



National Disability Coordination Officer Program
AN AUSTRALIAN GOVERNMENT INITIATIVE

SHARING INFORMATION ABOUT YOUR DISABILITY (Disclosure)

When people with disability and/or medical conditions start study, training or a new job, they often have to share information about their disability to get the support that they need.

Sharing information about your disability* is a personal decision and each disability is different for everyone.

This booklet helps assist with planning how you can better discuss your disability before you start your training, education and/or employment.

*Sharing information about your disability is sometimes referred to as disclosure.

A Range of Resources/Information is Available on the Following Websites:

Disclosure - Choosing your Path

This website addresses the challenges around sharing information about disability. It provides information about options and pathways that people with disabilities can use. The website also explains the role and responsibilities of employers and educators.

<https://www.westernsydney.edu.au/choosingyourpath>

Australian Disability Clearinghouse of Education and Training (ADCET)

<https://www.adcet.edu.au/students-with-disability/disclosure>

JobAccess- Sharing Access Requirements

<https://www.jobaccess.gov.au/people-with-disability>

Australian Human Rights Commission -IncludeAbility Resource Hub

IncludeAbility.gov.au.

Victorian Equal Opportunity and Human Rights Commission -Disability and the Workplace

<https://www.humanrights.vic.gov.au/for-individuals/disability-and-the-workplace/#:~:text=Do%20I%20have%20to%20disclose,you%20work%20safely%20and%20productively>

A brief guide to the Disability Discrimination Act

<https://humanrights.gov.au/our-work/disability-rights/brief-guide-disability-discrimination-act>

Disability Standards for Education

<https://www.adcet.edu.au/disability-practitioner/legislation-standards/disability-standards-for-education>

Get to Know your Disability

It may be helpful for you to identify and implement strategies and adjustments you require to participate effectively in education and/or employment. It is beneficial to discuss with educational providers and and/or potential employers your needs, particularly if you need accommodations or adjustments to successfully complete your study and/or to participate in employment. Think about what assistance you currently receive and what assistance you may need to ensure you have the best possible start to your future study or employment. Here are some questions that you may find useful to understand your needs and plan discussions during tertiary education and employment.

Does your disability have a name?

Is your disability or medical condition:

- | | |
|--|---|
| <input type="checkbox"/> Noticeable? | <input type="checkbox"/> Permanent? |
| <input type="checkbox"/> Not Noticeable? | <input type="checkbox"/> Likely to get worse? |
| <input type="checkbox"/> Recurring? | <input type="checkbox"/> Terminal? |
| <input type="checkbox"/> Temporary? | <input type="checkbox"/> Episodic? (every so often) |

How does your disability or medical condition impact on your study or work?
(E.g. Tire easily; can't sit at a desk for a long time; need instructions repeated or written down)

Are you taking medication? If yes, what impact does your medication have on you? (E.g. Loss of concentration, easily tire).

What assistance or adjustments have you previously received, either at school, through the National Disability Insurance Scheme (if applicable) or within post-school education/training and employment? (E.g. Help with organising your daily schedule and managing your study workload, assistance from a note taker, help to stay on task).

How often and for what duration of time, do you need assistance or support to achieve your study goals?
(E.g. How much time do you need to plan your study schedule etc.)

What assistance and strategies might you need to complete a University or VET course, or an apprenticeship/traineeship? (E.g. Additional time to complete an examination, assistive technology, sitting at the front of the class to hear the lecturer etc.)

What assistance might you need to find and maintain employment? (E.g. support to articulate my disability or medical condition and understand my strengths, interview practice, work place modifications).



My Plan

What information do I need to share about my disability? _____

Why? _____

When? _____

What? _____

To whom? _____

How? _____

Key planning prompts:

- How does your disability affect your study/employment?
- What adjustments do you require to participate effectively?
- What will you manage for yourself?
- What is the responsibility of your employer/training provider to provide?
- What can be provided through Government support such as JobAccess or the National Disability Insurance Scheme (NDIS)?
- What can your participation do for others?

My draft script:

Examples of Sharing Disability Information During Tertiary Education

I am an autistic person. Autism is different for every individual, but for me, this means I am very literal in my interpretation of information. I need lecturers to provide clearly written instructions for tasks so that I will be able to follow them. My autism also means I find it difficult to maintain eye contact with people so sometimes I might look like I am not interested in what some one is saying, but in fact I am listening. If lecturers can understand this, it would be greatly appreciated.

I have cerebral palsy and use a wheelchair for my mobility. I can achieve most tasks independently but if I need to use equipment that is situated above waist level I may need a height adjustable table or assistance. I will also need to take an alternative elective subject as I will not be able to successfully complete all the requirements for the manual handling subject.

I am visually impaired and use a walking stick to assist with mobility. It would be helpful for me to know my timetable and classroom locations before I start at my study so I can familiarise myself with the environments, prior to classes starting. It is also helpful if the classroom area is kept clear of any obstruction and students are instructed to keep their bags under the tables rather than behind their chairs. This means I will be able to move about independently. I would also appreciate notes, assessment instruction and information to be supplied to me electronically so I can use my screen reading software to prepare for classes.

I have anxiety which means that when I am required to do oral presentations and work in groups I may stutter and take longer to express myself. If I could go first when we have these requirements and use notes to prompt me this will assist me. If it is not essential for me to do oral presentations, I would prefer to do an alternative assessment or only present to a small number of people.

I live with hearing loss. I lip read which means I will need to be able to sit at the front of the classroom in sight of the lecturer. The lecturers will also need to ensure they do not obscure their face. It is also helpful if I have copies of the PowerPoints, or notes can be provided to me at the beginning of a class.

I have chronic fatigue which I am managing well. I have decided to study part time so that I only need to attend ½ day classes, that way it does not tire me out. Where possible I would like to enroll in afternoon classes because I take medication which can make me drowsy in the mornings and less able to concentrate on my learning.

I am dyslexic which means I have difficulty when I hand write information. If I can use a computer to type my work, then I can use My Study Bar software to help me with spelling and grammar check functions so my assessments are easy to read and you can see that I understand the content. It is also helpful for me to be able to submit drafts of my assessments to staff to get feedback; this may mean we need to regularly negotiate dates for submission and extensions.

