



Students with a Disability Policy

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Purpose

To ensure that the delivery of education and training by the Institute promotes and upholds the fundamental rights of persons with disabilities and eliminates, as far as possible, discrimination against persons on the grounds of disability. To further ensure that all Institute staff are aware of their responsibilities and to guide practice in meeting the needs of students with a disability in compliance with relevant government legislation and Institute policies and according to obligations as set out in the annual performance agreement with the Department of Innovation, Industry and Regional Development.

Scope

The policy applies to all Institute students undertaking studies in Australia and particularly to staff in addressing the needs of students who may, as a result of disability, require adjustments to the learning environment.

Policy

In its delivery of education and training the Institute is committed to eliminate as far as possible discrimination against persons on the grounds of disability in accordance with the Disability Discrimination Act (1992). In fulfilling its obligations to make education and training accessible to students with disabilities and provide them with educational opportunities on the same basis as other students, the Institute complies with the Act's Disability Standards for Education (2005). The Standards prescribe obligations with regard to enrolment, participation, curriculum development, accreditation and delivery, student support services, and elimination of harassment and victimisation.

The Institute promotes and is committed to the principle that persons with disabilities have the same fundamental rights as the rest of the community and are provided in any course with the opportunity to fulfil the core requirements and satisfactorily complete competencies or learning outcomes to attain the relevant award.

The Institute recognises its obligation to consult with students who identify as having a disability and to decide upon and implement reasonable adjustments to provide them with education and training opportunities on the same basis as other students.

The Institute provides specialist liaison and support services to help meet its obligations to deliver education and training to students with disabilities on the same basis as to other students.

Definitions

In relation to admission or enrolment, **on the same basis** means the person with a disability has opportunities and choices in admission or enrolment that are comparable to those offered to other prospective students and the provider makes decisions about admission or enrolment on the basis that reasonable adjustments will be provided (unless unjustifiable hardship or another legally specified exception has been demonstrated to operate).

Participation in courses or programs **on the same basis** means a student with a disability has opportunities and choices in courses or programs and the use of facilities and services that are comparable with those offered to students without disabilities.

In the Disability Standards for Education an **adjustment**, including an aid, facility, or service, is a measure or action taken by an education provider that has the effect of assisting a student with a disability to apply for admission or enrolment, to participate in a course or program, or to use facilities or services, on the same basis as a student without a disability. **Adjustments** include access to specialised support services provided by the provider or another person or agency.

Reasonable adjustment - in the Disability Standards for Education an adjustment is “reasonable” in relation to a student with a disability if it balances the interest of all parties affected, assessed in relation to all relevant circumstances and interests including: the disability; the student or associate’s view; the effect of the adjustment on the student (such as independence and ability to achieve learning outcomes and participate in courses or programs); the effect on anyone else affected including staff, other students and education provider; and the costs and benefits of making the adjustment.

Code of Conduct

All staff are expected to conduct themselves in a manner consistent with the Code of Conduct for the Victorian Public Sector and in accordance with the Box Hill Institute Code of Conduct for Staff.

All students are expected to conduct themselves in a manner consistent with the Box Hill Institute Student Code of Conduct.

Principles

Persons with disabilities have the same fundamental rights as the rest of the community.

The Provisions of the Disability Discrimination Act (1992) and the Disability Standards for Education (2005) provide a basis for policy and procedure related to students with a disability.

Institute staff are informed of their obligations under the Act and Standards, and are required and supported to meet them.

Students are informed that they are expected to tell the Institute about a disability or impairment where the information may be needed to keep the student or others safe.

Students identifying as having disabilities are consulted on the possible impact on their learning and reasonable adjustments potentially required.

Students with a disability must have the ability to fulfil the core requirements and learning outcomes to attain an award.

Special liaison and support services are provided to assist the delivery of education and training to students with disabilities on the same basis as to other students.

Where substantial or noteworthy support is required for reasonable adjustment, delivery is based on evidence of disability, consultative planning and timely review.

Institute staff respect student rights to privacy and confidentiality in relation to disability and are sensitive to the needs of students with disabilities. The collection, use and disclosure of any personal or health information of students with a disability will be managed in accordance with the Institute's Information Privacy Policy and Student Privacy & Confidentiality Procedure.

Responsibilities

Centre Managers are responsible for ensuring that practice in their Centre reflects Institute's commitment and legal obligations in the areas of enrolment; participation; curriculum development, accreditation and delivery; student support services; and elimination of harassment and victimisation.

This includes ensuring that, where students of their Centre indicate at enrolment or later that they have a disability: this information is conveyed to relevant teaching staff; the student is consulted on their needs; a decision is made on whether reasonable adjustments are required; and reasonable adjustments are made in relation to issues that fall within the standard operation of the Centre, excepting where it has been demonstrated by the Institute that, in the manner defined by the Disability Standards for Education 2005, an exception to this requirement operates.

Teaching Centre Managers are responsible for ensuring that students of their Centre are informed of the role and availability of Disability Liaison Services to assist students with disabilities. They are also responsible for ensuring that staff within their Centre undertake professional development / awareness training and are fully informed of their responsibilities in relation to students with a disability and the requirements of this policy and procedure.

The Registrar, Student Records ensures that names of students of the relevant centre who identify at enrolment as having a disability, and the category of disability the student denotes, are forwarded, in a timely manner, to Teaching Centres and to the Disability Liaison Services within the Centre for Student Support Services.

The Manager, Centre for Student Support Services and the Disability Liaison Service (DLS) within that Centre ensure that information on staff and student obligations under the Disability Discrimination Act is readily available and explained and promoted across the Institute. They ensure that an understanding of the role and availability of the DLS and other supports for students with disabilities is also communicated and promoted across the Institute.

The Manager and DLS ensure that students with disabilities who refer to the DLS are consulted on the impact of their disability; that liaison occurs to support educational opportunities on the same basis; that decisions are made on reasonable adjustments where required; and that Teaching and other Centres are supported in implementing reasonable adjustments.

Records

Records related to liaison and support provided to individual students registered by the Disability Liaison Services are kept for seven years and then destroyed.

References and Compliance Requirements

Disability Discrimination Act (1992)

Disability Standards for Education (2005)

Equal Opportunity Act (1995)

Building Code of Australia (1996)

Information Privacy act 2000

Health Records Act 2001

Privacy Act 1988

Framework for development of a National VET Disability Strategy, Australian National Training Authority, November 1998.

DLS webpage: <http://iis/dis>

Related Documents

[Students with a Disability Procedure](#)

Review

This policy must be reviewed no later than five (5) years from the date of endorsement. The policy will remain in force until such time as it has been reviewed and re- approved or rescinded. The policy may be withdrawn or amended as part of continuous improvement prior to the scheduled review date.

DOCUMENT CONTROL

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