

# REASONABLE ADJUSTMENT



## PURPOSE

This Policy describes how the Farmhouse Montessori, will approach enrolment of students and employment of staff with a disability. This in turn demonstrates a commitment to providing equitable opportunities for people with disabilities. This creates infrastructure, in terms of services, policies and general awareness that is necessary to enable people with disabilities to have equal access to and full participation to the Farmhouse Montessori School.

The purpose of this policy is, as far as possible, to eliminate disability discrimination from the processes of supporting students and the recruitment, retention and support of staff at Farmhouse Montessori.

## AIMS

To provide and maintain a safe and accessible environment for all staff, children, their families and visitors to the centre and thereby reducing the risk of injury or illness in accordance with WH&S Act 2000.

To provide continued access to the study environment for enrolled or prospective students who have temporary or permanent disabilities.

## DEFINITIONS

**Disability** - for the purposes of this procedure, the definition of disability is that used by relevant anti-discrimination legislation. The full definitions are in the Disability Discrimination Act 1992 (DDA).

Disability is very broadly defined in the legislation and covers physical, sensory, intellectual, psychiatric, neurological and learning disabilities. It also covers physical disfigurement as well as serious illnesses. A disability may be temporary or permanent, total or partial, lifelong or acquired.

**Reasonable adjustment** - refers to the administrative, environmental or procedural alterations that are required to enable a person with a disability to study effectively and on the same basis as other student peers without a disability.

**On the same basis** - A person with a disability is treated **on the same basis** as a student peer without a disability if the person has opportunities and choices in admission, enrolment and participation that are comparable with those offered to other students without disabilities. The provider makes any decisions (e.g. concerning admission) on the basis that reasonable adjustments could be provided.

**An adjustment** is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students. (Disability Standards for Education 2005).

## THE APPLICATION OF REASONABLE ADJUSTMENTS

Reasonable adjustments are changes introduced into the reasonable process to ensure programs are accessible to students who have a disability. Reasonable adjustments may be required in situations where a student has:

- an injury or illness of a temporary or permanent nature or;
- an acquired condition or disability, whether temporary or permanent or;
- an established condition or disability.

The procedures described in this document apply to the management of reasonable adjustments for all these categories.

The requirement to provide adjustment for people with a disability applies to all areas and phases of study, including:

- admission and enrolment,
- access to learning materials,
- attendance at classes,
- assessment including examinations,
- professional placements.

The School will endeavour to meet the needs of students through inclusive and flexible teaching practices; however examples of the types of adjustments that may need to be provided include:

- providing information in accessible formats,
- reasonable adjustment to curriculum content,
- reasonable adjustment to mode of delivery,
- reasonable adjustment to assessment procedures,
- modifications to equipment, the loan of specialised equipment or software,
- modifications to property.

Any adjustments will be provided in a timely and sensitive manner, protecting the privacy and the dignity of the student at all times.

Adjustments may be permanent or temporary depending on the nature of the disability and the needs of the individual. The level and nature of the adjustment may also change over time. However, it may not be necessary for a student to repeat the processes of seeking the same adjustments for an ongoing condition, e.g. to examination conditions or format of learning materials.

At all times the staff responsible for administering the adjustment will respect the privacy of the student. Information about the student's disability will only be sought insofar as it relates to the request for adjustment. Information about the disability will only be disclosed to relevant Farmhouse staff to enable reasonable adjustments to accommodate a student's disability. Information will not be supplied to any person or organisation outside the School except where it may be legally required to do so.

### ASSESSMENT NEEDS

In assessing the student's need for reasonable adjustment the Principal and Premises officer or relevant staff member will consult with the student on the following matters:

- the nature, severity and duration of the disability, injury or illness;
- the functional limitations placed on the student by the disability or condition;
- whether the disability or condition is likely to change over time and reasonable adjustments may require review;
- what specific adjustments, if any, have been suggested by the student;
- information provided by or on behalf of the student about how the disability affects the student's ability to participate; and
- whether further specialist evaluation is required to identify and implement appropriate adjustments.

The adjustment will be determined using the following factors:

- the student's disability;
- the views of the student or the student's associate,
- the effect of the adjustment on the student, including the effect on the student's:
  - ability to achieve learning outcomes; and
  - ability to participate in courses or programs; and
  - independence;
- the effect of the proposed adjustment on anyone else affected, including the School, staff and other students and;
- the costs and benefits of making the adjustment.

### COSTS

- The costs of implementing reasonable adjustments will be funded as follows:
  - Adjustments to enable access to buildings, grounds or facilities, i.e. to fixed capital items, will be funded by Premises Provisions.
  - Costs related to materials will be funded by the class materials funds.
  - Costs related to staff will be funded by staffing funds or disability provisions.
- The School will **not** generally fund the cost of:
  - Professional assessments of disability;
  - personal aids that are also required by the student outside the university;
  - general use furniture;
  - computers;
  - workstations within the home environment;
  - personal care or;
  - treatment for a temporary or permanent condition or disability.
- Recording of costs and submission to DET for reimbursement:
  - Under the Additional Support for Students with Disabilities (ASSD) scheme, educational support costs over \$500 per calendar year for any one student can be claimed from DET and an amount up to 100% will be reimbursed. Equipment costs may also be reimbursed. The administrative assistant will prepare the submission to DET at the appropriate time each year or as required.

### MONITORING AND REVIEW

Monitoring of adjustments and further adjustments will be determined according to the needs of the individual child. A study access plan will be reviewed annually or as required.

### APPEALS

Where a concern is raised about the reasonableness of an adjustment, the matter can be referred informally to the Principal.

Formal complaints may be made to the Principal and will be dealt with in accordance with our Concerns and Grievance policy

## LEGISLATIVE LINKS

Work Health and Safety Act 2011 No 10  
 Work Health and Safety Regulation 2011  
 Explosives Act 2003  
 Disability Discrimination Act, 1992  
 Disability Standards for Education 2005  
 The Disability (Access to Premises-Buildings) Standards 2010  
 Commonwealth Disability Discrimination Act (1992)  
 Educational and Care Services National Regulations 2011 - 168 (2)(h)  
 Disability Standards for Education, 2005  
[http://www.dest.gov.au/sectors/school\\_education/programmes\\_funding/forms\\_guidelines/disability\\_standards\\_for\\_education.htm](http://www.dest.gov.au/sectors/school_education/programmes_funding/forms_guidelines/disability_standards_for_education.htm)

## LINKS TO OTHER POLICIES

Additional Needs  
 Workplace Health and Safety  
 Maintenance Policy  
 Concerns & Grievance policy

SOURCES	Modification	REVIEW DATES
<a href="http://www.csu.edu.au/adminman/stu/procedure-reasonable-adjustment-students.pdf">http://www.csu.edu.au/adminman/stu/procedure-reasonable-adjustment-students.pdf</a>		<i>Approved : September 2013 Reviewed: March 2014</i>
	New Logo & Format	<i>Sept 2018</i>