Students with Disability Policy and Procedures

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Threshold Standard	2.2
Responsible person/s	Academic Administration Manager
Appendix A	List of amendments

1. Introduction

Adelaide Central School of Art (ACSA) is committed to ensuring an accessible and inclusive teaching and learning environment for staff and students. ACSA supports the rights of people with disability to full and equitable participation in higher education.

ACSA recognises that societal barriers are the obstacles to a person's equal participation, not their impairment, and acknowledges its responsibility to address these barriers.

ACSA recognises and embraces its obligations outlined by the *Disability Discrimination Act 1992,* the *South Australian Equal Opportunity Act 1984,* and the *Disability Standards for Education 2005*. ACSA will act in accordance with the spirit and requirements of the legislation.

2. Purpose

This policy outlines ACSA's approach to ensuring an accessible and inclusive teaching and learning environment for people with disability. It supports ACSA's compliance with the *Higher Education Threshold Standards 2021* and relevant legislation, as outlined above.

3. Scope

This policy applies to students enrolled in, and prospective students applying for, ACSA's accredited courses.

4. Definitions

4.1 Disability: This policy adheres to the definition of disability cited in the *Disability Discrimination Act 1992*, section 4, page 5.

4.2 Reasonable adjustments: measures taken by ACSA to ensure students with disability are treated on the same basis as students without disability. See items 5.4 – 5.6 for further information.

4.3 Student: For the purposes of this policy, 'student' includes both current and prospective students in an accredited course.

4.4 Unjustifiable hardship: As per the *Disability Discrimination Act 1992*, an unjustifiable hardship is determined in consideration of the following factors:

a. the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned;

b. the effect of the disability of a person concerned;

c. the financial circumstances and the estimated amount of expenditure required to be made by the person claiming unjustifiable hardship.

5. Policy

5.1 ACSA is committed to ensuring an accessible and inclusive teaching and learning environment for staff and students that supports the full and equitable participation of people with disability.

5.2 ACSA will ensure that courses are designed in such a way that students with disability are able to participate in the learning experiences. Course design includes curriculum, delivery, learning materials, and other relevant aspects of teaching and learning.

5.3 To enact 5.2, ACSA will ensure specific consideration of students with disability in its course review and approval processes, as well as its Teaching & Learning Plan.

5.4 In addition, reasonable adjustments will be made to ensure students with disability are treated on the same basis as students without disability.

5.5 Adjustments include measures taken to enable students with disability to:

- apply for admission or enrolment,
- participate in the course or program,
- use the facilities or services, and
- use the support services,

on the same basis as students without disability, and without experiencing discrimination.

5.6 An adjustment is considered reasonable if it balances the interests of all parties affected.

5.7 In accordance with the *Disability Standards for Education 2005*, ACSA will consider the following factors in assessing whether a particular adjustment for a student is reasonable:

a. the student's disability,

b. the views of the student,

c. the effect of the adjustment on the student, including the effect on the student's:

   i. ability to achieve learning outcomes,
   ii. ability to participate in courses or programs, and
   iii. independence

d. the effect of the proposed adjustment on anyone else affected, including staff and other students,

e. the costs and benefits of making the adjustment.

5.8 An adjustment is not considered reasonable if it compromises the academic requirements or integrity of the course and/or other inherent requirements of the course.

5.9 ACSA will not approve an adjustment that would impose an unjustifiable hardship on a person or the organisation.

5.10 Study Support Plans are the primary mechanism for ACSA to work in partnership with students to determine and implement reasonable adjustments.

5.11 Study Support Plans are developed in collaboration with students, identify the reasonable adjustments that are required to support a student's study, and are communicated to relevant administration and academic staff.

5.12 Students are provided with opportunities to disclose disability at the time of application and throughout their enrolment period.

6. Responsibilities

6.1 The Academic Administration Manager is responsible for ensuring the Policy and Procedures are implemented by ACSA.

6.2 The Student Support Team (SST) is responsible for the development of Study Support Plans

7. Procedures

7.1 Disclosure of Disability

7.1.1 Prospective Students

The new student application form provides an opportunity for prospective students to:

a. Disclose disability and any relevant information and/or supporting documentation, and

b. Elect to be contacted by the Student Support Team with information on support services upon enrolment.

7.1.2 Enrolled Students

Enrolled students can disclose disability at any time during their enrolment period by contacting the Student Support Team.

Students are informed of the process for disclosing disability and accessing support services through regular communication, including but not limited to, orientation, student newsletters, and individual consultations with the Student Support Team.

7.2 Study Support Plans (SSPs)

SSPs are the primary mechanism for ACSA to work in partnership with students to determine and implement reasonable adjustments.

7.2.1 Students requiring a new SSP

The Student Support Team is responsible for implementing the following process for students who disclose disability and consent to being contacted:

a. Contact the student to provide an overview of the SSP process and confirm if they want to develop an SSP.

b. Schedule a meeting with the student, notifying them of the option to bring a support person.

c. Request that the student provide any relevant documentation in advance of the meeting.

d. Meet with the student to determine the reasonable adjustments that can be implemented and develop the SSP.

7.2.2 Students with an existing SSP

The Student Support Team is responsible for implementing the following process for students with existing SSPs:

a. Two weeks prior to the commencement of a new semester, contact all students with a recent SSP (active within the previous 12 months) to notify them that their existing SSP will be renewed for the coming semester unless they:

   i. opt-out, in which case their SSP will not be renewed, or

   ii. request an update to their SSP.

For students that request an updated SSP, implement steps 7.2.1 b-d.

Students may not be eligible for an automatic renewal of an existing SSP if supporting documentation is not relevant to, or does not cover, the current enrolment period, or there has been significant changes to their circumstances.

Students are eligible to request changes to their SSP at any time during their enrolment period by contacting the Student Support Team.

7.2.3 Determining Reasonable Adjustments

a. Reasonable adjustments are negotiated and developed by the Student Support Team in collaboration with the student as part of the SSP process, in accordance with 5.5 and 5.6 of this policy.

b. The Student Support Team will consult with academic staff as necessary to determine if a proposed adjustment is reasonable, in accordance with 5.5 and 5.6 of this policy.

7.2.4 Implementing SSPs

The Student Support Team is responsible for implementing the SSPs using the following process:

a. Circulate the SSP to the academic staff teaching the student's currently enrolled classes within 3 working days of its finalisation.

b. Upload the SSP against the student's record on the student management system and set to restricted access.

7.3 Confidentiality

7.3.1 ACSA respects the privacy of students and their rights to confidentiality. ACSA will adhere to its Privacy Policy & Procedures in the collection, disclosure and storage of personal information relating to students with disability.

7.3.2 To protect the privacy of students, ACSA will ensure:

a. Student disclosures of disability, including supporting documentation, made to responsible staff are confidential.

b. Student disability information will only be disclosed to other staff (academic and/or administration) with the consent of the student.

c. SSPs may include disability information (with the consent of the student), but are primarily focussed on detailing the approved reasonable adjustments.

d. SSPs are only distributed to relevant academic and administration staff. In most cases, this will be limited to the academic staff directly teaching the student. However, the Student Support Team may choose to distribute an SSP to relevant academic leadership and/or administration management as required.

e. Academic and administration staff in receipt of an SSP maintain confidentiality and do not share the SSP or the information within it.

f. SSPs and supporting documentation uploaded to the student management system have restricted access.

7.4 Appeals

7.4.1 Internal Review

If not satisfied with the reasonable adjustments negotiated as part of an SSP, a student can request an internal review. The student should submit the request in writing to the AAM, outlining their concerns and/or requests in relation to their SSP. The AAM will undertake the review in consultation with the student as per the process outlined in Item 7.2.

A student may also contact the AAM directly if, for any reason, they do not wish to develop an SSP with the nominated contact persons (SSO or SLO).

7.4.2 Student Grievance

If not satisfied with any other part of the procedures outlined in this policy, the student can submit a grievance using the Student Grievance Policy & Procedures.

7.4.3 External service for complaints and appeals. .

The National Student Ombudsman is a free, impartial, and independent service for students to escalate complaints about the actions of their higher education provider. The NSO can consider a range of issues including student safety and wellbeing, racism and racial vilification, discrimination, gender-based violence, course administration, and the fairness and effectiveness of student complaints. For complaints that students haven't been able to resolve or don't feel safe talking to Adelaide Central School of Art about, students can contact the NSO. The NSO will ask students if they have raised the matter with Adelaide Central School of Art but this is not mandatory.

Please note, the NSO cannot consider complaints about academic decisions, such as complaints about grades. However, administrative complaints related to grades, such as complaints about the appeals process, may be considered by the NSO.

The NSO will work with students to consider the best resolution pathway. Find out more at nso.gov.au

Related Documents:

- *Disability Discrimination Act 1992*
- *Disability Standards for Education 2005*

ACSA Policies & Procedures

- Course Review Policy & Procedures (Item 7.3.5)
- Course Approval Policy & Procedures (Item 5.1)
- Privacy Policy and Procedures

APPENDIX A: Policy Amendments

1. Version 1: Approved by the Academic Board on 28 September 2023.
2. Version 2: Clarification of confidentiality of student disclosure; update to external grievance and complaint process, update to staffing and responsibilities. Approved by the Academic Board on 11 March 2025.