



STUDENTS WITH DISABILITIES POLICY

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Related Documents:	Nil	
Responsible Officer:	Registrar	
Review:	Scholarship Committee	

Any person who requires assistance in understanding any aspect of this document should contact the Responsible Officer.

1. Overview

- 1.1. Tabor aims to abide by the [Disability Standards for Education 2005](#) and the [Disability Discrimination Act \(DDA\) 1992](#).
- 1.2. Tabor is committed to facilitating within reason, the full and independent participation of students with disabilities in the academic, cultural and social life of the College.

2. Scope

- 2.1. This policy applies to all students studying at Tabor.

3. Principles

Tabor aims to:

- 3.1. Ensure that people with disabilities are not discriminated against in the admission process.
- 3.2. Ensure that Tabor's practices and accommodations avoid both direct and indirect discrimination as defined in Section 5 and 6, [Disability Discrimination Act \(DDA\) 1992](#).
- 3.3. Foster and encourage, among staff, students and the community, positive, informed and unprejudiced attitudes towards people with disabilities.
- 3.4. Provide opportunities for students with disabilities to realise their individual capabilities for intellectual, social, emotional, spiritual and physical development through a high level of participation at Tabor.
- 3.5. Provide support services that prevent, minimise or overcome barriers to full participation in academic and other activities on site.
- 3.6. Provide an appropriate level of resources within available funds in order to reasonably accommodate the needs of students with disabilities.
- 3.7. Make reasonable adjustments to teaching and assessment methods, and teaching practices and access to facilities, in order to enable students with disabilities to participate and succeed in its courses.
- 3.8. Respect the rights of people with disabilities to privacy and confidentiality and to ensure the delivery of services to such students in a manner that respects and promotes their dignity, rights and opportunities.

3.9. Cooperate, wherever possible with other institutions, the Government and community organisations to maximise the use of resources available for students with disabilities.

4. Procedures

- 4.1. Applicants will be given the option to state they have a disability at the time of application, and request information on what support services may be available.
- 4.2. Applicants who have stated they have a disability and would like to receive support will be contacted by the head of program / course coordinator regarding support services prior to enrolment.
- 4.3. Variations to teaching and learning methods are made only when a student can demonstrate and provide appropriate documentary evidence that he/she is disadvantaged in respect of learning and assessment because of a disability. Where necessary Tabor will request appropriate medical documentation signed by an appropriate health or disability professional, with the following information outlined:
 - 4.3.1. The impairment, mental health or medical condition itself
 - 4.3.2. Indication of whether the disability is permanent, temporary or fluctuating
 - 4.3.3. The impact on the student
 - 4.3.4. Recommended reasonable accommodations
- 4.4. Tabor will at all times endeavour to make reasonable adjustments to teaching and assessment methods in order to enable students with disabilities to participate and succeed in its courses. Reasonable adjustments in teaching methods may include:
 - 4.4.1. Using venues accessible to students with a disability
 - 4.4.2. Providing written notes or transcripts for students with major hearing impairments
 - 4.4.3. Providing audio files and oral explanations instead of papers and notes for visually impaired students
 - 4.4.4. Providing course materials, worksheets, examination papers in alternative formats (e.g. large print)
 - 4.4.5. Ensuring that students with disabilities are able to sit in the most appropriate location in classrooms
 - 4.4.6. Additional examination time for students for whom this is deemed a reasonable adjustment
 - 4.4.7. An alternative venue, supervisor and/or time for an examination for students for whom this is deemed appropriate
Any other support, which is deemed appropriate and which the College is in a position to be able to provide
- 4.5. Decisions about what constitutes reasonable adjustments are to be determined on a case-by-case basis, and will be made based on appropriate documentation provided by the student and in discussion between the student and any of the following personnel, as appropriate:
 - Dean of Faculty
 - Head of Program / Course Coordinator
 - Subject Lecturer
 - Faculty Administrator
 - Registrar
 - Well-being Support Officer

- 4.6. Any adjustments to assessment methods for students with disabilities must ensure that students are still able to meet the objectives/learning outcomes of the subjects in their courses at the level required, i.e. the adjustments must not compromise the academic standards or inherent academic requirements of the course.
- 4.7. College staff will treat as confidential and private any disclosure or information concerning a student's disability other than the implications of their disability for their effective participation in their study program.
- 4.8. The College is not legally bound to make the adjustments or accommodations where it can demonstrate that doing so would impose an unjustifiable hardship on the College.
- 4.9. Decisions about reasonable adjustments in relation to examinations need to be finalised at least 4 weeks before the examination concerned; otherwise the College cannot guarantee that time will permit adequate and suitable adjustments to be made.
- 4.10. Decisions about reasonable adjustments for individual students are to be recorded in writing and forwarded to the Registrar for recording in the student's file.

5. Definitions

See [Global Definitions](#)