

Students with Disability Policy

Operating Policy and Procedures

1. Policy

It is the policy of the Navitas College of Public Safety (NCPS), in consideration of the requirements of the Disability Discrimination Act (1992), that NCPS provides a range of services to assist students who have a disability or long-term medical condition to participate as independently as possible in academic activities.

NCPS may be able to provide assistance to students who:

- have a hearing impairment and require note takers and/or AUSLAN interpreters
- require access to material in an alternative format
- have a physical or sensory impairment and require assistance to access library materials
- have a psychiatric disability or a condition relating to mental health
- require specialised equipment on-campus such as computer screen reading software
- require assistance accessing a facility on-campus due to a mobility impairment
- require Alternative Arrangements for Assessment (AAAs)
- require the Professional Educator – Student Academic Support to assist them to liaise with academic and general staff.

2. Purpose

The purpose of this policy is to provide a fair and equitable basis for students with disabilities to participate in activities by, and at, NCPS.

3. Responsibility

The Dean/Head of College is responsible for compliance with this policy.

4. Guidelines

4.1 A member of staff should be given specific responsibility for liaising with students and academic staff regarding disability accommodations. Currently, this task is within the portfolio of the NCPS's Professional Educator – Student Academic Support. The staff member should be familiar with the Disability Discrimination Act (1992) and the Disability Discrimination Act – Education Standards (2005). It would be desirable if he or she had a background in disability at the tertiary level and/or was prepared to undertake training to raise awareness of the issues involved with disability discrimination in education.

4.2 To receive services from NCPS, a student needs to:

- be actively enrolled at NCPS
- have a disability as defined in accordance with the Disability Discrimination Act (1992)
- provide relevant, current documentation from a qualified professional who has comprehensive training and experience in the particular field of disability or health profession for which the student seeks assistance (e.g. medical specialist, psychiatrist, general practitioner, educational psychologist).

Relevant, current documentation from a qualified professional should include a full statement of the nature of the student's condition, the impact of this on the student's ability to study, and recommended reasonable accommodations for/in the NCPS context. If requiring additional time in exams for writing or rest breaks, the practitioner must specify the exact amount of time required.

Students may be asked to provide additional or more comprehensive information.

It is important that any recommendations from health professionals are detailed and specific to the impacts that may be experienced in the student's studies at NCPS.

Medical documentation should include:

- a clear statement of the condition, including a diagnosis
- an estimation of the impact of the condition on the student's ability to meet the demands of academic life
- specific recommendations as to how these impacts might be addressed by NCPS
- an indication of whether the disability is 'permanent', 'fluctuating', or 'short-term'
- how long any recommendations are valid for, or when they will be reviewed.

Exam conditions:

- if extra time for working or rest is recommended, then the amounts of time (per hour) should be specified
- additional support/s in exams must be specified in medical documentation. These may include the use of a reader or scribe, the use of a computer, the use of a basic dictionary or calculator, and/or possible changes or restrictions to the normal scheduling of exams.

Examples of possible requests for additional information include:

- vision impairment: an assessment of the nature of any residual vision
- hearing impairment: an assessment of the nature of any residual hearing and/or the student's history of hearing loss and an assessment of any possible impacts on the development of English language skills
- specific learning disability (including dyslexia): a report from an educational psychologist or neuropsychologist that is based on a comprehensive psychological assessment. Depending on the age of the student or on when he/she was last assessed, NCPS may request an updated assessment.

Students are advised to consult the Professional Educator – Student Academic Support if unsure of the appropriateness of documentation.

5. **Procedures**

5.1 To receive consideration for a disability, a student is required to provide documentation from an appropriate professional to the Professional Educator – Student Academic Support. Documentation should be on a health professional's letterhead and/or on the NCPS 'Disability Registration Form' (NF185).

If a student is unsure about who is the most appropriate health professional to provide documentation, they should contact NCPS's Professional Educator – Student Academic Support for advice. He/she can also advise the student or medical specialist about what details should be included in the documentation.

5.2 Upon receipt of documentary evidence, an interview will be arranged by the Professional Educator – Student Academic Support to discuss the documentation and NCPS's ability to provide suitable accommodations.

5.3 The Professional Educator – Student Academic Support will make arrangements with other staff and document these discussions within the student's personal file.

5.4 The Professional Educator – Student Academic Support will approach the Dean/Head of College if the accommodations require the purchase of specialised equipment or software to assist students to cope with their disability.

5.5 The student will be sent a letter summarising the discussions and informing the student of the outcome of accommodations that NCPS can provide.

5.6 The Professional Educator – Student Academic Support is responsible for monitoring that NCPS fulfils the accommodations agreed. He/she should consult regularly with the student.

6. **Authority**

Authorised by the Dean/Head of College

(Note: this policy was developed with assistance from the Disability Liaison Unit at Monash University.)

Approval
Approved by Academic Council

8. **Amendments**

Date	Modified by	Sections amended/added	Approved by Academic Council
9.9.11	Ed Irons, Professional Educator – Student Academic Support	New policy	14.9.2011 (out of session)