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# Reasonable Adjustment Policy

## Provision for Students with Disabilities

### Purpose

These guidelines have been developed in accordance with the Disability Standard for Education 2005 to support the participation and achievement of students with identified disabilities in courses at ICAT. These guidelines have been developed to ensure that every student is able to participate in the curriculum on the same basis of their peers through rigorous, meaningful, and dignified learning. This does not mean every student should have the same experiences.

“On the basis” means that students with disability should have the same opportunities and choices in their education as students without disability. This may be achieved by making reasonable adjustments to suit each individual student’s education needs and may include any reasonable adjustments to the learning program or to the school’s physical environment and the provision of additional support to assist each student to fulfil their potential.

These guidelines do not cover students who require assistance with language, literacy, or numeracy support, except for this required as a result of the disability.

### Scope of Procedure

These guidelines apply to all domestic and international students at ICAT College.

### Related Documents

This policy should be read in conjunction with:

- Admissions Policies for Domestic and International Students
- Misconduct Policy
- Attendance and Participation Policy
- Assessment Policy
- Monitoring Academic Progression Policy
- Application for Reasonable Adjustment

- Provision of Reasonable Adjustment

All college policies and any associated forms referenced in this document can be downloaded from the Student Portal (Moodle) via [myicat.edu.au](http://myicat.edu.au)

## Relevant Legislation and Frameworks

- Disability Standards for Education 2005

For more information on the Disability Standards for Education 2005 go to the Department of Education website at <https://www.education.gov.au/disability-standards-education-2005>

## Definition of 'Key Terms'

*Adapted from the Disability Standards for Education 2005*

**"Disability"** in relation to a person, means:

- a) total or partial loss of the person's bodily or mental functions; or
  - b) total or partial loss of a part of the body; or
  - c) the presence in the body of organisms causing disease or illness; or
  - d) the presence in the body of organisms capable of causing disease or illness; or
  - e) the malfunction, malformation or disfigurement of a part of the person's body; or
  - f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
  - g) a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour; and
- includes a disability that presently exists or
  - previously existed but no longer exists, or
  - may exist in the future, or
  - is imputed to a person.

**"Adjustments"** means a measure or action (or a group of measures or actions) that assists a student with a disability to apply for and participate in a course and/or use the facilities or services on the same basis as other students without a disability.

**“Reasonable Adjustment”** an adjustment is reasonable in relation to a student with a disability if it balances the needs of the student and the effect of the adjustment on the student’s ability to participate in and achieve the learning outcomes of a course with the interests of all parties affected including the college, staff and other students.

## Guidelines

### Students Requiring Support

At enrolment students who identify as having a disability are required to complete an Application for Reasonable Adjustment and attach relevant supporting documentation about the nature of the disability and the support required. The student must submit this prior to signing their conditional or unconditional Letter of Offer.

The following information should be provided:

- the nature of the disability and how it affects the student’s ability to participate in the course
- the student’s preferred adjustment and the benefit(s) of making the adjustment
- the cost of the adjustment if known or relevant

All applications for reasonable adjustment must be genuine and made with good intent. Submitting an application for reasonable adjustment to gain academic advantage is considered an act of academic misconduct and is subject to disciplinary action.

In the event that a student is identified as having a disability after enrolment then they must notify the Director of Education as soon as possible and complete a complete an Application for Reasonable Adjustment and attach relevant supporting documentation about the nature of the disability and the support required as per students who identified as having a disability at enrolment. This must occur 10 working days prior to the submission date of an assignment or an exam for which an adjustment is requested.

### Documentation for Application

Adjustments must also be supported by documentary evidence. Where documentary evidence is not sufficient for adjustments requested by the student, the provision of further documentation will be necessary. Should this require further assessment of the student, standard adjustments may be put in place for 6 months while assessments are undertaken.

Documentary evidence requirements are outlined under Medical Documentation.

Based on the information provided, the Director of Education will determine whether a reasonable adjustment is justified and the nature of that adjustment which may include (but not limited to):

- providing additional lighting
- providing an adjustable workstation or special seating
- modifying equipment or providing special adaptive technologies such as voice-activated computer software, special keyboard, large screen monitor or associated aids
- providing special assistance such as an interpreter for deaf candidates and provision of paper-based materials in advance of face-to-face sessions
- providing alternative representations of teaching and learning materials (e.g. using multimedia, Braille, illustrated texts, simplified texts or captioned video)
- adapting teaching and delivery methods, without impacting on the delivery of the essential skills, knowledge and understanding required to meet the student outcomes
- adapting the assessment methodologies, without impacting on the validity of the attainment of the relevant student outcomes. For example: allowance of extra time, varying question and response modalities (such as use of oral questioning rather than written and audiotaped or videotaped answers instead of written answers).

The following factors will also be considered to provide a student with reasonable adjustment:

- the timeframe for implementation of the reasonable adjustment
- the effect of the adjustment on anyone else affected
- the cost of making the adjustment

ICAT may decline a reasonable adjustment application if it proves excessively costly, overly challenging or results in unjustifiable hardship.

## Medical documentation

### Documentation must be:

- In English language
- Legible, on professional letterhead, dated and signed by the practitioner(s)
- Not more than two weeks (14 days) old for temporary conditions
- Not more than six months old for fluctuating conditions

Updated yearly for ADD/ADHD (unless considered permanent by assessing specialist)

### **Documents should:**

- Clearly identify the health professional, their credentials and their provider number(s).
- State the diagnosis
- Indicate whether the diagnosed condition is temporary, fluctuating, or permanent. Where conditions are permanent validity of documentation is indefinite.
- Indicate how long the health professional deems the document valid before requiring a review (note for fluctuating conditions RAP validity will be no more than 12 months)
- Detail the impact on the student

### **Deciding on Reasonable Adjustments**

Each student will be interviewed by the Director of Education, prior to signing their Letter of Offer, to discuss their *Application for Reasonable Adjustment*. This consultation meeting will be scheduled at a mutually convenient time, as soon as practicable, in order for the student to be aware of the reasonable adjustment provisions available to them before signing their Letter of Offer.

### **Notification of the Decision**

After the consultation, the Director of Education will seek advice and establish a provision for the student. The Director of Education will meet with the Student Support Advisor, Academic Support Advisor and/or relevant Program Staff to brief them on the recommended approach. The Provision of Reasonable Adjustment will be sent to the student within 14 working days of the consultation interview. A decision on any adjustment(s) will be made as a result of a consultative process according to the nature of the disability. Advice may be sought from professionals as to the nature of any adjustment required. ICAT may need to seek expert advice from government agencies, support organisations or medical authorities to confirm that the stated disability warrants reasonable adjustment and determine the nature of the adjustment to be made.

Should the reasonable adjustment be fit and satisfactory to the applicant, it must be accepted in writing by declaration and signature and submitted along with their signed Letter of Offer.

### **Communication and Implementation of the Decision**

Prior to the commencement of their course, the student must meet with the Director of Education and/or Student Support Advisor/Academic Support Advisor for a consultation interview to discuss the adjustment that has been agreed to. This meeting will take place during Orientation, or at least five working days before the commencement date of the course in which the student is enrolled. The student must sign a declaration that they have witnessed the Provision and agree to it. The Director of Education will record the outcomes of the meeting on the student's file. This consultation may include discussion about:

- the disability and/or health condition
- the area of study
- study load/mode of study
- past experiences, and areas of concern
- Support services available
- Areas of expectation and guidelines of the adjustment

Please note that judgements about what is reasonable for a particular student, or a group of students, with a particular disability may change over time therefore the decision to provide reasonable adjustment may be reviewed on a trimester or other basis.

## Appendix A – additional requirements for specific conditions

To ensure adjustments are substantiated by evidence some conditions must meet requirements further to those listed above. Some of these requirements are outlined below:

<b>Condition:</b>	<b>Appropriate Professional:</b>	<b>Documentation should include:</b>
<b>Hard of hearing/deaf</b>	<ul style="list-style-type: none"> <li>Audiologist</li> </ul>	<ul style="list-style-type: none"> <li>Type and degree of hearing loss</li> <li>The use and effects of hearing aids or other technology in improving communication</li> </ul>
<b>Physical disability</b> for example, amputation, arthritis, cerebral palsy, muscular dystrophy, paraplegia, quadriplegia or post-polio syndrome.	<p>Chronic conditions:</p> <ul style="list-style-type: none"> <li>Specialist</li> <li>Physiotherapist (with management history)</li> <li>Occupational Therapist (with management history)</li> </ul> <p>Temporary conditions:</p> <ul style="list-style-type: none"> <li>General Practitioner</li> <li>Physiotherapist</li> <li>Occupational Therapist</li> </ul>	<ul style="list-style-type: none"> <li>Indication of conditions impact on study related tasks such as writing, typing, and speaking.</li> </ul>
<b>Intellectual disability</b> for example, Down syndrome.	<ul style="list-style-type: none"> <li>Paediatrician</li> <li>Psychologist</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic assessment report that includes results and interpretation of adaptive functioning and IQ</li> </ul>
<b>Specific Learning Disability (SLD)</b> for example, dyslexia, dysgraphia or dyscalculia.	<ul style="list-style-type: none"> <li>Educational Psychologist</li> <li>Neurologist</li> <li>Speech Pathologist (for language-based conditions)</li> <li>Occupational Therapist (for motor-based conditions)</li> </ul>	<p>OR</p> <ul style="list-style-type: none"> <li>Standardised assessment of current levels of aptitude and information processing</li> <li>Test scores and interpretation of results</li> <li>Diagnostic clinical assessment report completed post age 16 (e.g., 17 years or older)</li> </ul>
<b>Mental health condition</b> for example, anxiety, depression, PTSD or bipolar disorder.	<ul style="list-style-type: none"> <li>Psychologist</li> <li>Psychiatrist</li> <li>General Practitioner (not sufficient by itself to receive comprehensive support)</li> </ul>	<ul style="list-style-type: none"> <li>A clear statement regarding whether current symptoms are mild, moderate, or severe in nature.</li> </ul>

<b>Acquired brain injury</b>	<ul style="list-style-type: none"> <li>• Neurologist</li> <li>• Neuropsychologist</li> <li>• Clinical psychologist</li> <li>• Psychiatrist</li> </ul>	<ul style="list-style-type: none"> <li>• Whether condition and its impact are mild, moderate or severe in nature.</li> </ul>
<b>Low vision/Blind</b>	<ul style="list-style-type: none"> <li>• Ophthalmologist</li> <li>• Optometrist</li> <li>• Orthoptist</li> <li>• Specialist Service (e.g. Vision Australia, Guide Dogs)</li> </ul>	<ul style="list-style-type: none"> <li>• Type and degree of vision loss, including assessment results for visual fields and acuity</li> </ul>
<b>Medical condition</b> for example, cancer, chronic fatigue syndrome, Crohn's disease, cystic fibrosis, asthma or diabetes	<ul style="list-style-type: none"> <li>• General Practitioner (with management history)</li> <li>• Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Whether the condition is permanent, fluctuating, or short-term and if the condition needs to be reassessed after a period</li> </ul>
<b>Neurological condition</b> for example, autism spectrum disorder, epilepsy, Alzheimer's disease, multiple sclerosis, Parkinson's disease, brain tumour or ADHD/ADD	<ul style="list-style-type: none"> <li>• Psychologist</li> <li>• Psychiatrist</li> </ul>	<ul style="list-style-type: none"> <li>• Whether condition is mild, moderate, or severe in nature</li> <li>• Evidence of ADD/ADHD based on DSM-5 (American Psychiatric Association)</li> <li>• Test scores and interpretation of results</li> </ul>
<b>Temporary condition or injury</b> for example, broken bone	<ul style="list-style-type: none"> <li>• General Practitioner</li> <li>• Physiotherapist</li> <li>• Occupational Therapist</li> <li>• A&amp;E Hospital</li> <li>• Medical specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Impact on ability to facilitate daily and study related tasks.</li> </ul>



## Change and Version Control

Version	Date Approved	Authored by	Approved by	Description
010816	020816	QA Manager	Academic Board	Policy prior to change of Ownership
010819	100819	Collaborative	Academic Board	Update TEQSA default notification to 14 days
V1	19 Dec 22	Compliance & QA Manager	Academic Board	Minor modifications align with relevant ESOS legislation and updated branding
V1	28 Apr 23	QA	Academic Board	ICAT branding updated
V1	1 May 2023	Director of Operations and Compliance	Director of Education	Replacement of Dean and Registrar in consultative interview to Director of Education and Student Support Advisor/Academic Support Advisor

## Policy Information

<b>Author:</b>	Quality & Compliance Manager
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