

GUIDELINES FOR SUPPORTING MEDICAL DOCUMENTATION

Students requesting Disability support from Student Services must be actively enrolled in an award course at SAE and must have a disability defined in accordance with the Disability Discrimination Act 1992.

Students requiring reasonable adjustments and or other special academic conditions are required to provide diagnostic evidence of the disability or condition that requires these adjustments. The student should provide relevant, **current documentation on letterhead** from a qualified professional who has comprehensive training and experience in the particular field of disability or health profession. E.g. Medical Specialist, Psychiatrist, General Practitioner, Educational Psychologist. It is not appropriate for students to provide documentation from professionals who are members of their family or where there is a personal or business relationship.

Once documentation has been prepared, students should arrange a consultation with a Student Services Adviser, who will negotiate possible adjustments according to the nature and impact of the disability on teaching and learning processes.

The Institute's request for this information is in compliance with the minimum standards and operational guidelines as outlined in the '*Students with Disabilities: Code of Practice for Australian Tertiary Institutions (1998)*': F8 'An institution requires students where necessary to demonstrate or supply certification of the functional limitations of their disability as a basis for requesting reasonable adjustments.'

Scroll down for details about specific conditions or disabilities.

Conditions that may warrant reasonable academic adjustments	Required documentation
<p>Physical impairment/difficulty</p> <p>For example:</p> <p><i>Permanent or long term condition:</i></p> <ul style="list-style-type: none"> • Low muscle tone • Poor/impaired motor skills • Arthritis • Cancer • Cerebral palsy • Muscular dystrophy • Paraplegia <p><i>Injury or temporary condition could include:</i></p> <ul style="list-style-type: none"> • Arm in plaster (writing hand) • Arm in sling • Broken hand/wrist/ finger (writing hand) • Broken scapula 	<p>Appropriate Professional: <i>Chronic conditions:</i> Specialist <i>Temporary conditions:</i> General Practitioner</p> <p>Documentation should include:</p> <ol style="list-style-type: none"> 1. A clear statement of the condition, including diagnosis, present symptoms and whether the condition is mild, moderate or severe in nature; 2. A statement indicating whether the disability is short-term, permanent, fluctuating and/or degenerative, and/or if the disability needs to be reassessed after a period of time (e.g. every 6 months, yearly); 3. <u>Relevant medical information on letterhead</u> relating to the impact of the disability or condition on the student's ability to meet academic requirements within the educational environment; 4. Suggestions that may act as a guideline for Student Services Advisers to develop a Student Access Plan Disability (SAPD) for this student.
<p>Psychological or emotional impairment/difficulty</p> <p>For example:</p> <ul style="list-style-type: none"> • Depression • Eating Disorder • Obsessive compulsive Disorder (OCD) • Panic / Anxiety Disorder • Post-Traumatic Stress Disorder (PTSD) • Schizophrenia • Bipolar 	<p>Appropriate Professional: Registered Psychologist, Psychiatrist and General Practitioner.</p> <p>Documentation should include:</p> <ol style="list-style-type: none"> 1. A clear statement of the condition, including diagnosis, present symptoms and whether the condition is mild, moderate or severe in nature; 2. A statement indicating whether the disability is short-term, permanent, fluctuating and/or degenerative, and/or if the disability needs to be reassessed after a period of time (e.g. every 6 months, yearly); 3. <u>Relevant medical information on letterhead</u> relating to the impact of the disability or condition on the student's ability to meet academic requirements within the educational environment; 4. Suggestions that may act as a guideline for Student Services Advisers to develop a Student Access Plan Disability (SAPD) for this student.

<ul style="list-style-type: none"> • Learning difficulty/ Disability • Autistic spectrum disorder (ASD) • Dyslexia • Auditory processing 	<p>Appropriate Professional: Educational or Neuro-Psychologist with training and experience in testing for a Learning Disability.</p> <p>Relevant documentation on letterhead should include:</p> <ol style="list-style-type: none"> 1. The name and credentials of the Psychologist, including the date of the testing; 2. Standardised assessment of current levels of aptitude, achievement and information processing; 3. Clear and specific evidence and identification of a learning disability. Individual 'learning styles' and 'learning differences' do not constitute a learning disability; 4. Actual test scores and interpretation of these results; 5. Evidence of comprehensive age-appropriate testing and all test scores; 6. A comprehensive diagnostic interview that includes academic, developmental, family, and psychosocial history; 7. A statement of the strengths and weaknesses that will affect the student's ability to meet academic demands and recommendations relevant to the academic environment. Recommendations should be based on objective evidence of limitations in learning and supported by test results; and 8. Suggestions that may act as a guideline for Student Services Advisers to develop a Student Access Plan Disability (SAPD) for this student.
<p>Attention Deficit Hyperactivity Disorder (ADHD) / Attention Deficit Disorder (ADD)</p>	<p>Appropriate Professional: Registered Psychologist, Psychiatrist</p> <p>Documentation should include:</p> <ol style="list-style-type: none"> 1. A clear statement of the condition, including diagnosis, present symptoms and whether the condition is mild, moderate or severe in nature; 2. <u>Relevant medical information on letterhead</u> relating to the impact of the disability or condition on the student's ability to meet academic requirements within the educational context; 3. If a learning disability exists with another disability (and the student requires accommodations for both disabilities), diagnostic evidence of all disabilities must be included in the report(s); 4. Suggestions that may act as a guideline for Student Services Advisers to negotiate reasonable adjustments for this student.

<p>Illness</p> <p>For example:</p> <ul style="list-style-type: none"> • Chronic Fatigue Syndrome • Glandular fever • Diabetes • Epilepsy • Inflammatory Bowel Disease 	<p>Appropriate Professional: General Practitioner or Specialist</p> <p>Documentation should include:</p> <ol style="list-style-type: none"> 1. A clear statement of the condition, including diagnosis, present symptoms and whether the condition is mild, moderate or severe in nature; 2. A statement indicating whether the disability is short-term, permanent, fluctuating and/or degenerative, and/or if the disability needs to be reassessed after a period of time (e.g. every 6 months, yearly); 3. <u>Relevant medical information on letterhead</u> relating to the impact of the disability or condition on the student's ability to meet academic requirements within the educational context; 4. Suggestions that may act as a guideline for Student Services Advisers to develop a Student Access Plan Disability (SAPD) for this student.
<p>Hearing impairment</p>	<p>Appropriate Professional: Audiologist</p> <p>Documentation should include:</p> <ol style="list-style-type: none"> 1. A clear statement of the condition, including diagnosis, present symptoms and whether the condition is mild, moderate or severe in nature; 2. The amount and type of hearing loss and whether the impairment is short-term, permanent, fluctuating and/or degenerative; and/or if the disability needs to be reassessed after a period of time (e.g. every 6 months, yearly); 3. The impact of the impairment on the student's functioning in the educational environment (e.g. the need for assistive technology); 4. Suggestions that may act as a guideline for Student Services Advisers to develop a Student Access Plan Disability (SAPD) for this student.

<p>Visual impairment/difficulty</p>	<p>Appropriate Professional: Ophthalmologist</p> <p>Documentation should include:</p> <ol style="list-style-type: none"> 1. A clear statement of the condition, including diagnosis, present symptoms and whether the condition is mild, moderate or severe in nature; 2. The amount of residual vision present and whether the impairment is short-term, permanent, fluctuating and/or degenerative. The type of visual impairment such as cortical, eye injury, optic nerve should also be included; 3. <u>Relevant medical information on letterhead</u> relating to the impact of the disability or condition on the student's ability to meet academic requirements within the educational context; 4. Suggestions that may act as a guideline for Student Services Advisers to develop a Student Access Plan Disability (SAPD) for this student.
<p>Neurological impairment/difficulty</p> <p>For example:</p> <ul style="list-style-type: none"> • Acquired brain injury • Cerebral aneurysm • Cerebral tumour • Concussion • Side-effects from cancer therapies 	<p>Appropriate Professional: <i>Chronic conditions:</i> Neurologist, Neurophysiologist, registered Psychologist with clinical designation, Psychiatrist. <i>Temporary conditions:</i> General Practitioner.</p> <p>Documentation should include:</p> <ol style="list-style-type: none"> 1. A clear statement of the condition, including diagnosis present symptoms and whether the condition is mild, moderate or severe in nature. 2. A statement indicating whether the disability is short-term, permanent, fluctuating and/or degenerative, and/or if the disability needs to be reassessed after a period of time (e.g. every 6 months, yearly); 3. <u>Relevant medical information on letterhead</u> relating to the impact of the disability or condition on the student's ability to meet academic requirements within the educational context. 4. Suggestions that may act as a guideline for Student Services Advisers to develop a Student Access Plan Disability (SAPD) for this student.