

## Students with Disability Procedures

### 1. COMPLIANCE OBLIGATION SUPPORTED

[Disability Inclusion Policy](#)

### 2. PROCEDURAL DETAILS

The University is committed to supporting students with disability and/or health conditions which may have potential to impact their capacity for engagement and participation in their course of study. Students who are carers of a person with disability are also eligible for support.

This procedure outlines the mechanisms and actions that the University will implement to facilitate and support the successful participation and engagement of students with disability and students who care for a person with disability, in university study.

Person-first language is used throughout this procedure, in accordance with the [Disability Inclusion Policy](#), and the University will be guided by each individual's language preferences in the course of direct dealings with them.

#### 2.1 Support Services

- 2.1.1 The University will take reasonable steps to ensure that all students with disability and students who care for persons with disability ("student(s)") are able to access support services without discrimination.
- 2.1.2 The [AccessAbility Service](#) will provide services and support for students to assist their participation in, and completion of their studies.
- 2.1.3 The AccessAbility Service will advise of their services through [Student Oasis](#) and on the [Disability & accessibility support](#) pages.

#### 2.2 Reasonable Adjustments

- 2.2.1 University staff will provide reasonable adjustments to allow equitable access for students to engage in their course of study without compromising the academic integrity or inherent requirements of a course or program, imposing unjustifiable hardship, or compromising the health and welfare of the student or others.
- 2.2.2 A student may request a reasonable adjustment from either:
  - a) AccessAbility Services; or
  - b) their Unit Coordinator/ supervisor within the School or Faculty.
- 2.2.3 Students will give reasonable notice of their request for adjustment to their Unit Coordinator/ supervisor and adhere to publicised deadlines to give sufficient time for the requested adjustment to be made by the School or Faculty. The adjustment will be provided by the University within a reasonable time frame of receiving the request.
- 2.2.4 AccessAbility Services will assess any service request received and may provide recommendations for reasonable adjustments, in the form of a Curtin Access Plan (CAP) to the Unit Coordinator/ supervisor in the School or Faculty.
- 2.2.5 The Unit Coordinator/ supervisor in a School or Faculty, on receiving a request for reasonable adjustment from a student may:
  - a) Refer to AccessAbility Services for their assessment and CAP recommendation, if necessary;
  - b) Implement any reasonable adjustments for students in the absence of a CAP, where appropriate; or

- c) Assess the CAP from AccessAbility Services to determine whether the adjustment is appropriate for participation in the course or program.

2.2.6 AccessAbility Services and the School or Faculty may require documentation or additional information, per section 2.3, to determine reasonable adjustments to support the student's ability to meet the inherent requirements of the course.

2.2.7 Scheduling Services may adjust class limits, venues and/ or scheduling to accommodate additional personnel or other access requirements following notification by AccessAbility Services. (e.g., Where students require either internal or external support workers or have other access requirements to attend lectures, tutorials, or laboratories).

2.2.8 Where an adjustment has been requested and determined not to be reasonable by a school or faculty against the provisions contained within section 2.2.1, students may appeal this decision through the Appeals process as outlined in section 2.6.

### **2.3 Health Practitioner documentation**

2.3.1 AccessAbility Services may request students to provide supporting documentation from their health practitioner to verify the functional outcomes of their disability or health condition. The documentation will be provided at the time of initial request or immediately thereafter. If the disability and functional outcomes are evident, discretion may be used when requesting documentation.

2.3.2 AccessAbility Services may require students who are carers of a person with disability requesting reasonable adjustments to provide evidence of their carer responsibilities, such as documentation from a relevant and qualified health practitioner.

2.3.3 AccessAbility Services will accept formal documentation from qualified and relevant health practitioners including general medical practitioners, medical specialists, psychologists, occupational therapists, physiotherapists, speech pathologists, social workers, optometrists, and audiologists.

2.3.4 AccessAbility Services may require a student to have a further assessment by a relevant health practitioner, or by an independent expert to determine appropriate adjustments. The cost of any additional medical assessment will be paid for by the student.

2.3.5 AccessAbility Services may require recent documentation for a temporary or episodic condition.

2.3.6 AccessAbility Services may require documentation upon the initial request for an adjustment; and thereafter only if there is a change in the condition; or additional adjustments are requested unless the disability has been imputed in accordance with section 2.5.

2.3.7 AccessAbility Services will accept the following documentation for Specific Learning Disabilities as follows;

- i. Dyslexia, Language-based Dysgraphia or Dyscalculia – A Psychologist (preferably with educational and/or developmental training);
- ii. Motor-based Dysgraphia or Developmental Coordination Disorder – an Occupational Therapist; or,
- iii. Difficulties related to Specific Language Impairments or Childhood Apraxia of Speech by a Speech Pathologist.

Documentation for Specific Learning Disabilities will comply with the following:

- iv. If the assessment was conducted at 16 years or older, then it will be deemed valid for the duration of studies.

- 2.3.8 AccessAbility Services may require reassessment where the specialist assessment was conducted prior to the age of 16 years.
- 2.3.9 AccessAbility Services will make a final determination of whether the health practitioner documentation is acceptable and when updated documentation is required.
- 2.3.10 The Unit Coordinator/ supervisor within the School or Faculty and AccessAbility Service will manage personal and sensitive information in accordance with Curtin's [Privacy Statement](#) and [Information Management Procedures](#). The School or Faculty and AccessAbility Service is responsible for confidential storage and any documentation from a health practitioner (where provided by the student).

## **2.4 Curtin Access Plans (CAPs)**

- 2.4.1 AccessAbility Services, in collaboration with the student, will develop a CAP that relates to all aspects of study, including coursework, research, fieldwork, and assessment. A CAP is valid for a defined period and will be reviewed and/ or updated as required between AccessAbility Services and the student.
- 2.4.2 Distribution of a CAP is automated and is sent directly to the Unit Coordinator/ supervisor and relevant academic staff members unless the student elects to opt out of the automated process.
- 2.4.3 Students who opt out of the automated process are responsible for distributing their CAP to the Unit Coordinator/ supervisor and relevant academic staff members in a timely manner to ensure adjustments are actioned appropriately. Reasonable notice is required for the application of reasonable adjustments as adjustments cannot be applied retrospectively.
- 2.4.4 The Unit Coordinator/ supervisor may consult with AccessAbility Services to assist in decisions as to whether the unit or course can accommodate the request for reasonable adjustments, considering the unit/ course inherent requirements and assessments and respond to the student.

## **2.5 Imputation of disability**

- 2.5.1 Diagnosis of disability will be made by a relevant qualified health practitioner. Where there are barriers to accessing a formal diagnosis, there must be reasonable grounds and documented evidence to impute disability. The evidence requirements to impute disability is the same as required to diagnose disability.  
  
This includes evidence of:
  - a) the nature of the imputed disability including observed functional impacts that are persistent and ongoing;
  - b) functional impacts which are not better accounted for by other factors;
  - c) adjustments that have been recommended and trialled and have had limited effectiveness/ impact, and
  - d) consultation and collaboration with student, staff, and relevant external professionals.
- 2.5.2 Where AccessAbility Services have identified that there is clear evidence of impact on function in the education environment and in the absence of a formal diagnosis, a student may be considered to have imputed disability in accordance with section 2.5.1 and can be provided with a CAP.
- 2.5.3 Once formal diagnosis of disability has been determined, section 2.3 shall apply thereafter.

## 2.6 Appeals

- 2.6.1 The student may lodge an appeal where their request for a reasonable adjustment has been declined by the Unit Coordinator/ supervisor. The appeal should be made in writing by the student to the Head of School within 20 working days of receiving notification of the decision.
- 2.6.2 The Head of School will notify the student of the outcome of their appeal within 20 working days of the decision.
- 2.6.3 Where the student is not satisfied with the outcome of their appeal, they may submit a written appeal to the Academic Registrar. The Academic Registrar will respond to the appeal within 20 working days. The decision by the Academic Registrar shall be regarded as final.
- 2.6.5 Where the student is dissatisfied with the process undertaken to resolve their appeal, they may lodge a complaint through the [Complaints portal](#).

## 2.7 Support Workers

- 2.7.1 A student may have internal as well as external support workers working with them at the same time.
- 2.7.2 Support workers who are supporting students at Curtin will comply with relevant Curtin policies and responsibilities; complete an induction to Curtin in accordance with the [Curtin Guidelines for External Support Workers](#), and provide confirmation of their completion to AccessAbility Services.

## 3. RESPONSIBILITIES

Responsibilities are as set out in section 2.

## 4. SCOPE OF PROCEDURES

This procedure applies to students on all Australian campuses and locations.

The guiding principles of this procedure will inform practices on the University's global campuses and locations.

## 5. DEFINITIONS

(Note: Commonly defined terms are located in the [Curtin Common Definitions](#). Any defined terms below are specific to this document)

### **Carer of a person with disability**

Carer is an individual who provides personal care and support to a person with disability in accordance with Part 1 section 5(1) of the [Carer Recognition Act 2010 \(Cth\)](#).

### **Curtin Access Plan (CAP)**

A CAP is the official communication document used by AccessAbility Services to recommend reasonable adjustments for students with disability to a school or faculty.

### **Inherent Requirements**

The academic requirements of the course or program, and other requirements or components that are inherent in or essential to successful progression and completion of the course, defined per [Australian Human Rights Commission - inherent requirements](#) and otherwise as defined in the [Disability Discrimination Act 1992](#) (Cth) Section 21A.

### **Imputed disability**

The reasoned belief, in the absence of medical or diagnostic documentation, based on reasonable grounds of assessment of the impact of disability or health condition on an individual's functioning, that an individual has or may have a disability.

### **External Support Worker**

A person engaged through a disability support organisation or by private arrangement to support a student in activities such as attending classes in person or online, travelling to and from campus, attending events and other campus activities including field trips and excursions, and/ or providing other personal care assistance to the student.

### **Person-first language**

Language that puts the person before their disability and is used to emphasise a person's right to an identity beyond their disability.

### **Reasonable Adjustment**

A measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it achieves this purpose while considering the individual support needs and balancing the interests of all parties affected, including those of the student with disability, the education provider, staff and other students (and otherwise as defined in Disability Standards for Education, Sections 3.3, 3.4).

### **Internal Support Worker**

An individual who is employed by the University to provide educational support to a student with disability, including but not limited to note-takers, Auslan interpreters and mentors.

### **Unjustifiable Hardship**

In determining whether 'unjustifiable hardship' applies, all relevant circumstances of the particular case will be taken into account, including: the nature of the benefit or detriment to all persons concerned, the disability of the person and the financial circumstances of the provider, and otherwise as defined in the [Disability Discrimination Act 1992 \(Cth\)](#), section 11.

## **6. SCHEDULES**

Nil

## **7. RELATED DOCUMENTS/ LINKS/ FORMS**

### **Internal**

[Accessible Information Procedures](#)

[Assessment and Student Progression Manual](#)

[Admission and Enrolment Manual](#)

[Complaints portal](#)

[Curtin Access Plan](#)

[Curtin Disability Access and Inclusion Plan 2022-2030](#)

[Disability and Accessibility Support \(Students\)](#)

[Disclosure of Personal Information Procedures](#)

[Diversity Inclusion Policy](#)

[Fieldwork Policy](#)

[Guidelines for External Support Workers](#)

[Health and Safety Policy](#)

[Health and Safety Responsibilities Procedures](#)

[Inclusive Language Procedures](#)

[Integrity and Standards Unit - Complaint resolution process](#)

[Information Management Procedures](#)

[Privacy Statement](#)

[Travel Procedures for Students](#)

### **External**

[Australian Disability Clearinghouse for Education and Training - Health Practitioner Reports and Access Plans](#)

[Australian Human Rights Commission - disability rights](#)

[Carer Recognition Act 2010 \(Cth\)](#)

[Disability Discrimination Act 1992 \(Cth\)](#)  
[Disability Services Act 1993 \(WA\)](#)  
[Disability Standards for Education 2005 \(Cth\)](#)  
[Privacy Act 1988 \(Cth\)](#)

<b>Policy Compliance Officer</b>	<a href="#">Erica Schurmann</a> , Senior Advisor   Diversity and Equity
<b>Policy Manager</b>	Deputy Vice-Chancellor, Academic
<b>Approval Authority</b>	Deputy Vice-Chancellor, Academic
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