

## Disability Support Procedure

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### Purpose

This procedure outlines the processes followed to provide reasonable adjustments to students with diagnosed disabilities and medical conditions, including access to specialised support services, assistive technologies, and ergonomic equipment.

Reasonable adjustments are specific and operate in conjunction with existing support services and GOTAFE's teaching processes.

Furthermore, this procedure outlines the practical actions required to ensure negotiated reasonable adjustments are implemented appropriately in accordance with the Disability Standards for Education (2005) and the Disability Discrimination Act (1992)

### Relevant policies / procedures

- GOTAFE Social Justice Charter
- Student access equity and diversity policy POSS-03
- Complaints and appeals from students and client's procedure PRQM-170
- Application for student disability support form FSS-04
- Child Safe Policy POHR15
- Child Safe Reporting Procedure PRSS-186
- Disability Support Worker Procedure Manual ODSS-01
- Student Code of Conduct Procedure E6-P27

### Legislation

- Victorian Equal Opportunity Act 2010 (State-VIC)
- Industrial Relations Reform Act 1993 (Commonwealth)
- Disability Regulations Act 2007 (State-VIC)
- Disabilities Services Act 1986 (Commonwealth)
- Disabilities Services (Amendment) Act 2012 (State-VIC)
- Disability Discrimination Act 1992 (Commonwealth), "DDA".
- Disability Standards for Education 2005
- State Disability Act 2006
- Children, Youth and Families Act 2005 (Vic)
- Education and Training Reform Act 2006 (Vic)
- Education and Training Reform Regulations 2007 (Vic)
- Children's Services Act 1996 (Vic)
- Children's Services Regulations 2009 (Vic)
- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Information Privacy Act 2000 (Vic)

- Health Records Act 2001 (Vic)

### Definitions

#### **Student**

A person who is enrolled or in the process of enrolling stage to study at GOTAFE.

#### **An Equitable learning needs student**

Is a student who indicates they have a pre-existing, recently diagnosed, or temporary illness, medical condition, or disability, and wish to access a support service, assistive technology, resource or other reasonable adjustments.

#### **Disability discrimination [as defined by the Disability Discrimination Act (1992)]**

Disability discrimination is when a person with a disability is treated less favorably than a person without the disability in the same or similar circumstances.

#### **Medical evidence**

Documentation from an eligible Health Care professional confirming the student's disability and if possible recommended adjustments to minimize the impact of the disability on their ability to undertake a course.

#### **Reasonable Adjustments**

Measures and adaptations put in place for students with a disability to facilitate their participation in a course on the same basis as students without a disability, while ensuring that academic standards and programs are not compromised.

#### **ELA**

Equitable Learning Advisor

#### **ELSP**

Equitable Learning Support Plan

#### **Inherent Requirements**

The fundamental, essential elements to the learning and assessment requirements of a particular course or the performance of roles and tasks relevant to the course content. As part of the pre-training review and assessment of the suitability of a course for the student, GOTAFE considers whether the prospective or enrolled student could perform these inherent requirements if a reasonable adjustment were made. All students are required to meet the course requirements, including relevant BKSb results, prior to enrollment.

#### **At Risk**

Students who identify with disability are regarded as an equity priority group and will be deemed to be at risk of preclusion if the student's academic performance in a course is such that he/she/they may be deemed unsatisfactory progress as outlined in the relevant course rule.

#### **Disability [as defined by the Disability Discrimination Act (1992)]**

- A total or partial loss of a part of the body
- A partial or total loss of a bodily or mental function (which can be permanent or temporary, visible, or invisible)
- The presence in the body of organisms causing or capable of causing disease or illness (e.g., Hepatitis or HIV/AIDS)
- The malfunction, malformation, or disfigurement of part of the body
- Mental or psychological disease or disorder
- A disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or

- A disorder, illness or disease that affects a person's thought processes, perception of reality, emotions, or judgment or that results in disturbed behavior and includes a disability that:
- Presently exists; or previously existed but no longer exists; or may exist in the future; or is imputed to a person.

### Overarching Principles

A student's assessment is only varied where a student can demonstrate with appropriate documentation that they are disadvantaged because of a disclosed disability.

Any adjustments to assessment for a student with disability is made in such a way as to preserve the fundamental purpose and nature of the assessment. Reasonable adjustments still require that the student can fulfil the inherent requirements of the course.

Reasonable adjustments may include the provision of:

- Additional time for assessments or examinations
- Supervised accommodation that is separate to a main examination / performance venue.
- AUSLAN, note-takers, or readers.
- Specialised equipment (e.g., voice recognition / synthesis software, modified computers, screen enlarging software, C Pens).
- Examination or assessment papers in alternative print / virtual formats.
- Scribing or notetaking assistance from an Equitable Learning Support worker
- Tutoring or Academic assistance from a Learning Support Advisor

### Procedure

The ELA completes an Education Learning and Support Plan (ELSP), in collaboration with the student. The ELSP is a tool used by GOTAFE's Equitable Learning Support Advisors and Learning Support Advisors, to document and communicate support requirements and recommended strategies and reasonable adjustments that can be implemented to reduce any identified barriers to learning.

### Role of Equitable Learning Advisor

The ELA collaborates with the student and other relevant stakeholders, including the Trainer and external supports, to assess the students' support requirements and negotiate reasonable adjustments.

The key steps to the process include:

- Initial contact with student following referral
- Assessment of students' support requirements and stratifying/identifying/managing risks
- Planning and negotiating supports, reasonable adjustments and strategies
- Implementing or confirming the ELSP, by meeting with the student, trainer and other relevant supports, to assign and agree to the plan.
- Monitoring
- Key steps within the support process include client identification (screening), assessment, stratifying risk, planning, implementation (support coordination), monitoring, transitioning and evaluation.

### Confidentiality

Any documentation provided by the student will be retained by the ELA and will not be disclosed unless:

- Staff have reasonable grounds for concern about the health or safety of the student or other persons; or
- The student has given express consent for the disclosure; or
- Disclosure of the information is required by law; or
- It is necessary for the Institute to obtain legal advice.

Information regarding the functional limitations of a student's disability will be included in the ELSP Equitable Learning and Support Plan and shared with Institute staff for the purpose of implementing a reasonable adjustment, Personal Emergency Evacuation Plan (PEEP) or Medical Support Plan (MSP).

### Roles and Responsibilities

All GOTAFE employees have an obligation to comply with this procedure

Responsibility	Actions
Student	<p>Disability disclosure is an individual decision and not a legal requirement.</p> <p>The ELA will discuss the student's educational needs and supports that respect the students' rights to have input into the educational process.</p>
Attraction and Enrolment staff	Referral made to Equitable Learning team
ELA	<p>The Senior ELA generates a report from the Student Management System of disability disclosures every 2-4 weeks.</p> <p>The ELA initiates contact with students.</p> <p>The ELA provides information on supports and services together with explanations regarding the students' rights and responsibilities.</p> <p>The ELA explains negotiated reasonable adjustment.</p> <p>The ELA informs the student about the privacy policy in relation to storage and recording of student information.</p> <p>Written authorisation from the student requesting support is required.</p>
Learning Support Advisors	Student's referral details are entered onto Posimente, and a student file is initiated.