

## **Disability and Health Conditions: Documentation Guidelines**

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

In conjunction with an interview with the Access and Disability Advisor, the supporting documentation provided will assist in understanding the impact/s of the student's health/mental health condition, neurodiversity, disability and/or caring responsibilities on their studies and in determining what educational adjustments, services and/or facilities may be appropriate.

### Documentation must be:

- Current, which means;
  - a) No more than two weeks old for temporary conditions.
  - b) No more than six months old for fluctuating conditions, if appropriate.
  - c) Not earlier than the age of 16 years old for a learning disability.
  - d) No more than three years old for chronic/permanent conditions unless the condition is self-evident.
- 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/s;
- Current impact of condition(s)/symptom(s)/carer responsibilities on their studies;
- Current treatment, as relevant to education; and
- Recommended strategies for adjustments.

**Please see tables below for a list of relevant medical/health professionals who can complete the supporting documentation form/provide medical evidence, based on diagnosis.** A copy of this form can be downloaded from the [Access and Disability Service](#).

<p><b>Learning Disorders</b></p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Dyslexia</li> <li>• Information Processing Disorders</li> <li>• Dyscalculia</li> <li>• Dysgraphia</li> </ul>	<p><b>Appropriate Professional</b></p> <ul style="list-style-type: none"> <li>• Registered Clinical Psychologist, Educational Psychologist or Neuropsychologist</li> <li>• Educational Audiologist – for conditions such as Auditory Processing Disorder</li> <li>• Behavioural Optometrist – for conditions such as Visual Processing Disorder</li> <li>• Occupational Therapist – for conditions such as Motor Dyspraxia, coordination and handwriting issues related to learning disabilities</li> <li>• Speech Pathologist – for conditions such as Expressive Language Disorder, Oral or Verbal Dyspraxia.</li> </ul> <p><b>Documentation Requirements</b></p> <p>A complete assessment report which includes:</p> <ul style="list-style-type: none"> <li>• A diagnosis based on the criteria published in the DSM-5 (American Psychiatric Association);</li> <li>• Comprehensive details including standard scores or percentiles with relevant interpretations;</li> <li>• Impacts of the condition on their studies</li> <li>• A summary of findings including recommendations and reasons for adjustments <i>in the higher education learning environment</i>;</li> </ul> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• 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 and when the student is at least 16 years old. Please speak to an Access and Disability Advisor for further clarification if you are unsure.</li> <li>• An IQ test is not sufficient to diagnose a learning disorder.</li> <li>• Students with documentation relating to “<b>Irlen Syndrome</b>” or “<b>Scotopic Sensitivity</b>” will receive adjustments limited to use/provision of coloured paper and suitable lighting for examinations only. Further adjustments will require a comprehensive assessment/report as detailed above.</li> </ul>
<p><b>Autism Spectrum Disorder</b></p> <p>Diagnosis based on the criteria published in the DSM-5 (American Psychiatric Association)</p> <p><b>Appropriate Professional</b> (<i>please refer to page one for documentation requirements</i>)</p> <ul style="list-style-type: none"> <li>• Psychiatrist</li> <li>• Registered Psychologist</li> <li>• Relevant specialist</li> <li>• GP (who has received medical documentation and can confirm diagnosis)</li> </ul>	

### **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
- Relevant specialist
- GP (who has received medical documentation and can confirm diagnosis)

### **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)

### **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)

### **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)

### **Hard of Hearing/Deaf**

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

- Registered Audiologist

## 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 disorder, documentation will need to be provided in line with the guidelines listed for learning disorder.

## 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)

## 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)

## 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 professional 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 [Access and Disability Service webpage](#).

**Further information on Access and Disability Service, including Access and Disability Advisor contact details and Supporting Documentation forms can be found at:** <https://www.studentportal.acu.edu.au/disability>