



**EXCELSIA
COLLEGE**
— Sydney —

Objects of Excelsia College

Motivated by the Christian faith, as expressed by the Apostles' Creed and Nicene Creed, with fidelity to the Scriptures as the Word of God, the Objects of the College are the advancement of the Christian faith and higher education.

Document Number

PRO-STU-24

Document Name

DISABILITY PROCEDURE

Document Status

Owner	Student Support Manager	July 2020
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1 Purpose and Scope

This Procedure sets out the framework and processes for supporting students with disabilities, from the pre-enrolment stage through to completion of their studies. It also sets out roles and responsibilities for key staff involved.

2 Responsibility

Responsibilities are set out in section 3 – Procedure also: Table 1 Rights and Requirements under the standards.

Enrolment: Rights	Enrolment: Requirements
Right to seek admission and enrol on the same basis as prospective students without disability including the right to reasonable adjustments.	<ul style="list-style-type: none"> • Take reasonable steps to ensure that the enrolment process is accessible. • Consider students with disability in the same way as students without disability when deciding to offer a place. • Consult with the prospective students or their associates about the effect of the disability on their ability to seek enrolment; and any reasonable adjustments necessary.
Participation: Rights	Participation: Requirements
Right to access courses and programs; use services and facilities; and have reasonable adjustments, to ensure students with disability can participate in education and training on the same basis as students without disability.	<ul style="list-style-type: none"> • Take reasonable steps to ensure participation. • Consult with the student or their associate about the effect of the disability on their ability to participate. • Make a reasonable adjustment if necessary. • Repeating this process over time as necessary.
Curriculum development, accreditation and delivery: Rights	Curriculum development, accreditation and delivery: Requirements
Right to participate in courses and relevant supplementary programs that are designed to develop their skills, knowledge and understanding, on the same basis as students without disability and to have reasonable adjustments to ensure they are able to participate in education and training.	<ul style="list-style-type: none"> • Enable students with disability to participate in learning experiences (including assessment and certification). • Consult with the student or their associate. • Take into consideration whether the disability affects the student's ability to participate in the learning experiences.
Student support services: Rights	Student support services: Requirements
Right to access student support services provided by education institutions, on the same basis as students without disability. Students with disability have the right to specialised services needed to participate in the educational activities they are enrolled in.	<ul style="list-style-type: none"> • Ensure that students with disability are able to use general support services. • Ensure that students have access to specialised support services. • Facilitate the provision of specialised support services.

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Harassment and victimisation: Rights	Harassment and victimisation: Requirements
Right to education and training in an environment that is free from discrimination caused by harassment and victimisation based on their disability.	<ul style="list-style-type: none"> • Implement strategies to prevent harassment or victimisation. • Take reasonable steps to ensure that staff and students are informed about their obligation not to harass or victimise students with disability. • Take appropriate action if harassment or victimisation occurs. • Ensure complaint mechanisms are available to students.

3 Procedure

3.1 Consultation

Excelsia All Staff:

- 3.1.1 The College will take reasonable steps to ensure that all students with disability and students who are carers of a person with a disability (“students with disability”) will be able to use support services without discrimination.

3.2 Student Advisor Application and Enrolment Process:

- 3.2.1 Students with disabilities are informed about specialised support options prior to enrolment, to inform their decision-making and the availability of these services will be advertised widely.
- 3.2.2 Information relating to disclosure of a disability will be, by necessity, released to the College, and is treated confidentially

3.3 Registrar Office

- 3.3.1 The Student Acquisitions team using the Application for Admission to study notices the Registrar’s Office, who flags the disability advisor and their request for support.
- 3.3.2 Staff and Students can otherwise make a request for support via a request form or presenting to the Student Support Centre.

3.4 Disability advisor

- 3.4.1 Once a helpdesk ticket is received the Disability Advisor makes contact and sends LEAP information and brochure

3.5 Reasonable Adjustment

- 3.5.1 All College staff will make reasonable adjustments to allow equitable access for students with disability to services and facilities of the College.
- 3.5.2 The College will not provide adjustments that compromise the academic integrity, or inherent requirements of a course or program, impose unjustifiable hardship or compromise the health and welfare of the student or others.
- 3.5.3 A student may request a reasonable adjustment by employing any of the methods in section: 3.4.3

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- 3.5.4 Disability Advisor: Where a request or referral has been received by the Disability Advisor, it will be assessed and a recommendation, on reasonable adjustment, in the form of a Learning Equity Access Plan (LEAP), may be made to a School or Faculty.
- 3.5.5 A LEAP is the official communication document used by Student Support Centre to recommend reasonable adjustments for students with disability to a School or Faculty.
- 3.5.6 Where a request has been received by a School or Faculty, the School or Faculty will:
 - a) assess the request or recommendation and make a determination on how to implement the reasonable adjustment to the unit/s course or program as required referring to 'INCLUSIVE ASSESSMENT, MAKING REASONABLE ADJUSTMENTS STA-g27' and respond to the student. OR
 - b) in the case of a request, refer the request to Student Support Centre for their assessment and recommendation.
- 3.5.7 Disability Advisor or the School or Faculty may require documentation or information per section: 3.7 to decide on reasonable adjustment/s.
- 3.5.8 Students will give reasonable notice of the request and adhere to publicised deadlines to give enough time for the requested adjustment to be made by the Student Support Centre, School/ Faculty. The adjustment will be provided by the College within a reasonable time frame of receiving the request.
- 3.5.9 Class limits, venues and/ or scheduling may be adjusted to accommodate additional personnel or other access requirements where students require support workers and/or carers or have other access requirements to attend classes (e.g. lectures, tutorials, examinations).

3.6 Learning Equity Access Plan (LEAP)

- 3.6.1 A LEAP is valid for a specified period (short or long term) and is reviewed and updated as required.
- 3.6.2 A LEAP is distributed to the HOS, or delegate in the School or Faculty by the student or by Disability Advisor.
- 3.6.3 A LEAP can be shared with relevant staff only if student has given permission to further disclose, for the purposes of providing reasonable adjustments.
 - 3.6.3.1 Disability Advisor can advise and assist with provision of support staff (e.g. scribes, interpreters and note takers, software), specialized equipment, and study materials in accessible formats.
 - 3.6.3.2 The student is not required to provide further medical documentation or certificates to access the reasonable adjustments identified in plan
- 3.6.4 In the event the LEAP requires financing approval once, the HOS or delegate have made a determination in regard to the student's adjustments the following takes place: -

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3.6.4.1 Disability Advisor submits the LEAP and other relevant documents to the CSSO for approval

3.6.5 Personal disability information is managed by Excelsia's Privacy Statement. The school/ faculty is responsible for confidential storage of LEAP's and any documentation from a health practitioner (if provided by the student).

3.6.6 A LEAP is distributed to the Head of School (HOS) or (delegate) such as the Unit Coordinator in the School or Faculty by the student or by Disability Advisor (if given permission by the student).

3.7 Health Practitioner documentation

3.7.1 Students who request a reasonable adjustment will, on request, provide supporting documentation to verify the disability and the functional outcomes of the disability from their health practitioner. The documentation will be provided at the time of initial request or immediately thereafter. If the disability and functional outcomes are obvious, discretion may be used when requesting documentation.

3.7.2 Students who are carers of a person with disability will provide evidence of their carer status in addition to health practitioner documentation verifying the disability of the individual they care for in accordance with 3.5.6 to 3.5.8.

3.7.3 Disability Advisor will accept documentation from qualified and relevant health practitioners including general medical practitioners, medical specialists, psychologists, occupational therapists, physiotherapists, speech pathologists, social workers, counsellors, optometrists, and audiologists.

3.7.4 Documentation from health practitioners will be provided in English (*no exceptions*).

Documentation for Specific Learning Disabilities will comply with the following:

- i. If the assessment was conducted after the age of 16 years, then it is valid for the duration of studies.
- ii. If the assessment was conducted prior to the age of 16 years, it should be no more than 3 years since the date of assessment. A reassessment may be required at the discretion of Disability Advisor.

3.7.5 For a temporary condition, recent documentation is required and updated at the discretion of the Careers, Indigenous and Disability Advisor.

3.7.6 For a permanent condition, documentation is required upon the initial request for an adjustment; and thereafter only if there is a change in the condition; or additional adjustments are requested.

3.7.7 Disability Advisor will make a final determination of whether the health practitioner documentation is acceptable and when updated documentation is required.

3.8 Harassment and Victimisation Prevention Strategies and Processes

3.8.1 All Staff

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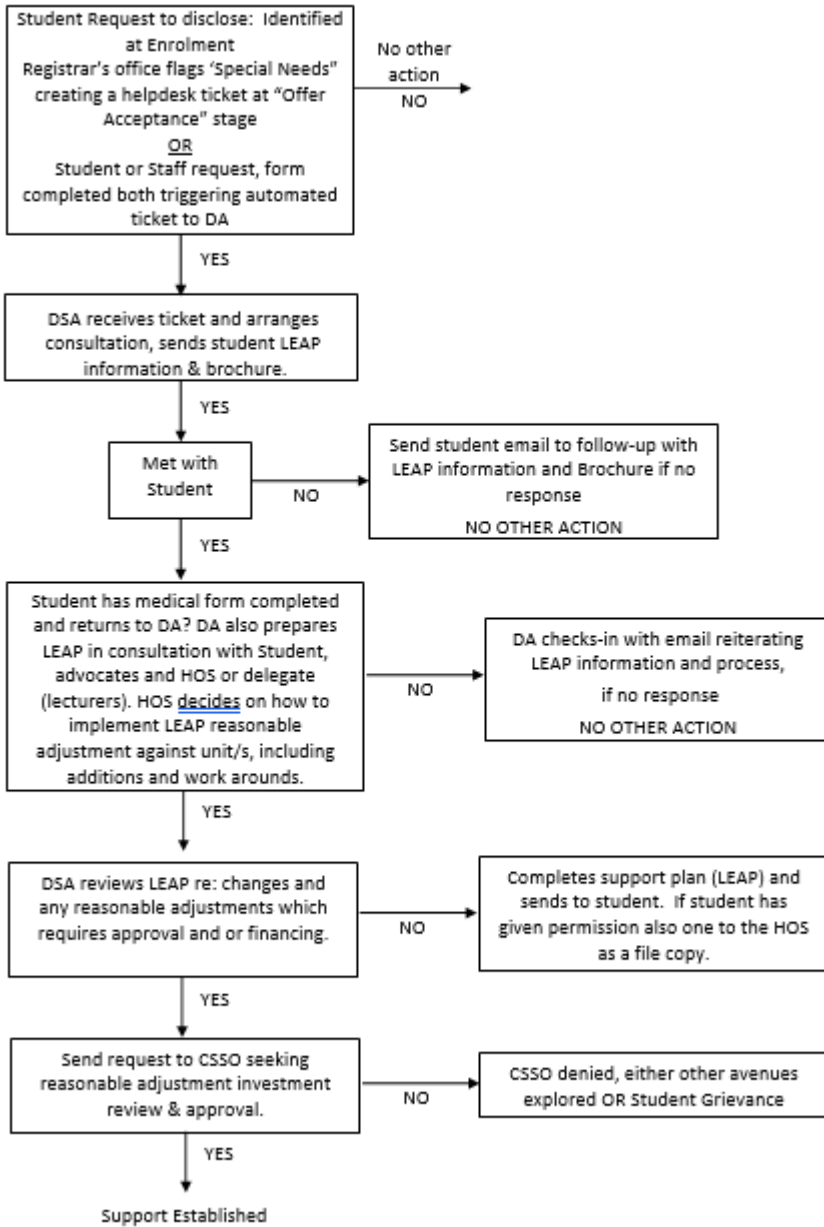
- 3.8.2 The College has policies in place to prevent victimisation and harassment of all students including those with a disability.
- 3.8.3 The college operate under the 'No Harassment -Discrimination Policy
- 3.8.4 All staff must be aware of the Disability Standards for Education 2005, underpinned by the *Disability Discrimination Act 1992* and the responsibilities of education providers under this Act. All staff training includes this component.

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4 LEAP Process Flowchart (will add the portrait chart once approved)

The Disability Process Flowchart



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5 Related Documents and References

[Assessment Procedure](#)

[Australian Disability Clearing House for Education and Training – Health Practitioners Report and Access Plans](#)

[Care Recognition Act 2010](#)

[Disability \(Access to Premises- Buildings\) Standards 2010](#)

[Disability Standards for Education 2005](#)

[Disability Discrimination Act 1992](#)

[Inclusive Assessment, Making Reasonable Adjustment \(STA-G27\)](#)

[Learning Equity and Access Plan Brochure](#)

[Learning Equity & Access Plan Medical Practitioner Report](#)

[No Harassment -Discrimination Policy](#)

[Student Selection and Admission Policy and Procedure](#)

[Teaching and Learning Plan Summary](#)

[Universities Australia \(AVCC\) Guidelines for Students with a Disability 2006 Higher Education Standards Framework \(Threshold Standards\) 2015](#)

6 Mapped to HESF

The content of this policy is mapped to the HESF Covers across Domains 1-7

7 Other

Any student not satisfied with the outcome of a reasonable adjustment request should follow the [Student Grievances Policy and Procedure](#)

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8 Document History

This Policy has been amended as follows:

Version	Amendments / Date / Notes
1	Created

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