

Provision of Reasonable Adjustment for Students with Disabilities

Purpose

These procedures have been developed in accordance with the Disability Standards for Education 2005 to support the participation and achievement of students with identified disabilities in courses at Macleay College. These procedures have been developed to ensure that every student is able to participate in the curriculum on the same basis as their peers through rigorous, meaningful and dignified learning. This does not mean every student should have the same experiences.

“On the same basis” means that students with disability should have the same opportunities and choices in their education as students without disability.

This may be achieved by making reasonable adjustments to suit each individual student's education needs and may include any reasonable adjustments to the learning program or to the school's physical environment and the provision of additional support to assist each student fulfil his or her potential.

These procedures do not cover students who require assistance with language, literacy or numeracy support, except for those required as a result of the disability.

Scope of Procedure

These procedures apply to all domestic and international students at Macleay College.

Related Documents

This policy should be read in conjunction with the Request for Reasonable Adjustment Form and Misconduct Policy. All college policies and any associated forms referenced in this document can be downloaded from the myHandbook section of the myMacleay Student Portal (Moodle) via <http://mymacleay.edu.au/>.

Definition of Key Terms

Adapted from the Disability Standards for Education 2005

"Disability" in relation to a person, means:

- a. total or partial loss of the person's bodily or mental functions; or
- b. total or partial loss of a part of the body; or
- c. the presence in the body of organisms causing disease or illness; or
- d. the presence in the body of organisms capable of causing disease or illness; or
- e. the malfunction, malformation, or disfigurement of a part of the person's body; or
- f. a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- g. a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions, or judgment or that results in disturbed behaviour; and
 - o includes a disability that presently exists or
 - o previously existed but no longer exists, or
 - o may exist in the future, or
 - o is imputed to a person.

“Adjustments” means a measure or action (or a group of measures or actions) that assists a student with a disability to apply for and participate in a course and/or use the facilities or services on the same basis as other students without a disability.

“Reasonable Adjustment” an adjustment is reasonable in relation to a student with a disability if it balances the needs of the student and the effect of the adjustment on the student's ability to participate in and achieve the learning outcomes of a course with the interests of all parties affected including the college, staff and other students.

Procedures

Students Requiring Support

At enrolment students who identify as having a disability are required to complete a Request for Reasonable Adjustment Form and attach relevant supporting documentation about the nature of the disability and the support required.

The following information should be provided:

- the nature of the disability and how it affects the student's ability to participate in the course
- the student's preferred adjustment and the benefit(s) of making the adjustment
- the cost of the adjustment if known or relevant

All applications for reasonable adjustment must be genuine and made with good intent. Submitting an application for reasonable adjustment to gain academic advantage is considered an act of academic misconduct and is subject to disciplinary action.

In the event that a student is identified as having a disability after enrolment then they must notify the Head of Faculty as soon as possible and complete a complete a Request for Reasonable Adjustment Form and attach relevant supporting documentation about the nature of the disability and the support required as per students who identified as having a disability at enrolment. This must occur 10 working days prior to the submission date of an assignment or an exam for which an adjustment is requested.

Deciding on Reasonable Adjustments

Macleay College may need to seek expert advice from government agencies, support organisations or medical authorities to confirm that the stated disability warrants reasonable adjustment and determine the nature of the adjustment to be made.

A decision on any adjustment(s) will be made as a result of a consultative process according to the nature of the disability. Each student will be interviewed by their Head of Faculty and advice may be sought from professionals as to the nature of any adjustment required.

The Head of Faculty will organise the consultation meeting, which will take place within five working days of the commencement date of the course in which the student is enrolled. The Head of Faculty will record the outcomes of the meeting on the student's file. This consultation may include discussion about:

- the disability and/or health condition
- the area of study
- study load/mode of study
- past experiences, and areas of concern.

Adjustments must also be supported by documentary evidence. Where documentary evidence is not sufficient for adjustments requested by the student, the provision of further documentation will be necessary. Should this require further assessment of the student, standard adjustments may be put in place for 6 months while assessments are undertaken.

Documentary evidence requirements are outlined under Medical Documentation.

Based on the information provided, the Head of Faculty will determine whether a reasonable adjustment is justified and the nature of that adjustment which may include (but not limited to):

- providing additional lighting
- providing an adjustable workstation or special seating
- modifying equipment or providing special adaptive technologies such as voice-activated computer software, special keyboard, large screen monitor or associated aids
- providing special assistance such as an interpreter for deaf candidates and provision of paper-based materials in advance of face-to-face sessions
- providing alternative representations of teaching and learning materials (e.g., using multimedia, Braille, illustrated texts, simplified texts, or captioned video)
- adapting teaching and delivery methods, without impacting on the delivery of the essential skills, knowledge and understanding required to meet the student outcomes

- adapting the assessment methodologies, without impacting on the validity of the attainment of the relevant student outcomes. For example: allowance of extra time, varying question and response modalities (such as use of oral questioning rather than written and audiotaped or videotaped answers instead of written answers).

The following factors will also be considered to provide a student with reasonable adjustment:

- the timeframe for implementation of the reasonable adjustment
- the effect of the adjustment on anyone else affected
- the cost of making the adjustment

Notification of the Decision

The student will be notified of the outcome of their application for Reasonable Adjustment within five working days of the consultation meeting with the student. The Head of Faculty will meet with the Pastoral Carer, Counsellor, and relevant Faculty Staff to brief them on the recommended approach.

Please note that judgements about what is reasonable for a particular student, or a group of students, with a particular disability may change over time therefore the decision to provide reasonable adjustment may be reviewed on a trimester or other basis.

For more information on the Disability Standards for Education 2005 go to the Department of Education website at <https://www.education.gov.au/disability-standards-education>.

Medical documentation

Documentation must be:

- In English language
- Legible, on professional letterhead, dated and signed by the practitioner(s)
- Not more than two weeks (14 days) old for temporary conditions
- Not more than six months old for fluctuating conditions

Updated yearly for ADD/ADHD (unless considered permanent by assessing specialist)

Documents should:

- Clearly identify the health professional, their credentials and their provider number(s).
- State the diagnosis
- Indicate whether the diagnosed condition is temporary, fluctuating, or permanent. Where conditions are permanent validity of documentation is indefinite.
- Indicate how long the health professional deems the document valid before requiring a review (note for fluctuating conditions RAP validity will be no more than 12 months)
- Detail the impact on the student

Appendix A – additional requirements for specific conditions

To ensure adjustments are substantiated by evidence some conditions must meet requirements further to those listed above. Some of these requirements are outlined below:

Condition:	Appropriate Professional:	Documentation should include:
Hard of hearing/deaf	<ul style="list-style-type: none"> • Audiologist 	<ul style="list-style-type: none"> • Type and degree of hearing loss • The use and effects of hearing aids or other technology in improving communication

<p>Physical disability for example, amputation, arthritis, cerebral palsy, muscular dystrophy, paraplegia, quadriplegia, or post-polio syndrome.</p>	<p>Chronic conditions:</p> <ul style="list-style-type: none"> • Specialist • Physiotherapist (with management history) • Occupational Therapist (with management history) <p>Temporary conditions:</p> <ul style="list-style-type: none"> • General Practitioner • Physiotherapist • Occupational Therapist 	<ul style="list-style-type: none"> • Indication of conditions impact on study related tasks such as writing, typing, and speaking.
<p>Intellectual disability for example, Down syndrome.</p>	<ul style="list-style-type: none"> • Paediatrician • Psychologist 	<ul style="list-style-type: none"> • Diagnostic assessment report that includes results and interpretations of adaptive functioning and IQ
<p>Specific Learning Disability (SLD) for example, dyslexia, dysgraphia or dyscalculia.</p>	<ul style="list-style-type: none"> • Educational Psychologist • Neurologist • Speech Pathologist (for language-based conditions) • Occupational Therapist (for motor-based conditions) 	<ul style="list-style-type: none"> • Standardised assessment of current levels of aptitude and information processing • Test scores and interpretation of results <p>OR</p> <ul style="list-style-type: none"> • Diagnostic clinical assessment report completed post age 16 (e.g., 17 years or older)
<p>Mental health condition for example, anxiety, depression, PTSD or bipolar disorder.</p>	<ul style="list-style-type: none"> • Psychologist • Psychiatrist • General Practitioner (not sufficient by itself to receive comprehensive support) 	<ul style="list-style-type: none"> • A clear statement regarding whether current symptoms are mild, moderate, or severe in nature.
<p>Acquired brain injury</p>	<ul style="list-style-type: none"> • Neurologist • Neuropsychologist • Clinical psychologist • Psychiatrist 	<ul style="list-style-type: none"> • Whether condition and its impact are mild, moderate, or severe in nature.
<p>Low vision/Blind</p>	<ul style="list-style-type: none"> • Ophthalmologist • Optometrist • Orthoptist • Specialist Service (e.g., Vision Australia, Guide Dogs) 	<ul style="list-style-type: none"> • Type and degree of vision loss, including assessment results for visual fields and acuity
<p>Medical condition for example, cancer, chronic fatigue syndrome, Crohn's disease, cystic fibrosis, asthma or diabetes</p>	<ul style="list-style-type: none"> • General Practitioner (with management history) • Specialist 	<ul style="list-style-type: none"> • Whether the condition is permanent, fluctuating, or short-term and if the condition needs to be reassessed after a period
<p>Neurological condition for example, autism spectrum disorder, epilepsy, Alzheimer's disease, multiple sclerosis, Parkinson's disease, brain tumours or ADHD/ADD</p>	<ul style="list-style-type: none"> • Psychologist • Psychiatrist 	<ul style="list-style-type: none"> • Whether condition is mild, moderate, or severe in nature • Evidence of ADD/ADHD based on DSM-5 (American Psychiatric Association) • Test scores and interpretation of results

Temporary condition or injury for example, broken bone	<ul style="list-style-type: none"> • General Practitioner • Physiotherapist • Occupational Therapist • A&E Hospital • Medical specialist 	<ul style="list-style-type: none"> • Impact on ability to facilitate daily and study related tasks.
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Change and Version Control

Version	Date Approved	Authored by	Approved by	Description
210622	22 Jun 21	QA Manager	Academic Board	Policy prior to change of Ownership
220513	22 Jun 21	Collaborative	Academic Board	Changed to requirements of the timing of and the need for documentary evidence

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