

Supporting Documentation Guidelines

To register with the Access and Disability Service

Students who require support for a temporary or ongoing medical/mental health condition, neurodivergence, disability and/or caring responsibilities must provide supporting documentation from an appropriately qualified health practitioner. This information will enable the student to work with an Access and Disability Advisor to determine reasonable adjustments outlined in the [Educational Inclusion Plan \(EIP\)](#).

Documentation Requirements

Our [supporting documentation form/s](#) will enable the health professional to provide relevant information regarding your condition/s and/or caring responsibilities.

If you already have recent/current supporting documentation, it **must**:

- **indicate** that the condition(s)/symptoms/significant carer responsibilities are current,
- be **legible** and in English, and
- be on **letterhead, signed and dated** by a clearly identified, qualified and registered professional who is not related to you.

Supporting documentation **should also**:

- be no older than 3 years* (learning assessments should be completed no younger than 16 years of age),
- state **duration** and permanency of the condition/symptoms/significant carer responsibilities,
- indicate how long you have been **under the care** of your health practitioner/service for the condition/symptoms/significant carer responsibilities,
- provide the current **impact** of condition(s)/symptoms/significant carer responsibilities on your studies, and
- state current **treatment**.

The following forms of documentation will not be accepted:

- medical test results
- photos of your medication or injury
- letters of reference or support from school, college or university staff

***If you are unsure** as to whether your supporting documentation meets our requirements, you can [email an Access and Disability Advisor](#) who will be able to review your documents.

Please see below for a list of relevant health professionals who can provide supporting documentation.

Health professionals who can provide supporting documentation

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

Neurological Disorders

Examples: Attention Deficit Hyperactivity Disorder, Autism Spectrum Disorder, Multiple Sclerosis, Epilepsy, Spina Bifida, Cerebral Palsy, Acquired Brain Injury

Appropriate Professional (please refer to page one for documentation requirements):

- Relevant Specialist
- General Practitioner (who has received medical documentation from a specialist and can confirm diagnosis)

Note: If there is an associated Learning Disorder, documentation will need to be provided in line with the guidelines listed below.

Medical Condition

Examples: Chronic Fatigue Syndrome, Autoimmune Disorders, Diabetes

Appropriate Professional (please refer to page one for documentation requirements):

- Relevant Specialist
- General Practitioner

Temporary Condition or Injury

Examples: Fractured limbs affecting mobility or capacity to write

Appropriate Professional (please refer to page one for documentation requirements):

- Relevant Specialist
- General Practitioner

Carer

A carer is someone who provides **significant care** for an individual who has a temporary or ongoing medical/mental health condition, neurodivergence, disability and/or frail and aged.

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.

Appropriate Professional *(please refer to page one for documentation requirements):*

- Confirmation from a professional who is treating the person requiring care. This should indicate the impact of caring responsibilities in the higher education learning environment.

Vision Impairment/condition

Examples: Keratoconus, Glaucoma, Stigmatism

Appropriate Professional *(please refer to page one for documentation requirements):*

- Ophthalmologist
- Relevant Specialist
- Specialist Vision Testing Service (such as Vision Australia Services)

Hard of Hearing/Deaf

Appropriate Professional *(please refer to page one for documentation requirements):*

- Registered Audiologist

Physical Impairment

Examples: Spinal Cord Injury, Amputation, Paraplegia

Appropriate Professional *(please refer to page one for documentation requirements):*

- Relevant Specialist
- General Practitioner

Learning Disorders

Examples: Dyslexia, Information Processing Disorders, Dyscalculia, Dysgraphia

Appropriate Professional:

- 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 or 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 their studies
- A summary of findings including recommendations and reasons for adjustments *in the higher education learning environment*.

Note:

- Learning assessments should be completed at no younger than 16 years of age as learning disorders can change during childhood and adolescence. If you have been assessed previously, please [upload your assessment](#) for review and make an appointment to speak with an [Access and Disability Advisor](#).
- An IQ test is not sufficient to diagnose a Learning Disorder.
- Students with documentation relating to “**Irlen Syndrome**” or “**Scotopic Sensitivity**” may be eligible for support relating to colour and contrast sensitivity only.

Further information can be found on the [Access and Disability Service](#) web pages.