



## Students with a Disability Procedure

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### PROSA02 Students with a Disability Procedure

The Students with a Disability Procedure consists of four (4) components:

1. [Communication and information](#)
2. [When a student identifies as having a disability](#)
3. [Support for students from Disability Liaison Services \(DLS\)](#)
4. [Oversight, strategies and actions to ensure Institute obligations are met](#)

#### 1. Communication and information

<p><b>Centre Managers</b> with support from the <b>Centre for Student Support Services</b></p>	<ul style="list-style-type: none"> <li>• ensure that staff and students are provided with information in handbooks and other guides and at orientation and induction, to clearly explain the Institute’s commitment and measures to ensure that students with a disability have education and training opportunities on the same basis as other students and to meet its obligations under the Disability Discrimination Act (1992).</li> <li>• ensure that course information publications and materials:             <ul style="list-style-type: none"> <li>- clearly state core requirements and competencies or learning outcomes</li> <li>- address the needs of and are accessible to, students with disabilities, (including being made available in large print and electronic formats where needed)</li> <li>- clearly state any safety requirements of the course</li> <li>- contain a statement requiring students to disclose any information that may impact upon the Institute’s duty of care to them or others.</li> </ul> </li> <li>• ensure that students and prospective students who identify as having a disability are advised about the Institute’s support services including the Disability Liaison Service.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Ensure that staff within the 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</li> </ul>
<b>Disability Liaison Service</b>	<ul style="list-style-type: none"> <li>• provides definitive support and explanatory information to Centres including through brochures, web-based format and direct presentation.</li> </ul>
<b>The Registrar, Student Records</b>	<ul style="list-style-type: none"> <li>• ensures that enrolment forms include a request for self-identification of disability and statement that students are required to disclose information where needed to ensure safety of the student or others.</li> <li>• provides, in a timely manner, to Teaching Centres and the Disability Liaison Service, the names and designated disability of students who indicate on their enrolment form that they have a disability.</li> </ul>

## 2. When a student identifies as having a disability

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<b>Centre Managers</b>	<p>Ensure that relevant staff, particularly teachers, are notified.</p> <p>Ensure that the student is consulted, (sensitively and with regard to their privacy and confidentiality), on the impact of their disability on their participation in the course.</p> <p>Establish whether the student believes that, arising from their disability, there are reasonable adjustments required in order for them to exercise their right to education and training opportunities on the same basis as students without a disability.</p> <p>Where identified needs are agreed; and can be implemented by agreed adjustments without additional discussion, support or liaison; ensure that the agreed adjustments are made.</p> <p>Ensure that the student is informed of the student support services available and specifically the Disability Liaison Service.</p> <p>Ensure that the student is supported to access the Disability Liaison Service for consultation, liaison or development and implementation of a Learning Support</p>
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	<p>Plan.</p> <p>Arrange for cooperation of relevant Centre Staff with the DLS in consultation, liaison, development, implementation and review of learning support actions and plans.</p>
<b>Students identifying with a disability</b>	<p>Tick the disability and category boxes on the enrolment form.</p> <p>Inform the Institute of any related information needed to ensure safety of the student or others.</p> <p>Participate with a teacher or other Institute representative, in consultation to negotiate adjustments if needed.</p> <p>If they wish, make contact (see below) with the Disability Liaison Service to consult or negotiate support.</p> <p>Note that they can consult with or seek support from the DLS initially or at any time during their enrolment.</p>
<b>Disability Liaison Service</b>	<p>Are readily, conveniently and proactively available for student contact and consultation</p> <p>Provide information on the liaison and support process and on the variety of support services or reasonable adjustments which may be relevant and available</p>

### 3. Support for students from Disability Liaison Services (DLS) [Back to Top](#)

<b>Centre Managers</b>	<p>Promote and facilitate a clear understanding of the DLS role across their Centre</p> <p>Promote and facilitate staff and student consultation with the DLS</p> <p>Collaborate with DLS and wider Centre for Student Support Services in strategic and training interventions which are inclusive in nature and therefore help their Centre better meet the needs of groups of students with particular disabilities.</p>
<b>Disability Liaison Service</b>	<p>Ask a student to attend a consultation meeting, if a student or prospective student (or their recognised associate) wishes to liaise with or seek support from the DLS.</p> <p>At the arranged meeting, provide liaison and consultative support to the student and/or a recognised associate on</p>

	<p>any manner of concerns pertaining to their enrolment.</p> <p>Ask the student, if the student wishes to register for support as a student with a disability, to provide, if available, in advance or at the meeting, evidence of and relevant information about, their disability.</p> <p>Ascertain, by reference to the evidence of disability provided, or at times by additional liaison, whether registration with the DLS as a student with a disability is appropriate.</p> <p>Provide advice on support services and, if sought, initial liaison with the Teaching Centre, even if there is not evidence establishing a student's disability.</p> <p>If registration is established, consult, liaise and plan, with the student, the Teaching Centre and, (as agreed with the student), other agencies, to meet the student's support needs within the frame of reference established in the Institute's Disability Policy.</p> <p>If an ongoing or noteworthy adjustment or liaison role is required, complete with the student a simple standard format <b>Learning Support Plan</b> which includes:</p> <ul style="list-style-type: none"> <li>• confirmation of evidence of disability,</li> <li>• liaison or support actions to be undertaken,</li> <li>• adjustments and/or resourcing decided,</li> <li>• specified and timely review date or dates</li> </ul> <p>Ensure that the plan is discussed with the Manager, Centre for Student Support Services and, when approved, signed for implementation.</p> <p>Keep securely, individual records for students registered and note significant liaison or support otherwise provided to students.</p>
<p><b>The student identifying with a disability, seeking support</b></p>	<p>Contacts the service directly or with the assistance of Teaching Centre staff, if the student wishes to consult with or believes he or she may need support from Disability Liaison Services.</p> <p>Gathers and provides, if available, documents evidencing their disability and need, and makes him or herself available for a meeting with a DLS Officer.</p> <p>Participates in completing a simple <b>Learning Support Plan</b>, if receiving ongoing, substantial or noteworthy adjustments, supports or liaison, (eg regular liaison meetings, Auslan interpreting, support from a Participation Support Worker).</p>

<b>Teachers and other staff seeking consultative support</b>	Are encouraged to consult with the DLS on strategies, resources and actions to assist them meet obligations under the Act and Standards and/or to plan reasonable adjustments for particular student needs.

#### 4. Oversight, strategies and actions to ensure Institute obligations are met

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<b>Manager, Centre for Student Support Services</b>	<p>Supports GM Health Sciences &amp; Access/Students, and the wider management team in ensuring that practice across Centres reflects Institute commitment and legal obligations in the areas of enrolment; participation; curriculum development, accreditation and delivery; student support services; and elimination of harassment and victimisation.</p> <p>Leads in developing, promoting, implementing and reviewing strategic and action plan interventions to improve and maintain inclusive delivery and implement Institute commitment and obligations under the Act and Standards.</p>
<b>Centre Managers</b>	Collaborate with DLS and wider Centre for Student Support Services in strategic and training interventions which are inherently inclusive and therefore help their Centre better meet the needs of groups of students with particular disabilities.
<b>Disability Liaison Service</b>	Encourages and support Managers and Co-ordinators to consult for advice and support on matters related to meeting their obligations in enrolment; participation; curriculum development, accreditation and delivery; student support services; and elimination of harassment and victimisation, as set out in the Disability Standards for Education (2005).

#### **Forms (Disability Liaison Service Internal Forms)**

[Confidential Authority to Obtain and Release Information Form](#)

[Learning Support Plan Form](#)