

Students with Disability Procedures

1. STRATEGIC PLAN THEME AND COMPLIANCE OBLIGATION SUPPORTED

[Students with Disability Policy](#)

Strategic Plan Theme: [Learning and Student Experience](#)

2. PROCEDURAL DETAILS

2.1 Disability Access and Inclusion Plan (DAIP)

- 2.1.1 Curtin University (“the University”) will have a Disability Access and Inclusion Plan (“DAIP”) to describe how the University will provide support to its students, staff and visitors with disability; and to assist the University to meet the requirements of State and Commonwealth legislation.
- 2.1.2 The DAIP activities will be reported annually to the Department of Communities; When Curtin’s Strategic Plans are revised, Curtin will review and produce a new DAIP.
- 2.1.3 The Universal Design Working Party (“UDWP”) will oversee the implementation and review of the DAIP.

2.2 Support Services

- 2.2.1 The University will take reasonable steps to ensure that all students with disability and students who are carers of a person with a disability (“students with disability”) will be able to use support services without discrimination.
- 2.2.2 Students with disability can access specialised support and the availability of these services will be advertised widely.

2.3 Reasonable Adjustment

- 2.3.1 All University staff will make reasonable adjustments to allow equitable access for students with disability to services and facilities of the University.
- 2.3.2 The University will not provide adjustments that compromise the academic integrity, or inherent requirements of a course or program, impose unjustifiable hardship or compromise the health and welfare of the student or others.
- 2.3.3 A student may request a reasonable adjustment from:
 - a) the School or Faculty, or
 - b) AccessAbility Services.
- 2.3.4 Where a request or recommendation has been received by AccessAbility Services, it will be assessed and a recommendation, on reasonable adjustment, in the form of a CAP, may be made to a School or Faculty.
- 2.3.5 Where a request has been received by a School or Faculty, the School or Faculty will:
 - a) assess the request or recommendation and make a determination on whether the reasonable adjustment is appropriate to the course or program, or
 - b) in the case of a request, refer the request to AccessAbility Services for their assessment and recommendation.
- 2.3.6 AccessAbility Services or the School or Faculty may require documentation or information per section 2.5 to make a determination on reasonable adjustment.
- 2.3.7 Students will give reasonable notice of the request and adhere to publicised deadlines to give sufficient time for the requested adjustment to be made by the school/ faculty. The adjustment will be provided by the University within a reasonable time frame of receiving the request.
- 2.3.8 Class limits, venues and/ or scheduling may be adjusted to accommodate additional personnel or other access requirements where students require support workers and/or carers, or have other access requirements to attend classes (e.g. lectures, tutorials, laboratories).

2.4 Curtin Access Plan (CAP)

- 2.4.1 A CAP (Curtin Access Plan) is the official communication document used by AccessAbility Services to recommend reasonable adjustments for students with disability to a School or Faculty.
- 2.4.2 A CAP is developed by AccessAbility Services with the student, and relates to all aspects of study, including coursework, research, fieldwork and assessment.
- 2.4.3 A CAP is valid for a specified period of time and is reviewed and/or updated as required.
- 2.4.4 A CAP is distributed to the Unit Coordinator in the School or Faculty by the student or by AccessAbility Services.
- 2.4.5 The Unit Coordinator will make a determination on reasonable adjustments in regards to the particular unit's requirements and assessments and respond to the student.
- 2.4.6 A CAP can be shared with relevant staff, for purposes of providing reasonable adjustments.
- 2.4.7 Personal disability information is managed by Curtin's Privacy Statement. The school/ faculty is responsible for confidential storage of CAPs and any documentation from a health practitioner (if provided by the student).

2.5 Health Practitioner documentation

- 2.5.1 Students who request a reasonable adjustment will, on request, provide supporting documentation to verify the disability and the functional outcomes of the disability from their health practitioner. The documentation will be provided at the time of initial request or immediately thereafter. If the disability and functional outcomes are obvious, discretion may be used when requesting documentation.
- 2.5.2 Students who are carers of a person with disability will provide evidence of their carer status in addition to health practitioner documentation verifying the disability of the individual they care for in accordance with 2.5.6 to 2.5.8.
- 2.5.3 AccessAbility Services will accept documentation from qualified and relevant health practitioners including general medical practitioners, medical specialists, psychologists, occupational therapists, physiotherapists, speech pathologists, social workers, optometrists, and audiologists.
- 2.5.4 Documentation from health practitioners will be provided in English.
- 2.5.5 Students may be required to have a further assessment by a relevant health practitioner, or by an independent expert to determine appropriate adjustments.
- 2.5.6 Acceptable documentation for Specific Learning Disabilities is 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:
 - i. If the assessment was conducted after the age of 16 years then it is valid for the duration of studies.
 - ii. If the assessment was conducted prior to the age of 16 years it should be no more than 3 years since the date of assessment. A reassessment may be required at the discretion of AccessAbility Services.
- 2.5.7 For a temporary condition, recent documentation is required and updated at the discretion of the AccessAbility Services.
- 2.5.8 For a permanent condition, documentation is required upon the initial request for an adjustment; and thereafter only if there is a change in the condition; or additional adjustments are requested.

- 2.5.9 AccessAbility Services will make a final determination of whether the health practitioner documentation is acceptable and when updated documentation is required.

3. RESPONSIBILITIES

Responsibilities are as set out in section 2.

4. SCOPE OF PROCEDURES

This procedure applies to students and staff 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 as defined in the [Carer's Recognition Act 2010](#)

Inherent Requirements

The academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature. (Australian Human Rights Commission website and otherwise as defined in the Disability Discrimination Act 1992 Section 21A).

Reasonable Adjustment

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

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 Section 11).

6. SCHEDULES

Nil

7. RELATED DOCUMENTS/LINKS/FORMS

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

[Carer Recognition Act 2010](#)

[Disability \(Access to Premises – Buildings\) Standards 2010](#)

[Disability Discrimination Act \(1992\)](#)

[Disability Standards for Education 2005](#)

[Disability Services Act 1993 \(WA\)](#)

[Assessment and Student Progression Manual](#)

[Course Quality Manual](#)

[Curtin Access Plan](#)

[Curtin University Privacy Statement](#)

[Disability Access and Inclusion Plan](#)

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

[Disclosure of Personal Information Procedures](#)

[Diversity and Equity Policy](#)

[Fieldwork Policy](#)

[Information Management Policy](#)

[Information Security Classification Policy](#)

[Records and Information Management Procedures](#)

[Students with Disability Policy](#)

[Travel Procedures for Students](#)

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