

Disability Support and Inclusion Policy

The Disability Support and Inclusion Policy delineates the comprehensive support provided to students with disabilities throughout their tenure at Greystone Institute. This support encompasses services like note-taking assistance, assessment accommodations, and the creation of large-print course materials. The policy also succinctly describes the means by which this information will be communicated to both current and prospective students.

Greystone Institute is unequivocally committed to recognizing and fulfilling the diverse needs of its student body. Ensuring that students impacted by disabilities receive access to support services and tailored accommodations is of paramount importance to the institute. This commitment aims to mitigate any study-related disadvantages arising from their disabilities.

This policy extends to all currently enrolled students at Greystone Institute. Staff members with disabilities should engage in conversations with their respective line managers regarding appropriate support.

Definitions and Terms

Disability: A condition that restricts mental function, sensory perception, or mobility. The Disability Discrimination Act 1992 (DDA) further defines 'disability' to encompass conditions falling under categories such as physical, intellectual, psychiatric, sensory, neurological, learning disabilities, physical disfigurement, and the presence of disease-causing organisms.

Reasonable Adjustments: Customized measures enabling students with disabilities to fulfill course assessment requirements without being disadvantaged. These adjustments are tailored to each student and may involve a range of adjustments such as extra examination time, alternative assessment formats, use of a trained assistant for exam responses, and extended assignment due dates among.

Universal Design Principles: An approach focusing on accessible education and service delivery to accommodate as many individuals as possible, irrespective of disability or mobility status.

Policy

Commitment to Equality: Greystone Institute is steadfast in providing equal learning opportunities for all students, irrespective of disability status.

Confidentiality: Students' privacy shall remain safeguarded at all times. Information provided to Greystone Institute for verification purposes shall be kept confidential and shared with teaching staff only with explicit student consent.

Universal Design Principles: Greystone Institute commits to integrating universal design principles into pedagogy, course materials, and the physical campus layout whenever feasible. This could include provisions such as ramps, accessible lifts, and restrooms.

Cost: Disability support is offered free of charge. Senior management consider all requests for disability support as far as is practicable and hold the authority to approve or decline requests for additional technology or equipment if the cost exceeds a predefined budget. In case of rejection, a comprehensive explanation and alternative suggestion must be provided.

Procedures

Communication to Students: Students will be informed about this policy and Greystone Institute's commitment to equitable learning opportunities during Orientation and through the institute's official website. Refer to the Information to Students Policy for additional information.

Verification: Students seeking disability support must present a current medical certificate or valid documentation to the Academic Dean. The Academic Dean (or delegate) will verify its currency and scope, discussing reasonable adjustments with both the student and relevant medical or occupation therapy professionals involved. All presented documentation shall be treated with complete confidentiality and shared with teaching staff only if explicit permission is granted by the student.

Reasonable Adjustments: Reasonable adjustments are determined through collaboration among the student, relevant medical or occupational therapy professionals, and the Learning Skills Support team. These may encompass extended assignment deadlines, extra time for tests, production of large-print materials, alternative assessment formats, provision of note-takers, and other suitable accommodations.

Feedback on Disability Support Services: Regular meetings between students and the Learning Skills Support team will ensure ongoing alignment with students' needs. Feedback from students using disability services will be collected through anonymized online surveys, contributing to the annual Student Experience report presented to the Academic Board, Governing Council, and senior management.

Disability-Related Professional Development for Staff: Greystone Institute staff will receive foundational training during induction to cater to diverse student needs. Regular disability-specific professional development and training sessions will be conducted throughout the year.

Appendix – Relevant Federal and State Legislation

Federal and state legislations guide and shape Greystone Institute's disability practices.

- [Disability Discrimination Act 1992 \(Cth\)](#)
- [Disability Standards for Education 2005 \(Cth\)](#)
- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Human Rights Act 2019 \(Qld\)](#)