

**KÁROLI GÁSPÁR UNIVERSITY OF THE REFORMED  
CHURCH IN HUNGARY**

**REGULATION FOR ENSURING EQUAL OPPORTUNITIES  
FOR STUDENTS WITH DISABILITIES**



**2024**

The Senate of Károli Gáspár University of the Reformed Church in Hungary (hereinafter referred to as the University), in order to support the integration and academic achievements of students with disabilities and to promote equal opportunities for students, adopts the following regulation, as part of the Student Requirement System, volume three of the University's Organizational and Operational Rules, pursuant to Act CCIV of 2011 on national higher education (hereinafter referred to as the National Higher Education Act), Government Decree 87/2015 (IV.9) on the implementation of certain provisions of Act CCIV of 2011 on national higher education (hereinafter referred to as the Implementation Decree), Act V of 2014 on higher education of the Reformed Church in Hungary, and on the basis of the University's Founding Charter issued by the Hungarian Reformed Church in Hungary, as the Founder and Maintainer of the University:

## **I General Provisions**

### **Article 1**

The University recognises the rights of students with disabilities to study, ensures that they are not disadvantaged compared to their fellow students, provides exam preparation and examinations adapted to their disabilities and helps students with disabilities fulfil their obligations arisen from their student status.

### **Article 2**

- (1) The scope of this regulation covers all applicants participating in the admission procedure, students and employees of the University.
- (2) For the purposes of this regulation, a student with a disability is a student or applicant with motor, sensory or speech disability, or multiple disabilities, autism spectrum disorder or any other disorder of psychological development (severe learning, attention-deficit disorder or behaviour disorder).
- (3) All employees and students of the University have a responsibility to help students with disabilities participate in the university life as much as possible.

### **Article 3**

In the case of a non-disabling health impairment or chronic illness, the student may receive personalised assistance on the basis of expert medical opinion, which is decided upon request by the competent Social or Study Committee.

## **II Organisational system to promote the implementation of equal opportunities for students**

### **1. Duties and powers of the Vice Rector for Education**

### **Article 4**

- (1) The Vice-Rector for Education is responsible for the supervision and direction of the activities of the Committee for Students with Disabilities (hereinafter referred to as the Committee) and the institutional and faculty coordinators.
- (2) The Vice-Rector for Education shall make proposals to the Directorate-General for Economic Affairs for the creation of conditions to help students with disabilities to fulfil their academic obligations, the acquisition of material resources to provide assistance, the use of normative support to assist students with disabilities in their studies, and the improvement of staffing conditions as necessary.

## **2. Committee for Students with Disabilities**

### **Article 5**

- (1) The Committee for Students with Disabilities is the University's body that organises and coordinates activities to promote equal opportunities for students with disabilities and deals with individual cases of students with disabilities.
- (2) The Committee is a 7-member Senate body whose members are the institutional coordinator, the faculty coordinators, and a student member delegated by the University's Students' Union and the Doctoral Students' Union. Article 89 (3) of the Organizational and Operational Rules shall apply to the mandates of the members and the chairperson of the Committee, the credentials of the members of the Committee shall be issued by the Vice-Rector for Education.
- (3) At the meetings of the Committee, the representative of the Rector's Office Legal and Administrative Directorate in case of legal questions, an employee of the Directorate of Education who acts as a secretary, the Director-General of Education and the heads of the faculty registrar's offices shall participate in an advisory capacity.
- (4) The institutional and faculty coordinator shall be a person with higher education qualifications and competences or professional experience in the field of disability, who performs the tasks specified in the Implementation Decree and this Regulation.

### **Article 6**

- (1) The Committee elects its chairperson from among the faculty coordinator members. The Committee's chairperson is also the institutional coordinator.
- (2) The secretarial tasks of the Committee are carried out by the Directorate-General of Education. The Rector's Office Legal and Administrative Directorate provides legal support for the activities of the Committee when necessary.

### **Article 7 Duties and powers of the Committee:**

- a) provides assistance to students with disabilities, both in their studies and in their participation in university activities such as recreation, sports, etc,
- b) by formulating strategies at university and faculty level, helps the gradual development of the conditions required for students with disabilities to participate in university life with equal opportunities (material resources, staffing conditions, creation of accessible environment etc.),
- c) assesses the requests for study preference submitted by students with disabilities,
- d) provides the Study Committee with an opinion on the certificate of disability if the student requests the extension of his/her funding period on the grounds of disability,
- e) cooperates with students with disabilities having student status at the institution, asks for and listens to their opinions and proposals,
- f) prepares its work plan for each academic year and its report to the Senate by the end of each academic year.

### **Article 8**

- (1) The Committee meets as necessary, but at least 2 times in each semester of the academic year, its meetings are convened by the chair.
- (2) Meetings of the Committee may also be held by means of electronic communication that enables dialogue and discussion between members without restriction.
- (3) Decisions of the Committee are made by simple majority. In the event of a tied vote, the chairperson shall have a casting vote. The Committee's secretary shall draw up the minutes on the basis of the proceedings of the Committee's meeting, prepare the Committee's decisions for issue, and, after the signature of the Chairperson of the Committee, shall ensure the forwarding of the decisions in accordance with the provisions laid down in Article 12, 23 and 28 of this Regulation.

**Article 9**

Students with disabilities give their opinion on the work and results of the Committee and the coordinator, according to the rules on student feedback on the performance of the teaching staff.

**3 The institutional coordinator**

**Article 10** Duties and powers of the institutional coordinator:

- a) makes proposals to the Vice-Rector for Education for the creation of conditions to help students with disabilities to fulfil their academic obligations, the acquisition of material resources to provide assistance, the use of normative support to assist students with disabilities in their studies, and the improvement of staffing conditions,
- b) is in contact with students with disabilities and their supporters, organises the consultation opportunities at university level requested by students with disabilities,
- c) keeps a record of the submitted applications for equal opportunities and the positions and decisions taken on them, and sends copies to the organisational units concerned,
- d) monitors the implementation of the Committee's decisions related to student notifications, and makes a report to the Committee immediately after the deadline for their implementation,
- e) informs the Vice-Rector for Education of the current status of tasks related to the support of students with disabilities at the beginning of each semester.

**4 The faculty coordinator****Article 11**

- (1) A coordinator who is responsible for the support of students with disabilities at faculty level, has higher education qualifications and competences or experiences in disability issues.
- (2) The faculty coordinator is appointed by the dean of the faculty to carry out the tasks of the faculty coordinator in addition to his/her job. The term of office is 3 years which can be extended.
- (3) The duties and powers of the faculty coordinator:
  - a) submits to the Committee the registration of students as students with disabilities according to Article 14,
  - b) assists the work of the institutional coordinator, in particular by making proposals for the performance of the institutional coordinator's duties,
  - c) if necessary, provides students with disabilities access to the loan of technical equipment, within the limits of the available stock, to help them to make their studies more manageable,
  - d) is in contact with students with disabilities and their supporters, organises the consultation opportunities at faculty level requested by students with disabilities and informs the institutional coordinator,
  - e) helps students with disabilities in the institutional administration, and provides students with disabilities with the assistance they may need in their studies if it does not fall within the competences of the Committee, or if the Committee has already made a decision on it,
  - f) assesses the educational needs of students with disabilities and of lecturers, researchers and teachers, and informs annually the institutional coordinator,
  - g) informs lecturers, researchers and teachers and study administration staff of the needs of students with disabilities concerning lectures and seminars, and the assistance, exemptions and benefits available to students with disabilities and the rules for providing them,
  - h) monitors the implementation of the decisions of the Committee in relation to complaints and requests of students with disabilities.

### **III Registration of students with disabilities**

#### **Article 12**

- (1) A student with disability is entitled to use the forms of assistance, devices, benefits or exemptions (hereinafter referred to as support), provided by law and by the University, if
  - a) he/she has been awarded extra scores on the basis of his/her disability during the higher education admission procedure and, at the time of enrolment, presents the original documents entitling him/her to extra points and makes the declaration according to Annex 12 to the Academic and Exam Regulation, or
  - b) notwithstanding point a), requests registration as a student with disability at the time of enrolment or during his/her studies.
- (2) Registration as a student with disability is decided by the Committee upon the preliminary opinion of the institutional faculty coordinator or, by delegation, by the institutional coordinator. The secretary of the Committee shall send the Committee's decision on disability pursuant to Article 22 to the Head of the Registrar's Office of the relevant faculty. The Committee's decision shall include all the data required for registration in the Neptun system.
- (3) The status of a student with disability is recorded by the Registrar's Office of the faculty in the Neptun Education Administration System no later than 5 working days.
- (4) The expert opinion as set out in Annex 1 shall be a compulsory attachment for the registration referred to in section (1).
- (5) In the case of incomplete documentation, the student may be required to correct deficiencies.
- (6) The document shall be kept in the student's personal file. The Appeal Committee has the right to decide on an appeal against the decision of the Committee or the institutional coordinator in accordance with the Procedure for Student Legal Remedy.

### **IV. Study benefits for students with disabilities**

#### **Article 13**

Upon request of students with disabilities, the University may grant benefits, specify requirements that differ from the curriculum requirements in whole or in part, or, subject to Article 49 (8) of the National Higher Education Act, or may waive them.

#### **Article 14**

Benefits and exemptions under this regulation may be granted only in connection with the conditions on the basis of which the benefit or exemption is granted and may not lead to exemption from the basic academic requirements for the acquisition of the professional qualifications attested by the diploma.

#### **Article 15**

- (1) Students with disabilities may be granted the following benefits by the University on the basis of an expert opinion issued by the body defined in Article 63 of the Implementation Decree, taking into account the individual characteristics of the student, and in accordance with Article 49 (8) of the National Higher Education Act:
  - a) an oral exam instead of a written exam or a written exam instead of an oral exam,
  - b) allowing a longer time for preparation and response than the time set for non-disabled students during examinations,
  - c) the use of aids and equipment appropriate to the disability during the student's studies and examinations,
  - d) the provision of a personal assistant, sign language, oral or note-taking interpreter during the student's studies and examinations,

- e) for the purpose of comprehensibility and understanding, the simultaneous written presentation of what has been said in lectures and examinations, the use of audiovisual, Braille or enlarged versions,
  - f) minimising waiting time for examinations, holding longer examinations in several parts or allowing breaks without leaving the examination room,
  - g) during the oral examination, if requested by the student, writing down questions, clarifying expectations and questions, clarifying the wording of questions and instructions,
  - h) allowing individual examinations,
  - i) exemption from tasks requiring manual skills, provided that the theoretical knowledge is required,
  - j) partial or full exemption from practical requirements, or in whole, or its fulfilment in another form, or
  - k) measuring language proficiency, or exemption from a part or level thereof.
- (2) Benefits for students with reduced mobility:
- a) partial or full exemption from the practical requirements or their fulfilment in another form,
  - b) substitution of a written examination by an oral one, or an oral examination by a written one,
  - c) exemption from the language examination or part or level of the language examination, or from the foreign language proficiency required for the exercise of the professional qualification in the given field and from the assessment of this knowledge,
  - d) exemption from tasks requiring manual skills, provided that the theoretical knowledge may be required,
  - e) allowing the use of special tools and equipment necessary for the solution of written tasks,
  - f) providing a longer preparation period than the preparation period for non-disabled students,
  - g) the provision of a personal assistant during the student's studies.
- (3) Benefits for hearing-impaired (deaf or hard of hearing) students:
- a) partial or full exemption from the fulfilment of the practical requirements or their fulfilment in another form,
  - b) substitution of an oral examination by a written one, the provision of a sign language or oral interpreter for oral examinations, if required by the student,
  - c) exemption from the language examination or part or level of the language examination, or from the foreign language proficiency required for the exercise of the professional qualification in the given field and from the assessment of this knowledge,
  - d) for the purpose of comprehensibility and understanding, the simultaneous written presentation to the student of what has been said in lectures and examinations,
  - e) the provision of aids and visual illustrations during each examination,
  - f) providing a longer preparation period than the preparation period for non-disabled students,
  - g) the provision of a personal assistant, note-taking interpreter, sign language interpreter during the student's studies.
- (4) Benefits for visually-impaired (blind, partially sighted) students:
- a) partial or full exemption from the fulfilment of the practical requirements or their fulfilment in another form,
  - b) substitution of a written exam by an oral one, and in case of a written assessment the use of special technical tools,
  - c) exemption from the language examination or part or level of the language examination, or from the foreign language proficiency required for the exercise of the professional qualification in the given field and from the assessment of this knowledge,
  - d) exemption from tasks requiring manual skills, provided that the theoretical knowledge may be required,
  - e) access to questions and topics during lectures, seminars and examinations on audio, digital, Braille or enlarged versions,
  - f) providing a longer preparation period than the preparation period for non-disabled students,

- g) the provision of a personal assistant during the student's studies.
- (5) Benefits for students with a speech disability (dysphasia, dyslalia, dysphonia, stuttering, gabble, aphasia, nasal speech, dysarthria, mutism, severe speech perception and speech comprehension disorder, central lispings, delayed speech development):
  - a) substitution of an oral exam by a written one, and the use of special technical tools for assessments,
  - b) exemption from the language examination or part or level of the language examination, or from the foreign language proficiency required for the exercise of the professional qualification in the given field and from the assessment of this knowledge,
  - c) providing a longer preparation period than the preparation period for non-disabled students,
  - d) the provision of a personal assistant during the student's studies.
- (6) Benefits for students with mental disabilities:
  - a) in case of students with dyslexia, dysgraphia, dysorthographia:
    - aa) substitution of a written exam by an oral one, or a written exam by a written one,
    - ab) in case of a written examination, providing a longer preparation period than the preparation period for non-disabled students,
    - ac) providing the necessary aids for the examination (in particular, computer, typewriter, spelling dictionary, thesaurus, dictionary of synonym),
    - ad) exemption from the language examination or part or level of the language examination, or from the foreign language proficiency required for the exercise of the professional qualification in the given field and from the assessment of this knowledge;
  - b) in case of students with dyscalculia:
    - ba) exemption from computational tasks, but theoretical knowledge may be required,
    - bb) during the examinations, the use of all aids with which the student has previously worked during his/her studies (in particular, spreadsheets, calculator, configuration, mechanical and manipulative devices) and the provision of a longer preparation period;
  - c) in case of hyperactive students with attention deficit disorder:
    - ca) substitution of a written exam by an oral one, or an oral exam with a written one,
    - cb) providing a longer preparation period than the preparation period for non-disabled students,
    - cc) minimizing the waiting time for examinations,
    - cd) the use of special tools and equipment necessary for the solution of written assessments,
    - ce) holding longer examinations in several parts or allowing breaks without leaving the examination room or allowing physical activity, tolerating emotional expressions,
    - cf) a separate exam, separately from the other students,
    - cg) depending on individual characteristics, during the oral examination, if requested by the student, writing down or repeating the questions, breaking down complex questions into sub-questions, helping to clarify expectations and questions,
    - ch) digital access to questions and topics during lectures, seminars and examinations on audio media,
    - ci) the provision of a personal assistant during the student's studies;
  - d) in case of students with behavioural dysfunction (disturbances in socio-adaptive processes, emotional control, aggression towards self or others, anxiety, behavioural characteristics showing weaknesses in self-regulation, different development of adaptability, targeted behaviour, self-organization or metacognition):
    - da) substitution of a written exam by an oral one, or an oral exam by a written one,
    - db) holding longer examinations in several parts or allowing breaks, tolerating individual urges and emotional expressions,
    - dc) a separate exam, separately from the other students,
    - dd) during the oral examination, if requested by the student, writing down the questions, clarifying expectations and questions, simplifying and clarifying the wording of questions and instructions,

- de) longer preparation period than the preparation period for non-disabled students,
  - df) the provision of a personal assistant during the student's studies.
- (7) Benefits for students with autism:
- a) adapting the circumstances of the assessment to the special needs of the student, oral examination instead of a written one, and written examination instead of an oral one,
  - b) assistance in clarifying expectations and questions during the examinations, and in oral examinations, putting questions and instructions in writing and simplify their wording,
  - c) longer preparation period than the preparation period for non-disabled students,
  - d) the use of special equipment (in particular voice recording device, computer, thesaurus, other supportive and infocommunication technologies) during the courses and assessments,
  - e) exemption from the language examination or part or level of the language examination, or from the foreign language proficiency required for the exercise of the professional qualification in the given field and from the assessment of this knowledge;
  - f) exemption from certain practical requirements or their replacement by appropriate non-practical tasks due to the difficulties arising from the student's development disabilities,
  - g) the provision of a personal assistant during the student's studies.
- (8) The longer preparation period should be at least 30% longer than the preparation period for non-disabled students.

### **Article 16**

In justified cases, upon the student's request and on the basis of an expert opinion, the Committee may grant the student an additional or other benefit other than the benefits set out in Article 15.

### **Article 17**

A former student with disability who has passed the final exam and whose student status has been terminated but who has not fulfilled the language examination requirement for the qualification in question may be exempted from the language examination or part or level of the language examination or from the foreign language proficiency required for the qualification in the given field and from the assessment of this knowledge.

## **V Proof of disability**

### **Article 18**

The type and extent of the disability of a student with disability, and whether it is permanent or temporary, and the academic benefits justified by his/her condition may only be certified by an expert opinion pursuant to Article 63 of the Implementation Decree in accordance with Annex 1.

### **Article 19**

- (1) Foreign students may prove their disability by presenting an official disability certificate issued by the foreign higher education institution or foreign authority and, if it is not in English, a certified translation of the certificate in English or Hungarian.
- (2) If the suitability of the certificate submitted to prove the disability of the foreign student is not clear, the Committee shall request the foreign student to send a certified Hungarian translation of the document issued abroad certifying the disability to the ELTE National Pedagogical Assistance Service (ELTE Gyakorló Országos Pedagógiai Szakszolgálat Gyakorló Szakszolgálat) which will certify the existence of the student's disability.



## **VI Request for benefits and its assessment**

### **Article 20**

A student with disability may submit a request for benefits or exemption pursuant to part IV (hereinafter referred to as the request) to the Committee through Neptun Education Administration System.

### **Article 21**

- (1) The request shall be assessed by decision of the Committee within 30 days of the date of submission.
- (2) During the assessment of the request, the Committee has the right to request the applicant to submit any deficiencies, in particular to attach an expert opinion certifying the disability pursuant to Article 63 of the Implementation Decree, the time for submission of which is not included in the deadline for the submission of the application.
- (3) During the assessment of the request, the Committee obtains the legal opinion of the Rector's Office Legal and Administrative Directorate, if a question of interpretation of law arises, and the opinion of the programme supervisor concerned by the request for benefit in order to make its decision.

### **Article 22**

- (1) The decision of the Committee consists of identification data, an operative part, a justification and information on legal remedy.
- (2) By its decision, the Committee
  - a) accepts the request,
  - b) accepts the request in part,
  - c) rejects the request, or
  - d) establishes the lack of competence.

### **Article 23**

- (1) The Committee shall inform the applicant student of the decision through the Neptun Education Administration System.
- (2) The decision will be communicated to the faculty's Registrar's Office, the programme supervisor and the teachers of the courses affected by the student's request for benefits.

### **Article 24**

- (1) If there is a typo or miscalculation in the Committee's decision that does not affect the merits of the case, the Committee will correct the decision.
- (2) If a mandatory element of the decision is missing, or if no decision has been taken on its merits of the case, the Committee will supplement its decision. The supplement shall be communicated by the Committee in a unified decision, preferably by replacing the decision.
- (3) The Committee shall inform the student and the persons as referred to in Article 23 of the correction and supplement, and shall send notifications in accordance with Article 23 (2).
- (4) An appeal may be lodged against the part of the decision that has been corrected and against the supplemented unified decision.

### **Article 25**

Students with disabilities may appeal against the decision of the Committee in accordance with the Procedure for Student Legal Remedy.

### **Article 26**

The head of the faculty responsible for the student's study programme and the teacher of the course concerned by the benefit shall ensure that the benefits granted to the student with disability are provided.

## **VII Provisions for applicants with disabilities**

### **Article 27**

In the higher education admission information published annually, the University shall indicate the study programmes for which special health, psychological and physical requirements are needed.

### **Article 28**

- (1) If a study programme requires participation in an examination for admission, in the case of an applicant with a disability, the exemption or a special form of examination provided during the secondary school studies shall be ensured.
- (2) During the admission procedure, the applicant shall submit his/her request for benefits on the grounds of disability to the faculty's Registrar's Office and the Committee shall assess it within 8 days of the submission of the request. The Committee's justified decision pursuant to Article 22 shall be sent to the applicant, the head of the faculty and the Registrar's Office concerned.
- (3) Any benefit or exemption granted during the admission procedure must be appropriate to the nature of the disability, and may not lead to a full exemption from the basic academic requirements for admission.

### **Article 29**

During the admission procedure, the processing of the documents submitted by the applicant for extra scores on the grounds of disability is carried out by the competent organisational unit assigned by the Directorate of Education, in accordance with the procedure previously agreed by the Directorate of Education with the Committee.

## **VI. CLOSING PROVISIONS**

### **Article 30**

The Regulation discussed by the Senate on 14 December 2023 and submitted to the Reformed Church in Hungary, as the Maintainer, has been adopted by the Maintainer, in accordance with III. 3 of the Founding Charter of Károli Gáspár University of the Reformed Church in Hungary, and shall enter into force on 1 February 2024. Upon its entry into force, the previous regulation on the conditions ensuring equal opportunities for students with disabilities will be repealed.

Budapest, 18 January 2024.

Prof. Dr. László Trócsányi  
Rector

### **Clause:**

Pursuant to III.3 of the Founding Charter of Károli Gáspár University of the Reformed Church in Hungary, the Hungarian Reformed Church in Hungary, as the Maintainer, approved the Regulation for Ensuring Equal Opportunities for Students with Disabilities by Resolution No. FT-3/2024 (I.18) on 18 January 2024.

### **Proof of disability**

The student's or applicant's disability or special educational needs can only be confirmed by a detailed expert opinion.

#### **I. Expert opinions acceptable pursuant to Article 63 of the Implementation Decree:**

- 1 If the student's or applicant's disability or special educational needs already existed during their secondary education, the disability or special educational needs can be confirmed by a detailed expert opinion. The expert opinion is prepared by the expert committee of the county (capital) pedagogical assistance service institutions (or their member institutions acting as county or national expert committees) on the basis of a complex examination of the student, in line with Decree No. 15/2013 (II. 26.) EMMI on Pedagogical Assistance Service Institutions. (Among the legal predecessors of the pedagogical assistance service institutions, the expert and rehabilitation committees examining learning abilities and the national expert and rehabilitation committees were allowed to issue expert opinions.)
- 2 Students (applicants) whose disability or special educational needs did not exist during their secondary education, may apply for the determination of disability from ELTE National Pedagogical Assistance Service after 1 September 2020.

II. If the applicant does not have an expert opinion under Article 63 of the Implementation Decree, final expert opinions (without a review period) issued by the legal predecessors of rehabilitation assistance service institutions (e.g. capital and county government institutions, NRSZH, OOSZI) are still acceptable pursuant to Article 75 of the Implementation Decree.

III. The expert opinion should always include the name and/or ICD (international classification of diseases) code of the disability. In its absence the document may not be accepted. If the expert opinion includes a reference to a review, the expert opinion (supplement, amendment) issued during the review must also be submitted. However, the supplement or amendment can only be accepted together with the detailed expert opinion.

The certificate must be valid during the admission procedure and the period of student status. (This date is not the same as the date of issue of the document.)

IV. In the case of applicants living/residing abroad, or if the applicant does not have a residence or domicile in Hungary, an expert opinion issued by the ELTE National Pedagogical Assistance Service can be accepted.

V. An expert opinion extract, a summary expert opinion, a supplementary expert opinion or a certificate from the issuing body are not acceptable as proof of disability, even if they would otherwise be (formally) correct.

Nor can a preliminary expert opinion be accepted, as it only provides information on the expected content of the final expert opinion which may be appealed by the parent or the student of age.

Certificates, decisions and other documents issued by the following organisations are also not acceptable:

- 1 Medical opinions, official certificates, as they only contain the extent of the health impairment, not the name of the disability.
- 2 Expert opinions issued by the county (capital) pedagogical services on integration, learning and behavioural difficulties and those previously issued by child counselling centres.
- 3 Expert opinions, extracts, certificates issued by a judicial expert (if issued after 1 January 2008).
- 4 Chief physician's opinion (if issued after 1 January 2008).

- 5 Outpatient treatment report, final hospital report, specialist certificate, medical report, referral.
- 6 Other certificates signed and stamped by doctors (e.g. Hungarian State Treasury, Regional State Treasury Office, National Health Insurance Fund, etc.)
- 7 Secondary school decisions on the exemption from a certain subject.
- 8 Decision issued by a higher education institution on the exemption from the requirement to take a state-recognised foreign language examination on the grounds of disability.
- 9 Medical reports, treatment reports and other certificates issued by psychiatric institutes, Autism Foundation (and Research Group), Vadaskert Hospital and the Early Intervention Centre Budapest.
- 10 Decision on invalidity benefit, because it does not contain the name of the disability, only a reference to the decision of the National Office for Rehabilitation and Social Affairs and its predecessors.
- 11 Decisions on blindness benefits, because they do not contain the name of the disability, only a reference to the decision of the National Office for Rehabilitation and Social Affairs and its predecessors.
- 12 Cards proving disability (blind, limited mobility, deaf or disability card).
- 13 Documents issued by speech and language therapy institutes.
- 14 Certificates issued by Démosztenész Foundation.
- 15 Certificate of the Meixner Foundation.
- 16 Bank account statements of disability benefits, blindness benefits, so called “pink cheques”.
- 17 Payment certificates, tax documents, certificate for tax relief.
- 18 Public health care card.
- 19 Expert opinions of speech correction institutes.
- 20 Certificate of authority issued by the Hungarian State Treasury/National Health Insurance Fund (MÁK/OEP) on the increased amount of family allowance.
- 21 Certificate from the general practitioner.
- 22 The audiogram or the recommendation to use a hearing aid.