Employment Equity Act of SA: 1998 defines reasonable accommodation

“Accommodation, which is a modification or an alteration to the way a job is normally performed, should make it possible for a suitably qualified person with a disability to perform any task as everyone else. The type of reasonable accommodation required would depend on the job and its essential functions, the work environment and the person’s specific impairment”.

Skills Development for People with Disabilities

The focus on skills development for people with disabilities should be the deepening of their specialised capabilities so that they are able to access income through formal sector jobs, through SMMEs or community projects. The aim should be to promote continuous learning and adaptation to the constantly changing environment. Adult Basic Education and Training programmes should be linked to skills development training.

People with disabilities need to be targeted for learning programmes developed by SETAs. This may require adjustments to the built environment and the acquisition of specialised equipment and technology for training and assessment.

Rehabilitation of workers can play an important role in facilitating the accommodation of people with disabilities in learning programmes within the open labour market.

Social Welfare and Community Development

The social worker’s office is a key access point to the service-delivery system for a large percentage of people with disabilities. Unfortunately, the fragmented nature of the service-delivery system often leads to a lack of effective referral to other sectors. This means that the social welfare system has to deal with education, employment, transport and housing related issues.

Changing the way people regard disability from a purely health and welfare issue to a primarily human rights and development issue has significant implications for the principles, objectives and goals of existing welfare services. It implies that welfare services need to be designed to facilitate independence in society, rather than dependence on welfare services.

Training Standards

It is acknowledged that, in order to accommodate the specific training needs of disabled learners, standards of training modules, course contents, trade tests and certification might differ slightly from standards applied in the general vocational training system. These deviations should, however, be integrated into the NQF to ensure accessibility, compatibility and lifelong learning and training.

Universal Access

Universal access means the removal of cultural, physical, social and other barriers that prevent people with disabilities from entering, using or benefiting from the various systems of society that are available to other citizens. Simply put, this means that any design should cater for all without introducing new stigma.

Vocational Rehabilitation

Vocational rehabilitation is an essential component in a national HRD strategy. Vocational rehabilitation includes vocational guidance, vocational training and selective placement. Its focus should be the transformation of mainstream vocational training services to provide more accessible and inclusive training for people with disabilities. This should include the making available of the necessary support services.

Workmen's Compensation Fund

The Workmen's Compensation Fund compensates workers that become disabled as a result of an accident that occurs at work. The benefits which they receive seldom meets their basic needs and usually does not compensate for the loss of employment. It provides limited future employment prospects. The approval of funds for disability related costs tends to be inconsistent and it often relies on the goodwill of organisations.

TABLE 3 – Terminology

Appropriate Terminology	Inappropriate Terminology
<ul style="list-style-type: none"> - Able bodied - People without disabilities - Persons or people with disabilities - Person with epilepsy - Person with paraplegia - Person with short stature - Person with down syndrome - People with physical disabilities - People who are wheelchair users - People who are blind - People who are deaf - People who have visual impairments - People who have hearing impairments - People who have intellectual disabilities - People who have mental disabilities - People with albinism 	<ul style="list-style-type: none"> - Abnormal person - Abnormal person - Albinos - Crippled - Deaf / Deaf mute - Deformed - Differently abled - Disabled parking - Disabled toilet - Dumb - Dwarf / Midget - Handicapped - Insane - Invalid - Mad person - Mentally challenged - Mentally retarded - Mongol / Mongoloid - Paraplegic - Physically challenged - Quadraplegic - Retard / Retarded - Spastic - Special person

TABLE 4 – Models

Medical model

In the medical model, disability is defined from a medical perspective. People with disabilities, especially those with the same impairment, are lumped together, all viewed in terms of their impairment as passive, helpless, tragic victims and not as ordinary human beings.

Charity model

This model takes the approach that people with disabilities are to be pitied and helped. There is no recognition of equal rights or the role that discrimination plays.

Social model

This model takes the approach to disability as the social consequence of having impairment. The inequities faced by people with disabilities can only be overcome if the structure of society is changed. According to disability, activists have conceptualised a social model of disability, which sees disability not as something to do with the individual, but rather as something to do with society, for example barriers to full participation in society, erected against people with disabilities by society can be attitudinal, material, physical, economic, social, cultural or political.




TABLE 5 – Etiquette

It is important to use language that focuses on people, rather than on disabilities and to shift our thinking to focus on abilities and what people can do. The following preferred words and phrases will help you choose language that is neither demeaning nor hurtful.

Instead of	Please use
Afflicted by a disease or condition (e.g. cerebral palsy, multiple sclerosis, arthritis, etc.) Victim of/suffers from/ stricken with cerebral palsy, multiple sclerosis, arthritis, etc.	Person who has _____ Person with a disability
Aged (the) Elderly (the)	Seniors, Older adults
Autistic	A person with autism A person who has autism
Birth defect, congenital defect, deformity	A person who has a congenital disability A person with a disability since birth
Blind (the), visually impaired (the)	A person who is blind A person with a vision disability A person with vision loss A person with a visual impairment A person with low vision
Brain damaged	A person with a brain injury A person with a head injury
Confined to a wheelchair, wheelchair bound	A person who uses a wheelchair
Crazy, insane, lunatic, psycho, mental, mental patient, maniac, neurotic, psychotic, unsound mind, schizophrenic	A person with a mental health disability A person who has depression A person with schizophrenia
Cripple, crippled, lame	A person with a disability A person with a mobility impairment A person who uses a walker A person who uses a mobility aid A person with arthritis
Deaf (the), hearing impaired (the)	A person who is deaf A person with profound hearing loss who communicates using sign language A person who is hard of hearing (person with hearing loss who communicates primarily by speech.) A person with a hearing loss

Instead of	Please use
Deaf and dumb, deaf mute	A person who is deaf without speech
Deaf-Blind (the)	Person who is deaf-blind (person who has any combination of visual and auditory impairments)
Differently Abled Invalid	A person with a disability
Disabled (the) Handicapped (the) Physically Challenged (the)	People with disabilities The term handicapped may be used when referring to an environmental or attitudinal barrier as in "a person who is handicapped by a set of stairs leading to the entrance"
Fits, spells, attacks	Seizures
Hidden disability	Non-visible disability
Learning disabled, learning disordered, the dyslexics	A person with a learning disability or people with learning disabilities
Mentally retarded, idiot, simple, retarded, feeble minded, imbecile	A person with an intellectual disability A person with a developmental disability
Midget, Dwarf	A person of short stature A person who has a form of dwarfism A little person A person diagnosed with _____
Mongoloid, Mongolism	Person with Down Syndrome (One can use this terminology only when it is directly relevant) A person with an intellectual or developmental disability
Normal	Person who is not disabled Person who is able bodied Specifically, a person who is sighted, a hearing person, a person who is ambulatory
Patient	Person with a disability (The word patient may be used when referring to a relationship between and medical professional and a client)
Spastic	Person who has muscle spasms
Stutterer	A person with a speech impairment or impediment

VIDEOS

		DESCRIPTION	LENGTH
1		South African Employers for Disability	00:08:18
2		Interviewing People with Disabilities	00:01:12
3		Employing People with Disabilities	00:07:09

RESOURCES

ACTS AND GUIDELINES – FOUND IN THE ACTS FOLDER ON THE CD

Basic conditions of Employment Act 2014

Code of Good Practice on Key Aspects on PWD

Compensation for Occupational Injuries and Diseases

Employment Equity Act - 2014

Labour relations act-amended 2014

Occupational Health and Safety Act

Skills Development Levies Act

Technical Assistance Guidelines on PWD

LAPD-IT-G07 - Guide on Deduction of Medical Physical Impairment and Disability Expenses - External Guide

LAPD-IT-G08 - List of Qualifying Physical Impairment or Disability Expenditure - External Guide

ITR-DD - Confirmation of Diagnosis of Disability - External Form

ASSESSMENT METHODOLOGY

Revworth discussion Forum on Assessment Tool Development- www.revworth.co.za

ASSOCIATIONS

Association for the Physically Disabled - <http://www.apd.org.za>

Independent Living Institute - <http://www.independentliving.org/docs5/SANatIDisStrat1.html>

South African Employers for Disability - <http://www.sae4d.co.za>

STATISTICS

Statistics South Africa - <http://www.statssa.gov.za/?p=3180>

Profile of persons with disabilities in South Africa – Census 2011

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