**Counselling & Disability Service**

**Disability and Health Conditions: Documentation Guidelines**

These guidelines will assist students and their relevant health professionals to understand the documentation requirements needed in order for a student to access support through an Educational Inclusion Plan.

In conjunction with an interview with the Disability Advisor, this documentation will assist in understanding the impact of the student’s health condition, disability or caring responsibilities on academic performance and in determining which facilities, services and educational adjustments may be appropriate.

Documentation must be:

* Recent (not more than three years old);
* Legible and in English; and
* On letterhead, signed and dated by a clearly identified, qualified and registered professional who is not related to the student.

Documentation Requirements:

A clear statement of the condition includes:

* A diagnosis provided by the relevant medical/health professional (please see table below);
* Duration and permanency of the condition;
* Current impact of condition(s)/symptom(s) on academic performance;
* Current treatment, as relevant to education; and
* Recommended strategies, equipment, etc. for reasonable adjustments.

In most circumstances, relevant registered health and mental/health professionals can complete the Supporting Documentation form. A copy of this form can be downloaded from the [Disability Support webpage](https://www.studentportal.acu.edu.au/discoveru/wise/counselling%20and%20disability%20service/register-for-support). **Please note that the form should only be completed by the treating health or mental/health professional.**

**Further information on Disability Support, including Disability Advisor contact details and Supporting Documentation forms can be found at:** [<https://www.studentportal.acu.edu.au/counselling_disability>](https://www.studentportal.acu.edu.au/counselling_disability)

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| **Learning Disorders***Examples:** Dyslexia
* Information Processing Disorders
* Dyscalculia
* Dysgraphia
 | **Appropriate Professional*** Registered Clinical Psychologist, Educational Psychologist or Neuropsychologist
* Educational Audiologist – for conditions such as Auditory Processing Disorder
* Behavioural Optometrist – for conditions such as Visual Processing Disorder
* Occupational Therapist – for conditions such as Motor Dyspraxia, coordination and handwriting issues related to learning disabilities
* Speech Pathologist – for conditions such as Expressive Language Disorder, Oral or Verbal Dyspraxia.

**Documentation Requirements**A complete assessment report which includes:* A diagnosis based on the criteria published in the DSM-5 (American Psychiatric Association);
* Comprehensive details including standard scores or percentiles with relevant interpretations;
* Impacts of the condition on academic performance;
* A summary of findings including recommendations and reasons for adjustments ***in the higher education learning environment***;

***Note*:** * Levels of learning disability can change during childhood and adolescence. Generally, test results should be current and no older than 3 years since the date of assessment. Please speak to your Campus Disability Advisor for further clarification if you are unsure.
* An IQ test is not sufficient to diagnose a learning disability.
* Students with documentation relating to “**Irlen Syndrome**” or “**Scotopic Sensitivity**” will receive adjustments limited to use/provision of coloured paper and suitable lighting for examinations only. More extensive support will require a comprehensive assessment/report as detailed above.
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| **Autism Spectrum Disorder**Diagnosis based on the criteria published in the DSM-5 (American Psychiatric Association)**Appropriate Professional** *(please refer to page one for documentation requirements)** Psychiatrist
* Registered Psychologist
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| **Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)**Diagnosis based on the criteria published in the DSM-5 (American Psychiatric Association)**Appropriate Professional** *(please refer to page one for documentation requirements)** Psychiatrist
* Registered Psychologist
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| **Vision Impairment***Examples: Keratoconus, Glaucoma, Stigmatism***Appropriate Professional** *(please refer to page one for documentation requirements)** Ophthalmologist
* Specialist Vision Testing Service (such as Vision Australia Services)
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| **Hard of Hearing/Deaf****Appropriate Professional** *(please refer to page one for documentation requirements)** Registered Audiologist
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| ***Medical Condition****Examples: Chronic Fatigue Syndrome, Autoimmune Disorders, Diabetes***Appropriate Professional** *(please refer to page one for documentation requirements)** Relevant specialist
* General Practitioner (with a clinical history with the patient)
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| **Physical Impairment***Examples: Spinal Cord Injury, Amputation, Paraplegia***Appropriate Professional** *(please refer to page one for documentation requirements)** Relevant specialist
* General Practitioner (with a clinical history with the patient)
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| **Neurological Disorders***Examples: Multiple Sclerosis, Epilepsy, Spina Bifida, Cerebral Palsy, Acquired Brain Injury***Appropriate Professional** *(please refer to page one for documentation requirements)** Relevant specialist
* General Practitioner (with a clinical history with the patient)

*Note*: If there is an associated learning disability, documentation will need to be provided in line with the guidelines listed for Learning Disabilities. |
| **Mental Health Condition***Examples: Depression, Anxiety Disorder, Schizophrenia, Bipolar Disorder, Post-Traumatic Stress Disorder, Eating Disorders***Appropriate Professional** *(please refer to page one for documentation requirements)** Psychiatrist
* Registered Psychologist
* General Practitioner (with a clinical history with the patient)
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| **Temporary Condition or Injury***Examples: Fractured limbs affecting mobility or capacity to write***Appropriate Professional** *(please refer to page one for documentation requirements)** Specialist
* General practitioner (with a clinical history with the patient)
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| **Carer**A carer is someone who provides significant care for an individual who has an ongoing health condition, disability or is elderly.As defined in the Carer Recognition Act (2010), an individual is **not a carer** merely because he or she:* is the spouse, de facto partner, parent, child or other relative of an individual, or is the guardian of an individual; or
* lives with an individual who requires care. <https://www.legislation.gov.au/Details/C2010A00123>

**Appropriate Professional** *(please refer to page one for documentation requirements)* * Confirmation from a treating doctor or specialist who is treating the person requiring significant care. This must indicate the impact of caring responsibilities in the higher education learning environment.

A copy of the carer’s supporting documentation form can be downloaded from the [Disability Support webpage](https://www.studentportal.acu.edu.au/discoveru/wise/counselling%20and%20disability%20service/register-for-support). |