

Provision of Support for Students with Disabilities

1. Definitions

(Sourced from the Disability Standards for Education 2005)

Disability

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.

Adjustment

Adjustment is a measure or action taken to assist a student with a disability to participate in training on the same basis as other students.

Reasonable Adjustment

An adjustment is reasonable if it takes into account the student's learning needs and balances the interests of all parties affected, including the student, the provider, staff and other students.

2. Special needs of students with disabilities

Prior to enrolment, every student is required to complete an application for admission, which, when an offer of acceptance is signed by the student, becomes part of a contract between SGA and the student for the delivery of educational services. Implicit within this contract is SGA's policy to assist learners to attain the best possible outcome from the educational service provided. Applicants are required to provide information with the application for admission about special needs they may have due to a disability.

Assistance with Language, Literacy and Numeracy

Applicants identified with special needs due to a disability in regard to language, literacy or numeracy will be provided with assistance to maximise the possibility of a successful outcome to the course. The Academic Director/Dean will consult with each student who has special needs due to a disability in regard to language, literacy or numeracy. Discussion will focus on the student's needs, his/her view of the assistance required, and how best to address the needs. Possible options could be additional English language classes, special tutoring, and/or outsourcing of specialised assistance.

Adjustments for student with a disability

Adjustments will be made as necessary for students with special needs who have a disability. Each individual with a disability will have different needs, so it is not possible for SGA to implement a set of specialised services which will

suit all students with disabilities. Reasonable adjustment for each student will be determined by use of a consultative process.

3. Reasonable adjustment

Reasonable adjustment is designed to ensure that all people are treated equally in both the delivery and assessment processes. It is expected that a person with a disability or specific medical condition that could negatively impact on the assessment of his/her studies will be able to advise SGA in regard to the adjustments necessary for effective assessment. If necessary, SGA will seek timely advice from government agencies, support organisations or medical authorities to determine what needs to be done to accommodate the needs of the individual, or to verify that the stated condition justifies eligibility for reasonable adjustment.

The following factors will be considered:

- the nature of the individual's disability
- the information provided by, or on behalf of, the student about how the disability affects his/her ability to participate
- the student's (or associate's) views about the adjustment
- information provided by the student about his or her preferred adjustment
- the effect of the adjustment on anyone else affected
- the effect of the adjustment on the student, their ability to participate, achieve learning outcomes and operate independently
- the costs and benefits of making the adjustment

Reasonable adjustment activities could involve:

- 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
- 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).

4. Consultation to determine reasonable adjustments

The Academic Director/Dean will meet with each student who has identified himself/herself as having special needs related to a disability. The meeting will encompass a discussion of all relevant circumstances and interests, including the student's needs, the disability and the student's views on the assistance required.

The Academic Director/Dean will organise the consultation meeting, which will take place within two working days of the commencement date of the course in which the student is enrolled. The Academic Director/Dean will take notes of the meeting, which will be placed in the student's file.

The objective of the meeting is for the Academic Director/Dean to determine:

- the need for an adjustment
- if an adjustment which is proposed is reasonable
- if there are any other reasonable adjustments which would be less disruptive and intrusive and no less beneficial for the student
- the timeframe for implementation of the reasonable adjustment

This consultation process will be repeated at regular intervals to ensure continuity in meeting the changing needs of the learner.

Further information on working with people with a disability and information on agencies provided support for people with disabilities can be obtained from the following national web site: www.nds.org.au. The Disability Standards for Education (2005) are available at <http://www.deewr.gov.au/schooling/programs/pages/disabilitystandardsforeducation.aspx>.

Version Control

Document: Provision of Support for Students with Disabilities		
Approved by: Academic Board		Date: 7 Dec 2012
Version draft:	Replaces version dated: 24 Aug 2012	Next review date: Dec 2017